

Khmer Intermediate (fourth semester) Lesson: "Anti-Litter Campaign News Article"

Content objectives:

Students will be able to

- Discuss, in a very basic fashion, campaigns which have as their aim public consciousness raising
- Discuss basic environmental issues in particular.
- Educate Cambodians about the environment in Cambodia and the benefit of having clean environment.

Language objectives: students will be able to use basic political/administrative vocabulary in relevant conversations, such as "public office/bureau (មន្ទីរ)," "community (សហគមន៍)," "the people (ពលរដ្ឋ)," "[elegant term for] to speak (មានប្រសាសន៍)," "tourist/tourism (ទេសចរ / ទេសចរណ៍)." Students will also be able to use terms relevant to wider topics of discussion such as "to raise awareness (three different terms: បញ្ជាក់បញ្ជូន ពង្រឹង បំផុស បញ្ជូន), "to participate in (ចូលរួម)," "to focus on/target (ផ្តោត/យកចិត្តទុកដាក់)," "to attract (ទាក់ទាញ)," campaign (យុទ្ធនាការ)." "model (គំរូ)." Students will become aware of and begin to use some specific vocabulary relevant to environmental issues, such as "pick up trash (រើសសំរាម)," "wrap up and properly dispose of trash (រឹបខ្ទប់ទុកដាក់សំរាមត្រឹមត្រូវ)," "sanitation (អនាម័យ)," "environment (បរិស្ថាន)," "beauty (សោភ័ណភាព),"

Pre-Activity :

1. Tell students that they are going to read an anti-litter news article. Then have them look at the photo and the caption and predict:

- a. what was happening?
- b. how many people involved?
- c. who are these people?
- d. what do they do?
- e. where does the event take place (city or country side)?
- f. why do you think they do this?

2. Have students read the title of the article, and read the caption under the photo.

3. Ask each student/group to say what they think the overall topic of the article is.

(deleted the activity where teacher asks students to identify words they recognize...)

This will involve a fair amount of instructor prompting; for example “what do you know how to say about garbage/cleaning up?” “What do you think the purpose of the march was? Who are students trying to reach/influence?” “Who do you think might be interviewed in the article?” etc. The instructor can also introduce the new key vocabulary and guide students using vocabulary that they already know (and, ideally, share with each other).

4. Introduce key words by using pictures, and/or vocabulary that they learned before.

public office/bureau
community
the people
to raise awareness (3 terms)
to focus on
to attract
sanitation
environment
beauty
tourist
tourism
model

Main Activity:

Skimming 1:

Ask pairs/groups of students to skim the article in order to find out if their predictions and responses to questions in “pre-activity” were correct.

Skimming 2:

Give students a list of the following main ideas, and have them locate the ideas in the text.

- a. the students’ goals
- b. the goal of campaign according to the department of tourism
- c. the interviewee’s idea behind the campaign

Scanning 1:

The instructor should read the article aloud once to students, and have the groups/pairs find the following information:

1. In what provincial town did the campaign happen?
2. who are the people on this campaign?
3. what message do they want to give to the public?
4. what does Mr. An Pau Soeun think about the youth group?

Scanning 2:

Pairs/groups are asked to compose, in their own words (orally!), one sentence summarizing each paragraph of the article. Pairs/groups are then called upon by the instructor to speak their sentences. When students speak the sentences, the instructor should ignore pronunciation or grammar mistakes (unless they are glaring and interfere with understanding), and focus on meaning.

Students should be encouraged to skip over/ignore unknown vocabulary which is not on the list (terms such as អង្គការ and រូបចំណែក). It's important for students to realize they do not need to understand the meaning of every single word in an article in order to understand the article's overall meaning.

Language focus: using the mapping template they completed in *Scanning*, the groups/pairs now try to match the new vocabulary terms with the following English glosses (in the attached Matching Activity Sheet) by looking at how the terms are used in context in the article. It may

be useful for the instructor to read the article aloud again before students begin this activity.

Post Activity:

Further pair/group activity for a) homework or b) a future class meeting: using the article as a resource, have students complete one or more of the following tasks:

a. "You're the president of a student organization. You're scheduled to meet with an official in the provincial tourist bureau to propose a beautification/trash pickup campaign in the provincial town. Prepare an outline of the points you want to make sure you address in your meeting with the official, in order to convince her/him of the value of your proposed campaign." Don't try to write full sentences, just "bullet points"!

b. "You're an official in the provincial tourist bureau. Prepare an outline for the speech you're going to make announcing a new campaign to promote environmental awareness in the provincial capital. Keep in mind that your primary audience is concerned students, who will do the bulk of the work in the campaign."

c. In an addition/variation to one of the above, students could be required to actually make the speech indicated (orally!), using only their bullet-point outline for reference.