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List of Acronyms and abbreviations

CD	Compact Disc
EFL	English as a Foreign Language
e.g.	“for example” (from Latin, <i>exempli gratia</i>)
ESL	English as a Second Language
GSC	Global Services Corps
NGO	Non Governmental Organization
TESOL	Teaching English to Speakers of Other Languages
VP	Volunteer Participant

Education Program Overview



Education Project

A number of NGOs and other community organizations provide training in English to youth and adult students. Most of the students do not have the opportunity, however, to practice with a native English speaker. GSC volunteer participants interact with students and provide valuable listening and speaking practice, helping them improve their pronunciation and comprehension. GSC will prepare you with role-play materials, conversation practice outlines and optimal learning methods for teaching. The staff at the Cambodian school will also offer assistance and guidance. As a native speaker of English, you will have the opportunity to work with a qualified English teacher in a Cambodian institution. In addition to helping teach Cambodian children, GSC volunteers who participate in the Buddhist Immersion program help adults learn English.

GSC Volunteer Participants and English Education in Cambodia

The majority of the volunteers who participate in our education programs in Cambodia have little or no teaching experience. GSC has developed literature and training to give our volunteers the skills needed to help Cambodian NGOs, orphanages, and hospitals teach English.

Basic Objectives:

- To give the students as much practice as possible speaking English in the classroom.
- To help the students improve their pronunciation.
- To motivate the students to learn through a comfortable, friendly atmosphere of encouragement and lively, interactive activities.

Remember

As a foreigner, you are a local celebrity; no matter how boring you may think you are, the kids will think you are a “Super-Star”.

Also, keep in mind that you may be the first foreigner that some children will have seen. Don’t be shocked if they cry.

Guide for English Education Volunteer Participants



Remember you are there to help the school.

You will use the school's curriculum and follow their general lesson plans. Within those parameters, you have the freedom to bring the curriculum to life. Your preparation and interactions with the students will make the lessons real and applicable to life in Cambodia and the global community. You will have varying degrees of responsibility for the design and implementation of the designated curriculum, but you will always have the responsibility to prepare meaningful activities to enhance the lessons. See the Appendices for ideas that past volunteer participants have used in the classrooms. Don't hesitate to create your own English language learning activities.

General Tips

- Preparation - even over-preparation - is the key to leading good classes and/or activities! If you are comfortable with your activity, the students will also be comfortable. It is very difficult to feel successful with a class full of students if you yourself are unsure of your material!
- Read through the Appendices! Activities, songs, ideas that past volunteer participants have found useful are included. Refer to these ideas, use them, and supplement your own ideas as you become accustomed to your role.

Here's a Handy Reminder:

6 Ways to Improve Communication

1. **Have an open mind**
2. **Practice good posture**
3. **Make eye contact**
4. **Ask questions**
5. **Be a good listener**
6. **Smile genuinely**

Tips for classroom success

- Speak slowly and clearly. Enunciate. Pause - allow time for students to process information. Be repetitive; repeating information allows it to sink in. Utilize whole group responses as well as small group, pairs, and individual.

- Use as many props and visuals as possible! We all learn in different ways; some of us are auditory learners, some of us are visual learners, some of us need to write things down, and some of us need a combination of all of these things.
- Avoid confusion! Give clear, streamlined, simple directions for activities. You know what you are going to do, but they don't! Listening comprehension is difficult for learners of any language. Practice how you are going to give directions aloud before class.
- Have students work in pairs to maximize speaking opportunities! More students will benefit if everyone is engaged in conversation practice. Above all, the students need to practice speaking English!
- Take simple materials to use as props to class! Be creative! Anything that can help you get a conversation going is worth trying. Some suggestions include a lap top for preparation (if you have one), masking tape, ball of twine, clip clothespins, colored chalk, maps, menus (Denny's has great ones), plastic eating utensils, lots of paper dolls with lots of clothes, bags of small objects...(animals, plastic food, etc.), a couple of soft balls, pictures of your family, postcards, calendars with large photos of the area where you live, a whistle, funny hats and other clothing accessories (clunky jewelry, ties, scarves), CD's of songs and a small portable CD player for sing-a-longs (battery operated with spare batteries), basic printed resource materials in subjects you'd like to cover, a book of tongue twisters.
- Remember what you enjoyed when you were a kid! If there was something you really enjoyed while you were in school don't hesitate to try and tailor it to Cambodian students...chances are, they'll like it too. Note, this works both ways, don't try something you didn't like.
- Incorporate lessons about your own holidays, current events, geography, health, science, or other interests into your preparations. This keeps things fun and interesting for you and for the student.
- Use examples and information from Cambodian culture to assist them in understanding content.

First Day - Introductions and Activities

Remember

Don't assume that the students don't know any English! Most students have had some lessons in English.

Discuss with the classroom teacher what the class has been studying and what, if anything, he/she would like you to build upon. Use your initial time in the classroom for the students to get to know you and you to know them! If the teacher has requests for you, prepare them for future classes.



Introductions

Both you and your students may be a little nervous on your first day of teaching. The following are some ideas for greeting your classes on the first day:

- Start off by teaching a brief greeting dialog. Introduce yourself and tell the class your name. Verbally demonstrate an introduction in English, perhaps using the Cambodian teacher as a partner.
 1. You: “Hello! My name is.... What’s your name?”
 2. Student: “My name is....”
 3. You: “Nice to meet you!”
 4. Student: “Nice to meet you, too.”

You can then go around and quickly greet each student with the dialog and shake his or her hand. Even the youngest students know how to say, “My name is.” They will be excited to meet their new teacher and this will give them a nice, easy introduction to speaking English with you. If you have a very large class, have them pair off and introduce themselves to each other.

- Let the students ask you questions in Cambodian, with their teacher translating. The students will be very curious to learn more about you. With older students, have the students ask you questions in English.

Activities

- Bring in a map of the world and show students where you live. With the Cambodian teacher translating if necessary, tell them about your home, family, hobbies, etc. Bring pictures of your family, US currency, treats from home or anything else you’d like to share.



- Play True or False. Prepare a list of statements about yourself, some true and some false. For example: “I am from France.” “I am 24 years old.” “I have two sons.” “I like to paint.” “I have been skydiving.” The students then have to guess whether the statements are true or false.
- Ask your students to think of two sentences about him/herself, teacher included. They can be ANYTHING, e.g. "I had a hamburger for lunch", "I can play the saxophone", "I have two brothers" etc. The only requirements are that one sentence must be true and the other false, and that both should be things that nobody else in the class knows for certain. Have your students announce their two sentences aloud? Ask for a show of hands of everyone who thinks the statement is 'true', and then everyone who thinks it 'false'. Have your students keep track of their own score and don't forget to praise the winner at the end!
- Ask the students about themselves: age, hobbies, family, favorite foods etc. You can ask the class if they share some of the statements - “Raise your hand if you like baseball, too!”
- Don't be disheartened if it takes a while for your students to open up. Many are shy to use their English, especially around a native speaker.

Have fun! You and the students will both thrive if they know you are enjoying being with them.

Daily Class Agenda

Write the day's agenda on the board before class! Write one or two words to describe each part of the lesson. Remember, these lessons are based on the curriculum provided by the classroom teacher.

1. Warm Up
2. Review of Previous Lesson
3. Today's New Lesson
4. Practice Today's New Lesson
5. Wrap-up and Close Daily Lesson

The warm up: The purpose of beginning each class period with a warm-up is to increase everyone's attention and interest level, and to make everyone feel involved and competent.

- Start the class with something short and active to capture their attention and get their ears "tuned" to English.
- Have a routine. An activity you begin every class with helps students feel comfortable and confident. Ideas include calling out names for name tags, or singing an active song like “Head, Shoulders, Knees, and Toes.”
- Use games and activities that get everyone speaking.
- Keep the pace quick and lively; you want them to be alert and involved in learning.

Review of previous lesson/s: Review the previous class material with a game or activity.

- For instance, if you taught them "He/She" in the last class, have a few individual students quickly come to the front of the room while the class calls out: "He is Bobby"; "She is Mary." You can throw in a little humor by asking silly questions: "Is he a pineapple?"
- Review vocabulary by hiding pictures or flashcards around the room. Instruct individuals or pairs of students to: "Find the house. Find the blue square," etc.
- Play a quick game of "Telephone"; use a sentence containing words or structures the students learned in the last class.
- A short quiz at the end of the review period helps students improve test-taking skills in a non-threatening way. Alternate between collecting the quizzes for you to check, and allowing them to correct their own quizzes.

The New Lesson: The classroom teacher may request that you present the new material, or that you help the students practice a predetermined lesson. Be sure to talk with the teacher to clarify expectations!

Practice the New Lesson:

- Prepare creative ways to get the students to try the new material. You will want to do the expected amount of drill/repeat, but you can try to help them go beyond simply repeating everything you say.
- Hand signals or verbal cues can help achieve this. Point to your ear and say, "listen" when you want them to listen only. Gesture to the class with both hands and say, "repeat" when you are ready for the class to speak.
- For difficult explanations or directions, get the Cambodian teacher's help with translation.
- Students may not respond the way you want right away. They may not understand what you are saying or may be too shy to respond. Don't get discouraged.
- Make your directions as simple as possible, model the activity again or enlist the help of a student who seems to have caught on. If all else fails, try another activity.
- Give strong students their chance to shine, but also gently encourage and assist weaker students.
- Be very generous with your praise when you see the students are trying (they may not always succeed, but that's OK).
- A smile is one thing they are sure to understand!

Wrap-up and Close Daily Lesson: Leave enough time at the end of class for a wrap-up of new material and a chance to relax and enjoy English. Try different activities each day to appeal to different student personalities and learning styles.

- Be sure to involve the students in an activity that will let you know they understood the lesson. If their comprehension is less than what you would expect, spend time during the next lesson to reinforce the material.
- Close the class with a game, a song, or a physical activity. Ideas include the Hokey Pokey, Musical chairs, or simply calling out students' names and having them walk to the front to give you their name tags.

- Older students enjoy creating skits in small groups to perform for the class. Have each group choose their own role-play scenarios.
- Organize “free” conversation. Try different groupings: whole class, small groups, pairs, etc.

Remember

Secondary school students everywhere love pop culture! Although Cambodia has its own pop icons, most Cambodian school students know American pop stars. Some lyric sheets have been provided in this packet; however, it is up to you to provide the music. I-pods work great, especially with travel speakers that can be bought very inexpensively in Cambodia.



Your Task at the End of the Day

Go over the lesson you presented or helped with today. Write down what worked well, and also what did not work well. Write notes to yourself.

- Did you achieve your objectives for this lesson?
- Did today’s classroom lesson help your students achieve your goal for them?
- Save your notated lesson plans; they are a valuable resource for you and for future GSC volunteer participants.

Appendix A: EFL Links

There are several internet sites where you can get great lesson ideas, as well as worksheets. Looking over some of the material on these sites will be very beneficial.

- [ESLFLOW](http://www.rong-chang.com/sites/eslflow.htm). An excellent collection of ESL lesson plans for all levels. <http://www.rong-chang.com/sites/eslflow.htm>
- [EFL/ESL Lessons and Lesson Plans](http://iteslj.org/Lessons/). Published on the Internet TESOL Journal, hundreds of lesson plans contributed by ESL/EFL teachers from the world. <http://iteslj.org/Lessons/>
- [ESL Lesson Plans](http://www.tefl.net/esl-lesson-plans/index.htm). Some ideas and activities that will help you animate your class. <http://www.tefl.net/esl-lesson-plans/index.htm>
- [English-4U](http://www.english-4u.com/). Offer free, ready-to-use lesson plans in PDF format based on current news stories and lyrics of songs. <http://www.english-4u.com/>
- [Bright Ideas for Teaching ESL](http://www.eslmania.com/teacher/teacher.htm) Classroom materials, and 41 tips for ESL teachers. <http://www.eslmania.com/teacher/teacher.htm>
- [Free Instant Lessons](http://www.english-to-go.com/). Well-known free ESL lessons for downloading. A new lesson is added every week. <http://www.english-to-go.com/>
- [Everything ESL](http://www.everythingsl.net/lessons/). Content-based ESL lesson plans for beginning through intermediate students. <http://www.everythingsl.net/lessons/>
- [Flash Card Exercises](http://www.mcedservices.com/PDFs.html) for Pre-literate students from Multi-Cultural Educational Services. <http://www.mcedservices.com/PDFs.html>
- [MES Resources for ESL/EFL Teachers](http://www.mes-english.com/). Free flash cards, phonics cards, game cards and activities, all ready for printing. <http://www.mes-english.com/>
- [Worksheets and activities](http://www.eslbase.com/worksheets.asp). Grammar-related, free to download and use in your class. <http://www.eslbase.com/worksheets.asp>
- [Teach children ESL](http://www.teachchildrenesl.com/). Download free worksheets and flashcards, play free games and songs. <http://www.teachchildrenesl.com/>
- [Ideas for the ESL Classroom](http://www.eslcafe.com/ideas/index.html). Delicious ideas from Dave Sperling's ESL Cafe. <http://www.eslcafe.com/ideas/index.html>
- [Karin's ESL PartyLand](http://www.eslpartyland.com/teach3.htm). Teaching with Internet, music, for various ESL classes. <http://www.eslpartyland.com/teach3.htm>
- [ESL Teacher Lesson Plans & Worksheets](http://www.rong-chang.com/sites/usingenglish.htm). Free printable lesson plans, worksheets and activities for ESL/EFL teachers. <http://www.rong-chang.com/sites/usingenglish.htm>
- [Language Arts Mini-Lessons](http://youth.net/cec/ceclang/ceclang-elem.html). Designed for elementary (K-5), but good for ESL classroom use. <http://youth.net/cec/ceclang/ceclang-elem.html>
- [Edutainment Games](http://youth.net/cec/ceclang/ceclang-elem.html). Edutainment games that can be played in ESL classrooms. <http://youth.net/cec/ceclang/ceclang-elem.html>

Appendix B: Topic Ideas

Basic:

- adjectives
- age
- alphabet
- birthdays
- body vocabulary
- calendar (dates, days of week, months, seasons)
- classroom commands
- classroom objects
- colors
- family
- food and drinks
- greetings
- hobbies
- names
- nationalities
- numbers

Intermediate - advanced:

- at the bank
- at the restaurant
- buildings
- cars and public transportation
- celebrations and events
- computers and the Internet
- cooking and recipes
- education
- exercise
- family
- fashion and clothing
- friends
- hair salons
- household chores
- hotel reservations
- illnesses and health
- movies
- music
- outdoor recreation
- pets and animal care
- school subjects
- shopping
- sports
- travel
- weather
- pen pals

Appendix C: Chart of Activities

Indoor Games/ Activities	Songs	Other Activities
Go Fish Memory Twenty-one Liar Telephone Charades I Spy Twenty Questions Pictionary Scavenger hunt Spelling bee Origami Cat's Cradle Dominoes Dice Musical Chairs Limbo Simon Says Mother May I? Follow the Leader I'm going on a trip and I'm taking...	The Alphabet Song Good Morning to You If You're Happy and You Know It Clap Your Hands... The Hokey Pokey Head, Shoulders, Knees, and Toes The Happy Birthday Song This is the way (we wash our hands...) Brother John London Bridges Old MacDonald	Poems Jokes Riddles Scavenger hunts Walks Jump rope Elastic jump rope Hopscotch Pin the Tail on the Donkey (or other animal...) Red Rover Blind Trust Walk

Appendix D: Songs

Alice the Camel

Alice the camel has five humps.
 Alice the camel has five humps.
 Alice the camel has five humps.
 So ride, Alice, ride.
 Boom, boom, boom, boom!

Alice the camel has four humps.
 Alice the camel has four humps.
 Alice the camel has four humps.
 So ride, Alice, ride.
 Boom, boom, boom, boom!

Alice the camel has three humps.
Alice the camel has three humps.
Alice the camel has three humps.
So ride, Alice, ride.
Boom, boom, boom, boom!

Alice the camel has two humps.
Alice the camel has two humps.
Alice the camel has two humps.
So ride, Alice, ride.
Boom, boom, boom, boom!

Alice the camel has one hump.
Alice the camel has one hump.
Alice the camel has one hump.
So ride, Alice, ride.
Boom, boom, boom, boom!

Alice the camel has no humps.
Alice the camel has no humps.
Alice the camel has no humps.
'Cause Alice is a horse, of course.

B-I-N-G-O

There was a farmer had a dog,

And Bingo was his name-o.

B-I-N-G-O!

B-I-N-G-O!

B-I-N-G-O!

And Bingo was his name-o!

There was a farmer had a dog,

And Bingo was his name-o.

(Clap)-I-N-G-O!

(Clap)-I-N-G-O!

(Clap)-I-N-G-O!

And Bingo was his name-o!

There was a farmer had a dog,

And Bingo was his name-o.

(Clap, clap)-N-G-O!

(Clap, clap)-N-G-O!

(Clap, clap)-N-G-O! And Bingo was his name-o!

There was a farmer had a dog,

And Bingo was his name-o.

(Clap, clap, clap)-G-O!

(Clap, clap, clap)-G-O!
(Clap, clap, clap)-G-O!
And Bingo was his name-o!

There was a farmer had a dog,
And Bingo was his name-o.
(Clap, clap, clap, clap)-O!
(Clap, clap, clap, clap)-O!
(Clap, clap, clap, clap)-O!
And Bingo was his name-o!

There was a farmer had a dog,
And Bingo was his name-o.
(Clap, clap, clap, clap, clap)
(Clap, clap, clap, clap, clap)
(Clap, clap, clap, clap, clap)
And Bingo was his name-o!

This song can be used to teach animals and colors. Change “dog” to another animal, as appropriate, and “bingo” to a color. If there are not 5 letters in the color, use claps (“There was a farmer had a cat and “green” was his name-o. G-R-E-E-N, G-R-E-E-N, and green was his name-o”).

Head, Shoulders, Knees and Toes

Head, Shoulders, Knees and Toes,
Knees and Toes
Head, Shoulders, Knees and Toes,
Knees and Toes

Eyes and Ears and Mouth and Nose
Head, Shoulders, Knees and Toes
Knees and Toes

I'm a little Teapot

I'm a little teapot, short and stout
Here is my handle [one hand on hip], here is my spout [other arm out straight]
When I get all steamed up, hear me shout
Just tip me over and pour me out!
[as song ends, lean over and tip arm out like a spout]

I'm a clever teapot, yes it's true
Here's an example of what I can do
I can change my handle to my spout [switch arm positions and repeat tipping motion]
Just tip me over and pour me out

The Hokey Pokey

You put your right foot in,
You put your right foot out;
You put your right foot in,
And you shake it all about.
You do the Hokey-Pokey,
And you turn yourself around.
That's what it's all about!

You put your left foot in,
You put your left foot out;
You put your left foot in,
And you shake it all about.
You do the Hokey-Pokey,
And you turn yourself around.
That's what it's all about!

You put your right hand in,
You put your right hand out;
You put your right hand in,
And you shake it all about.
You do the Hokey-Pokey,
And you turn yourself around.
That's what it's all about!

You put your left hand in,
You put your left hand out;
You put your left hand in,
And you shake it all about.
You do the Hokey-Pokey,
And you turn yourself around.
That's what it's all about!

You put your right side in,
You put your right side out;
You put your right side in,
And you shake it all about.
You do the Hokey-Pokey,
And you turn yourself around.
That's what it's all about!

You put your left side in,
You put your left side out;
You put your left side in,
And you shake it all about.
You do the Hokey-Pokey,
And you turn yourself around.

That's what it's all about!

You put your nose in,
You put your nose out;
You put your nose in,
And you shake it all about.
You do the Hokey-Pokey,
And you turn yourself around.
That's what it's all about!

You put your backside in,
You put your backside out;
You put your backside in,
And you shake it all about.
You do the Hokey-Pokey,
And you turn yourself around.
That's what it's all about!

You put your head in,
You put your head out;
You put your head in,
And you shake it all about.
You do the Hokey-Pokey,
And you turn yourself around.
That's what it's all about!

You put your whole self in,
You put your whole self out;
You put your whole self in,
And you shake it all about.
You do the Hokey-Pokey,
And you turn yourself around.
That's what it's all about!

Appendix E: Tongue Twisters

- Peter Piper picked a peck of pickled peppers.
Did Peter Piper pick a peck of pickled peppers?
If Peter Piper picked a peck of pickled peppers,
where's the peck of pickled peppers Peter Piper picked?
- Betty Botter had some butter,
"But," she said, "this butter's bitter.
If I bake this bitter butter,

it would make my batter bitter.
But a bit of better butter--
that would make my batter better."

- Six thick thistle sticks. Six thick thistles stick.
- A big black bug bit a big black bear,
made the big black bear bleed blood.
- Toy boat. Toy boat. Toy boat.
- She sells sea shells by the sea shore.
The shells she sells are surely seashells.
So if she sells shells on the seashore,
I'm sure she sells seashore shells.
- Mrs. Smith's Fish Sauce Shop.
- Shy Shelly says she shall sew sheets.
- Three free throws.
- Sam's shop stocks short spotted socks.
- Which wristwatches are Swiss wristwatches?
- Lesser leather never weathered wetter weather better.

Appendix F: Ice Breakers

“Alphabet Soup”

Age/Level: Great for levels beginner and above

Materials: Need to be located in a classroom or room where there are lots of everyday materials

Directions:

1. Divide students into small teams of 3-5 and separate them at different tables
2. Explain to them that you will give them 5 minutes to search for objects that begin with each letter of the alphabet, in order and bring them back to their table.
3. After the time is up, have one person from each team write the team's word list on the board as they show each objects

4. The team with the most words wins



“Heartbeat”

Age/Level: Any

Materials: None

1. Teach either by mimicking or drawing on the board, ‘heart’ and ‘beat’.
2. Form a circle, outside weather permitting, and hold hands.
3. The object is to see how quickly they can "heart beat."
4. They pass the beat by squeezing the hand to the left after they receive it from the right.
5. Try it again throughout your project to see if the students get faster.
6. It is a lot of fun and the kids are usually cheering when we break our previous record.

Some are squeamish about holding hands but with prompting you can usually get 100% participation.

“Wizards, Dwarves, and Elves”

Age/Level: Any

Materials: Cartoon picture of a wizard, dwarf, and elf

This game is similar to the SCISSORS-PAPER-STONE game, except you use teams and your whole body. Pre-teach wizard, dwarf, and either by bringing in pictures or drawing them on the board if you are a really good artist!

To be a wizard:

Stand tall and wave a magic wand (imaginary of course!) across your body, while saying: ‘Tling tling’.

To be a dwarf:

Crouch down, palms facing upwards and wriggle your fingers, while saying ‘Pidallah, pidallah’.

To be an elf:

Jump from one leg to the other with bent knees, move your arms up and down in the air at the same time, while saying: ‘Huma, huma’.

Yes it looks and it sounds funny, that’s the point, soooo....

Form two teams. They should stand in two lines facing each other. A line is drawn where each team stands (or marked out with t-shirts/sticks) and another line one meter behind.

- Each team decides as a group which action to carry out: a wizard, a dwarf or an elf.
- Everyone counts 1, 2 and 3 and does the action
- WIZARDS beat ELFS, ELFS beat DWARVES, DWARVES beat WIZARDS

So, if team 1 are ELVES and team 2 are DWARVES, the DWARVES start to run to the line behind them. The ELVES have to catch as many dwarves as they can before they cross the back line. The dwarves who got caught join the winning team.

“Alphabet People”

Age/Level: Any

Materials: None

Without leadership the group puts themselves in alphabetical order of their names, either in a circle or a line.

The game can be continued using:

- Place of birth
- Mother’s name
- Home town (if from different places)

Appendix G: Easy Games

“Board Boggle”

Topic: Spelling/Word Creation

Materials: Chalk board and chalk; Paper and pens or pencils

Age/Level: Beginner to Intermediate

Directions:

1. Divide students into teams of 2-5
2. Draw a 5 x 5 grid on the board with letters chosen by students (be tactical about placement and be sure to place vowels in grid)
3. Give students 10-15 minutes to write as many words as they can using letters from the grid. Decide whether to use letters only once or repeated
4. Devise scoring system based on either number of words written or number of letters in each word
5. Have teams read their word list with a focus on correct pronunciation

“What’s This?”

Topic: Vocabulary

Materials: Everyday objects brought from home or school

Age/Level: Variable depending on objects used

Directions:

1. Hold up an object for the class to see (a watch, newspaper, fork, apple, etc.)
2. Ask, "What's this?"
3. Ask, "How do you spell it?"

“How Many Words Do You Know”

Topic: Vocabulary/pronunciation

Materials: Board and Chalk/Marker; deck of cards for scoring

Age/Level: Any

Directions:

1. Divide class into two teams and draw a line down each board creating a side for each team
2. Each side takes turns writing a word on the board and saying it out loud
3. When a student spells and says a word correctly, they draw a card from the deck
4. Give points to team (Joker=1, J=11, Q=12, K=13)
5. When the cards are gone, tally the points and name the winning team

Game can be made more difficult by setting minimum number of letters for each word

“Know Your Word”

Topic: Vocabulary/Listening Comprehension

Age/Level: Any

Materials: Short story

Directions:

1. Think of a story you can tell or choose a story you can read from a book.
2. Mark some words or characters in the story.
3. Tell the children you are going to read a story about.....
4. Every child has 1 special word. Tell them this word and have them write it in their notebooks. Or, you write the names and the special words on the black/whiteboard.
5. Read or tell the story. (Remember to speak slowly and clearly)
6. Every time one of the special words is mentioned the child stands up.
7. If the child forgets to stand up, stop the story.
8. Ask: ‘who is xxxxxxxxxxxx?... please stand up!’
9. Continue the story.

“Fruit Salad”

Age/Level: Any

Materials: Chairs

Directions:

1. Count the number of students who want to participate.
2. Make a circle of chairs (one less than you have students). The chairs are faced towards the center of the circle, so the students can see each other.
3. Write on the white/blackboard the names of 5 or 6 kinds of fruit (for example: apple, banana, watermelon, durian, strawberry). Show a drawing or picture of the fruit.
4. Each student will be a piece of fruit. Go round the circle and say: you're an apple, you're a banana etc. etc. (to make sure children remember this, you can also give them a piece of paper with the drawing and the name of the fruit they represent).
5. Each student then sits on a chair.
6. One student stands in the middle.
7. The student, who stands in the middle of the circle, can decide which fruit will be in the fruit salad. He/she then calls the name of one, two, or three fruits.
8. All the fruits that have been called stand up and run to a different empty chair while the student in the middle also tries to get one of the vacated seats.
9. So, there will be one student who does not get a seat.
10. That student then stands in the middle, and calls out the names of fruit. If the person in the middle calls out, "FRUIT SALAD," everyone switches seats!

Variation: Instead of fruit salad, you can also make a:

1. Zoo with many different animals
2. Som Tam with all the ingredients to make it
3. A year with the months of the year

"Picture Talk"

Topic: Vocabulary, Speaking

Age/Level: Upper Beginner to Advanced Students

Materials: Detailed pictures or photographs

Directions:

1. Sit with students and show them the picture
2. Ask them what they see on the image and describe as much as possible (the situation, colors, atmosphere, architecture, people, what they are doing, how they relate to each other)
3. If the students have difficulty describing the pictures, write some keywords on the blackboard. (Where is it? - a house, a restaurant, outside, in the mountains, at the seaside...? Who is in the picture? - mother, children, nurses, doctors, animals...? What do they look like? - big, small, in uniforms...? What are they doing? - sitting, walking, talking, eating...?)

"Drama Practice"

Topic: Conversation

Age/Level: Intermediate

Materials: Role-play scenarios

Directions:

Tell your students a story (ordering food in a restaurant, buying food at the market; going to Songkrah by bus; watching a movie with your friend,...?)

1. Tell them they will act out the story you just told them
2. With the students' help, make a list of the roles to be acted
3. The students decide what role each will play
4. Give 5 minutes' group time to plan their performance
5. A lot plenty of time to enjoy the dramas!

“Connect the Dots”

Topic: Vocabulary, Numbers, Alphabet

Age/Level: lower secondary

Materials: Simple pictures of everyday objects, animals, or foods

Preparation:

1. Make some simple drawings of animals, houses or fruit
2. Place dots on the lines, erase the lines.
3. Number the dots from 1 to xxx or from A to Z.
4. Copy the drawing on the whiteboard, only the dots and the numbers!

Directions:

1. Ask one or two of your students to draw the lines between the dots. They start at 1, go to 2 etc. until they finish the drawing.
2. After finishing, the students tell you what the drawing represents.
3. Do several drawings.
4. Let the students design their own dotted drawing and let them play it in front of the class
5. If you played this game before and your students are familiar with it, you can make two teams. Each team will design a dotted drawing for the other team to guess.

“What am I?”

Topic: Listening, Speaking, Comprehension

Age/Level: any

Materials: Tape, paper

Preparations:

Write a word for younger students or a description of someone or something on a piece of paper.

Directions:

1. Let the students sit in a circle (if possible) on the ground.
2. Explain the game so all understand what they will be doing.
3. Tape the piece of paper with the word/description to the back of one student.
4. That student has to ask questions his/her fellow students about the word/description on his/her back
5. The others can only answer with Yes or No.
6. The student guesses what the word is.

If the student has difficulty guessing the word, you can give hints.

“Word Race”

Topic: Vocabulary, spelling

Age/Level: Beginner

Materials: Flashcards or cut up pieces of paper with letters printed on them

Directions:

1. Write various letters on flashcards or small squares of paper
2. Divide the class into groups of approximately 5 students each
3. Give each group a stack of letters and have students spread them out on the floor face down
4. Tell students that they will have 5 minutes to make as many words as possible with their letters
5. At the end of five minutes, have each team list their words on the board. Be sure of correct spelling
6. Award points to each team for each letter used.
7. Play multiple rounds

Appendix H: Sample Lesson Plans

Primary School

Primary Lesson 1

1. Review “Hello, how are you?” Students repeat.
Review “I’m fine, thank you.” Students repeat.
Practice short dialog. Teacher/Students. Teacher/Students.
2. Draw an outline of a boy or girl on the board.
Point to your eyes and ask, “What’s this?”
Students reply “eyes”. Chorally repeat.
The first student who called out the word draws the eyes in the outline on the black board.
Continue the same procedure for nose, ears, mouth, head, shoulders, knees, toes.
3. Pointing Game.
Select a pair of students and give them a ruler. They go to the board. As you call out body parts, the students will compete to point to the part on the board first. Call several parts for each pair and cheer the winner. Continue with another pair.
4. Head, Shoulders, Knees and Toes.
Warm up students by having them stand and stretch in different directions. Then point to your head with both hands and ask: “What’s this?” Students respond and repeat the word. Review all parts randomly, then in order: Head, shoulders, knees and toes, eyes and ears and mouth and nose.
Get the rhythm of the song/chant going, and then sing the song a few times as a class.

Primary Lesson 2

1. Students sit or stand in a circle. Review numbers 1-10 by cueing with flashcards or fingers. Teacher throws a ball (eraser, toy, etc.) up in the air as student's count 1-10. Say “1” and pass the ball around the circle. Each student calls out the next number as they pass the ball. (If the students can do this well, throw the ball randomly to different students as they count instead of around the circle.)

2. Shuffle two sets of numbered flashcards and place them face down on the floor. Select students to compete by turning over the cards and placing them in the correct order, counting as they go. Repeat in pairs until all the students have competed.
3. Teach/review colors using colored paper, pens, etc. Ask students to stand. Say: "Sit down if you're wearing red." You will need to use gestures, and also help the students by pointing out the colors on their clothes.
4. Game. Place the colored objects (pens, paper, etc.) in different places in the room: on chairs, on desks, on the carpet. Model the game a few times. Teacher says "3 on red" and demonstrates by taking the number 3 and placing it on the red object. Individuals take turns. To make it more fun, try timing each student, or make it a race with two sets of numbers.
5. Teach shapes. Review colors and shape names together (red circle, blue square, etc.). Select a student to pick up a colored pen and put it on the shape on the board. Make it a race.

Primary Lesson 3

1. Students sit in a circle. Show a piece of food, or a picture of food, and ask, "What's this?" Chorally repeat answers. Clap the syllables of each word - ba/na/na, or/ange, pine/ap/ple.
2. Pass the food or picture to a student and say the name of the food. They pass it to the next student and say the name too. The food goes around the circle. Then pass two pieces of food in different directions around the circle at the same time. If you think students can pass more pieces, try up to four.
3. Comprehension check. Have students close their eyes, and then hide one food item. Students must guess what's missing.
4. Pass out the food and pictures. Go around the class and ask each student about their food. "What is it?" "What color is it?" Then students must try to toss their food into a box or basket from where they are sitting, saying the name as they throw: "yellow banana".
5. Shake the box of food or pictures and ask: "How many?" Students try to guess.

Primary Lesson 4

1. Teach/review animal names using flashcards. Clap syllables to make it rhythmic. Ti/ger, ze/bra, el/e/phant.
2. Students stand in a circle. Teacher mimes each animal and asks: "What's this?" Students guess, and then copy the mime.
3. Students sit in a circle. Place the animal flashcards around the room in various places - on a chair, near the window, etc. Write the name of the animal on index cards broken into syllables. Hold up a card and say the sound for students to repeat. Pass the card to the next student, everyone repeats the sound. Teacher says "T T T Ti Ti Ti Tig Tig ... What is it? Where is it?" Students guess Tiger and run over to the flashcard. Model what you want them to do, if necessary. Repeat the animal name a few times, and then continue with the other animals.
4. Line the cards up on the ledge of the chalkboard or on a table. Individual students walk up the line, saying the animal name as they go. If a student makes a mistake, he/she "falls off the ladder" and another student is chosen. Or: choose two students to race and pick up a specified card. First one to touch the card wins. Or: select two students to compete. Give them 3 consonants each, then have them race to put letters on the correct animal.
5. To collect the cards, ask individuals to bring you the "lion" or bring you the "L..." Review mimes as you collect the cards. Student must pretend they are the animals as they give you the card.

Primary Lesson 5

1. Clear the center of the room. Students sit in two rows. Warm up students by having them stand and stretch. Then point to your head and ask: "What's this?" The students guess "head", and then chorally repeat with the whole class. Repeat again, showing them the flashcard. Repeat for each body part. Then show the flashcards and ask: "What's this?" Give the card to the student who was the first to guess. Collect labels one by one from the students by asking the class: "What's this?" and pointing to your head, etc. Chorally repeat each word again, but keep the pace fast!
2. Draw outlines of a boy and a girl on the board. Divide students into two teams. (If possible, separate girls and boys.) Point to your eyes and ask "What's this?" Students answer, then one team member draws in the body part on the board. Repeat procedure with other body parts. Point to some items of clothing: pants, shirt, dress, etc. Chorally repeat and draw these in, too.
3. Hand out the body part labels to each team and have a race to see which team can place the labels on the outline on the board the fastest as you call out the names.
4. Ask students to stand near their desks. Sing Head, Shoulders, Knees and Toes, pointing to each body part with both hands. Repeat a few times.

Variation:

Try singing the song, but delete a body part each time - instead, point and mouth the word silently. ... and shoulders, knees and toes, etc.... and., knees and toes, etc.
Use gestures to make the students understand.

Primary Lesson 6

1. Review days of the week using flashcards. Emphasize "W" and "Th" pronunciation.
2. Shuffle the flashcards and place them face down on the table. Have individuals or pairs race to put the cards in order on the ledge of the black board, then repeat the words as fast as possible. You can make it more competitive by timing the students.
3. Ask: "Today is ... "; "Tomorrow is ... "; "Yesterday was ... "
Ask: "What comes before Tuesday?"; "What comes after Monday?", etc.
4. If the students know up to 100, begin counting by 10's. Write the numbers on the board. Point at numbers randomly and ask "What number?" Students answer and teacher repeats, emphasizing pronunciation. Mouth numbers silently. Point to your mouth and ask: "What number?"
5. Bingo game. Have students fill in the spaces quickly with numbers from the board. Circle a number and call it out. Students who have that number cross it. Continue until there is a winner. The winner can become the caller for game two.
6. Math competition. Line students up in two teams. Write a simple math question on the board. The first students in each team compete to answer, saying the answer aloud. These students then go to the back and the next pair takes their turn. Go through the teams once or twice, making the questions progressively harder (within reason); use subtraction, multiplication, then division.

Primary Lesson 7

1. Seat or stand students in a circle. Review food words using pictures, drawings on the blackboard, or props. Select and teach a few more new words. Take a piece of food or a picture, say the name, and then pass it to a student next to you, who will repeat the word. The food goes around the circle and back to you. Bring a basket or box to put the food in. Encourage a relatively fast pace. Continue the same procedure with all the food passing them around in both directions at the same time. Send up to four pieces around at regular intervals so that students handle all the food in a short time and practice pronunciation. Listen for mistakes and review them with the class at the end of the exercise.

2. Individual check. If you have actual food items, ask individual students to close their eyes and feel one piece of food. Other students ask: "What is it?" If you have pictures, select a picture and hold it behind your back. Students guess what it is.
3. Practice: "What do you like? I like ..." Model with pieces of food and have students repeat the structure. Hold up several pieces of food and ask individual students: "What do you like?" Students choose a food and respond with: "I like ..." Continue by reviewing colors. Hold up an item and ask: "What color?" Students respond: "Red apple," "Orange carrot", etc.
4. Make a puppet with a sock or paper bag. Introduce the puppet and tell students he is "very hungry!" Practice food names once again, this time have the puppet holding the item or picture. Pick up an item and hide it inside or behind the puppet. Ask: "What's this?" pointing to the hidden food. The student who guesses right is given the food by the puppet. Continue the same procedure with other food. After a few times, give some students a turn to handle the puppet until all the food is picked up and distributed. To close out, have students "toss" the food into the basket or box, naming the food and its color as they do: "orange carrot".
5. Place box/basket at one end of the room and the food at the other end. Tell the students they are going on a picnic. Ask: "What will you take?" Either the teacher or the student calls out the name of a food. Students take turns to run and get the food, and then pack it in the basket.

Primary Lesson 8

1. Show students a map of the world. Make sure students are sitting close enough to be able to see individual countries. Point to some different countries and ask: "What country?" Review Cambodia, Laos, Myanmar, Vietnam America, England, Canada, France and others you think they might know. Remember, names of many countries will be different in Cambodian. Review pronunciation with the class, checking individual students.
2. Ask: "Where are you from?" Elicit Cambodia. Teach the sentence if need be. Point to yourself and ask: "Where am I from?" Students try to guess. When they guess, tell them your nationality: "I'm American" Point to America on the map, then to yourself, and say your nationality again. Point to Cambodia, then point to the students and say: "You are ..." Elicit Cambodian, if possible. Point to a few other countries and elicit the various nationalities. Practice pronunciation.
3. Review occupations using flashcards. Chorally repeat with the class.
4. Occupation charades. Choose an occupation card and act it out. Students guess the occupation. Then pick a student to select an occupation card and have them act out the occupation for the class. Continue until all the cards are used or interest wanes. To make it competitive, divide the class into two groups and keep score. Review vocabulary again, if need be.
5. Seat changing game. Push the desks back and arrange the chairs in two rows facing each other. Students sit down on the chairs and select an occupation card from the pile. Motion for them not to show other students their card. This game can be taught by modeling. If there are more than nine students, you may need to repeat some occupations. Begin with a question: "John, are you a policeman?" Elicit an answer from the student. "No, I am not a policeman." Continue asking until one student says yes, and then elicit an answer. "Yes, I am a policeman/woman".
6. Act surprised, and then tell students to stand and change seats if there is a yes answer. This may take a few examples to get across. When students are changing seats, quickly sit in one of the chairs yourself so one student is left standing. This student must continue. You can help him or her by giving an occupation to find next. "Mary, are you a doctor?" Continue until all occupations have been found.

Primary Lesson 9

1. Review prepositions using a ball, small toy, etc. Ask: “Where’s the ball?” Elicit “It’s in/on/under/behind the desk/chair/chalkboard/window/floor/bag/book.
2. Tell students to close their eyes. Hide the toy. Students take turns to ask “Is it on the chair?” etc. Class chorally repeats the question. Answer: “Yes, it is.” or “No, it isn’t”. Play a few times until students are fluently asking questions.
3. Review prepositions again quickly with a pencil or other object. Elicit questions like “Is it on/in/under/behind the desk/chair/door/jacket/pocket/, etc.
4. Select a student to come to the front of the room. Instruct the other students to cover their eyes. The student then hides the pencil. The class takes turns to ask: “Is it ... in your pocket?” etc. The student must answer: “Yes, it is.” or “No, it isn’t.”
5. Game: Where’s the pencil? Ask students to hold up their pencils. Divide the class into pairs. One student from each pair goes outside the room while the other half of the class hides their pencils (anywhere in the room or on themselves). The partners come back into the room and start to ask questions to find out where the pencil is hidden. They shouldn’t walk around looking for it! If possible, have students keep score of how many guesses it takes their partner to win. Switch pairs and continue for a few games, teaching new vocabulary if required. (If the class is large, you may want to have the partners cover their eyes instead of going outside the room.)

Primary Lesson 10

1. Teach/review: “Do you have a ...”, “Yes, I have a ...”, “No, I don’t have a ...”. Practice with the class as a whole, then check comprehension by asking some students individually.
2. Review animal names using flashcards.
3. Game: Go fish. Model this game for the class first.
 - Divide students into groups of four and hand out one set of cards to each player. Players can look at their cards to become familiar with them. Then one player in each group collects all the cards and shuffles them. After shuffling, the dealer distributes four cards to each player and the rest are placed in the middle of the table face down. (If there are less than four students in a group, still give them four sets of cards.
 - The first player looks at his or her cards and tries to find a pair by asking another student. “Sam, do you have a dog/elephant/bird” etc. The student being asked responds with: “Yes, I have a dog.” or “No, I don’t have a dog.” etc. If the answer is yes, the student must pass that card to the first player to make a pair. The pair is then placed on the table. The first player continues until no more pairs can be made.
 - When a player is out of cards, he or she picks up another four cards from the center pile. If the other students do not have this card the turn ends. The next player then takes a turn.
 - The game ends when there are no cards left in the middle of the table and one player has no cards left in his hand. Each player counts up his pairs; the one with the most pairs wins.
4. Game: Memory Buzz. Teacher starts, “I went to the zoo and I saw a monkey.” Student continues, “I went to the zoo and I saw a monkey and an elephant.” Continue with each student adding a new animal to the list. If the students cannot say the whole sentence, try the game just using the animal names: teacher starts “monkey”, students continue “monkey, elephant”, “monkey, elephant, dog”, etc.

Primary Lesson 11

1. Teach/review “Do you like...?”, “Yes, I like ...”, “No, I don’t like ...”

2. Write, "Do you like?" on the board. Pick up a flashcard of, for example, ice cream. Ask a student "Do you like ice cream?" The student will probably say: "yes". Teach both responses and write them on the board: "Yes, I do." "No, I don't." Hold up sheets with faces expressing like/don't like. Hold the ice cream card under the appropriate face to show your answer.
3. Game: Concentration. This game should be taught by modeling. Divide students into groups of four (three or five is okay too). Give each group two sets of small cards (cut up before the lesson). These should be shuffled and spread out face down on the table between the group. (It's easier if the cards are in rows.) The object of the game is to try to make pairs.
Toss a coin or do paper/scissors/rock to see who starts. The first player turns a card over: say they draw an apple. All the other students then ask "Do you like apples?" The first player must answer with either: "Yes, I do." or "No, I don't." Then they turn over another card and try to make a match.
If the next card is a match, they keep the pair and take another turn. If it isn't a match, both cards are placed face down again, and it's the next player's turn.
Remind students to try and remember where the cards are. Continue until all pairs are found. The player with the most pairs wins.
4. Game: Change Seats. Push desks back and arrange chairs in two lines, facing each other. Teacher stands at the front and makes a statement to begin. "Anyone who likes ice cream, change seats." (You may have to show them what to do, or review the vocabulary again.) As the students are changing seats, the teacher also sits in the nearest chair, so one student is left standing. This student then has to make a new statement: "Anyone who likes baseball, change seats." Demonstrate a few times before asking a student to stand at the front.

Primary Lesson 12

Weather:

- **Content Concepts and Skills:** Basic weather expressions: It's cloudy today; it's a rainy day; it's a windy day; it's sunny today; it's snowing; it's a snowy day; there's a thunderstorm today; there's thunder and lightning today. Building sentences on the basic weather expression. Relating language to pictures/symbols
- **Materials or Resources:** Weather turtle
- **Instructional Sequence:** This lesson was designed to be covered during three days of instruction (30 minutes each day). Introduce students to basic weather terms through literature and download Weather Turtle. Each student is given a copy of the turtle. The vocabulary taught can be geared to the age and language ability of your students. For example, to beginning kindergarten students, teach "It's snowing" instead of "it's a snowy day."

Make a copy of the weather icons on the left hand side of the page. Use them as flashcards or to play a concentration game.

Have students color the turtle. They should then cut the turtle out. Fold it lengthwise and make two slits on the white lines. Be sure that students do not cut out the entire black square. Have students cut out the weather icons in a strip. Thread the strip through the slits so that the black square is covered.

Students should pull the strip through the turtle to demonstrate your sentences. If you say, "It is a windy day" students will show the wind icon. Have them ask one another what kind of day it is. Expand on the basic sentence by having students add how that makes them feel. "I'm happy

because it's a snowy day." Expand on the language further by asking, "It's a snowy day today. What will you do? What will you wear?"

- **Descriptors and Progress Indicators:** During this unit students worked on the following skills:
 - comparing and contrasting information
 - listening to and speaking about subject matter information
 - retelling information
 - interpreting information presented visually
 - following oral directions.
 - formulating and asking questions

Secondary School

Secondary Lesson 1

1. Review "How are you?" Students repeat two times.
Elicit "I'm fine, thank you." Draw three faces on the board to represent "Great!" "Good, thanks" and "So-so". Teach these three alternative answers to "How are you?" practicing several times with the class and with individuals. Then have students practice a few times with their neighbors.
2. Show students the world map. Gather students around to look. Point to different countries and ask, "What's this?" Elicit Cambodia, America, England, Vietnam, China and any others the students know. Chorally repeat and practice pronunciation.
3. Teach/review: "Where do you live?" Elicit the answer: "Cambodia."
Point to yourself and ask: "Where do I live?" Students try to guess. If you have any photos from home - cities, landmarks, natural areas - show them to the students.
4. Review days of the week using flashcards. Hold up the cards and have some students take turns pointing to the days with a ruler while the class chorally repeats. Mix up the order. Have students call out the correct order while you or a student lines up the cards on the blackboard.
5. Teach/review: "Today is ...", "Tomorrow is ...", "Yesterday was ..."
6. Review numbers one to twelve by cueing. Write the numbers on the board. Point to the numbers randomly and ask: "What number?" Students call out. Mouth the numbers silently and elicit the answer from the class. Keep a relatively fast pace.
7. Game: Bingo. Hand out Bingo sheets. Students quickly write in any numbers from one to twelve. You may have to demonstrate what you want them to do. First round, teacher is the caller. Second round; select a student to call the numbers. Write the called numbers on the board.

Variation: Clap or stamp the numbers, students call it out.

Secondary Lesson 2

1. Review zoo animals using flashcards. Display cards on the chalkboard.
2. Ask: "What's this?" Point to cards randomly. Elicit "It's a/an ..."
Ask: "Is this a?" and point to a card. Elicit "Yes, it is/No, it isn't."
3. For each animal, teach two or three description words. "The elephant is big/grey/strong." "The rabbit is small/white/soft." etc. You may also want to teach a few verbs associated with the animal. "The rabbit hops." "The fish swims." etc.
4. Game: Which Animal? Ask students questions like: "Which animal is tall/long/brown/hops/swims?" etc. Students guess which animal. After a few questions, let the students who call out a correct answer begin the next round.

Divide the class into two teams. It doesn't matter if the number of students is uneven.

Push tables to the side of the room. Arrange the chairs so one member of each team is sitting at the front with his or her back to the chalkboard. This person is the first contestant and the rest of the team sits in front of him or her, facing the board.

Model the rules and demonstrate the game before beginning.

- The contestant at the front is not allowed to turn around and look at the board.
- The teacher points to one of the animal flashcards for the team to see, for example: penguin.
- All the team members must try to give their contestant hints. "It's black and white." "It swims." "It eats fish." They can also use gestures, if necessary.
- The first contestant to guess the animal gets a point.
- The students then rotate seats to change contestants. Continue until the end of the class. Add scores and congratulate the winners.

Secondary Lesson 3

1. Teach/review sports using flashcards and gestures. Display cards. Elicit other sports the students may know. Write them on the board or draw a quick picture.
2. Game: Sports Charades. Shuffle the mini sports cards and nominate a student to select a card, and act out the sport. Others guess. If there is no card for a sport, whisper it to the student. Continue until all the cards are used, or until interest wanes. To make it competitive, divide the class into two groups and keep score.
3. Sports survey. Write on the board: "Do you like ... ?" "Yes, I do/No I don't." Practice the dialog with the class, substituting sports words. Hand out the survey sheet and model how to complete it. Interview a few students, then have the class as a whole interview you. Have students interview their neighbors. Find out how many students like/don't like each sport.
4. Memory Buzz. Teacher starts "I like baseball." Next student "I like baseball and soccer." Next student "I like baseball, soccer and volleyball", etc. You can also broaden the game to include other categories, like food or animals.

Secondary Lesson 4

1. Teach/review parts of the face: eyes, nose, mouth, ear.
2. Draw a face or a cartoon character on the board, for example: Mickey Mouse. Leave out the nose. Ask: "What's missing?" Elicit nose. Choose a student and ask him or her to draw in the nose. Repeat with other parts of the face.
3. Have students draw their own pictures, labeling the parts of the face.
4. Teach/review parts of the body: head, shoulders, hands, arms, legs, knees, feet, toes, etc.
5. Draw a figure on the board with a body part missing and elicit the missing part from the class. Ask a student to draw in the missing part.
6. Song: Head and Shoulders, Knees and Toes. Have students stand up. Sing the song for them once, slowly, having the students repeat after you. Then sing with the class as a whole.
Variations: Instruct the class to sing softly/loudly/quickly/slowly/girls only/boys only, etc.

Secondary Lesson 5

1. Teach review: "ruler", "centimeter" and "How long is it?"
2. Make sure there are enough rulers in the class. Students may share rulers in twos or threes. Practice counting, two centimeters, five centimeters, ten centimeters, etc. Have the students look at their ruler and mark the length with their fingers while counting.

3. Hold up a pen and ask: "How long is it?" Students call out their guess. Measure the pen and congratulate those who guessed correctly. Continue with other objects: book, eraser, etc.
4. Model and practice: "How long is my ... ?" "It is ... centimeters long."
Teach/review necessary vocabulary: nose, hand, arm, hair, nail, pencil, book, desk ...
Have students practice with each other, asking questions.
5. Game: Pass the Squeeze. Teacher and students stand in a circle holding hands. Teacher squeezes his or her right hand; student receives it in their left hand and passes it on to the right. The squeeze is rapidly passed around the circle. When the teacher receives the squeeze again, he or she calls out "Stop!" Pass the squeeze again, timing how long it takes for it to pass around the circle. Ask the students: "How long?" and encourage them to improve their speed each time.

Variations:

Time how long it takes students to complete other tasks; jump 5 times, run to the board, write their name, etc. Ask: "How long?" and elicit the time from the students.

Secondary Lesson 6

1. Teach/review vocabulary from "aches and pains" cards, fever, headache, sore throat, etc. Chorus and repeat with students. Use gestures and acting to convey the meanings. Have students copy your gestures while they repeat.
2. Game: Aches and Pains. Model and play the game with one group. Divide students into groups of four. Hand out one set of cards per player. (If there are less than four students in a group, still give them four sets of cards so they can make pairs.
First player looks at the cards briefly to become familiar with them. One player collects all the cards in the group and shuffles them. Dealer deals four cards to each player.
First player chooses an illness from his or her cards, then tries to make a pair by asking another student: "Do you have a headache?" If the player does, he or she must answer: "Yes, I do." and give the card to the first player. The pair is then placed on the table. The first player continues until a "No." answer is received. Next player then takes a turn. Player with the most card wins.

Secondary Lesson 7

1. Begin by writing on the board: Today is ____, May ____, 200_. Yesterday was ____, May ____, 200_ (for example). Tomorrow will be ____, ____, 200_. Tell the students you hope they will be able to fill in the blank by the end of the class.
2. Use flashcards to review days of the week. Gradually increase the speed, and then see if the class can chorally repeat the days backward.
3. Divide the class into pairs. Teacher shuffles the flashcards. Each pair must organize the flashcards into the correct order, and then display them on a table or the shelf of the blackboard. Time to see which pair is fastest. Each pair must read the days of the week from their cards when they are finished.
4. Review months of the year and ordinal numbers by using a large calendar. Students repeat the months first, and then repeat the ordinal numbers out loud. Point to the months and numbers randomly and students chorally repeat. Tell students your birthdate by pointing to the calendar. Then ask students: "When is your birthday?" Teach them the response: "My birthday is ..."
5. Hand out activity sheet. Ask students to fill in the months and then the numbers in January. As the students are filling in the days, have them say the numbers aloud. Then have students walk around and ask each other: "When is your birthday?" They should record the answers, and write the students' names next to the answers.

6. Guessing game. Before class, put together a list of famous people and their birthdays. Work with the Cambodian teacher to gather birthdays of important Cambodian people (, Queen, Prime Minister, famous sports stars, actors, historical figures ...). Divide the class into teams. Each team tries to guess the month in which the famous people were born. Give points for correct guesses.

Secondary Lesson 8

1. Review time using a cardboard clock, or by drawing a large clock on the board. Elicit different times by changing the hands on the clock. Students chorus answers.
2. Make an activity sheet titled: "What time do you usually ... " Ask students what is happening in picture number 1. Elicit the answer: "Get up". Write it on the board. Have students write the answer next to the picture. Do the same for pictures 2 and 3, and then ask students to complete the others themselves. Select individual students to come up and write the answers for pictures 4, 5 and 6 on the board. (1. Get up. 2. Eat breakfast. 3. Go to school. 4. Go home. 5. Eat dinner. 6. Go to bed.)
3. Chorus the first sentence of a dialog: "What time do you usually get up?" Point to the different pictures and elicit the completed answer from the students. Chorus each answer two times.
4. The teacher and one student model a dialog. Divide students into pairs and encourage them to take turns asking each other questions, and then writing their partner's answer next to the appropriate picture. Encourage students not to read the dialog, but to make eye contact with their partner instead.

Secondary Lesson 9

1. Review animals using flashcards.
2. Review body parts quickly. Teacher points to a part of the body and says: "What's this?" (Ears, nose, teeth, arms, legs, hair ...). Point to the animal flashcards to teach/review some animal body parts (wings, fur, claws, tail).
3. Game: Animal Guessing. Divide the class into two or three teams depending on the number of students. (Each team should have a minimum of three students.) One student could also be used to score and help you judge, if necessary.
Push the tables to the side of the room. Arrange the chairs so that one member of each team is sitting at the front, with his or her back to the board. This person is the first contestant; the rest of the team sits in front of her or him, facing the board.
The teacher needs to explain the rules and demonstrate the game before it begins, so model the first example.
 - The contestant at the front is not allowed to turn around and look at the board.
 - The teacher holds up one of the animal flashcards for the team members to see, for example: rabbit.
 - All team members must try to give their contestant clues by making sentences, for example: It has long ears. It is small. It hops. It has fur.
 - The first contestant to guess the animal gets a point. Remind the teams that any Cambodian spoken will lose points.
 - Students then rotate seats so that another team member becomes the next contestant.
4. Memory buzz. Teacher begins: "I went to the zoo and I saw a lion." Student one: "I went to the zoo and I saw a lion and a tiger." Each new student adds another animal to the list.

Secondary Lesson 10

1. Teach prepositions by eliciting sentences from students. Put a book on the table and ask, "Where is

the book?” Elicit answer: “The book is **on** the table.” Write prepositions on the board as you elicit them. Do the same for in/under/between/behind/in front of/to the right (left) of.

Tell students to pick up their pencil or pen. Check comprehension by giving students commands “Put the pen in your pocket/under your chair/behind your back/over your head/between the desk and the book.”

2. Picture Drawing. Write on the board “There is a ... ” “There are ... ” Quickly model this exercise on the board first. Draw a house. Give one student a piece of chalk and ask him or her to come to the board. Tell the student “There is a tree to the left of the house.” Ask him or her to draw the tree. Ask other students to come to the board and draw something else into the picture: a car/bicycle/lake/sun, etc. Make sure you use a variety of prepositions in your commands.

3. Drawing competition. Divide the class into teams. Divide the board into two sections. Select students to quickly run to the board and draw according to your commands. Make it fast and fun! “There is a man in a house.” “There is a table in front of the man.” “There is a book on the table.” ...

4. What Nationality? Play a game where the students have to tell you the nationality of different people (celebrities, singers, leaders, etc.). Encourage them to give answers like: “He’s American.”

Secondary Lesson 11

This is a game called “alphabet scramble” It works well with any age group that is learning to read and write English.

1. Write out several letters and numbers on small individual pieces of paper. Put them all in a box.
2. Divide your class into large groups.
3. Have each student come to the front of the class and draw a piece from the box. Ask them to read the letter or number aloud. If it is a letter and they pronounce it correctly, they get to keep it and take it back to their group. If it is a number, have them count to that respective letter of the alphabet and pronounce the letter aloud. (Example: Number 5 would be the fifth letter, E).
4. After all the pieces are drawn, have the groups use the letters they drew to create as many English words as they can with their collective letters. Dictionaries are aloud, and the team with the most words wins! List new words on the board as the teams report their findings.

Secondary Lesson 12

Lesson topic

Favorite foods (colors, animals, etc...)

Content Concepts and Skills

- Seeking feedback from others
- Using language “chunks”
- Rehearsing an anticipated conversation
- Preparing a survey
- Constructing a chart synthesizing information
- Recording information accurately

Background Information

Knowledge and familiarity with American food; Vocabulary for different kinds of food: pizza, hamburgers, chicken, spaghetti; macaroni, hot dogs

Materials or Resources

Survey form

Procedure

This lesson was designed to be covered during three days of instruction (30 minutes each day).

1. Survey taking should not be taught as an isolated skill but should be connected to a content area unit. Download the [Favorite Food Survey](#) that was used for a lesson on food.
2. Develop the vocabulary needed for the survey. Help students form the question in ESL class and have them practice asking the survey question, "What is your favorite food?"
3. Give each student a survey form and have them practice asking each other the survey question and recording their responses.
4. Explain to students that only one name goes in each box on the survey. The person interviewed writes their name in the box above their response.
5. Take students on a short trip around your school to find people to interview. This gives them practice so that they can go back to their classrooms and survey their classmates.
6. Students then bring in their completed surveys and report the results to their ESL class. Review expressions such as "more than" "less than," "the most," and "the least."
7. There are several ways this information can be used. Students can: write statements or answer questions about their survey, make an individual chart of their responses, combine their answers and construct a group chart

Extensions: Use the [Blank Survey Form](#) to create other surveys for students. Have students survey their classmates' favorite snack, ice cream flavor, fruit, vegetable, TV show, or singer. Appeal to the language level and age of your students.

Secondary Lesson 13

Topic - Food activities

Content Concepts and Skills

Vocabulary for food names; understanding of the food pyramid; comparing and contrasting the taste of food.

Materials

Copy of the food pyramid; magazines with pictures of food; different types of cereals.

Instructional Sequence

Begin the unit by discussing your students' food preferences. Beginning students should make flashcards to learn the food names necessary in the unit. Intermediate students can read a health article or school textbook material on good nutrition.

Introduce vocabulary for different tastes: 'Bitter, sweet, sour, salty.> Use pictures of food to help students understand each vocabulary word. You can also have students look in magazines for food that is salty, sour, bitter, and sweet.

Give students a copy of the food pyramid. If you wish to use an internet source go to [The Food Pyramid Guide](#) The Food Pyramid Guide was designed as an easy way to show the groups of foods that make up a good diet. It also shows how much of these different groups you need to eat to stay healthy. Explain that the foods which make up the base (the widest part) should be the biggest part of a diet, and as you go up the pyramid, the amounts get smaller as the pyramid gets skinnier.

Help your ESL students expand their vocabulary to include other adjectives which describe food such as creamy, crunchy, chewy, crispy, mushy, and hard. Use pictures to demonstrate each taste.

In cooperative groups have students conduct blindfolded taste tests of different cereals. Make a graph to indicate the students' favorite cereal. Help students use the previously learned vocabulary to describe each kind of cereal. Help them read the labels on the cereal boxes. How many calories does each type have? What is the percentage of sugar content? Help students distinguish which cereals are healthy.

Students in grades 2-4 can cut out pictures and create a poster or bulletin board display about good nutrition.

Students in grades 4-8 can watch and report on TV food commercials. They can also create their own commercials for nutritious food in cooperative groups.

Many of the activities above are excellent language and concept-building opportunities for ESL students, even those with very limited English. Working in cooperative groups, all students can participate in the blind taste test; create a poster or bulletin board on nutrition or work cooperatively to prepare food. Your English language learners should participate at their own ability level.

Appendix I: Reflections and Advice from Past Participants

These are excerpts from Cambodia volunteer participants' reports. We hope they will give you an idea of the teaching experience, and also provide some inspiration as you prepare for your project.

"I do wish I had had more time to prepare lessons before I left. The things I brought were all useful: a seed catalog, a Chicago bulls leather hackey sack - which I used in every class, throwing it back and forth to hold their interest while reviewing numbers and so forth (the person who caught the ball would say the number, which if correct was repeated by everyone else), family photos - which they loved, Chicago (or your home town) postcards, and lots of 4"x6" index cards."

"The children enjoyed a game in which they formed two teams whose members would try to be the first to match a color and a number (pieces of colored paper were placed on two desks at each side of the room, and then a table between the two desks held cards with numbers one through ten or ten through one hundred, counting by tens). The teacher would say, for example: Green on twenty, and then the students raced to select the right color and get it down on the correct number. The teacher then tallied the score for each team."

"I had several 11"x17" sheets with color Xeroxes, showing me and the various members of my family. Included were photos of my house and neighborhood (all snow scenes). These provided a good first lesson, using names for the various family relationships. The Xeroxes also proved helpful in introducing myself to the teachers and their families, the family I stayed with, and other Cambodian friends."

"Another lesson was based on Valentine's Day (it could be Halloween, or any other holiday) showing the way it is celebrated in our schools."

"The students loved to sing. Their version of 'Teensy Weensy Spider' was sensational!"

"Thank you so very much for helping me get to spend time with the children and teachers and see the wonders of Cambodia. As I said in a letter to a friend, "I worked with wonderful children and their teachers, I saw mountains, climbed cascaded waterfalls, visited a cave like a spelunker, saw a startling sound and light show, viewed beautiful temples with golden Buddha's, toured the palaces of kings,

walked through the ruins of ancient temples and cities, watched elephants being trained and took an elephant ride, rode on a bamboo raft and visited butterfly and orchid farms and then rode through hundreds of miles of countryside where rural people were busily tending their rice paddies and lotus blooms filled the nearby water trenches.

Thanks again, W.

"I could not have had a more enriching experience; I only wish that my stay would have been much longer. My host was just wonderful and made me feel quite at home and amazingly comfortable. It was great that I could joke around with them and totally be myself. Thank god for their sense of humor! We got along really well and I will miss them terribly...As far as school is concerned, I cannot say enough. I would come home from Ban Kong school each day with sore cheeks from all the laughing and smiling I did during the day. I love children in general, so naturally I fell in love with all the little Cambodian kids at school. The teachers were wonderful as well. They treated me with much kindness and respect. Teaching there was more than fulfilling, and I loved every last minute of it. I was very sad to have to say good-bye. My experience at the village health clinic with Pee Toy was great as well. I also have a passion for medicine, so my hands-on work with him was just priceless. I could go on and on about what an absolutely amazing experience Cambodia and its fascinating people and culture have given me."

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