

<p><b>Theme:</b> Canada</p>	<p><b>Topic:</b> Refugee Experience in Canadian Literature</p>
<p><b>Stage:</b> 2</p>	<p><b>CLB Outcome Level(s):</b> 8</p>
<p><b>Task:</b> Learners will read an authentic text of Canadian literature.</p>	
<p><b>Estimated time for the task:</b> 5 hours</p>	
<p><b>CLB Outcomes</b>  <i>By the end of this topic, learners will be able to ...</i></p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• participate in discussion on an abstract familiar topic (8)</li> <li>• express and analyse opinions and feelings (8)</li> <li>• manage conversation and check comprehension (8)</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• identify main idea not specifically stated, organization and specific details in extended oral presentations (8)</li> <li>• identify facts, opinions and attitudes in conversations about abstract and complex ideas on a familiar topic (8)</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• demonstrate comprehension of factual details and inferred meanings in an extended narration (8)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• write an outline of a longer text (8)</li> <li>• write three or four paragraphs to express or analyse opinions on a familiar abstract topic (8)</li> </ul>	
<p><b>Suggested Resources</b></p> <ul style="list-style-type: none"> <li>• “<i>Bambinger</i>” by Mordecai Richler in <i>Classics Canada: Authentic Readings for ESL Students</i>, Book 3, Chapter 3. Patricia Brock and Brian John Busby. Scarborough: Prentice Hall Regents, 1995</li> <li>• “<i>Bambinger</i>” by Mordecai Richler in <i>Canadian Short Story Video Collection</i> National Film Board of Canada</li> </ul>	<p><b>Suggested Community Contacts</b></p> <ul style="list-style-type: none"> <li>• local immigrant and refugee services</li> </ul>
<p><b>Language Focus</b> <i>Grammar, vocabulary, pronunciation</i></p> <ul style="list-style-type: none"> <li>• vocabulary: use a glossary of terms while reading, descriptors for analyzing <i>character</i></li> <li>• grammar: verbs for interpretation and surmise: imply, suggest, infer, interpret, guess</li> </ul>	

**Developing the skills**

To achieve the outcomes learners could ...

1. Warm-up – Learners (est. 15 mins.):
  - discuss what it means to be a refugee and the experience of refugees in the class
  - listen to the teacher’s brief summary of the career of Mordecai Richler
2. Reading Task – Learners (est. 60 mins.):
  - study wartime vocabulary
  - read the story “Bambinger” in three parts, using a glossary
3. Speaking Task – Learners (est. 45 mins.):
  - answer comprehension questions orally in groups of three or four after reading each part
  - read aloud any parts they did not understand
  - repeat after the teacher the words in the glossary
4. Writing Task – Learners (est. 45 mins.):
  - write the answers to the comprehension questions in point form while discussing each part
5. Speaking Task – Learners (est. 15 mins.):
  - discuss with the teacher the surprise ending of the story
6. Listening Task – Learners (est. 24 mins.):
  - watch the NFB film “Bambinger”
7. Speaking Task – Learners (est. 10 mins.):
  - discuss whether or not the film was faithful to the story and which was more entertaining
8. Final Task (Writing) – Learners (est. 1 hr.):
  - write three or four paragraphs to respond personally to the story, state their opinion, or compare the experiences of reading and watching a film