

Khmer lesson

Topic: Visiting grandma

Level: Intermediate low to mid

Total estimated time: 200 minutes.

This lesson will be for one-week (4 sessions/days) learning activities with students (assuming only 6-8 students). The class will meet 4 times/week with 50 minutes per session.

Objectives:

By the end of the unit, the students will be able to:

- ask and describe location-using vocabulary related to directions such as near the Palace, at the corner of
- describe grandma physically and personality using adjectives related to people's appearances and characters such as small size, old
- talk about hobbies using words like storytelling, gardening
- greet elders in Khmer culture by putting two hands together in front of you and lower your head

Assessments is based on

- Observation:
- Map exercise - an information gap activity
- Short oral presentations

(Teacher assesses students on all five skills (reading/writing/speaking, listening and cultural understanding). The assessment bases on various the activities in the lessons and the outcome of student's homework, performance in class, peer evaluation, map activity, many short spontaneous creative communication, role paly assignment, and short oral presentation or even media presentation assignment).

DAY 1

I. Pre-Activity: (total time 50 minutes)

-Purpose: The teacher tells the students that we are going to read a text about a grandmother.

1) The teacher shows the picture of the family. (1-3 minutes)



2) The teacher asks the students questions related to their own grandmother. (12-15 minutes)

1. Do you have a grandmother?
2. From your mother or your father side?
3. What does she look like?
4. Where does she live?
5. Tell us exactly where it is? Where is the location? Alternatively, what is her house's address?

Flash Card Activities are on previous learned vocabulary (but also on current text (15-20 minutes)

3) The teacher shows flash cards with pictures and words/expressions of the previously learned vocabulary of some adjectives (nice, happy, and short), directions (near, left side, right side) and hobbies (telling stories).

Goal is to work on pronunciation and but mostly on communicative skills: Students will read the flash card aloud and then spontaneously using it to creatively communicate what they want to say to the class (free-style).

New vocabulary- Out of Seat Activities (8-10 minutes)

4) The teacher handout the vocabulary list and read the new vocabulary aloud and ask some students to take turn to repeat it. Then the teacher asks some students to volunteer to go up to the blackboard and write some of those words. (Work on pronunciation and on writing).

5) Self-Learning: At the end of the classroom, the teacher handout the reading text, the vocabulary list and the recorded audio (of the text and the vocab list) to students as assignment for them to study and prepare for the next class: Practice their listening skills while deciphered the text.

DAY 2

II. Main Activity

Speaking activity (*time 10-12 minutes*)

Instruction:

1) Students are going to write down some words that provide information about the grandmother in the text:

- a. How does the grandmother look like?
- b. Where does she lives?
- c. What does she like to do when she has free time?

2) Students discuss their answers (peer work; while the teacher quietly assesses students interacting with each other and their speaking skill). After that, the teacher writes down answers on the board.

3) Cultural Component on Greeting: (*8-12minutes*).

a. The teacher briefly explains the different type of greeting in Cambodian culture.

b. Teacher also shows the class how to greet elders. He/she places her hands in front and lowers his/her head. Students are performing the greeting. (Assessment on students' cultural understanding and communication)

Could show a short video clips about greeting from YouTube – Integrating technology in the lesson (*5-8 minutes show*).



3) Reading Text អំណាន (15-20 minutes of reading)

Instruction:

1. The teacher will read the entire text aloud once.
2. The teacher will read 1-3 sentences (depend on length) aloud and then ask a student to read after him/her. Students will take turn to read after the teacher. (Assessing their reading skill and check if they worked on their assignment)

Visiting Grandma ទៅលេងផ្ទះលោកយាយ

ខ្ញុំមានយាយម្នាក់។ គាត់ឈ្មោះលោកយាយសំណាង។ គាត់ជាម្តាយរបស់ប៉ាខ្ញុំ។ គាត់អាយុ៧០ឆ្នាំហើយ។ គាត់មានមុខមាំ មាត់តូច កោរសក់កាន់សិល ហើយបង់ក្រមា ជានិច្ច។ លោកយាយចាស់ហើយ ដូច្នេះពូខ្ញុំនិងកូនស្រី បានមកនៅជាមួយគាត់ដើម្បីជួយមើលការខុសត្រូវក្នុងផ្ទះ។

ផ្ទះលោកយាយ នៅក្នុងទីក្រុងភ្នំពេញ ជិតវត្តបុរាណ និងជិតវាំងហ្លួង។ បើមើលតាមផែនទី គឺនៅកាច់ជ្រុងផ្លូវលេខ២៤០ និងផ្លូវលេខ៧។ ផ្ទះឈើធំនេះ មានពីរជាន់ ហើយមានរបងព័ទ្ធជុំវិញ។ នៅក្នុងទីធ្លា មានស្រះផ្កាឈូក ហើយសួនច្បារមាន ដើមដូង ដើមស្វាយ និងដើមមង្គុត។ នៅជុំវិញស្រះ មានដើមផ្កាចំប៉ា កូឡាប ផ្កាច្រូង រំដួល អំគីដេ ដែលមានពណ៌ចំរុះគ្នា ហើយមានក្លិនក្រអូបណាស់។

រាល់ថ្ងៃសីល លោកយាយចូលចិត្តបេះផ្លែឈើ និងផ្កាទាំងនេះ យកទៅដាក់លើរានទេវតា ខ្លះទៀត គាត់យកទៅប្រគេនព្រះសង្ឃនៅវត្ត។

មួយឆ្នាំម្តង គ្រួសារយើងទៅស្រុកខ្មែរ ទៅលេងនឹងគាត់ ។ លោកយាយសប្បាយចិត្តណាស់។ គាត់អង្គុយ រង់ចាំតែដល់ពេលពួកយើងមកដល់។

រាល់ព្រឹកព្រលឹម ព្រះសង្ឃ ដើរចំណូល ពួកយើងដាក់បាត និងនំចំណីប្រគេនព្រះសង្ឃជាមួយគាត់។ បន្ទាប់មក លោកយាយទៅស្រាច់ទឹកដើមផ្កាក្នុងសួន។

ពេលថ្ងៃត្រង់ លោកយាយចូលចិត្ត បង្ហាញពួកយើង អំពីការធ្វើម្ហូបខ្មែរ និងបង្កើត ខ្មែរ។ ពេលរសៀល ពួកយើងទៅអង្គុយលេងនៅក្រោមម្លប់ដើមស្វាយ។

គាត់បង្រៀនពួកយើងអោយចេះត្បាញកញ្ជើនិងល្អី។ ពេលយប់ លោកយាយនិទានរឿងព្រេងអោយចោទស្តាប់ ដូចជារឿងសុភាទន្សាយ និងរឿងព្រះគោព្រះកែវជាដើម។

ដល់ពេលយើងលាគាត់មកអាមេរិកវិញ លោកយាយមានទឹកមុខកំសត់។ គាត់ខ្ជាប់នំចំណី អោយចោទ យកទៅញ៉ាំតាមកុប៉ាល់ហោះ ហើយប្រាប់អោយពួកយើង មកលេង៧នឹងគាត់ទៀតនៅឆ្នាំក្រោយ។

Visiting grandma

I have a grandma. Her name is grandma Samnang. She is my father's mother. She is 70 years old. She has a stern face, small body and a shaved head. Grandma is getting old thus my uncle and his daughter came to live with her.

Grandma's house is in Phnom Penh, near Bottom Pagoda and the Royal Palace. If looking at the map, it is located at the corner of Street 240 and Street 7. Her wooden house is big, it has 2 stories and has high cement wall around it. In the garden, there is a lotus pond and surrounded with various colorful flower plants which also have beautiful fragrant. In the garden, there are coconut trees and mango trees.

When we are visiting her, grandma is very happy. Every morning, when the monks walk to food-quest at the house, we do the offering with our grandma. At noon- time, she loves to show us on how to make Khmer food. In late afternoon, she takes us to sit under the shade of the mango tree and teaches us on how to make woven basket. At night- time, before going to sleep, grandma tells folktale stories such as Tales of the Hare to all her grandchildren.

When it is time to leave and say goodbye to her, grandma has a sad face. She packs some snacks for us to eat during our journey home and expresses her wishing for us to come back to visit her again.

4) Task on Listening Skill (Matching word and audio) (4-5 minutes)

Instruction: Match the words and expressions from column A with audio sound listed in column B of the provided audio.

A: Word/expression	B: Audio #1
ផ្ទះក្រោយ	១)
បង្អែមខ្មែរ	២)
ព្រះសង្ឃ	៣)
ជួយ	៤)
ស្តាប់	៥)
មាឌតូច	៦)
ចាស់	៧)
ត្បាញ	៨)

5) - Listen/Speaking/Write Words and Short Expressions.

In class, the teacher will briefly explain this grammatical note with some examples. (3-5 minutes).

Grammatical note:

(Noun + Adjective)

Example: ហាម + ល្អ Grandmother is nice. Or a nice grandmother

(Subject + Verb + Direct object)

Examples: តូ + អាន + សៀវភៅ Uncle reads book

មីង + ត្បាញ + ក្រមា Aunt weaves the *krama*

(Subject + Verb + Location NP)

Example: តា + ទៅ + វត្ត Grandfather goes to the temple.

Task 5.1 - Listening, Speaking and Writing Skills

Instructions:

1. Listen to the recording.
2. Select each word/expression from the box below and match them with the recorded sound.
3. Write them down in front of the blank space provided in front of the number.
4. Select five words from this list and orally use them to create short sentences.
5. Submit the writing of your oral sentences in the next day class.

ប្រគេន	ស្តាប់	ជួយ	មានតួច	និទានរឿង	ទាស់
ខ្មែរ	ភ្នំក្រោយ	ព្រះសង្ឃ	ត្បាញ	បង្កើត	

_____ ប្រគេន

_____ ស្តាប់

_____ ជួយ

_____ មាឌតូច

_____ និទានអ្វីៗ

_____ ចាស់

_____ ខ្លី

_____ ធ្នាំក្រោយ

_____ ព្រះសង្ឃ

_____ គ្បាញ

_____ បង្អួច

6. Group Activities: (15 minutes)

Students work in pair. Student A and B tell each other about their grandmother (using the structure from the grammatical note). They focus on three questions:

- How does your grandmother look like?
- Where does she live?
- What does she like to do in her free time?

End of this classroom session (Day 2).

The teacher gives homework assignment on reading activities, listening and speaking activities to students to prepare in advance and be ready for class on the third session (Role-Play sample and see assignment below):

Homework for students to do and submit it on the DAY 3.

Task 1.1: Reading/Speaking/Writing Words and Short Expressions.

Instruction for Group activity:

- 1) The teacher hands out this list to students. The teacher asks students to select own partner and work together at home.
- 2) Student gives each other five words from each category of words/expression in the table below.
- 3) Practice reading/writing and orally use these words in short sentences to communicate in a meaningful and real-life situation (practice at home).
- 4) Submit your own writing and record your reading. (or read them aloud in class).

DAY 3

1) In Class Activities (15-20 minutes)

- 1) Performance in class - Group #1: partner A gives a word to partner B. Partner B writes it down; then partner A uses that word create short sentence (they should not read from their hardcopy of their homework).
- 2) If wrong, they will help each other to correct it.
- 3) They turn in this homework assignment.

This activity will allow us to assess their writing and speaking skills.

១)	ទីក្រុងភ្នំពេញ	១១)	មុខមាំ	២១)	ប្រគេន	៣១)	ទៅក្រោមម្លប់
២)	លោកយាយ	១២)	បង់ក្រុម	២២)	ព្រះសង្ឃ	៣២)	កញ្ជី និងស្លឹ
៣)	ផ្លូវ	១៣)	ការខុសត្រូវ	២៣)	ស្រុកខ្មែរ	៣៣)	និទាន
៤)	ផ្លូវលេខ២៤០	១៤)	រាំងហ្នឹង	២៤)	អង្កុយរង់ចាំ	៣៤)	រៀងព្រេង
៥)	ពេលព្រឹក	១៥)	កាត់ជ្រុង	២៥)	បិណ្ឌបាត	៣៥)	អាមេរិក
៦)	កាន់សីល	១៦)	ព័ទ្ធជុំវិញ	២៦)	ដាក់បាត	៣៦)	ទឹកម្អូមកំសត់
៧)	សប្បាយចិត្ត	១៧)	សួនច្បារ	២៧)	និច្ចណ៍	៣៧)	ខ្ជាប់និច្ចណ៍
៨)	ផ្លែឈើ	១៨)	ពណ៌ចម្រុះ	២៨)	ថែរក្សា	៣៨)	កុប៉ាល់ហោះ
៩)	បង្រៀន	១៩)	ក្លិនក្រអូប	២៩)	បង្ហាញ	៣៩)	មកលេង
១០)	ពួកយើង	២០)	រាងទេវតា	៣០)	ចេះត្បាញ	៤០)	ឆ្នាំក្រោយ

2) Task (Speak and Write) (10-12 minutes)

Instruction: Speak and write sentences using the timeframe duration expressions

1. Creatively using Khmer words/expressions below to orally make short sentences in class.
2. Then, write and submit them as written assignment (turn in later).

ពេលព្រឹក	Morning
ពេលថ្ងៃត្រង់	Noon, lunch time
ពេលល្ងាច	Afternoon (from 1:00 PM to 4:00 PM)
ពេលយប់	Early in the evening (from 5:00 PM to 7:00 PM)
រាល់ថ្ងៃ	Night
ឆ្នាំក្រោយ	Every day
មួយឆ្នាំម្តង	Next year
	One a year (annually one a year)

(Timeframe + Subject + Verb + Direct object)

Example: រាល់ថ្ងៃ + លោកយាយ + សំអាត + សួនច្បារ

Everyday grandma cleans the flower garden.

១) ពេលវេលា _____ ។

២) ពេលវេលា _____ ។

៣) ពេលវេលា _____ ។

៤) ពេលវេលា _____ ។

៥) ពេលវេលា _____ ។

៦) រាល់ថ្ងៃ _____ ។

៧) អ្នកប្រកាស _____ ។

៨) មួយអំឡុង _____ ។

3) - Listen and Create Short Conversation. (10-15 minutes)

Sample conversation - Scenario: Dara and Sokha are talking about their own grandparents. Click here to play the audio. (The teacher provides audio link).

Instruction:

1. First, just listen to their conversation. (Write down word/expressions that you do not understand).
2. Listen to it again, while matching the audio with the script.
3. Ask question.
4. **Team Assignment:** Your task is to create a short conversation with your classmate telling each other about own grandparents.

5. Make sure to submit your team's creative conversation and recorded audio by the next following class time.

១) ងាក	សួរស្តីសុខា។	Hello Sokha.
២) សុខា	សួរស្តីងាក។ ម៉ែទៅប៉ាម៉ាក់?	Hello Dara. How are your parents?
៣) ងាក	គាត់សុខសប្បាយទាំងអស់គ្នាទេ។ ចុះក្រសែងឯង?	They are fine. How about yours?
៤) សុខា	ធម្មតាទេ។ ងារងមានលោកតា លោកយាយទេ?	They are OK as usual. Dara, do you have grandparents?
៥) ងាក	យើងនៅសល់តែលោកយាយខាងម្តាយគ្នា។ ចុះសុខាឯង?	We have one grandma from my mom side.
៦) សុខា	គ្មានតែលោកតាខាងប៉ា។ តាយាយខាងម៉ាក់ស្លាប់អស់ហើយ។	I only have a grandpa from my father side. Grandparents from mom side all passed away.
៧) ងាក	លោកយាយឯងអាយុប៉ុន្មានឆ្នាំហើយ? គាត់រស់ឯណា?	How old is your grandma? And where does she live.
៨) សុខា	លោកយាយអាយុ៦៥ឆ្នាំ។ គាត់នៅ ជាមួយពួកយើង។ ចុះលោកយាយឯង?	Grandma is 65 years old. She lives with us. How about your grandfather.
៩) ងាក	លោកតាយើងអាយុ៦០ឆ្នាំ។ គាត់នៅ ជាមួយពួកយើងនៅទីក្រុងសៀមរាប។	Our grandpa is 60 years old. He lives with our uncle in Seam Reap city.
១០) សុខា	លោកតាឯង ម្តេចគាត់ចូលចិត្តធ្វើអ្វីខ្លះ?	What does your grandpa like to do?
១១) ងាក	ម្តេចពេលព្រឹក គាត់ទៅបង្រៀនសាលាវត្ត ជាប់ផ្ទះ។ ពេលល្ងាច គាត់សំរាកនិងជួយថែសួនច្បារ។	Every day, he goes to teach at the school temple near the house. In the afternoon, he rests and helps taking care of the garden.
១២) សុខា	យាយយើងចាស់ហើយ គាត់នៅផ្ទះជួយមើល ចៅ និងជួយម៉ាក់មើលការខុសត្រូវ នៅផ្ទះ។ តែរាល់ថ្ងៃសីល គាត់ទៅវត្ត។	Our grandma is old. She stays home help with the grandchildren and help my mom with household chore. Every religious date she goes to the temple.

១៣) ងារ	លោកតាងង គាត់ចូលចិត្តក្មេងតូចៗ។	Your grandpa loves little children.
១៤) សុខា	ពួកយើងមានសំណាងណាស់ មានតាយាយនៅជាមួយគ្រួសារ។	We are lucky to have grandparents live with our family.

4) - Comprehension Questions (*Homework assignment and submit answer*)

Task: Comprehension Questions on the conversation.

Instruction:

- 1) Click on our audio to listen to each question.
- 2) Answer the questions orally and submit your recording of your answer.
- 3) Submit your handwriting of these answers.

- ១) ងារ និងសុខា តើអ្នកណាមានតា អ្នកណាយាយ?
- ២) តើ តា និងយាយគេអាយុប៉ុន្មានឆ្នាំ?
- ៣) តើពួកគេរស់នៅឯណា?
- ៤) តើម្តងពួកគេធ្វើអីខ្លះ?
- ៥) តើសុខាថាយ៉ាងម៉េចចំពោះតាយាយរបស់ពួកគេ?

5) Comprehension questions on reading text ‘Visiting grandma’s house’.

(Homework assignment and submit answer)

Instruction:

- 1) Click on our audio to listen to each question.
- 2) Answer the questions orally and submit your recording of your answer.
- 3) Submit your handwriting of these answers.

- ១) តើលោកយាយសំណាងជាលោកយាយខាងម៉ាក្តី ខាងប៉ាន់?
- ២) តើ គាត់មានមុខមាត់យ៉ាងម៉េច?
- ៣) តើគាត់រស់នៅឯណា ហើយជាមួយអ្នកណា?
- ៤) តើផ្ទះគាត់នៅឯណា?

- ៥) តើផ្ទះនោះមានដាំដើមឈើ និងដើមផ្កាស្លឹខ្លះ?
- ៦) លោកយាយសំណាងចូលចិត្តបេះផ្លែឈើនិងផ្កាយកទៅធ្វើអីខ្លះ?
- ៧) តើពួកយើងទៅលេងនឹងគាត់ប៉ុន្មានដងក្នុងមួយឆ្នាំ?
- ៨) តើលោកយាយចូលចិត្តធ្វើស្លឹខ្លះ?
- ៩) ពេលពួកយើងលាគាត់តើគាត់មានទឹកមុខយ៉ាងដូចម្តេច?

At the end of the third session, the teacher gives out the assignment (the map-exercise and role-play) for students to prepare in advance and get ready on the fourth day of this lesson.

DAY 4

1) - Map Exercise (15-20 minutes)

Instruction: Students work in pairs.

1. Each of them has a different sheet: sheet A and B.
2. Student A has some information that Student B does not have. They cannot look at each other work until the end. They look at only their own sheet and follow the instruction on the sheet.
3. At the end of this exercise, students can look at each other sheet and correct their mistakes.

Map of Phnom Penh



អ្នកទីមួយ Student A

<p>១. ខ្ញុំនៅកាត់ជ្រុងផ្លូវលេខ ២០០ និង ផ្លូវនរោត្តម បើខ្ញុំដើរទៅជើង តាមផ្លូវនរោត្តម ទៅមុខត្រង់ ដល់រង្វង់មូល តើខ្ញុំនៅឯណា? គូសសញ្ញា X នៅកន្លែងនោះ។</p> <p>1. I am at the corner of roads number 200 and Norodom boulevard. If I walk straight north till the round about, where am I? Mark that spot with an X sign.</p>
<p>២. សូមស្តាប់ អ្នកទីពីរ រួច គូសសញ្ញា X នៅកន្លែងដែលគេប្រាប់អ្នក។</p> <p>2. Listen to student B and mark an (X) at the spot they describe.</p>
<p>៣. ខ្ញុំនៅកាត់ជ្រុងផ្លូវលេខ ១៧៨ និង ផ្លូវលេខ ១៩ តើខ្ញុំនៅឯណា? គូសសញ្ញា X នៅកន្លែងនោះ។</p> <p>3. I am at the corner of roads number 178 and 19. Where am I? Mark that spot with an X sign.</p>
<p>៤. សូមស្តាប់ អ្នកទីពីរ រួច គូសសញ្ញា X នៅកន្លែងដែលគេប្រាប់អ្នក។</p> <p>4. Listen to student B and mark an (X) at the spot they describe.</p>
<p>៥. ខ្ញុំនៅកាត់ជ្រុងផ្លូវ លេខ៣ (Sothearos) និង ផ្លូវលេខ ២៤៦ តើខ្ញុំនៅឯណា? គូសសញ្ញា X នៅកន្លែងនោះ។</p> <p>5. I am at the corner of roads number 3 and 246. Where am I? Mark that spot with an X sign.</p>
<p>៦. សូមស្តាប់ អ្នកទីពីរ រួច គូសសញ្ញា X នៅកន្លែងដែលគេប្រាប់អ្នក។</p> <p>6. Listen to student B and mark an (X) at the spot they describe.</p>
<p>៧. ខ្ញុំនៅកាត់ជ្រុងផ្លូវ លេខ៦៣ និង ផ្លូវលេខ ២០០ តើខ្ញុំនៅឯណា? គូសសញ្ញា X នៅកន្លែងនោះ។</p> <p>7. I am at the corner of roads number 63 and 200. Where am I? Mark that spot with an X sign.</p>
<p>៨. សូមស្តាប់ អ្នកទីពីរ រួច គូសសញ្ញា X នៅកន្លែងដែលគេប្រាប់អ្នក។</p> <p>8. Listen to student B and mark an (X) at the spot they describe.</p>

អ្នកទីពីរ Student B

<p>១. សូមស្តាប់ អ្នកទីមួយ រួច គូសសញ្ញា X នៅកន្លែងដែលគេប្រាប់អ្នក។</p>

1. Listen to student A and mark an (X) at the spot they describe.
២. សូមប្រាប់ អ្នកទីមួយថា សុខ នៅឯណា?
2. Look at the map and tell student A where <i>Sok</i> is.
៣. សូមស្តាប់ អ្នកទីមួយ រួច គូសសញ្ញា X នៅកន្លែងដែលគេប្រាប់អ្នក។
3. Listen to student A and mark an (X) at the spot they describe.
៤. សូមប្រាប់ អ្នកទីមួយថា ដារា នៅឯណា?
4. Look at the map and tell student A where <i>Dara</i> is.
៥. សូមស្តាប់ អ្នកទីមួយ រួច គូសសញ្ញា X នៅកន្លែងដែលគេប្រាប់អ្នក។
5. Listen to student A and mark an (X) at the spot they describe.
៦. សូមប្រាប់ អ្នកទីមួយថា វាសនា នៅឯណា?
6. Look at the map and tell student A where <i>Veasna</i> is.
៧. សូមស្តាប់ អ្នកទីមួយ រួច គូសសញ្ញា X នៅកន្លែងដែលគេប្រាប់អ្នក។
7. Listen to student A and mark an (X) at the spot they describe.
៨. សូមប្រាប់ អ្នកទីមួយថា ម៉ុំ នៅឯណា?
8. Look at the map and tell student A where <i>Mom</i> is.

2) - Role Play (15-20 minutes)

Student can select one of these scenarios to do their role-play.

-Person A (you), person B (grandma) and person C (your dad or your mom)

Instruction:

A - Scenario: You are visiting grandma’s house by yourself (your parents are busy and they could not come along with you).

In scenario A: Person A (you) leads the conversation by asking person B (grandma) questions. B answers question. Afterward, you are reporting (by describing how you see grandma) to person C (your parents).

Assessment A: Teacher and other students will evaluate language fluency and social cultural knowledge of Person A and B.

Task A: 1. Create a dialogue conversation between person A and person B start with greeting.

2. Continue with the conversation between A and B, with person A asking four to five questions about B's typical day.
3. Now, person A is reporting to person C by describing how person B looks; and things that person B likes to do in her free time.

B - Scenario: You are visiting your grandma's house. Grandma has not seen you for a while and she wants to know how you are doing in school.

Task B: 1. Create a dialogue conversation between person B (grandma) and person A (you) start with greeting.

2. Continue with the conversation between B (grandma) asking this following questions to person A (you).

How is A typical day in college?
Does A eating well at school or not?
Does A eating own meals or eating out?
Does A get enough rest?
How much sleep does A get per day?

C - Scenario: You are a parent. Your child just visited his/her grandma whom you have not seen in a while. Ask how the grandma is doing. You also want to know how your child spends his/her free time now that s/he is in college.

Task C: 1. Create a dialogue conversation between person C (parents) and person A (you).

D - Scenario: "Today is your grandmother's birthday and you are writing her a Facebook message to wish her happiness on this special day.

Your Khmer friend, with whom you have become friends since studying abroad in Cambodia, sees you sending a birthday text.

Role Play C: You and your Khmer friend get to talk about the grandmother with each other. Ask questions, like where do they live, what do they look like, and what do they normally do when they have free time."

III. Post-Activities (10-12 minutes)

1. in class, show own creative video clips and share with classmates.
2. Work in pair. Use photo to describe or narrate about family members and their interactions.
3. Students ask each other questions and answer about their grandmother (in Khmer). The sample questions (*should we translate these questions into Khmer. Give these questions to them in advanced to prepare for class*) are:

1. Do you have a grandmother or an elderly woman in your extended family?
2. Where does she live?
3. What does she look like?
4. What is her personality?
5. What does she do when she has free time?

Vocabulary

1. Review: Family and Kindship Terms:

យាយ	Grandmother
តា	Grandfather
លោកយាយ	Grandmother (polite way). លោក is preceding the word យាយ
ប៉ា / ម្តាយ	Father / Mother
ពូ / មីង	Uncle / Aunt
កូនស្រី / កូនប្រុស	Daughter / Son
ចៅ	Grandchildren

2. Review Locational/Directional Words and Expressions:

ទីក្រុង	City
ទីក្រុងភ្នំពេញ	Phnom Penh
វត្តបុទុម	Vat Botum
រាំងហ្លួង	Royal Palace
ជិត	Close by
កាត់ជ្រុង	Street corner
ផ្លូវ	Street
លើ	Above, on top of
ក្រោម	Under, below
ផ្លូវលេខ២៤០	Street number 240
ជុំវិញ	Around, all around
ព័ទ្ធជុំវិញ	To encircle, surround
ទីធ្លា	Courtyard
ស្រះ	Pond
សួនច្បារ	Garden
អាមេរិក	America
ស្រុកខ្មែរ	Cambodia

3. Review terminology about duration of time spend within a day

ព្រឹកព្រលឹម	Early morning, dawn
រាល់ព្រឹកព្រលឹម	Every early morning
ពេលព្រឹក	Morning
ពេលថ្ងៃត្រង់	Noon, lunch time
ពេលអន្សាវ	Afternoon (from 1:00 PM to 4:00 PM)
ពេលល្ងាច	Early in the evening (from 5:00 PM to 7:00 PM)
ពេលយប់	Night
រាល់ថ្ងៃ	Every day
ឆ្នាំក្រោយ	Next year
មួយឆ្នាំម្តង	One a year (annually one a year)

ជាតិច្ច	Always
បន្ទាប់មក	After that
ដល់ពេល	(At the time) when

4. Words related to physical/ emotional expressions

មាឌ	Size, frame,
មាឌតូច	Small frame
កាត់សក់	Shave the hair
កាន់សីល	Practice the Buddhist precepts
ចាស់	Old, to be old
ទឹកមុខកំសត់	Sad face
សប្បាយចិត្ត	Happy, content
ចូលចិត្ត	To like, to prefer

5. Words and expressions related to tree, plants

ស្រះផ្កាឈូក	Lotus pond
ដើមដូង	Coconut palm
ដើមស្វាយ	Mango tree
ពណ៌ចម្រុះគ្នា	Mixed-color
ក្លិន	Smell, scent
ក្រអូប	Fragrant
ក្លិនក្រអូប	Fragrance, aroma
បេះ	To pick
ផ្លែឈើ	Fruit
ផ្កា	Flower
ដើម	Plant, (body of a tree)

6. Additional New Words and Expressions.

ជួយ	To help
ផ្ទះឈើធំ	The big wooden house
ពីរជាន់	Two levels
របងគុដ្ឋ	Cement wall
ព្រះសង្ឃ	Buddhist monk
រង់ចាំ	To wait for
ពួកយើង	Us, our group
បង្ហាញ	To show

ធ្វើម្ហូបខ្មែរ	To make Khmer food
ដើរចំណូរធាត	To beg for food (usage: clerical. Daily morning food quest of Buddhist monks)
ដាក់ធាត	To offer food (usage: clerical)
ទំនំណី	Snack food
ថែរក្សា	To take care of
ស្រោចទឹកដើមឆ្ការ	To water plants
អង្គុយលេង	To sit down to rest
ក្រោមម្លប់	Underneath the shade
បង្រៀន	To teach
អោយចេះ	Knowing how
ភ្ជួរញ	To weave
កញ្ជី	Kind of woven basket
និទានរឿងព្រេង	To tell, narrate folktale
ស្តាប់	To listen
ដូចជា	Such as
រឿងសុភាទន្សាយ	Wise Rabbit
ខ្ជប់	To wrap
ផ្តាំ	To state, to point out