

# Immigrants welcome!? – Writing a composition on a current topic

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Immer mehr Menschen sind weltweit aus den unterschiedlichsten Gründen auf der Suche nach einer neuen Heimat. Manche fliehen aus Kriegsgebieten, andere sehen in ihren Herkunftsländern aufgrund einer desolaten wirtschaftlichen Situation keine Zukunft mehr. In den Aufnahmeländern spaltet das Thema „Zuwanderung“ die Meinungen der Menschen wie kaum ein anderes. Daher eignet es sich gut zum Schreiben von *compositions*, einer Aufsatzform, die in vielen Schularten der beruflichen Schulen relevant ist. Kern dieser Aufsatzform ist das Abwägen zweier Positionen zu einem Oberthema.

In dieser Unterrichtseinheit lernen Ihre Schüler, wie man eine *composition* plant, schreibt und überarbeitet. Um zu einem gut strukturierten Text zu kommen, muss einiges beachtet werden: eine zündende Einleitung, gute Argumente, eine nachvollziehbare Struktur und ein überzeugendes Fazit. Jeder einzelne Schritt wird intensiv behandelt und geübt.



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Das Thema „Zuwanderung“ spaltet die Meinungen der Menschen in den Aufnahmeländern.

## Das Wichtigste auf einen Blick

<p><b>Kompetenzen</b></p> <ul style="list-style-type: none"> <li>– den Aufbau einer <i>composition</i> kennen und selbstständig eine Gliederung erstellen</li> <li>– überzeugend argumentieren</li> <li>– selbstständig eine <i>composition</i> verfassen</li> <li>– thematischen Wortschatz zum Thema „Immigration“ kennen und anwenden</li> <li>– Chancen und Risiken von Zuwanderung in ein Land einschätzen</li> </ul>	<p><b>Dauer</b></p> <p>8 Schulstunden</p> <p><b>Niveau</b></p> <p>B1/B2</p> <p><b>Ihr Plus</b></p> <p>mit einem Zeitungsartikel aus dem <i>Guardian</i></p>
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## Verlaufsübersicht

1./2. Stunde: "The world is on the move" – thinking about migration	
Material	Verlauf
M 1	<b>Time to go! – Leaving one's home country</b> / zu Bildimpulsen sprechen
M 2	<b>A visit at the "World Café" – method sheet</b> / sich mithilfe der Methode „World Café“ in Gruppendiskussionen zum Thema austauschen
M 3	<b>Menu cards at the World Café</b> / vier Karten mit Fotos und Diskussionsfragen
<i>Stundenziel:</i>	Die Schüler aktivieren ihr Vorwissen zum Thema „Migration“.

3./4. Stunde: "It's all about structure" – writing the main part of a composition	
Material	Verlauf
M 4	<b>Immigrants welcome!? – Opinions on immigration to the UK</b> / kontroverse Kommentare zum Thema „Einwanderung“ zusammenfassen
M 5	<b>The pros and cons of immigration – finding arguments</b> / anhand der Kommentare Pro- und Kontra-Argumente zum Thema „Einwanderung“ erarbeiten
M 6	<b>How to write a composition – planning the main part</b> / die Argumentationskette in einer <i>composition</i> erarbeiten und eine eigene Gliederung erstellen
<i>Stundenziel:</i>	Die Lernenden kennen den Aufbau des Hauptteils einer <i>composition</i> .

5./6. Stunde: "If only I knew how to begin ..." – writing a good introduction	
Material	Verlauf
M 7	<b>How to catch the reader's interest – writing the introduction</b> / den Aufbau der Einleitung anhand eines Infotextes erarbeiten
M 8	<b>Collecting ideas for the introduction</b> / in einem Kugellager Ideen für die Einleitung der eigenen <i>composition</i> sammeln
M 9	<b>"Black, British and proud" – using personal experience for an introduction</b> / anhand eines Kommentars einer Britin mit Migrationshintergrund Ideen für die Einleitung sammeln
<i>Stundenziel:</i>	Die Schüler kennen den Aufbau der Einleitung einer <i>composition</i> .

7./8. Stunde: "Migrants: a benefit or a burden?" – Writing one's own composition	
Material	Verlauf
M 10	<b>Completing a composition – re-arranging jumbled parts</b> / Teile eines Mustertextes in die richtige Reihenfolge bringen
M 11	<b>The glue that holds your text together – linking words</b> / gängige Bindewörter und Präpositionen zur Strukturierung eines Textes erarbeiten
M 12	<b>How to end your composition – writing the conclusion</b> / den Aufbau der Einleitung anhand eines Infotextes erarbeiten
M 13	<b>How good is the composition? – A checklist</b> / eine eigene <i>composition</i> schreiben, anhand eines Fragebogens in Partnerarbeit Rückmeldung zu den Texten geben
<i>Stundenziel:</i>	Die Lernenden verfassen selbstständig eine <i>composition</i> und überarbeiten diese.

## Materialübersicht

### 1./2. Stunde "The world is on the move" – thinking about migration

- M 1 (Pi) Time to go! – Leaving one's home country  
 M 2 (Tx) A visit at the "World Café" – method sheet  
 M 3 (Ca) Menu cards at the World Café

### 3./4. Stunde "It's all about structure" – writing the main part of a composition

- M 4 (Ws) Immigrants welcome!? – Opinions on immigration to the UK  
 M 5 (Ws) The pros and cons of immigration – finding arguments  
 M 6 (Ws) How to write a composition – planning the main part

### 5./6. Stunde "If only I knew how to begin ..." – writing a good introduction

- M 7 (Ws) How to catch the reader's interest – writing the introduction  
 M 8A (Tx/Pi) Collecting ideas for the introduction – data, statistics and statements  
 M 8B (Tx) Collecting ideas for the introduction – the inner-outer circle  
 M 9 (Tx) "Black, British and proud" – using personal experience for an introduction

### 7./8. Stunde "Migrants: a benefit or a burden?" – Writing one's own composition

- M 10 (Ws) Completing a composition – re-arranging jumbled parts  
 M 11 (Ws) The glue that holds your text together – linking words  
 M 12 (Ws) How to end your composition – writing the conclusion  
 M 13 (Ws) How good is the composition? – A checklist

**Vocabulary** Immigration: benefit or burden (M 14)

**Test** Lernerfolgskontrolle (**Zusatz\_test\_composition**)



### Bedeutung der Abkürzungen


**Ca:** Cards; **Pi:** Picture(s), **Tx:** Text; **Ws:** Worksheet

#### Minimalplan

Sie haben nur zwei Stunden zur Verfügung? So können Sie die wichtigsten Inhalte erarbeiten:

- |            |  |                   |
|------------|--|-------------------|
| 1. Stunde: | Finding arguments and planning the main part | <b>M 4–M 6</b>    |
| 2. Stunde: | Writing a composition                        | <b>M 10, M 14</b> |

#### Zusatzmaterialien auf der CD 22 bzw. in der ZIP-Datei

- |                               |   |   |
|-------------------------------|---|---|
| M3_Zusatz_mindmap             | (vorstrukturierte Mindmap zur Ergebnissicherung)            |  |
| M6_Zusatz_structuring         | (geometrische Formen zum Erstellen der Argumentationskette) |   |
| M10_Zusatz_sample_composition | (Musterbeispiel für eine <i>composition</i> )               |   |
| Zusatz_test_composition       | (Multiple-Choice-Test zum Aufbau einer <i>composition</i> ) |   |

## A visit at the “World Café” – method sheet

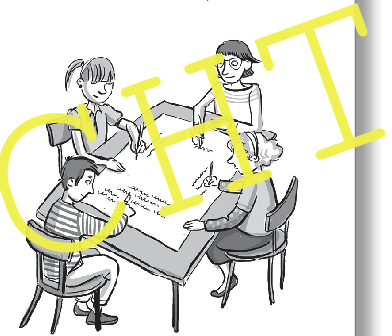
M 2

Let's have a closer look at why people look for a better future in a different country.

### Method: World Café

#### Step 1

- a) Get together in groups of four to six people. Go to your starting point and have a seat around the table.
- b) Read what is written on your “menu card” and discuss the questions in your group.
- c) Write the group's most important ideas on the paper table cloth. For step 1 you have ten minutes.



#### Step 2

- a) One member of your group stays at the table as the “host”. He/ she tells the new “guests” what was discussed in your group.
- b) The other group members move on to the next table where you find another “menu card”. Now repeat step 1.

Tip: When you change tables you can connect your knowledge from the previous table(s) with what you discuss at the new table.

#### Step 3

At the end, when all groups have worked on the questions on all four “menu cards”, the results are shared in class.

## Immigrants welcome!? – Opinions on immigration to the UK

M 4

Have a look at comments British Internet users have left underneath an online article on immigration.

### Tasks

1. Read what different people in the UK think about immigrants.
2. Take notes about the people's opinions. There is space for your notes on the lines underneath each text.



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### Forum > Discuss this article: "Immigration to the UK: Benefit or burden?"

**Superandy278:** My opinion on immigration? Not anyone from EU countries should be allowed enter the UK. Only people who have a job or a job offer should be allowed to come. If they don't have a job yet, they need to have enough money to live without welfare<sup>1</sup> while they look for a job. Otherwise people should stay where they are. With asylum seekers it's a completely different question, though.

**JerzyS:** I am from Poland. I have been living here for over 20 years and have been paying taxes<sup>2</sup> since I arrived. I got a university education here and bought a house. Now I have to hear people's racist comments about Polish people? Those people should take a look at some Brits who have been living in this country their whole lives and have not worked a single day.

**Smartbut:** Want the truth about UK migration? Can't you already see it? Overcrowding<sup>3</sup>, struggling public services, wages<sup>4</sup> sinking lower and lower. The only ones who have benefited<sup>5</sup> are big businesses and the immigrants themselves.

**Alwaysright82:** If immigrants speak English well and try to integrate themselves, they are very welcome here, no matter which country they are from. But if they are not willing, they should stay away. We don't need people who only live at our expense<sup>6</sup>.

**Ivelyn66:** There are more and more people and there is less and less housing in Britain. But the statistics say that immigrants from Eastern Europe have contributed<sup>7</sup> a lot more to the economy than they have cost. And this is a fact – not just one person's impression. Smartbut should question his impressions and the conclusions he draws from them.

**Rocksuze:** I have never had a problem with anyone who wants to come to the UK to have a better life and a better future, to find work, to integrate, to pay their taxes etc. I admire the ambition<sup>8</sup> many migrants have: they worked really hard to learn the language and get a good education. This is a contrast to many of those who were born and raised in the UK!

**Brian36:** It is not the British who are building our roads, railways, houses and hospitals. Without immigrants, our infrastructure would break down.

**MirandaQ:** Immigrants who come to the UK are mostly young and willing to work. The jobs they take are low paid, often minimum wage. These are the jobs that UK nationals don't want to do.

### Vocabulary

1 **welfare**: die Sozialhilfe – 2 **taxes**: die Steuer – 3 **overcrowded**: überfüllt – 4 **wage**: der Lohn – 5 **to benefit from sth.**: von etw. profitieren – 6 **at so.'s expense**: auf Kosten von jmdm. – 7 **to contribute**: beitragen – 8 **ambition**: der Ehrgeiz

## M 5 The pros and cons of immigration – finding arguments

If you want to give your opinion on a topic, it is very important to have convincing arguments. You will learn to structure your arguments here.

### Tasks

1. What are the pros and cons of immigration according to the statements in M 4? Write those arguments in the table below. Think of further arguments and add them.
2. Arrange the pros and cons according to their relevance by writing numbers next to the individual arguments. Start with the strongest argument (Number 1) and end with the weakest.



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Immigrants are a benefit to the host society.	
Pros	Cons

VORANSICHT

## How to write a composition – planning the main part

M 6

Find out what the structure of the main part of a composition should look like.

**Task 1:** Complete the text with in the words from the box below.

In a composition the chain of argumentation is split up into three parts: a thesis, an \_\_\_\_\_ and an example. The \_\_\_\_\_ clarifies which side you are on – the pro or the \_\_\_\_\_.



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After that, you list the arguments that \_\_\_\_\_ your point. Of course you also need good \_\_\_\_\_ that further illustrate your arguments.

thesis

prove

examples



con

argument

**Task 2:** Split the following paragraph into thesis, argument and example. Underline these parts in different colours.

In my opinion immigration is a benefit for the host society. In many Western countries immigration can help to overcome problems. In Germany, for example, birth rates have gone up again – thanks to immigrants who have more children.

**Task 3. a)** Read the info-box below and find out how you can combine content and structure.

<b>Structural overview of the main part of a composition</b>		
There are two main techniques to structure the main part of a composition:		
 <p><b>The hourglass technique</b></p> <p>Start with the side you are not on. ➤ from the weakest to the strongest argument (+ examples)</p> <p>Go on with the side you are on. ➤ from the weakest to the strongest argument (+ examples)</p>	<p><b>The ping-pong technique</b></p> <p>pro-argument 1 (+ example) → con-argument 1 (+ example)</p> <p>pro-argument 2 (+ example) → ...</p>	

**b)** Then take a sheet of paper and structure the arguments you have collected. Write the thesis and antithesis in squares, your arguments in ellipses and the examples in triangles. Then arrange them according to the hourglass or the ping-pong technique. You may want to cut the parts out and glue them on a piece of paper.

Example:

(anti-)thesis

argument 1



example 1

argument 2



example 2

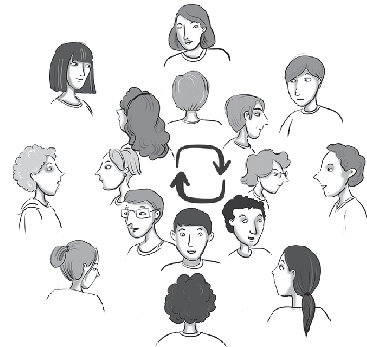
## M 8B Collecting ideas for the introduction – the inner-outer circle

Find ideas to write the introduction to your composition.

**Task 1:** Have a close look at the statistic, the photo and the quotations. Take notes on what aspects of immigration they are about.

**Task 2:** Now form two circles with your classmates: an inner circle and an outer circle. Discuss the given topic with the person standing across from you.

After three minutes a signal will tell you to move. The inner circle moves clockwise, the outer circle doesn't move. Now you discuss the next topic with your new partner.



### Topics to discuss

- Would you mind living in an overcrowded country? Why (not)?
- Do you think it's a good idea to protect our countries from the influence of immigrants? Why (not)?
- Do you like foreign food? Why (not)?
- How do you define the expression "tolerance"?
- "Immigrants take away our jobs!" – What do you think of this statement?
- "It is difficult to talk about immigrants in general." – What does this statement mean?

**Task 3:** After your discussion: Collect possible ideas for an introduction in class.

Migrants are a benefit to the host society –  
ideas for an introduction

**Task 4:** Write your own introduction to the topic "Immigrants are a benefit to British society".