

Translation of the text : “An elder brother”

Nit and Noun are siblings. They both are students when their parents passed away. They don't have money to support their family. So the elder brother decides to stop school temporarily and works to earn money. He makes sacrifices for his younger brother to be able to continue his study. The elder brother takes out loans from a local credit company to buy pigs and fish. He works hard to raise pigs and fish. At first he wasn't successful in his new career but later he is good at that. The younger brother studies hard, passes his exam, and finds a job at a company. He saves his salary and gives it to his elder brother, who is going to get married. Finally, the family has a better life.

Khmer lesson

Reading text:” An elder brother”

Level: Advanced low

Objectives

Content objectives:

Students will be able to

- Describe the attitude and behavior of the main characters in the text
- Talk about the concept of being an elder brother, who is the main supporter in the family with very limited resources. How does this relate to expectations for men and older siblings in Khmer culture?
- Talk about how the young brother pays back all the sacrifices that the elder brother made

Language objectives:

Students will be able to

- Talk about the characters in the text using the related vocabulary such as:

អ្នកមានគុណ	someone to whom a debt of gratitude is owed, benefactor
បានចេកហានទៅ	passed away
ជីវិភាពលំបាត់	difficult live
ផ្ទាកការរៀនស្សព្វា	to stop school temporarily
សិក្សាបន្ថែម	to continue studying
ខកចិត្ត	to be disappointed
មធ្យមណ្ឌលសិក្សា	education center
សហគមន៍	community
ប្រលងជាប់	pass the exam
អ្នកដោះស្រាយ	a person who solves problems
ផ្តើមគិត	to think hard
ឱ្យប្រាក់សណ្ឋាគ	take out loans
សុគមន្យល	happiness

-Be able to use the terms អ្នកដោះស្រាយ (a person who solves problems) to discuss the concept of being a responsible brother to a younger one

-Identify the particle “ទីរីយ៍”, its placement at the end and its definition in a sentence

## I.Pre-Activity:

Purpose: The teacher tells the students that we are going to read a short story entitled "An elder brother"

### Activate:

Students are asked, "What does it mean to be the main supporter of a poor family?"

Individual student talks about what a main supporter should do by using their own words.

Students are then directed in pairs, try to think of ways to describe a person who is the main supporter of a poor family.

The activity begins at a personal level, asking students whether they have encountered any poor people who tried to support their family.

a. Introduce and define term: ជីវិតលំបាត (difficult life) by using pictures

-Anticipate: Students look at the picture and answer questions.

1. Who are the people?

2. What do they do?

3. Where are they?

-The title is “An elder brother”; students will answer the question: what does the elder brother do?

-Introduce key words: អ្នកមានគុណ (someone to whom a debt of gratitude is owed, benefactor)

បានចេកហានទៅ (passed away)

ជីវិតលំបាត (difficult live)

ផ្លាសាររៀនស្សព្វ (to stop school temporarily)

by using the picture in the text, and vocabulary that they learned before, keeping in mind the inquiry technique. For example, to introduce the words ផ្លាសាររៀនស្សព្វ (to stop school temporarily) the teacher asks, “What do you do when you don’t have the means to continue your study? “

Another new word is ឱ្យប្រាក់សណទាន (take out loans). The teacher asks students, when you (ផ្លាសាររៀនស្សព្វ) stop school temporarily and you can (ឱ្យប្រាក់សណទាន) take out loans, what would you do with the loan?

## II.Main activity

a. Skimming

-Students skim the story and check their predictions (from answering questions during pre-activity)

b. Scanning

b1-Students complete the chart below by using the following words: **បងប្រស** the elder brother or **បងប្រស** the younger brother.

Characters in the text តួអង្គ

Activities សកម្មភាព

(The activities are shown in the drawing of the text)

\_\_\_\_\_

ផ្ទាកកការរៀនស្ត្រី

to stop school temporarily

\_\_\_\_\_

សិក្សាបន្ទូន

to continue studying

\_\_\_\_\_

ចិត្តធមសត្វ

raise animals

b2-Role play:

-Students will prepare a role play: one student acts as the elder brother and a second student acts as the younger one.

b3-Students will look at the picture and talk about the elder brother and the younger one using three new words: **ជីវិភាពលំបាតក** (difficult live)      **ចិត្តធមសត្វ** (raise animals)  
**សិក្សាបន្ទូន** (to continue studying ).

c.Language Focus:

-i.Locate and underline the following words in the text below:

**ជីវិភាពលំបាតក**      difficult live      **ផ្ទាកកការរៀនស្ត្រី**      to stop school temporarily

**សិក្សាបន្ទូន**      to continue studying      **ខកចិត្ត**      to be disappointed

**មជ្ឈមណ្ឌលសិក្សា**      education center      **ប្រលងដាប់**      to pass the exam

**អ្នកដោះស្រាយ**      a person who solves problems

-ii.Locate ‘ទីផ្សារ’

-Where is it located in a sentence?

-Using context clues, what is its definition in each of these cases where it appears?



## រោង បងប្រស



និតនិងនូនជាបងបនបណ្តីតនឹងគា ។ តាំងពីអ្នកមានគុណបានថែកបានទៅ ដីរភាព ត្រសារគេដួលការលំបាកខ្សោះ ។ និតជាបងបានសម្រចចិត្តផ្តាកការរោនសម្រប្បាយ ។ ដោយទុកឱ្យបូនបាន សិក្សាបន្ទូលឡើត ។ នូនខំរោនណាស់មិនឱ្យបងខកចិត្តឡើយ ។ ឯងនិតវិញ្ញ ពេលទំនោះពីការងារប្រចាំការ គេបានចូលសិក្សាលោកកុងមជ្ឈមណ្ឌលសិក្សា សហគមន៍ ។

នៅឯណ៌នរោននៅថ្ងៃទី១២ ហើយបានប្រឡងជាប់សូចប្រាថ្នា ។ ថ្ងៃម្ខយ នូនចង់ ទៅរកការងារឡើ ដើម្បីដួលសម្រាបន្ទូកបង តែនិតមិនយល់ព្រម ។ នូនស្មរបង ៖

“ តើយើងបានប្រាថ្នាក៏ពីណា ? ” ។

និតនឹង ៖ “ ឯងគុងបានម្ខារណ្តី ! ទុកឱ្យបងជាអ្នកដោះស្រាយ ” ។

រាជីនោះ និតនិញ្ញាវិនាលក៏សោះ ប្រាន់ខ្លួនមិនដឹងទៅប្រកបរបរីដើម្បីបានប្រាក៏ ឱ្យបូនរោននោះទេ ។ ពីម្ខយថ្ងៃទីម្ខយថ្ងៃ និតចេះតែដព្វិកធនការកម្ពុជរបរឈ្មោះ ។ តែ និតមិនយើងឱ្យសោះ ។ ចំណោកនូនអាណិតបងខ្សោះណាស់ ។ គេតាំងចិត្តបាននិងឯតខ្លំរោន ស្ថូគដើម្បីបានការងារឡើចិត្តមបងគេវិញ្ញ ។

ថ្ងៃថ្ងៃម្ខយ និតនិងអ្នកក្បួចិន្ទេះបាននាំត្រូវប្រាក៏តែមានពីធានាភាសាក្នុងកម្មករ ដើម្បីទុកកុងការចិត្តមបងនិងចិត្តមត្រី ។ ជាបីកដំបូង និតបានត្រួចដើម បុំណោរោះ ។ ក្រោយមក និតបានរោនបច្ចេកទេសចិត្តមសត្វពីមជ្ឈមណ្ឌលសិក្សា សហគមន៍ ។ ចាប់ពីពេលនោះមក និតចេះជោញ្ញិចិត្តមសត្វប្រាស់លាស់ ។ និតអាចរក ប្រាក៏ខបត្តមករសិក្សារបស់នូនដោយមិនដួលការលំបាកសូចមុនឡើតឡើយ ។

ក្រាយពីបញ្ចប់ការសិក្សា និងបានចូលរើករារក្នុងក្រុមហិរញ្ញយ នៅវាជាតានិភ័យបណ្ឌិត និងសន្ម្រោះប្រាក់ខេត្តបាលម្បយចំណុះទី កែបានយកប្រាក់ទាំងនៅទៅប្រទល់ដ្ឋាន បងទាំងអស ដើម្បីខ្សោយបងបានរៀបអាពាហ៍ពីបាហ៍ ។ បាទពីពេលនោះមក គ្រួសារនេះ រស់នៅជាម្លេយត្រូវការបង្ហាញសុកម្មផ្តល់ ។

ii. Find synonyms to the new words. Match each of the words on the left column to its synonym on the right column. Each word on the left has at least one synonym on the right. You need not use all the words on the right.

New vocab	Synonym
អ្នកមានគុណ	អតិថែនមួយពេល
ជាកការរៀនសូត្រ	ចិត្តធម៌
ជីវិតលំបាត	ម៉ោងមាយ អ្នកដឹង
បន្ទាន់សិក្សា	រស់នៅមិនប្រើបាន អតិថិជ្ជ
	រៀនទេរត
	ដោះស្រាយ
	គិត

iii. Please describe the livelihood of this family using four new words:

អ្នកមានគុណ      someone to whom a debt of gratitude is owed, benefactor

បានផែកហានទៅ      passed away

ជីវិតលំបាត      difficult life

ជាកការរៀនសូត្រ      to stop school temporarily

### III. Post-activity

Students work in pairs to discuss the following questions:

1. What does the text teach you about?
2. If you were the elder brother, would you be able to make those kinds of sacrifices?  
Why or why not?
3. What is the importance of being a main supporter in the family?