



LESSON PLAN

This guide is a set of suggestions of what you can do with your students regarding the story, *The Greeks*. The steps to this lesson plan are as follows:

- 1) Set the scene - - A few lead-in questions to orientate the students** Write the name of the town, 'Flin Flon' on the board. Elicit where they think it is located and what kinds of people live there.
- 2) Introduce the story - -** Lead the students through the first three paragraphs, familiarizing the students with the story and the questions relating to it. Tell them that they don't need to understand all the vocabulary in order to answer the questions or understand the story sufficiently to get something out of it.
- 3) Read the rest - -** Let the students finish the story, then answer the remaining two questions.
- 4) Vocabulary look - -** A quick look at some of the vocabulary appearing in the story which could be useful when speaking about it in the discussion. Get the students to do most of the explaining (or guessing) of the meaning.
- 5) Post story discussion - -** Place the students in small groups (3 or 4) and have them share accounts of how they welcomed somebody or were welcomed by somebody into a group that was new. (This experience of entering a new group doesn't have to be an ethnic group, but could also be starting a new job, going to a new school or moving to a different place.) If this has not been their experience, then they say how, ideally, they would like to see this happen, how somebody strange to a group can enter. They are to use the four vocabulary items in their speaking.

NOTE: It is recommended that the level of the students is at a minimum in the early stages of Advanced (they have already completed level B2 in Europe)

1	Set the scene
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- Write 'Flin Flon' on the board and ask the students in what country would they find this town. *Canada*
You can explain that it's an isolated mining community located many hundreds of kilometres from the nearest city. The winters are long and cold (-40 degrees and colder). And that it really exists. They can google it to check.
- What kinds of people would settle and work there?
Elicit different kinds of personality traits and different cultures or countries of origin such as Russia, Ukraine, Iceland, Sweden, etc. In fact these people do live there, but so do people from China, Chile, the Philippines, and many other countries. There is a variety of people but at the time of the story the small town culture was a strict and hard one, with little tolerance for differences from the accepted norms. Your origins didn't matter so much. You just had to conform.

2	Introduce the story
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Part 1

- Give the students a copy of the story and the Student Handout.
 - Have them read the italicized sentence and the first two lines of the story.
 - Tell the students to answer the first two questions on the handout. They don't have to write anything for these questions. They just tell you.
- Q1: How old was the protagonist when he moved to the big city? *His late teens (Actually, he was 17 but this information doesn't appear in the story, which is a true account of the author.)*
- Q2: How do you imagine he felt, living away so far from home? Almost anything would be acceptable here. You want to encourage the students to speculate a little and back it up with some reasoning. This brief exercise here also helps the students to anticipate what is coming up in the story. Concerning his feelings about living in a strange new place, he could have felt lonely, for example, homesick, disorientated. However, "*an impressive variety of people, all sorts of interesting mixes*" strongly implies that it was likely to have been a very positive experience for him.

2**Introduce the story****Part 2**

•Students read the rest of the first paragraph. If the students don't have a very high level, give them a brief summary of the first paragraph before they read it. Tell them that he left his small town to go to southern Canada where the university was. He liked the variety of people there, especially because there was a high level of tolerance for people doing things in different ways. He felt right at home there.

•Tell the students that they are now to read the second and third paragraphs. When they are done they are to cover their papers and you will ask them a question or two based on what they have just read.

2 suggested questions: 1) Can you explain to me what a name day or a Saint's day is?

2) Tell me what you remember from those two paragraphs.

3**Read the rest**

•Tell the students to read the rest of the story and answer Questions 3 & 4.

Q3: What preparation was needed before the Saint's name day party could start? (4 things)

1) get permission from the director 2) remove the beds 3) put away anything glass or breakable

4) make sure everyone was wearing shoes

Q4: How did that young man feel

before the party – **timid but welcomed**

during the party – **he enjoyed himself**

after the party – **he felt accepted and part of something; he also felt he benefitted a lot from the experience**

4**Vocabulary look**

•These 4 items are in the story. If the students know what they mean, they think of how they can explain them, especially in terms of how they relate to something in the story. If they aren't familiar with them, they look at the sentences and the context they are in and try to figure them out.

caricature (line 6)

easy-going (line 27)

to heartily welcome somebody (line 47)

to fit in (in the afterword)

•After going over the pronunciation, give the students a few minutes to do the task. (They can confer in pairs if they like.) Then ask different individuals to communicate the meaning.

5**Post story discussion**

•Suggested theme for discussion: See the lesson plan summary box. Encourage the students to explore the theme as much as they can and to use the recently covered vocabulary. Other possible themes to speak about:

1) How important is cultural diversity?

2) If you were the Minister of Culture and were given a budget of 50 million euros to promote cultural diversity in the coming year, how would you plan to use it?

► Another idea for further speaking: Go to

<http://maxenglishcorner.com/more-lessons/todays-theme-homepage/todays-theme-2-culture/>

There you will find 3 different themes related to the theme of culture with materials and lesson plans provided.

► There are also other stories with lesson plans found at <http://maxenglishcorner.com/hst-harvey-skidoo-tree-series-homepage-mec/>