

English for Secondary Schools

M1-M7

Language Activities Booklet



English Language Teacher Training Program (ELTTP)

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Bingo English

Objective: Students will write and recognize new letters, vocabulary, or verb tenses.

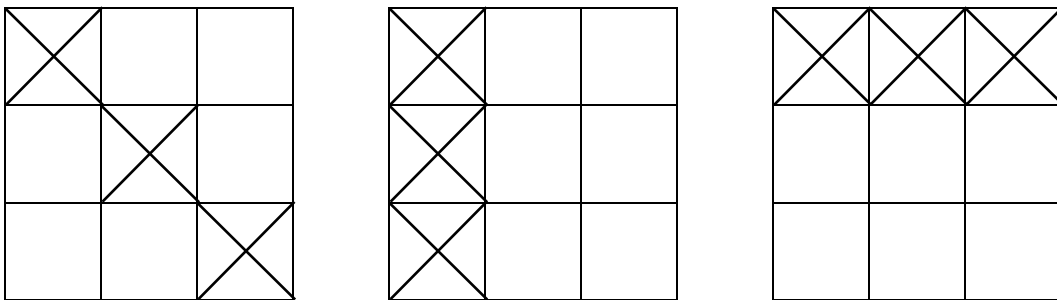
Some examples: after learning the alphabet, the teacher can call out letters which the students will write while making up the Bingo board and identify while playing the game. The teacher could also call out the present tense of a verb and have students identify the past tense of the verb on their Bingo boards. (Other ideas: colours, numbers, Lao/English words).

Materials:

- Words/letters the teacher will use in the Bingo game written on slips of paper.
- Students will use their own notebooks and writing utensil.
- Small pieces of paper to mark the Bingo boards.

Instructions:

1. The teacher will have each student make a Bingo board in their notebook by drawing 4 evenly spaced vertical lines and 4 evenly spaced horizontal lines (see diagrams below). The teacher should draw a model on the blackboard.



2. The teacher will call out letters or words which each student will write in random squares on his/her grid. One student could come up and write the correct word or letter on the blackboard as the teacher calls them out to ensure that all the students write the correct letter or word on their Bingo board.
3. Once the Bingo boards are prepared, the teacher will draw a slip of paper with a letter or word written on it and say it out. (These should be the same words or letters that have been entered on the Bingo boards.) Any student who has that letter or word on their grid will cover it with a piece of paper.
4. The first student to get 3 words in a row vertically, horizontally, or diagonally wins. (See diagram above).

Note: If more spaces are needed, Bingo boards can be made larger by adding more rows.

ເກມບິງໂກ່ Bingo Lao

ຈຸດປະສົງ : ເພື່ອຈະໃຫ້ນັກຮຽນຂຽນ ແລະ ຮັບຮູ້ໄດ້ຕົວອັກສອນ ຄຳສັບໃຫມ່ ຫຼື ຮູບກາລະຂອງ

ຄຳກິລິຍາ. ຕົວຢ່າງ : ຫຼັງຈາກຮຽນຕົວອັກສອນແລ້ວ, ຄູສາມາດເວົ້າຕົວອັກສອນ ເພື່ອໃຫ້ນັກຮຽນໄດ້ຂຽນໃສ່ ໃນກະດານບິງໂກຂອງເຂົາທີ່ໄດ້ສ້າງຂຶ້ນໃນເວລາຫຼິ້ນເກມບິງໂກ່.

ຄູຍັງສາມາດ ນຳໃຊ້ຮູບກາລະຕ່າງໆໃນການຫຼິ້ນເກມບິງໂກ່ໄດ້ອີກດ້ວຍ ຕົວຢ່າງ:

ຄູຈະເປັນຜູ້ເວົ້າກາລະປະຈຸບັນຂອງຄຳກິລິຍາໃດໜຶ່ງ

ແລ້ວໃຫ້ນັກຮຽນຂຽນກາລະອາດີດຂອງຄຳກິລິຍານັ້ນໃນກະດານບິງໂກຂອງເຂົາເຈົ້າ(

ນອກນີ້ພວກເຮົາຍັງສາມາດນຳໃຊ້ ຄຳສັບກ່ຽວກັບ ສີ, ຕົວເລກ, ຄຳສັບພາສາລາວ -

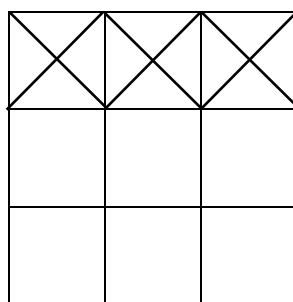
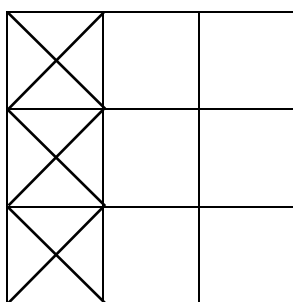
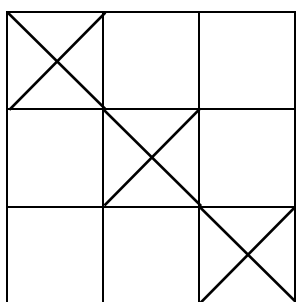
ພາສາອັງກິດ ມາຫລິ້ນໃນເກມບິງໂກ່ໄດ້ອີກດ້ວຍ)

ວັດສະດຸອຸປະກອນ :

- ຄຳສັບ/ຕົວອັກສອນ ທີ່ຄູຈະນຳໃຊ້ໃນການຫຼິ້ນເກມບິງໂກ່ ໃຫ້ຂຽນໃສ່ເຈ້ຍໄວ້ຕ່າງຫາກ,
- ນັກຮຽນຈະໃຊ້ປື້ມຂຽນແລະເຄື່ອງຂຽນ
- ເຈ້ຍນ້ອຍໆເພື່ອເປັນເຄື່ອງໝາຍໃນກະດານບິງໂກ່

ຄຳແນະນຳ

1. ຄູຈະໃຫ້ນັກຮຽນແຕ່ລະຄົນເຮັດກະດານບິງໂກ່ໃນປື້ມຂຽນຂອງເຂົາເຈົ້າ
ໂດຍການແຕ້ມເສັ້ນແນວຕັ້ງທີ່ມີໄລຍະຫ່າງ 4 ເສັ້ນ ແລະ 4
ເສັ້ນຕາມລວງນອນຕັດກັນເປັນຮູບຕາກະໂລ່
(ເບິ່ງແຜນວາດຂ້າງລຸ່ມ) ຄູຄວນແຕ້ມຕົວແບບໃສ່ກະດານ



2. ຄູຈະເວົ້າຕົວອັກສອນຫຼືຄຳສັບຕ່າງໆເຊິ່ງນັກຮຽນແຕ່ລະຄົນໄດ້ຂຽນຄຳສັບດັ່ງກ່າວໃສ່ໃນ
ແຕ່ລະຕາກະໂລ່ໃນຕາຕະລາງຂອງເຂົາເຈົ້າ
ນັກຮຽນຄົນໜຶ່ງສາມາດອອກມາຂຽນຄຳສັບຫຼືຕົວອັກສອນທີ່ຄູເວົ້າໃສ່ເທິງກະດານ
ເພື່ອຮັບປະກັນວ່ານັກຮຽນທັງໝົດທຸກຄົນຂຽນຕົວອັກສອນຫຼືຄຳສັບທີ່ຖືກຕ້ອງໃສ່ໃນ
ກະດານບິງໂກ່ຂອງເຂົາເຈົ້າ.

3. ເມື່ອກະດານບິງໂກ່ຖືກກະກຽມ,
ຄູ່ຈະຂຽນຄໍາສັບຫຼືຕົວອັກສອນໃສ່ເຈ້ຍເພື່ອຈະເວົ້າໃນເວລາຫຼິ້ນເກມ. (ຄໍາສັບຫຼືຕົວອັກສອນໃນເຈ້ຍຄວນແມ່ນອັນດຽວກັນກັບທີ່ໄດ້ໃຫ້ນັກຮຽນຂຽນໃສ່ໃນກະດານບິງໂກ່ຂອງເຂົາເຈົ້າ)
ນັກຮຽນຜູ້ທີ່ມີຕົວອັກສອນຫຼືຄໍາສັບໃນຫ້ອງຕາກະໂລ່ຂອງເຂົາເຈົ້າໃຫ້ໃຊ້ເຈ້ຍນ້ອຍຫມາຍໄວ້.
4. ນັກຮຽນຄົນທຳອິດທີ່ມີ 3 ຄໍາຕິດກັນໃນແນວຕັ້ງ, ລວງນອນ ຫຼືລວງຂວາງຈະເປັນຜູ້ຊະນະ
(ເບິ່ງແຜນວາດຂ້າງເທິງ)
ໝາຍເຫດ : ຖ້າຕ້ອງການຫ້ອງຫຼາຍ, ກະດານບິງໂກ່ສາມາດຂະຫຍາຍຖັນ ແຖວອອກເພີ່ມໄດ້.



Charades English

Basic Charades English

Objective: Students will identify and say in English the actions of fellow students.

Materials:

- Action words or phrases written on strips of paper.

Instructions:

1. Divide the students into two teams. Students can remain in their seats. The right half of the classroom is one team while the left half of the classroom is the second team.
2. A student from team 1 will draw a strip of paper and act it out without saying anything. Their team will try to guess what they are acting before 3 minutes is up. If their team guesses correctly, they get one point. If not, Team 2 gets a chance to guess.
3. A student from team 2 will go next. Keep going back and forth between the teams.
4. In the end, the team with the most points wins.

ເກມສະແດງທຳທາງ Charades Lao

ເກມສະແດງທຳທີ່ແບບພື້ນຖານ Basic Charades Lao

ຈຸດປະສົງ : ນັກຮຽນຈະໄດ້ສັງເກດການສະແດງອອກຂອງໝູ່ນັກຮຽນນຳກັນ ແລ້ວເວົ້າອອກມາເປັນພາສາອັງກິດ.

ວັດສະດຸປະກອນ :

- ຄຳສັບຫຼືປະໂຫຍກທີ່ຂຽນໃສ່ແຜ່ນເຈ້ຍ.

ຄຳແນະນຳ

1. ແບ່ງນັກຮຽນອອກເປັນ 2 ທີມ. ນັກຮຽນສາມາດນັ່ງຢູ່ໃນບ່ອນຂອງເຂົາເຈົ້າ ເຄິ່ງເບື້ອງຂົວຂອງຫ້ອງຮຽນແມ່ນທີມທີ 1 ໃນຄະນະທີ່ເຄິ່ງເບື້ອງຊ້າຍຂອງຫ້ອງຮຽນເປັນທີມທີ 2.
2. ນັກຮຽນຈາກທີມທີ 1 ຈະເປັນຜູ້ເບິ່ງຄຳສັບຫຼືປະໂຫຍກໃນເຈ້ຍ ແລ້ວ ຈະສະແດງທຳທີ່ອອກມາໂດຍບໍ່ມີການເວົ້າຫຍັງ. ຄົນໃນທີມຂອງລາວຈະພະຍາຍາມເດົາວ່າສິ່ງທີ່ລາວກຳລັງສະແດງຢູ່ແມ່ນຫຍັງ ໃຫ້ເວລາ ບໍ່ເກີນ 3 ນາທີ ຖ້າທີມຂອງເຂົາເົາຖືກ ພວກເຂົາຈະໄດ້ຮັບ 1 ຄະແນນ . ຖ້າເດົາບໍ່ຖືກ ທີມທີ 2 ມີໂອກາດເດົາ .
3. ນັກຮຽນຈາກທີມທີ 2 ຈະເປັນຜູ້ອອກມາເຮັດໃນຮູບແບບດຽວກັນ ແລະ ສືບຕໍ່ຜັດປ່ຽນກັນເຮັດໄປເລື້ອຍໆ
4. ໃນທີ່ສຸດ ທີມທີ່ມີຄະແນນຫຼາຍເປັນທີມຊະນະ.



Grammar Charades English

Objective: Students will practice using different verb tenses in a sentence.

Materials & Prep:

- Small slips of paper with various verbs written on them.

Instructions:

1. Review sentence structure and the verbs the class is currently working on if necessary.
2. Write chart you are currently using on the board: (This chart is an example only.)

Present Continuous		Past Continuous	
Statement	Question	Statement	Question

3. Give one student a verb (Example: “shop”) and tell them which section of the board to stand in front of. (Example: “Present Continuous; Statement”).

Note: All other students must try to say the correct sentence based on where the student at the front is standing. (Example: “She is shopping.”) First student to answer correctly gets to be it.

ເກມສະແດງທ່າທີແບບໄວຍາກອນ Grammar Charades Lao

ຈຸດປະສົງ : ນັກຮຽນຈະໄດ້ຝຶກຊ້ອມການນຳໃຊ້ ກາລະຕ່າງໆໃນປະໂຫຍກ.

ວັດສະດຸອຸປະກອນ ແລະ ການກະກຽມ :

- ເຈ້ຍໃບນ້ອຍໆທີ່ມີຄຳກິລິຍາຕ່າງໆຂຽນໃສ່,

ຄຳແນະນຳ :

1. ທົບທວນໂຄງສ້າງປະໂຫຍກ ແລະ ຄຳກິລິຍາທີ່ໄດ້ຮຽນໃນຫ້ອງໃນຊ່ວງຜ່ານມາ.ຖ້າຈຳເປັນ.
2. ຂຽນແຜນວາດທີ່ຫາກໍ່ໄດ້ຮຽນມາໃສ່ເທິງກະດານ (ແຜນວາດນີ້ໄດ້ເປັນພຽງຕົວຢ່າງເທົ່ານັ້ນ)
ຮູບປະໂຫຍກກາລະປະຈຸບັນກຳລັງກະທຳ, ຮູບປະໂຫຍກອາດີດກຳລັງກະທຳ, ແລະ ຮູບປະໂຫຍກຄຳຖາມ.

Present Continuous		Past Continuous	
Statement	Question	Statement	Question

3. ເອົາຄຳກິລິຍາ 1 ໃຫ້ ນັກຮຽນຄົນ 1 (ຕົວຢ່າງ ‘ ຊີ້ເຄື່ອງ ’)
ແລະບອກເຂົາເຈົ້າວ່າຈະຢືນຢູ່ພາກສ່ວນໃດຂອງກະດານ (ຕົວຢ່າງ :
ຮູບປະໂຫຍກປະຈຸບັນກຳລັງກະທຳ)
ໝາຍເຫດ : ນັກຮຽນຄົນອື່ນໆທັງໝົດຕ້ອງພະຍາຍາມເວົ້າປະໂຫຍກທີ່ຖືກຕ້ອງ
ໂດຍອີງໃສ່ບ່ອນທີ່ນັກຮຽນທາງຫນ້າຢືນຢູ່ (ຕົວຢ່າງ : ‘ ນາງກຳລັງໄປຊື້ເຄື່ອງ ’)
ນັກຮຽນຄົນທຳອິດທີ່ຕອບຖືກຈະເປັນຄົນອອກມາເຮັດຄົນຕໍ່ໄປ.

Telephone Charades English

Objective: Students will identify and say in English the actions of fellow students.

Materials:

- None.

Instructions:

1. Divide the class into teams of equal numbers of students and have each team stand in a line facing the front of the classroom.
2. A student in the back of each line will look at a strip of paper that the teacher shows them.
3. When the teacher says, "GO!"
4. The student at the end of the line will tap the student in front of them on the shoulder. When that student turns around, the first student will act out what they read on the strip of paper.
5. Repeat step 4 until the person at the front of the line sees the action and says the sentence out loud.
6. The team that says the word or phrase first and correctly wins.

ເກມສະແດງທ່າທີແບບໂທລະສັບ Telephone Charades Lao

ຈຸດປະສົງ : ໃຫ້ນັກຮຽນຈະໄດ້ສັງເກດການສະແດງອອກຂອງໝູ່ນັກຮຽນນຳກັນ ແລ້ວເວົ້າອອກມາເປັນພາສາອັງກິດ

ວັດສະດຸອຸປະກອນ

- ບໍ່ມີ

ຄໍາແນະນຳ

1. ແບ່ງນັກຮຽນໃນຫ້ອງອອກເປັນ 2 ທີມ ທີ່ມີຈຳນວນນັກຮຽນເທົ່າກັນ ແລະໃຫ້ແຕ່ລະທີມຍື່ນເປັນແຖວຫັນຫນ້າໄປທາງກະດານ.
2. ນັກຮຽນທີ່ຢູ່ດ້ານຫຼັງສຸດຈະເປັນຜູ້ມາເບິ່ງສິ່ງທີ່ຢູ່ໃນເຈ້ຍທີ່ຄູ່ເອົາໃຫ້ເບິ່ງ.
3. ເມື່ອຄູ່ເວົ້າວ່າ ' Go '
4. ນັກຮຽນຜູ້ຢູ່ທ້າຍແຖວຈະແຕະບ່າໄຫລ່ນັກຮຽນຜູ້ທີ່ຢູ່ຖັດຈາກລາວ ແລະເມື່ອນັກຮຽນຄົນນັ້ນຫັນມາ ນັກຮຽນຄົນທຳອິດຈະສະແດງທ່າທີກ່ຽວກັບສິ່ງທີ່ລາວໄດ້ອ່ານມາໃນເຈ້ຍໃຫ້ນັກຮຽນຄົນນັ້ນເບິ່ງ.
5. ເຮັດຂັ້ນຕອນທີ 4 ຊ້າໆຈົນກ່ວາຄົນທີ່ຢູ່ແຖວຫນ້າເຫັນການກະທຳ ແລະເວົ້າປະໂຫຍກອອກມາ
6. ທີມທີ່ເວົ້າຄຳສັບຫຼືປະໂຫຍກກ່ອນແລະຖືກຕ້ອງເປັນຜູ້ຊະນະ.

Dice Game English

Objective: Students will practice asking and answer questions.

Materials:

- 6 questions written on the board.
- A die for each group.

Instructions:

1. Split the students into groups with 4-6 students in each group.
2. Have one student in each group roll the die. The other students in the group will read out loud the question from the blackboard which corresponds with the number on the die. The student who rolled the die will answer the question.
3. The student will pass the die to the student to his/her left.
4. Repeat steps 2-4.
5. While the students are playing, one student from each group will write down the numbers that are rolled, each time adding the new number to the total sum of the numbers rolled so far. The team that reaches 50 first wins.

ເກມລູກເຕົາ Dice Game Lao

ຈຸດປະສົງ: ນັກຮຽນຈະໄດ້ຝຶກການຖາມ ແລະ ການຕອບຄໍາຖາມ.

ວັດສະດຸອຸປະກອນ :

- ຂຽນ 6 ຄໍາຖາມໃສ່ເທິງກະດານ.
- ລູກເຕົາ 1 ລູກໃຫ້ແຕ່ລະກຸ່ມ.

ຄໍາແນະນຳ :

1. ແບ່ງນັກຮຽນອອກເປັນກຸ່ມ ໂດຍມີນັກຮຽນ 4-6 ຄົນໃນແຕ່ລະກຸ່ມ,
2. ໃຫ້ນັກຮຽນ 1 ຄົນໃນແຕ່ລະກຸ່ມໂຍນລູກເຕົາ
ນັກຮຽນຄົນອື່ນໆໃນກຸ່ມຈະເປັນຜູ້ອ່ານຄໍາຖາມຢູ່ກະດານ
ຕາມຕົວເລກລູກເຕົາທີ່ລາວໄດ້ໂຍນ ແລະ
ນັກຮຽນຜູ້ທີ່ໂຍນລູກເຕົາຈະໄດ້ຕອບຄໍາຖາມ,
3. ນັກຮຽນຈະສົ່ງລູກເຕົາໃຫ້ນັກຮຽນທີ່ຢູ່ເບື້ອງຊ້າຍຂອງລາວ.
4. ເຮັດຊ້າງຂັ້ນຕອນ 2-4.
5. ໃນຄະນະທີ່ນັກຮຽນກຳລັງຫຼິ້ນຢູ່ ນັກຮຽນຄົນ 1
ໃນກຸ່ມຈະເປັນຜູ້ບັນທຶກການໂຍນລູກເຕົາ ທີມໃດໂຍນລູກເຕົາຮອດ 50 ຄັ້ງກ່ອນ
ທີມນັ້ນຊະນະ.

Eternal Mingle Game English

Objective: Students will practice asking and answering questions.

Materials:

- Enough cards for each student to have one card.

Instructions:

1. Each student will receive one card with a picture or question on it. These should be pictures of vocabulary words that go with base sentences that you have already learned and practiced as a class or questions that you have already learned and practiced.
2. The students will stand up and find a partner. The first student will look at their card and ask their partner a question using the prompt on their card. For example, the student might have a picture of a sticky rice basket. They will ask, "What is a sticky rice basket made of?"
3. The second student will answer, "A sticky rice basket is made of bamboo."
4. Then the second student will look at the prompt on their card and ask the first student a question using the prompt on their card. For example, this student might have a picture of a cutting board. They will ask, "What is a cutting board made of?"
5. The first student will answer, "A cutting board is made of wood."
6. The two students will swap cards, and then go and find new partners.
7. Continue steps 2-6 until the teacher tells you to stop.

ກາມໃຊ້ຮູບພາບຫຼືຄຳສັບເພື່ອສົນທະນາແບບບໍ່ສິ້ນສຸດ Eternal Mingle Game Lao

ຈຸດປະສົງ : ນັກຮຽນຈະໄດ້ຝຶກ ການຖາມ ແລະ ການຕອບຄໍາຖາມ

ວັດສະດຸອຸປະກອນ :

- ອຸກຽມບັດໃຫ້ພຽງພໍກັບນັກຮຽນທຸກຄົນ.

ຄໍາແນະນຳ

1. ນັກຮຽນແຕ່ລະຄົນຈະໄດ້ຮັບບັດ 1 ໃບທີ່ມີຮູບຫຼືຄໍາຖາມໃນນັ້ນ.
ບັດເຫຼົ່ານີ້ຄວນເປັນຮູບພາບຫຼືຄໍາສັບທີ່ໄຊ້ກັບປະໂຫຍກຜື່ນຖານທີ່ໄດ້ຮຽນ ແລະ
ໄດ້ຝຶກຊ້ອມໃນຫ້ອງແລ້ວ ຫຼື ຄວນເປັນຄໍາຖາມທີ່ໄດ້ຮຽນ ແລະ ຝຶກຊ້ອມມາແລ້ວ.
2. ນັກຮຽນຈະຢືນຂຶ້ນ ແລະ ຊອກຫາຄູ່ສົນທະນາ
ນັກຮຽນຄົນທຳອິດຈະເບິ່ງບັດຂອງພວກເຂົາ
ແລະ ຖາມຄູ່ຂອງເຂົາກ່ຽວກັບເນື້ອຫາໃນບັດຂອງພວກເຂົາ. ຕົວຢ່າງ
ນັກຮຽນອາດຈະມີຮູບຕົບເຂົ້າ. ພວກເຂົາຈະຖາມວ່າ ‘ ຕົບເຂົ້າເຮັດດ້ວຍຫຍັງ ? ’
3. ນັກຮຽນຄົນທີ 2 ຈະຕອບວ່າ : ‘ ຕົບເຂົ້າເຮັດຈາກໄມ້ປ່ອງ
4. ຫຼັງຈາກນັ້ນນັກຮຽນຄົນທີ 2 ຈະເບິ່ງເນື້ອຫາໃນບັດຂອງພວກເຂົາ ແລະ
ຖາມນັກຮຽນຜູ້ທີ 1 ໂດຍໃຊ້ເນື້ອຫາໃນບັດຂອງເຂົາເຈົ້າ. ຕົວຢ່າງ :
ນັກຮຽນຄົນນີ້ອາດຈະມີຮູບຂຽງ ພວກເຂົາຈະຖາມວ່າ ‘ ຂຽງເຮັດດ້ວຍຫຍັງ ? ’
5. ນັກຮຽນຄົນທຳອິດຈະຕອບວ່າ ‘ ຂຽງເຮັດດ້ວຍໄມ້ ’
6. ນັກຮຽນທັງສອງຈະແລກປ່ຽນບັດຂອງພວກເຂົາ ແລະ ຢ່າງໄປຫາຄູ່ສົນທະນາໃໝ່.
7. ສືບຕໍ່ເຮັດ ຂັ້ນຕອນ ທີ 2-6 ຈົນກ່ວາຄູ່ຈະບອກໃຫ້ເຊົາ.



Grab and Show English

Objective: Students will quickly recognize words and use them correctly in a sentence.

Materials:

- A set of words written on cards for each group.

Instructions:

1. Divide the students into groups of about 6.
2. Each group should get a set of cards and place them FACE UP in the center of the table where all the students in the group can see them. Be sure the words are large and clear.
3. The teacher will call out something. The students in each group will try to find the word that matches with it, quickly grab it, and hold it up.

Examples:

- a. Cards of irregular past tense verbs (Teachers will call out a present tense verb).
 - b. Cards of Be verbs (Teacher will call out a pronoun).
 - c. Cards of Objects made of different materials.
4. The students in the group will try to construct a sentence using the word.
Following on the last examples:
 - a. Teacher calls out “go”, Students hold up “went” and say, “She *went* to the market yesterday.”
 - b. Teacher calls out “am”, students hold up “I” and say, “I am a student”.
 - c. Teacher calls out “What is made of cloth?”, students hold up the picture of a skirt and say, “A skirt is made of cloth”.
 5. The team that holds up the word and says a sentence using the word correctly first wins and gets a point.

Dash version: Instead of just holding up the word, one student from the group can grab the correct word, dash to the board, and write a sentence on the board using the word. The first student to do this correctly will give their team a point. Be sure that the groups do not have the same student go twice until all the students in the group have had a chance to dash!

ເກມຍາດຄຸບຄໍາສັບຫຼືຮູບພາບແລະຍົກຂຶ້ນ Grab and Show Lao

ຈຸດປະສົງ : ນັກຮຽນຈະຮັບຮູ້ຄໍາສັບຕ່າງໆໄດ້ຢ່າງວ່ອງໄວ ແລະ ນຳໃຊ້ມັນຢ່າງຖືກຕ້ອງໃນປະໂຫຍກ.

ວັດສະດຸອຸປະກອນ :

- ຊຸດຄໍາສັບທີ່ຂຽນໄວ້ໃນບັດຄໍາສັບສໍາລັບແຕ່ລະກຸ່ມ.

ຄໍາແນະນຳ

1. ແບ່ງນັກຮຽນອອກເປັນກຸ່ມ ກຸ່ມລະປະມານ 6 ຄົນ.
2. ແຕ່ລະກຸ່ມຄວນໃຊ້ບັດຄໍາສັບຊຸດ 1 ແລະ ວາງບັດຄໍາສັບໄວ້ເຄິ່ງໂຕະແລະຫງາຍບັດຂຶ້ນໃຫ້ນັກຮຽນທຸກຄົນໃນກຸ່ມສາມາດເຫັນບັດໄດ້.
ຕ້ອງແນໃຈວ່າຄໍາສັບທີ່ຢູ່ໃນບັດຕ້ອງໃຫຍ່ແລະແຈ້ງດີ.
3. ຄູ່ຈະເວົ້າບາງຢ່າງອອກມາ.
ນັກຮຽນໃນແຕ່ລະກຸ່ມຈະພະຍາຍາມຊອກຫາຄໍາສັບທີ່ກົງກັບຄໍາທີ່ຄູ່ເວົ້າ, ແລ້ວຈັບຄໍາສັບນັ້ນໃຫ້ໄວ ແລະ ຍົກມັນຂຶ້ນ.
ຕົວຢ່າງ : a. ບັດຄໍາສັບ ຮູບອາດີດຂອງຄໍາກິລິຍາອະປົກກະຕິ (ຄູ່ຈະເວົ້າວ່າ ກາລະປະຈຸບັນຂອງຄໍາກິລິຍາ)
b. ບັດຄໍາສັບຂອງ ຄໍາກິລິຍາ to be (ຄູ່ຈະເວົ້າຄໍາແທນນາມຄໍາ 1).
c. ບັດຄໍາສັບຂອງວັດຖຸທີ່ເຮັດດ້ວຍວັດສະດຸແຕກຕ່າງກັນ.

4. ນັກຮຽນໃນກຸ່ມຈະພະຍາຍາມສ້າງປະໂຫຍກໂດຍໃຊ້ຄໍາສັບນັ້ນໆ.

ຕາມຕົວຢ່າງ : a. ຄູ່ເວົ້າວ່າ ‘ go ’ ນັກຮຽນຍົກບັດຄໍາສັບ ‘ went ’ ຂຶ້ນ ແລະ ເວົ້າວ່າ

‘ She went to the market yesterday. ’ =ມື້ວານນີ້ລາວໄດ້ໄປຕະຫລາດ

b. ຄູ່ເວົ້າວ່າ “ am ” ນັກຮຽນຍົກບັດຄໍາສັບ “ I ” ຂຶ້ນ ແລະເວົ້າວ່າ

“ I am a student ”

c. ຄູ່ເວົ້າວ່າ “ What is made of cloth ? ” =ແມ່ນຫຍັງທີ່ເຮັດ

ດ້ວຍແຜ່ນແພ

ນັກຮຽນຍົກບັດຄໍາສັບ “ skirt ” ຂຶ້ນ

ແລະເວົ້າວ່າ “ A skirt is made of cloth ” ກະໂປງເຮັດດ້ວຍແຜ່ນແພ

- 5, ທີ່ມີຄຳສັບຂຶ້ນກ່ອນແລະ ເວົ້າປະໂຫຍກທີ່ໃຊ້ຄຳສັບນັ້ນຖືກຕ້ອງຈະຊະນະ ແລະ ໄດ້ຄະແນນ.

ຮູບແບບຂອງການຂຽນ : ແທນການຍົກບັດຄໍາສັບຂຶ້ນ, ນັກຮຽນຄົນ ໜຶ່ງ ໃນກຸ່ມສາມາດຈັບເອົາຄໍາສັບດັ່ງກ່າວທີ່ຖືກຕ້ອງ

ແລ້ວອອກໄປຂຽນປະໂຫຍກໃສ່ກະດານໂດຍໃຊ້ຄຳສັບນັ້ນ ນັກຮຽນຄົນທຳອິດທີ່ຂຽນແລ້ວກ່ອນຫມູ່ແລະຖືກຕ້ອງຈະໄດ້ຄະແນນໃຫ້ກຸ່ມຕົວເອງ.

ຕ້ອງແນໃຈວ່າໃນແຕ່ລະກຸ່ມບໍ່ມີນັກຮຽນຜູ້ເກົ່າອອກມາຂຽນສອງຄັ້ງ
ຈົນກ່ວານັກຮຽນທັງໝົດໃນກຸ່ມມີໂອກາດ ອອກມາຂຽນທຸກຄົນ.



Hot Ball Game English

Objective: Students will practice making sentences.

Materials:

- Pictures or words on pieces of paper. Each paper is wrapped around the last one, making a ball.

Instructions:

1. The teacher will throw the ball to any student.
2. The student will unwrap the first paper from the ball, look at it and show it to the class and make a sentence or ask a question using the prompt. (Note: be sure that the picture is **LARGE** and **CLEAR** so that when the student shows the class the picture, they can all see what the prompt is.)
3. Then the student will throw the ball to another student.
4. Repeat steps 2-3 until the last paper in the ball is used.
5. Be sure to pass the ball in a random pattern around the room so no student knows when they might have to answer a question!
6. Also be sure to have the students save the papers and pass them back to the teacher so that they can be used again.

ເກມໂຍນໝາກບານ Hot Ball Game Lao

ຈຸດປະສົງ : ນັກຮຽນຈະໄດ້ຝຶກການສ້າງປະໂຫຍກ.

ວັດສະດຸອຸປະກອນ :

- ຮູບພາບຫຼືຄຳສັບຂຽນໃສ່ເຈ້ຍ.
ເຈ້ຍແຕ່ລະໃບຈະຖືກເຈ້ຍໃບໃຫຍ່ມາຫໍ່ຫຸ້ມໃຫ້ເປັນຮູບຫມາກບານນ້ອຍ.

ຄໍາແນະນຳ :

1. ຄູ່ຈະໂຍນຫມາກບານໃຫ້ນັກຮຽນຄົນໃດຄົນໜຶ່ງ.
2. ນັກຮຽນຈະແຕກະແຈ້ຍຫຸ້ມອອກ ແລ້ວເບິ່ງຄຳສັບໃນນັ້ນແລະໃຊ້ໃຫ້ນັກຮຽນໃນຫ້ອງເບິ່ງ ແລ້ວ ສ້າງປະໂຫຍກຫຼືຖາມຄຳຖາມໂດຍໃຊ້ຄຳສັບຫຼືເນື້ອຫາໃນແຈ້ຍນັ້ນ (ຂໍ້ສັງເກດ : ຕ້ອງແນ່ໃຈວ່າ ຮູບຫຼືຄຳສັບນັ້ນຕ້ອງໃຫຍ່ແລະຈະແຈ້ງພໍ ເມື່ອນັກຮຽນຍົກໃຊ້ໃຫ້ນັກຮຽນໃນຫ້ອງເບິ່ງ ພວກເຂົາສາມາດເຫັນເນື້ອຫາໃນນັ້ນຢ່າງຊັດເຈນ).
3. ຫຼັງຈາກນັ້ນ ນັກຮຽນຄົນນັ້ນຈະໂຍນຫມາກບານດັ່ງກ່າວໃຫ້ນັກຮຽນຄົນອື່ນຕໍ່ໄປ.
4. ເຮັດຂັ້ນຕອນທີ 2-3 ຊຳກັນຈົນກວ່າແຈ້ຍສຸດທ້າຍໃນຫມາກບານຖືກນຳໃຊ້.
5. ໃຫ້ແນ່ໃຈວ່າການສົ່ງຜ່ານຫມາກບານຕ້ອງເຮັດໃນຮູບແບບສຸ່ມທົ່ວຫ້ອງ ດັ່ງນັ້ນບໍ່ມີນັກຮຽນຄົນໃດຮູ້ວ່າເຂົາຈະຕ້ອງຕອບຄຳຖາມຕອນໃດ!
6. ພ້ອມກັນນັ້ນ ຕ້ອງແນ່ໃຈວ່າ ນັກຮຽນໄດ້ຮັກສາແຈ້ຍໄວ້ທາງໃນຫມາກບານ ເມື່ອສົ່ງຄືນໃຫ້ຄູ ເພື່ອໃຫ້ຄູສາມາດນຳໃຊ້ໄດ້ໃນຄັ້ງຕໍ່ໄປ.



Memory Game English

Objective: Students will match concepts or words that pair well together.

Examples:

- Capital and lowercase letters.
- Written out form of a number word and the number.
- Present tense form of a word and the past tense form.

Materials:

- A set of cards for each group of students. Each set of cards should be made up of pairs of cards that go together. For example, if you are working on present and past tense verbs you might have one card that says “eat” and one card that says “ate”, one card that says “sing” and another that says “sang” – 10-15 pairs of verbs. Be sure that when you turn the card over, you cannot see the word from the back of the card.

Instructions:

1. Divide the students into groups with about 6 students in each group.
2. Give each group a set of cards. These should be mixed up.
3. The students will spread out the cards face down on the desk so that all the students can see and reach the cards easily.
4. Student 1 will turn over two of the cards. They must turn them all the way over in place and remove their hand so that the other students have a chance to see the cards.
5. If the cards are a match, the student gets to keep them. If they are not a match, the student will turn the cards back over in the same place. (Students will want to try to remember where the cards are so that they can make matches easily later in the game.)
6. The student to the left of the last person will take the next turn.
7. Repeat steps 4-6 until all the cards are gone.
8. Students will count their cards. The one with the most cards wins!

ເກມຈື່ຈຳ Memory Game Lao

ຈຸດປະສົງ : ນັກຮຽນຈະຈັບຄູ່ແນວຄວາມຄິດຫຼືຄຳສັບທີ່ເປັນຄູ່ກັນໄດ້ດີ.

ຕົວຢ່າງ :

- ຕົວຢ່າງໃນທຸກໆສະຖານະການ.
- ຂຽນອອກມາໃນຮູບແບບຄໍາສັບຕົວເລກ ແລະ ຕົວເລກ.
- ໃນຮູບແບບ ຄໍາສັບໜຶ່ງໃນກາລະປະຈຸບັນ ແລະ ກາລະອາດີດ.

ວັດສະດຸອຸປະກອນ:

- ຊຸດບັດຄຳສັບສຳລັບນັກຮຽນແຕ່ລະກຸ່ມ,
ແຕ່ລະຊຸດຂອງບັດຄຳສັບຄວນສ້າງຂຶ້ນເປັນຄູ່ທີ່ໄປນຳກັນ ຕົວຢ່າງ :
ຖ້າເຈົ້າສອນກາລະປະຈຸບັນ ແລະ ກາລະອາດີດ ເຈົ້າຕ້ອງເຮັດບັດຄຳສັບໜຶ່ງ ເປັນ” eat
“ ແລະ ອີກບັດຄຳສັບໜຶ່ງເປັນ ” ate ”

ບັດຄຳສັບຫຼັກໆ ເປັນ” sing ” ແລະ ອີກບັດຄຳສັບຫຼັກໆເປັນ ” sang ”

ເຮັດບັດຄຳສັບ ຄຳກິລິຍາ ປະມານ 10 – 15 ຄູ່. ໃນເວລາຂຽນຄຳສັບໃສ່ບັດຕ້ອງໃຫ້ແນ່ໃຈວ່າ
ບໍ່ສາມາດເບິ່ງຄຳສັບຈາກດ້ານຫຼັງຂອງເຈ້ຍໄດ້.

ຄໍາແນະນຳ :

1. ແບ່ງນັກຮຽນອອກເປັນກຸ່ມ ໂດຍມີນັກຮຽນປະມານ 6 ຄົນໃນແຕ່ລະກຸ່ມ.
2. ເອົາຊຸດບັດຄຳສັບໃຫ້ແຕ່ລະກຸ່ມ.
3. ນັກຮຽນຈະຢາຍບັດຄຳສັບໃສ່ໜ້າໂຕະເພື່ອໃຫ້ນັກຮຽນທຸກຄົນເບິ່ງເຫັນ ແລະ ຫາຄຳສັບໄດ້ງ່າຍດາຍ.
4. ນັກຮຽນຜູ້ທີໜຶ່ງຈະສະຫຼັບເປີດຄຳສັບສອງອັນ ພວກເຂົາຈະສະຫຼັບກັນເປີດບັດຄຳສັບໄປມາຈົນຄົບທຸກຄຳເພື່ອໃຫ້ນັກຮຽນມີໂອກາດໄດ້ເຫັນຄຳສັບ ແລະ ຈື່ວ່າຄຳໃດຢູ່ຕ່າງແໜ່ງໃດ.
5. ຖ້າບັດຄຳສັບກົງກັນ ນັກຮຽນຈະເກັບມັນໄວ້.
ຖ້າມັນບໍ່ກົງກັນນັກຮຽນຈະເອົາບັດຄຳສັບຄືນໄປໄວ້ບ່ອນເກົ່າ (ນັກຮຽນຈະພະຍາຍາມຈື່ວ່າບັດຄຳສັບຢູ່ໃສ ເພື່ອໃຫ້ເຂົາເຈົ້າສາມາດຈັບຄູ່ກັນໄດ້ງ່າຍໃນພາຍຫຼັງທີ່ນັ້ນເກມ)
6. ນັກຮຽນຜູ້ຢູ່ເບື້ອງຊ້າຍ ຂອງຜູ້ສຸດທ້າຍທີ່ຫຼິ້ນຈະເປັນຄົນເຮັດຕໍ່ໄປ.
7. ເຮັດຊ້ຳຂັ້ນຕອນ 4-6 ຈົນກ່ວາບັດຄຳສັບທັງໝົດຈະໝົດໄປ.
8. ນັກຮຽນຈະນັບບັດຄຳສັບຂອງເຂົາເຈົ້າ ຜູ້ທີ່ມີບັດຄຳສັບຫຼາຍເປັນຜູ້ຊະນະ.



Number Match (Key Word Find) English

Objective: Train students to identify key words in questions which will help them find answers in the related paragraphs.

Materials:

- A set of matching numbers equal to the number of questions on cards.
- A paragraph from the book (this can be written on posterboard or on the blackboard) and the questions that you want the students to be able to answer.

Instructions:

1. Put up the paragraph and write the questions about the paragraph on the board.
2. Read through the paragraph with the students.
3. Read the first question aloud and ask students to identify the most important word in the question. What word will answer what you want to know? Put the number 1 by the word.
4. Read through the paragraph until you find the same word or a word that answers the key word. Ask students to tell you when you come to the word. Put a number 1 by the word.
If the class is beginners, you can then write the answer you have found under the question.
5. Continue with the rest of the questions, putting a number 2 by the key words for the second question, 3 for the key word for the third question, etc.

Note:

In the beginning, the teacher will help the class more, and it will be a whole class activity.

Later, students can find the key words together in groups and each group be assigned to mark one key word on the paragraph on the board.

Finally, individuals can find and circle key words by themselves, and check them with a partner before answering questions on their own.

ຈັບຄູ່ຕົວເລກ (ຊອກຫາຄຳສັບຫຼັກ) Number Match (Key Word Find) Lao

ຈຸດປະສົງ : ເພື່ອຝຶກນັກຮຽນໃຫ້ຮູ້ຈັກການົດຄຳສັບສຳຄັນໃນຄຳຖາມ
ເພື່ອທີ່ຈະຊ່ວຍໃຫ້ເຂົາເຈົ້າຊອກຫາຄຳຕອບໃນວັກທີ່ກ່ຽວຂ້ອງ.

ວັດສະດຸອຸປະກອນ :

- ຊຸດຕົວເລກທີ່ກົງກັນເທົ່າກັບຈຳນວນຄຳຖາມຢູ່ໃນບັດຄຳສັບ.
ເອົາວັກໜຶ່ງຂອງບົດເລື່ອງຈາກປື້ມ (ອັນນີ້ສາມາດຂຽນໃສ່ເຈ້ຍແຜ່ນໃຫຍ່
ຫຼືຂຽນໃສ່ກະດານກໍໄດ້) ແລະຄຳຖາມທີ່ເຈົ້າຢາກໃຫ້ນັກຮຽນຕອບ.

ຄຳແນະນຳ :

1. ວາງວັກໜຶ່ງຂອງບົດເລື່ອງໃສ່ເທິງກະດານ
ແລ້ວຂຽນຄຳຖາມກ່ຽວກັບວັກນັ້ນໃສ່ກະດານ.
2. ອ່ານວັກໜຶ່ງຂອງບົດເລື່ອງກັບນັກຮຽນ.
3. ອ່ານຄຳຖາມທຳອິດໃຫ້ດັງໆ ແລະໃຫ້ນັກຮຽນສຶກສາເບິ່ງ ແລະ
ການົດເອົາຄຳສັບທີ່ສຳຄັນທີ່ສຸດໃນຄຳຖາມ. ຄຳໃດທີ່ຈະຕອບສິ່ງທີ່ເຈົ້າຢາກຮູ້ ?
ເອົາເລກ 1 ໃສ່ເທິງຄຳສັບນັ້ນ.
4. ອ່ານວັກໜຶ່ງຂອງບົດເລື່ອງຈົນກ່ວາເຈົ້າຈະພົບຄຳດຽວກັນ
ຫຼືພົບຄຳທີ່ເປັນຄຳສັບສຳຄັນ.
ໃຫ້ນັກຮຽນບອກເຈົ້າເມື່ອເຈົ້າອ່ານມາຮອດຄຳສັບດັ່ງກ່າວ ແລ້ວວາງຕົວເລກ 1
ໃສ່ເທິງຄຳສັບນັ້ນ. ຖ້ານັກຮຽນຍັງເປັນນັກຮຽນລະດັບເລີ່ມຕົ້ນ
ເຈົ້າສາມາດຂຽນຄຳຕອບທີ່ເຈົ້າພົບໃສ່ກ້ອງຄຳຖາມ
5. ສືບຕໍ່ເຮັດຄຳຖາມທີ່ຍັງເຫຼືອ ວາງເລກ 2 ໃສ່ຄຳສັບທີ່ສຳຄັນ ໃນຄຳຖາມທີ 2. ວາງເລກ 3
ໃສ່ຄຳສັບທີ່ສຳຄັນ ໃນຄຳຖາມທີ 3 ແລະຕໍ່ໆໄປ.

ໝາຍເຫດ : ໃນເບື້ອງຕົ້ນ ຄູ່ຈະຕ້ອງໄດ້ຊ່ວຍນັກຮຽນຫຼາຍຂຶ້ນ
ແລະມັນຈະເປັນກິດຈະກຳລວມໃນຫ້ອງຮຽນ.

ຕໍ່ມານັກຮຽນສາມາດຫາຄຳສັບສຳຄັນໄດ້ຮ່ວມກັນເປັນກຸ່ມ ແລະ
ແຕ່ລະກຸ່ມໄດ້ຖືກມອບໝາຍໃຫ້ອອກມາໝາຍຄຳສັບສຳຄັນໃສ່ໃນບົດເລື່ອງຢູ່ກະດານ.

ສຸດທ້າຍ :

ນັກຮຽນແຕ່ລະຄົນສາມາດຂີດວົງມົນອ້ອມເອົາຄຳສັບທີ່ສຳຄັນດ້ວຍຕົວເຂົາເອງ.
ແລະກວດເບິ່ງພວກເຂົາເປັນຄູ່ກ່ອນຕອບຄຳຖາມດ້ວຍເຂົາເຈົ້າເອງ.

Numbers for Number Match Activity

1	1	2	2	3
5	5	4	4	3
6	6	7	7	

1	1	2	2	3
5	5	4	4	3
6	6	7	7	



Pass Pass Game English

Objective: Students will practice using vocabulary in a sentence

Materials & Prep:

- Large pieces of paper with vocabulary words or pictures on them

Instructions:

1. Select 4 to 6 words. Review the meaning and pronunciation of the words.
2. Hand out the vocabulary/picture papers to random students.
3. Sing while students quickly pass the papers.
4. When the teacher says, "Stop!", the students stop passing the papers.
5. Follow this procedure:
 - The teacher asks, "Who has ____ (first vocabulary word) ____?"
 - The student with that word or picture stands up.
 - The teacher asks, "What word does he/she have?"
 - The class says, "He/She has _____."
 - The teacher tells the student holding the word to, "Use the word in a sentence."
 - The student says a sentence using the word.
6. Repeat Step 3-5 as needed.

Options for student responses:

-If you have used a question and answer when teaching the base sentence, the class can ask the student holding the paper a question, and the student holding the paper can answer instead of steps 3-6 under #5.

-If you want to practice with pronouns, the teacher can use variations of one student standing to hold the picture and respond alone or the whole group at a desk standing and responding together. For example, the class could ask, "What do you like to do?", and the students at one desk can hold up their picture of badminton and say, "We like to play badminton".

ເກມສົ່ງຜ່ານຄໍາສັບຫຼືຮູບພາບ Pass Pass Game Lao

ຈຸດປະສົງ : ນັກຮຽນຈະໄດ້ຝຶກການໃຊ້ຄໍາສັບໃນປະໂຫຍກ.

ວັດສະດຸອຸປະກອນ ແລະ ການກະກຽມ : ເຈ້ຍຄຳສັບຂະໜາດໃຫຍ່ ຫຼື ຮູບພາບ

តំរាងនេះនាំ :

1. ເລືອກເອົາຄຳສັບ 4 - 6 ຄຳ. ທວນຄືນຄວາມໝາຍ ແລະ ການອອກສຽງຂອງຄຳສັບດັ່ງກ່າວ.
2. ຢາຍເຈ້ຍຄຳສັບ / ເຈ້ຍຮູບໃຫ້ນັກຮຽນ.
3. ຮ້ອງເພງໃນຂະນະທີ່ນັກຮຽນກຳລັງສົ່ງເຈ້ຍຈາກຄົນໜຶ່ງໄປຫາອີກຄົນໜຶ່ງ ຕ່າງກັນໄປຢ່າງໄວວາ.
4. ເມື່ອອາຈານເວົ້າວ່າ “ stop ” ນັກຮຽນຢຸດການສົ່ງເຈ້ຍ.
5. ປະຕິບັດຕາມຂັ້ນຕອນຕໍ່ໄປນີ້ :
 - ອາຈານຖາມວ່າ : ໃຜມີເຈ້ຍ ... (ຄຳສັບທຳອິດ)...
 - ນັກຮຽນທີ່ມີເຈ້ຍຄຳສັບ ຫຼື ຮູບນັ້ນຍື່ນຂຶ້ນ.
 - ອາຈານຖາມນັກຮຽນໃນຫ້ອງວ່າ “ ລາວມີຄຳສັບຫຍັງ ? ”
 - ນັກຮຽນໃນຫ້ອງເວົ້າວ່າ “ ລາວມີ ”
 - ອາຈານບອກໃຫ້ນັກຮຽນຍົກຄຳສັບນັ້ນຂຶ້ນ “ ນຳໃຊ້ຄຳສັບນັ້ນມາສ້າງປະໂຫຍກ ”
 - ນັກຮຽນເວົ້າເປັນປະໂຫຍກໂດຍໃຊ້ຄຳສັບນັ້ນ
6. ຕ້ອງປະຕິບັດຂັ້ນຕອນທີ 3 – 5 ຄືນ
ທາງເລືອກສຳລັບຄຳຕອບຂອງນັກຮຽນ
 - ຖ້າເຈົ້າໄດ້ນຳໃຊ້ຄຳຖາມ ແລະ ຄຳຕອບໃນເວລາສອນປະໂຫຍກເພີ່ນຖານ, ນັກຮຽນໃນຫ້ອງສາມາດຖາມນັກຮຽນຜູ້ທີ່ຖືເຈ້ຍ ແລະ ນັກຮຽນຜູ້ທີ່ຖືເຈ້ຍສາມາດເວົ້າຄຳຕອບໄດ້ ຕາມຂັ້ນຕອນທີ 3 – 6 ໃນຂໍ້ທີ #5.
 - ຖ້າເຈົ້າຕ້ອງການຝຶກຊ້ອມກັບຄຳຕົວຕັ້ງ, ອາຈານສາມາດນຳໃຊ້ນັກຮຽນທີ່ຍື່ນຈັບເຈ້ຍຫຼືຮູບນັ້ນດ້ວຍຫຼາຍຮູບແບບ ແບບໃຫ້ຍື່ນຕອບຄົນດຽວຫຼືນັກຮຽນທັງຫມົດໃນກຸ່ມຍື່ນຂຶ້ນແລ້ວຕອບເປັນກຸ່ມນຳກັນ. ຕົວຢ່າງ : ນັກຮຽນໃນຫ້ອງສາມາດຖາມວ່າ “ ເຈົ້າມັກເຮັດຫຍັງ ? ”
ນັກຮຽນທີ່ນັ່ງຢູ່ໃຕ້ກຸ່ມດຽວກັນສາມາດຍົກຮູບຕິດອອກປົກໄກ່ຂຶ້ນ ແລະ ຕອບວ່າ “ ພວກເຮົາມັກຕິດອອກປົກໄກ່ ”



Popcorn Question and Answer English

Objective: Students will practice asking and answering questions.

Materials:

- A small, soft object (like a ball).

Instructions:

1. The grammar point or question and answer sequence is taught and practiced as a whole class. The question and answer should be clearly written on the blackboard.
2. The teacher says a student's name, throws them the object, and asks them a question that the class has been practicing.
For example, the teacher might ask, "Phonsi, what are you wearing?"
3. The student will answer the question - For example, "I am wearing a white shirt."
4. The student will say another student's name, throw them the object, and ask them the question.
5. This will continue around the classroom.
The object should be thrown around the classroom in a random pattern, so that no student will know when they might get the object.

ຕາມຖາມຕອບ Popcorn Question and Answer Lao

ຈຸດປະສົງ : ນັກຮຽນຈະໄດ້ຝຶກການຖາມ ແລະ ການຕອບຄໍາຖາມ.

ວັດສະດຸອຸປະກອນ : ວັດຖຸນ້ອຍໆອ່ອນໆ (ຄືຫມາກບານນ້ອຍ)

តម្លាឈេះនាំ :

1. ຫຼັກໄວຍາກອນ, ຫຼືຄຳຖາມ ແລະ ຄຳຕອບ ທີ່ໄດ້ສອນ ແລະ ໄດ້ຝຶກຊ້ອມໃນຫ້ອງຜ່ານມາແລ້ວ. ຄຳຖາມ ແລະ ຄຳຕອບ ຄວນຂຽນໃສ່ກະດານຢ່າງຈະແຈ້ງ.
2. ຄູເອີ້ນຊີ້ນັກຮຽນ ແລ້ວໂຍນວັດຖຸນັ້ນໃຫ້ລາວ ແລະ ຖາມຄຳຖາມລາວ ຄຳຖາມຄວນເປັນຄຳຖາມທີ່ເຄີຍໄດ້ຝຶກໃນຫ້ອງມາກ່ອນແລ້ວ ຕົວຢ່າງ : ຄູອາດຈະຖາມວ່າ : “ ພອນສີ ! ” What are you wearing ?
3. ນັກຮຽນອາດຈະຕອບວ່າ “ I am wearing a white shirt ”
4. ນັກຮຽນຄົນນັ້ນຈະເອີ້ນຊີ້ນັກຮຽນຄົນອື່ນແລ້ວໂຍນວັດຖຸດັ່ງກ່າວໃຫ້ລາວ ແລ້ວຖາມຄຳຖາມກັບລາວ.
5. ເຮັດແບບນີ້ກັບນັກຮຽນທົ່ວຫ້ອງ ວັດຖຸດັ່ງກ່າວຄວນໂຍນໃຫ້ນັກຮຽນໃນຫ້ອງແບບສຸ່ມ ເພື່ອບໍ່ຢາກໃຫ້ນັກຮຽນຮູ້ຕົວວ່າເຂົາຈະໄດ້ວັດຖຸນັ້ນຕອນໃດ.

Read-Run-Write English

Objective: Students will read, say out loud, and write sentences in English.

Materials:

- 2-3 copies of a short paragraph posted at the front of the classroom.

Instructions:

1. Divide students into groups of 3-6. Each student will need to have out their notebook and something to write with.
2. One student from each group will run to one of the paragraphs that are posted.
3. They will write the first sentence in their notebook.
4. They will run back to their group and say the sentence they have written out loud to the group WITHOUT showing anyone the sentence. Each person in the group will write what they say in their notebook.
5. Repeat steps 2-4. Each student will write down the next sentence from the paragraph. Continue until the paragraph is complete. Each student should have a complete paragraph in their notebook.
6. The team that is finished first wins. The teacher should check the paragraphs to make sure that the paragraph is written correctly.

Note: The student who is reading the sentence to their group should be sure to tell the group if they need to use a comma or a period when they are writing.

ເກມ ອ່ານ - ແລ່ນ - ຂຽນ Read-Run-Write Lao

ຈຸດປະສົງ : ນັກຮຽນຈະໄດ້ອ່ານ, ໄດ້ເວົ້າອອກສຽງ, ແລະໄດ້ຂຽນປະໂຫຍກເປັນພາສາອັງກິດ.

ວັດສະດຸອຸປະກອນ :

- ກັອບປີເອົາວັກໜຶ່ງໃນບົດເລື່ອງ ຈຳນວນ 2-3 ໃບ ແລ້ວເອົາຕິດໃສ່ຜາຫ້ອງຮຽນ.

ຄໍາແນະນຳ :

1. ແບ່ງນັກຮຽນອອກເປັນກຸ່ມ ກຸ່ມລະ 3 – 6 ຄົນ.
ນັກຮຽນແຕ່ລະຄົນຈຳເປັນຕ້ອງມີປຶ້ມຂຽນເປັນຂອງຕົນເອງແລະຕ້ອງມີບິກຫຼືສ່ວນທີ່ຈະຂຽນ.
 2. ນັກຮຽນຄົນໜຶ່ງຈາກແຕ່ລະກຸ່ມຈະແລ່ນໄປຫາເຈ້ຍບົດເລື່ອງທີ່ຕິດໄວ້.
 3. ພວກເຂົາຈະຂຽນປະໂຫຍກທຳອິດໃສ່ປຶ້ມຂອງເຂົາເຈົ້າ.
 4. ພວກເຂົາຈະແລ່ນກັບມາຫາກຸ່ມຂອງພວກເຂົາ ແລະ
ເວົ້າປະໂຫຍກທີ່ເຂົາໄດ້ຂຽນອອກມາດັ່ງໆໂດຍບໍ່ມີການເອົາປະໂຫຍກທີ່ເຂົາຂຽນໃຫ້ເບິ່ງ.
ແຕ່ລະຄົນໃນກຸ່ມຈະຂຽນເອົາປະໂຫຍກທີ່ພວກເຂົາເວົ້າໃສ່ປຶ້ມຂຽນຂອງພວກເຂົາ.
 5. ເຮັດຊໍ້າຂັ້ນຕອນ 2-4 ນັກຮຽນແຕ່ລະຄົນຈະໄດ້ຂຽນປະໂຫຍກຕໍ່ໄປຈາກວັກນັ້ນ.
ສືບຕໍ່ເຮັດຕໍ່ໄປຈົນແລ້ວວັກນັ້ນ.
ນັກຮຽນແຕ່ລະຄົນຄວນຈົດເນື້ອເລື່ອງນັ້ນໃສ່ປຶ້ມຂອງພວກເຂົາໃຫ້ຄົບ.
 6. ທິມທີ່ຈົດແລ້ວກ່ອນເປັນຜູ້ຊະນະ.
ຄູຄວນກວດເບິ່ງເພື່ອໃຫ້ໝັ້ນໃຈວ່າພວກເຂົາຂຽນຄົບຖ້ວນແລະຖືກຕ້ອງ.
- ໝາຍເຫດ :** ນັກຮຽນຜູ້ທີ່ກຳລັງອ່ານປະໂຫຍກໃຫ້ກຸ່ມຂອງຕົນຈົດ ຕ້ອງບອກຄົນໃນກຸ່ມໃຫ້ໃສ່ເຄື່ອງໝາຍຈົດເຫຼືອເຄື່ອງໝາຍຈຳເລັດໃນເວລາທີ່ເຂົາເຈົ້າຂຽນ.



Relay Run and Write Game English

Objective: Students will construct sentences using a visual prompt.

Materials:

- Words or pictures which the students have been learning. These can be on paper or just written on the board.

Instructions:

1. The teacher will place the words or pictures down the center of the blackboard, so that there is room for students to write sentences on both sides.
2. Students will be divided into two teams and lined up on the sides of the room so that the rest of the class can see the blackboard.
3. The first student in each line will run to the board and write a sentence next to the first word or picture, using the word prompt. (The team on the right side of the room will write a sentence to the right of the word, and the team on the left will write a sentence to the left of the word.)
4. The student will run to the next person in line, hand them the chalk, and then that person will run to the board and write a sentence next to the second prompt.
5. Continue until all the words on the board have a sentence on both sides.
6. The teacher will go over each sentence, correcting any mistakes with punctuation, capitalization, or grammar. If the team has written the sentence correctly, they get one point. Continue until all the sentences are corrected and add up the points to see which team wins!

Other Relay Ideas

Students can run up to the board and:

- Fill in the blank with a vocabulary word
- Write the number word beside a number
- Put cards in the correct columns for:
 - countable and uncountable nouns
 - present tense, past tense, and present continuous verbs
 - words that should use a “d”, “t” or “ed” endings

ເກມຜັດປ່ຽນແລ່ນອອກມາຂຽນ Relay Run and Write Game Lao

ຈຸດປະສົງ : ນັກຮຽນຈະສ້າງປະໂຫຍກໂດຍໄຊ້ສິ່ງປະຈັກຕາ.

ວັດສະດຸອຸປະກອນ :

- ຄໍາສັບຫຼືຮູບພາບທີ່ນັກຮຽນໄດ້ຮຽນມາແລ້ວ.
 ຄໍາສັບເຫຼົ່ານີ້ສາມາດຂຽນໃສ່ເຈ້ຍຫຼືຂຽນໃສ່ກະດານກໍ່ໄດ້.

តំរាងនេះនាំ :

1. ຄູ່ຈະວາງຄໍາສັບຫຼືຮູບພາບໃສ່ເຄິ່ງການຂອງກະດານ
ຈົ່ງບອນວ່າໄວ້ທັງສອງຂ້າງຂອງກະດານເພື່ອໃຫ້ມີບອນວ່າໄວ້ໃຫ້ນັກຮຽນອອກມາຂຽນ.
2. ນັກຮຽນຈະຖືກແບ່ງອອກເປັນສອງທີມແລະຍືນລຽນແຖວຢູ່ສອງຂ້າງຂອງຫ້ອງ
ເພື່ອໃຫ້ນັກຮຽນທີ່ຍິ່ງເຫຼືອສາມາດເບິ່ງກະດານໄດ້,
3. ນັກຮຽນຜູ້ທີໜຶ່ງໃນແຕ່ລະແຖວຈະແລ່ນໄປຫາກະດານແລະຂຽນປະໂຫຍກຖັດຈາກຄໍາ
ສັບຫຼືຮູບທໍາອິດໃດໜຶ່ງໃນຄໍາສັບຫຼືເນື້ອຫາໃນຮູບນັ້ນ. (
ທີມທີ່ຢູ່ເບື້ອງຂວາຂອງຫ້ອງຈະຂຽນປະໂຫຍກຢູ່ເບື້ອງຂວາຂອງຄໍາສັບ ແລະ
ທີມທີ່ຢູ່ເບື້ອງຊ້າຍຂອງຫ້ອງຈະຂຽນປະໂຫຍກຢູ່ເບື້ອງຊ້າຍຂອງຄໍາສັບ)
4. ເມື່ອຂຽນແລ້ວນັກຮຽນຈະແລ່ນໄປຫາຄົນຕໍ່ໄປຂອງແຖວ ສົ່ງສໍາຂາວໃຫ້ເຂົາເຈົ້າ ແລະ
ຫຼັງຈາກນັ້ນນັກຮຽນຄົນນັ້ນຈະແລ່ນໄປຫາກະດານແລະຂຽນປະໂຫຍກຖັດຈາກເນື້ອຫາ
ທີ່ສອງ.
5. ສືບຕໍ່ເຮັດຈົນຄົບ ທຸກຄໍາສັບຢູ່ເທິງກະດານຖືກຂຽນປະໂຫຍກໃສ່ທັງສອງເບື້ອງ.
6. ຄູ່ຈະກວດແກ້ຄໍາຜິດໃນແຕ່ລະປະໂຫຍກ ກວດເບິ່ງເຄື່ອງໝາຍ ຕົວອັກສອນພິມໃຫຍ່
ຫຼືຫຼັກໄວຍາກອນ. ຖ້າທີມໃດຂຽນປະໂຫຍກຖືກຕ້ອງ ເຂົາເຈົ້າຈະໄດ້ 1 ຄະແນນ.
ສືບຕໍ່ຈົນກ່ວາຈະກວດຫມົດທຸກປະໂຫຍກ ແລະນັບຄະແນນ ທີມໃດມີຄະແນນຫຼາຍ
ເປັນຜູ້ຊະນະ.

ឃ្លាបញ្ចេញ :

ກິດຈະກຳນີ້ສາມາດນຳໃຊ້ໄດ້ໃນກິດຈະກຳຕ່າງໆທີ່ເຈົ້າຕ້ອງການໃຫ້ນັກຮຽນສາມາດ
ເຮັດໄດ້ຕົວຢ່າງ ນັກຮຽນສາມາດແລ່ນໄປຫາກະດານ ແລະ .

- ຕົ້ມຂໍ້ມູນໃສ່ຊ່ອງວ່າງດ້ວຍຄໍາສັບ.
- ຂຽນຄໍາສັບຕົວເລກ ໃສ່ຕົວເລກ.
- ວາງບັດຄໍາສັບໃສ່ໃຫ້ຖືກຖັນແຖວ.
 - ນາມນັບໄດ້ ແລະ ນາມທີ່ນັບບໍ່ໄດ້.
 - ຄໍາກິລິຍາໃນຮູບປະຈຸບັນ, ຮູບອາດີດ ແລະ ຮູບປະຈຸບັນກຳລັງກະທຳ
 - ຄໍາສັບທີ່ໃຊ້ສຽງລົງທ້າຍດ້ວຍ /d /, /t / ຫຼື /ed /

Scrambled Sentences English

Objective: Students will practice grammar/word order.

Materials & Prep:

- Large pieces of paper with words from a sentence. Each sentence must be clipped together.

Instructions:

1. Using one sentence set, model putting the sentence in order.
2. Divide into groups.
3. Hand out sentence sets to each group face down. Instruct groups where to pass their sentence sets when the teacher says, “Boop! Boop!”
4. Each group puts their sentence in the correct order. When they are finished, have them practice reading the sentence aloud to their group members.
5. When all the groups have their sentence sets in order and have practiced saying them out loud, the teacher says “Boop! Boop!”
6. Students mix up and reclip their sentence set and passes it to the next group.
7. Continue repeating steps 4-6 until each group has done every sentence set.

ເກມຈັດລຽງຄຳສັບໃຫ້ເປັນປະໂຫຍກ Scrambled Sentences Lao

ຈຸດປະສົງ : ນັກຮຽນຈະໄດ້ຝຶກການໃຊ້ໄວຍາກອນ / ການຈັດລຽງຄຳສັບ.

ວັດສະດຸອຸປະກອນ ແລະ ການກະກຽມ:

- ເຈ້ຍຄໍາສັບທີ່ມີຄໍາສັບຈາກປະໂຫຍກ. ແຕ່ລະປະໂຫຍກຕ້ອບຫົນບໃສ່ກັນເປັນອຸດ

ຄໍາແນະນຳ :

1. ນຳໃຊ້ຊຸດຈ້ອຍໃນປະໂຫຍກໜຶ່ງມາເປັນແບບການຈັດລຽງຄຳສັບໃຫ້ເປັນປະໂຫຍກ.
2. ຈັດແບ່ງນັກຮຽນອອກເປັນກຸ່ມ
3. ຢາຍຊຸດຄຳສັບທີ່ເປັນປະໂຫຍກໃຫ້ແຕ່ລະກຸ່ມຂົ່ວມຫນ້າຈ້ອຍລົງ.
ແນະນຳກຸ່ມວິທີການສົ່ງຜ່ານຊຸດຄຳສັບເມື່ອຄວີ້າ “ບຸບ ບຸບ”.
4. ແຕ່ລະກຸ່ມຕ້ອງຈັດລຽງຄຳສັບໃຫ້ເປັນປະໂຫຍກຖືກຕ້ອງ. ເມື່ອພວກເຂົາຈັດລຽງແລ້ວ
ໃຫ້ເຂົາເຈົ້າຝຶກອ່ານອອກສຽງດັງໃຫ້ຄົນໃນກຸ່ມໄດ້ຟັງ.
5. ເມື່ອທຸກກຸ່ມຈັດລຽງປະໂຫຍກແລ້ວ ແລະ ໄດ້ອ່ານແລ້ວ ຄູ່ຈະເວົ້າວ່າ “ ບຸບ ບຸບ ”
6. ໃຫ້ນັກຮຽນສະຫຼຸບຄຳສັບຄືນເຂົ້າກັນ ແລ້ວສົ່ງຕໍ່ໃຫ້ກຸ່ມໄປ.
7. ສືບຕໍ່ເຮັດຊ້ຳຂັ້ນຕອນ 4-6 ຈົນກ່ວາແຕ່ລະກຸ່ມເຮັດຄົບທຸກປະໂຫຍກທີ່ໄດ້ກຳນົດໄວ້.



Slap Game English

Objective: Students will review vocabulary and new sentence structures by constructing new sentences using new vocabulary.

Materials:

- Pictures or words either on papers or written on the blackboard.

Instructions:

1. The teacher will put 9-12 vocabulary words in the center of the blackboard. Be sure that the words or pictures are big enough so that all the students in the classroom can see them.
2. Divide the class into two teams. Students can remain seated.
3. Have one student from each team come to the board. They should stand with their backs to the board and should both be the same distance from the words. **BE SURE that the 2 players are not standing directly in front of the words on the board;** the whole class should be able to see the words so that they can be looking for the words, too.
4. The teacher will say the word that he/she wants the players to find three times slowly and clearly and then will say, "Go!" The students cannot move until the teacher says go.
5. When the teacher says, "Go", the two competing students will turn around, run to the board, and slap the word that the teacher has said.
6. The student who slaps the word must make a sentence using the word.
(**Note:** The teacher should review and write the base sentence on the board before playing the game for low learners).
If the student is having difficulty making a sentence, his/her team can help. When the sentence is said correctly using the word on the board, their team will get a point.
7. The two students will then each choose the next players from their teams.
8. Repeat steps 4-7.

ເກມເລືອກຈັບຄໍາສັບຫຼືຮູບພາບ Slap Game Lao

ຈຸດປະສົງ : ນັກຮຽນຈະໄດ້ທົນຄົນຄໍາສັບ ແລະ ໂຄງສ້າງປະໂຫຍກໃຫມ່ໂດຍການສ້າງປະໂຫຍກໃຫມ່ດ້ວຍການໃຊ້ຄໍາສັບໃຫມ່.

ວັດສະດຸອຸປະກອນ :

- ຮູບພາບຫຼືຄໍາສັບຕ່າງໆຂຽນໃສ່ເຈ້ຍຫຼືຂຽນໃສ່ກະດານກໍ່ໄດ້.

ຄໍາແນະນຳ :

1. ຄູ່ຈະວາງຄໍາສັບ 9 – 12 ຄໍາໃສ່ເຄິ່ງກາງຂອງກະດານ.
ໃຫ້ແນ່ໃຈວ່າຄໍາສັບຕ່າງໆຫຼືຮູບພາບມີຂະໜາດໃຫຍ່ພຽງພໍເພື່ອໃຫ້ນັກຮຽນທັງມົດໃນຫ້ອງສາມາດເບິ່ງເຫັນໄດ້.
2. ແບ່ງນັກຮຽນອອກເປັນສອງທີມ ນັກຮຽນສາມາດນັ່ງກັບທີ່ໄດ້,
3. ໃຫ້ນັກຮຽນຄົນໜຶ່ງຈາກແຕ່ລະທີມອອກມາກະດານພວກເຂົາຕ້ອງປິ່ນຫຼັງໃສ່ກະດານ ແລະພວກເຂົາຄວນຍືນຢູ່ໃນໄລຍະຫ່າງເທົ່າກັນຈາກຄໍາສັບ.
ຕ້ອງແນ່ໃຈວ່າທັງສອງຄົນນັ້ນບໍ່ໄດ້ຍືນຢູ່ທາງໜ້າຄໍາສັບໃນກະດານ.
ນັກຮຽນທັງມົດໃນຫ້ອງຄວນສາມາດເຫັນຄໍາສັບເພື່ອໃຫ້ເຂົາເຈົ້າຊອກຫາຄໍາສັບໄດ້ເຊັ່ນກັນ.
4. ຄູ່ຈະເວົ້າຄໍາສັບທີ່ຕ້ອງການໃຫ້ຜູ້ຫຼິ້ນຊອກຫາ 3ຄັ້ງ ເວົ້າຊ້າໆແລະຊັດເຈນ ແລ້ວຄູ່ຈະເວົ້າວ່າ “ Go” ນັກຮຽນບໍ່ສາມາດອັບອ້າຍໄດ້ຈົນກ່ວາຄູ່ຈະເວົ້າວ່າ “ Go”
5. ເມື່ອຄູ່ເວົ້າວ່າ “ Go” ນັກຮຽນທັງສອງຄົນທີ່ກຳລັງແຂ່ງຂັນກັນ ຈະຫັນມາແລະແລ່ນໄປຫາກະດານແລະຕົບຄໍາສັບທີ່ຄູ່ໄດ້ເວົ້າ.
6. ນັກຮຽນຜູ້ທີ່ຕົບຄໍາສັບຕ້ອງສ້າງປະໂຫຍກດ້ວຍການໃຊ້ຄໍາສັບນັ້ນ (ໝາຍຫດ : ຄູ່ຄວນທົນຄົນແລະຂຽນປະໂຫຍກພື້ນຖານໃສ່ກະດານກ່ອນຫຼິ້ນເກມສຳລັບນັກຮຽນອື່ນ) ຖ້ານັກຮຽນຄົນນັ້ນບໍ່ສາມາດສ້າງປະໂຫຍກດ້ວຍຕົວລາວເອງ ທີມຂອງລາວສາມາດຊ່ວຍໄດ້.
ເມື່ອປະໂຫຍກຖືກເວົ້າຢ່າງຖືກຕ້ອງໂດຍໃຊ້ຄໍາສັບທີ່ຢູ່ໃນກະດານ ທີມຂອງເຂົາເຈົ້າຈະໄດ້ 1 ຄະແນນ.
7. ຈາກນັ້ນນັກຮຽນທັງສອງຈະເລືອກເອົາຜູ້ຫຼິ້ນຕໍ່ໄປຈາກທີມຂອງເຂົາເຈົ້າ.
8. ເຮັດຊ້ຳຂັ້ນຕອນ 4-7.

Snake Game English

Objective: Students will practice sentences or words that they have learned.

Materials:

- A game board for each group.
- 1 die per group.
- A small piece of colored paper for each student who will play (you can also use any very small objects).
- A list of the 6 questions that you want students to answer written on the board.

Instructions:

1. All students will place their piece of coloured paper on the “start” space.
2. Student 1 will roll the die. They will answer the question for the number that they roll. If they answer the question correctly, they can move their piece the number of spaces shown on the die.

For example, on the board you might have this:

- | | |
|-----------|---------------------------------|
| 1. purple | |
| 2. pink | I like the colour _____. |
| 3. blue | |
| 4. red | I do not like the colour _____. |
| 5. yellow | |
| 6. orange | |

If a student rolls the number 3, he will say “I like the colour blue” or “I do not like the colour blue”. If he says the sentence correctly, he will move his colour three spaces.

3. When he is finished, the student to student 1’s left will take his turn, and play will continue around the circle until a student reaches the square marked “Finish”.
4. The person who reaches the space marked “Finish” first is the winner!

ຫມູ່ Snake Game Lao

ຈຸດປະສົງ : ນັກຮຽນຈະໄດ້ຝຶກຊ້ອມການໃຊ້ປະໂຫຍກແລະຄໍາສັບທີ່ເຂົາເຈົ້າໄດ້ຮຽນຜ່ານມາ.

ວັດສະດຸອຸປະກອນ :

- ກະດານເກມສຳລັບແຕ່ລະກຸ່ມ. ລູກເຕົາກຸ່ມລະລູກ.
- ເຈ້ຍສີແຜ່ນນ້ອຍໆສຳລັບນັກຮຽນແຕ່ລະຄົນທີ່ຈະຫຼິ້ນ (ເຈ້ຍສາມາດໃຊ້ວັດຖຸນ້ອຍໆອັນໃດກໍ່ໄດ້)
- ລາຍການ 6 ຄຳຖາມທີ່ເຈົ້າຕ້ອງການໃຫ້ນັກຮຽນຕອບ ຂຽນໄວ້ເທິງກະດານ.

តំរូវការ :

1. ນັກຮຽນທຸກຄົນຈະວາງເຈ້ຍສີໃສ່ຊ່ອງ “ Start ”
2. ນັກຮຽນຜູ້ທີໜຶ່ງຈະໂຍນລູກເຕົາ
ພວກເຂົາຈະໄດ້ຕອບຄໍາຖາມຕາມຕົວເລກຂອງລູກເຕົາທີ່ເຂົາໂຍນ.
ຖ້າພວກເຂົາຕອບຄໍາຖາມໄດ້ຖືກຕ້ອງ,
ພວກເຂົາສາມາດຍ້າຍເຈ້ຍຂອງພວກເຂົາຕາມຈຳນວນຕົວເລກລູກໃນເຕົາທີ່ເຂົາໂຍນ.
ຕົວຢ່າງ ໃນໜຶ່ງກະດານອາດຈະມີ :
 - 1 ສີມ່ວງ ຂ້ອຍມັກສີ
 - 2 ສີບົວ ຂ້ອຍບໍ່ມັກສີ
 - 3 ສີຟ້າ
 - 4 ສີແດງ
 - 5 ສີເຫຼືອງ
 - 6 ສີຂຽວ

ຖ້ານັກຮຽນໃນໄດ້ເລກ 3 ລາວຈະເວົ້າວ່າ " ຂ້ອຍມັກສີຟ້າ " ຫຼື "ຂ້ອຍບໍ່ມັກສີຟ້າ "

ຖ້າລາວວົ້າປະໂຫຍກຖືກຕ້ອງ ລາວຈະໄດ້ຍ້າຍເຈ້ຍສີຂອງລາວໄປ 3 ຊ່ອງ.

3. ເມື່ອລາວເຮັດແລ້ວ, ນັກຮຽນຜູ້ທີ່ຢູ່ເບື້ອງຊ້າຍຂອງລາວຈະໄດ້ຫຼິ້ນເປັນຄົນຕໍ່ໄປ ແລະສືບຕໍ່ຫຼິ້ນຕໍ່ໄປຈົນຮອບວົງ ຈົນກວ່າຈະມີນັກຮຽນໄປຮອດລັອກທີ່ມີເຄື່ອງມາຍ “Finish”
4. ຜູ້ທີ່ໄປຮອດ “Finish” ກ່ອນເປັນຜູ້ຊະນະ





Telephone English

Objective: Students will practice enunciating and listening to difficult to pronounce words.

Materials:

- None.

Instructions:

1. Divide the class into teams of equal numbers of students and have each team stand in a line facing the front of the classroom.
2. A student in the back of each line will think of a sentence using the words that the teacher wants the students to practice. (For example, Thirty and thirteen are very difficult words for students to pronounce correctly. After practicing numbers as a class, the students might be asked to make sentences using the teen numbers and the multiples of 10. A student might make a sentence like, "I ate thirty-three bananas").
The teacher says, "GO!"
3. The student at the end of the line will tap the student in front of them on the shoulder. When that student turns around, the first student will whisper a sentence to the student standing in front of them.
4. Repeat step 2-3 until the person at the front of the line hears the sentence and says the sentence out loud (or runs to the blackboard and writes the sentence on the board).
5. The team that says the sentence correctly first wins.

ເກມກະຊິບ (ເກມໂທລະສັບ) Telephone Lao

ຈຸດປະສົງ : ນັກຮຽນຈະໄດ້ຝຶກການອອກສຽງ ແລະ ຟັງສຽງທີ່ຍາກໃນການອອກສຽງ.

ວັດສະດຸອຸປະກອນ:

- ပုံနှိပ်

ຄໍາແນະນຳ :

1. ແບ່ງນັກຮຽນອອກເປັນສອງທີມທີ່ມີຈຳນວນຄົນເທົ່າໆກັນ ແລະ ໃຫ້ແຕ່ລະທີມຍື່ນເປັນແຖວຫັນຫນ້າໄປທາງຫນ້າຫ້ອງຮຽນ.
2. ນັກຮຽນຢູ່ດ້ານຫຼັງຂອງແຕ່ລະແຖວຈະຄິດເຖິງປະໂຫຍກໂດຍການນຳໃຊ້ຄຳສັບຕ່າງໆທີ່ຄູ ຕ້ອງການໃຫ້ນັກຝຶກຊ້ອມ (ຕົວຢ່າງ : ສາມສິບ ແລະ ສິບສາມ ເປັນຄຳທີ່ຍາກຫຼາຍສຳລັບນັກຮຽນທີ່ຈະອອກສຽງໄດ້ຢ່າງຖືກຕ້ອງ ຫຼັງຈາກຝຶກຊ້ອມຕົວເລກໃນຫ້ອງຮຽນແລ້ວ ນັກຮຽນອາດຈະຖືກຂໍໃຫ້ສ້າງປະໂຫຍກໂດຍໃຊ້ຕົວເລກທົ່ວຫນ່ວຍແລະທົ່ວສິບ ນັກຮຽນອາດຈະສ້າງປະໂຫຍກເຊັ່ນ : ”ຂ້ອຍໄດ້ກິນຫມາກກ້ວຍສາມສິບສາມຫນ່ວຍ ຄູເວົ້າວ່າ “ Go ”
3. ນັກຮຽນທີ່ຢູ່ທາງທ້າຍແຖວຈະແຕະປ່ານັກຮຽນຜູ້ຢູ່ຕໍ່ຫນ້າ ເມື່ອນັກຮຽນຄົນນັ້ນຫັນມາ ນັກຮຽນຄົນທຳອິດຈະກະຊິບປະໂຫຍກໃຫ້ນັກຮຽນຄົນນັ້ນຟັງ.
4. ເຮັດຊ້ຳຂັ້ນຕອນ 2-3 ຈົນຄົນຢູ່ທາງຫນ້າໄດ້ຍື່ນຄຳເວົ້າ ແລະ ເວົ້າປະໂຫຍກນັ້ນອອກມາດັງໆ (ຫຼືແລ່ນໄປຂຽນປະໂຫຍກນັ້ນໃສ່ກະດານ)
5. ທີມທີ່ເວົ້າປະໂຫຍກຖືກຕ້ອງກ່ອນເປັນຜູ້ຊະນະ.



Two Lines English

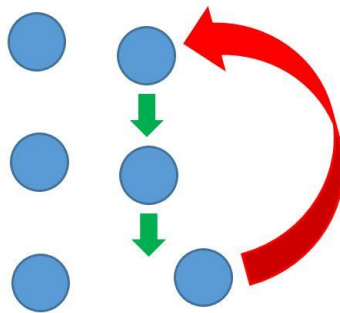
Objective: Students will practice asking and answering questions.

Materials & Prep:

- Picture, word, or question prompt cards.

Instructions:

1. Six students come to the front. Have them stand in two lines facing each other.
2. Pass out prompt cards to one line.
3. Students practice asking and answering questions using the prompt cards.
4. When the teacher says “Boop! Boop!”, the student at the end of one line goes to the other end of their line. The other students in the same line move down one.



5. Slowly add more students until the entire classroom is in two lines

ເກມຢືນເປັນສອງແຖວ Two Lines Lao

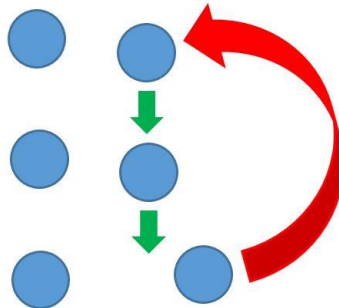
ຈຸດປະສົງ : ນັກຮຽນຈະໄດ້ຝຶກການຖາມແລະການຕອບຄໍາຖາມ.

ວັດສະດຸປະກອນ :

- ຮູບພາບ, ບັດຄໍາສັບ ຫຼື ບັດຄໍາຖາມ.

ຄໍາແນະນຳ :

- ໃຫ້ນັກຮຽນ 6 ຄົນອອກມາທາງຫນ້າ ໃຫ້ເຂົາເຈົ້າຢືນເປັນສອງແຖວປິ່ນຫນ້າໃສ່ກັນ.
- ເອົາບັດຄໍາສັບຕ່າງໆໃຫ້ນັກຮຽນແຖວຫນຶ່ງ.
- ນັກຮຽນຝຶກຊ້ອມການຖາມແລະຕອບຄໍາຖາມໂດຍໃຊ້ເນື້ອຫາໃນບັດຄໍາສັບ
- ເມື່ອຄູເວົ້າວ່າ “ ບຸບ ບຸບ
“ນັກຮຽນຜູ້ສຸດທ້າຍຈາກແຖວຫນຶ່ງຍ້າຍມາຢູ່ຕໍາແໜ່ງຜູ້ທຳອິດຂອງແຖວ
ນັກຮຽນຄົນອື່ນໆໃນແຖວເລື່ອນໄປຕໍາແໜ່ງຫນຶ່ງ.



- ຄ່ອຍໆເພີ່ມນັກຮຽນຕື່ມອີກ ຈົນກ່ວານັກຮຽນທັງຫມົດໃນຫ້ອງຈະມາຢູ່ໃນແຖວ.

WH- Question Word Story Match English

Objective: Students will identify the WH- question words that are needed to ask and answer questions about a story

Materials:

- A short story (3-4 sentences) written by the teacher using vocabulary and/or grammar from the lesson
- Pictures of the key words in the story
- The WH- Question Word list to write or post on the board

Instructions:

1. Write or post the WH- Question Word list on the board
2. Tell the story while showing the pictures. Do this 2 times.
3. Divide the class into groups and give one picture to each group. Tell the story again and each group stands when they hear the key word in the picture they have.
4. Ask students in the 1st group to choose a WH- Question Word from the WH- Question Word list that matches the picture they have.
5. After confirming that the WH- Question Word is the correct match, ask the whole class the question about the story. Whole class answers.
6. Repeat steps 3 and 4 above with the remaining groups and pictures.

WH- Question Word Story Match from M2, Unit 2, Lesson 2, Day 2 English

Story: *Somphone is going to buy flowers at the market today. He is going to buy flowers for his mother because it's his mother's birthday. He is going to buy 12 yellow flowers.*

Pictures: flowers, market, mother, today, birthday, yellow flowers, 12 flowers

1. Write the WH- Question Word list on the board.
2. Tell the story while showing the pictures. Do this 2 times.
3. Divide the class into 7 groups and give 1 picture to each group. Tell the story again and each group stands when they hear the key word in the picture they have.
4. Ask the group with the picture of the **flowers** to choose a WH- Question Word from the WH- Question Word list.
5. Group 1: **What**
Teacher: That's correct. What is Somphone going to buy?
Whole Class: Somphone is going to buy flowers.
6. Ask group with the picture of the **market** to choose a WH- Question Word from the WH- Question Word list.
7. Group 2: **Where**
Teacher: Correct. Where is he going to buy flowers?
Whole Class: He's going to buy them at the market.
8. Continue with the remaining groups and pictures.
9. **mother**
Group 3: **Who**
Teacher: Who is Somphone going to buy flowers for?
Whole Class: He is going to buy flowers for his mother.
10. **today**
Group 4: **When**

Teacher: When is he going to buy them?

Whole Class: He is going to buy them today.

11. **birthday**

Group 5: **Why**

Teacher: Why is he going to buy the flowers?

Whole Class: He is going to buy them because it is his mother's birthday.

12. **yellow flowers**

Group 6: **Which**

Teacher: Which flowers is he going to buy?

Whole Class: He is going to buy yellow flowers.

13. **12 flowers**

Group 7: **How many**

Teacher: How many flowers is he going to buy?

Whole Class: He is going to buy 12 flowers.

ແກມຈັບຄູ່ຄຳຖາມຕາມບົດເລື່ອງ WH – Question Word Story Match Lao

ຈຸດປະສົງ : ນັກຮຽນຈະກຳນົດຄຳຕັ້ງຄຳຖາມ Wh ທີ່ຕ້ອງການເພື່ອຖາມ ແລະ ຕອບກ່ຽວກັບບົດເລື່ອງ.

ວັດສະດຸອຸປະກອນ :

- ບົດເລື່ອງສັ້ນ(ທີ່ມີ 3 – 4 ປະໂຫຍກ) ອາຈານເປັນຜູ້ຂຽນຂຶ້ນມາດ້ວຍການນຳໃຊ້ຄຳສັບ ແລະ/ຫຼື ຫຼັກໄວຍາກອນຈາກບົດຮຽນ.
- ຮູບພາບຂອງຄຳສັບທີ່ຊ່ວຍໃນການຕອບຄຳຖາມໃນບົດເລື່ອງ.
- ລາຍການຄຳຕົວຕັ້ງຄຳຖາມ (Wh – Question Word) ເພື່ອຂຽນຫຼືຕິດໃສ່ກະດານ

ຄຳແນະນຳ :

1. ຂຽນຫຼືຕິດລາຍການຄຳຕົວຕັ້ງຄຳຖາມ (Wh – Question Word) ໃສ່ກະດານ.
2. ເອົາຮູບໃຫ້ນັກຮຽນເບິ່ງພ້ອມທັງເລົ່າເລື່ອງໄປພ້ອມ. ເຮັດ 2 ຄັ້ງ.
3. ແບ່ງນັກຮຽນໃນຫ້ອງອອກເປັນກຸ່ມ ແລະເອົາຮູບແຜ່ນໜຶ່ງໃຫ້ແຕ່ລະກຸ່ມ, ອາຈານເລົ່າເລື່ອງຄືນອີກເທື່ອໜຶ່ງ ແລະ ໃຫ້ແຕ່ລະກຸ່ມຍືນຂຶ້ນເມື່ອພວກເຂົາໄດ້ຍິນຄຳສັບໃນຮູບຂອງພວກເຂົາ.
4. ຖາມນັກຮຽນໃນກຸ່ມທີ 1 ໃຫ້ນັກຮຽນໃນກຸ່ມເລືອກຄຳຕັ້ງຄຳຖາມ 1 ຄຳ ຈາກລາຍການຄຳຕັ້ງຄຳຖາມ ທີ່ເໝາະສົມກັບຮູບຂອງພວກເຂົາ.
5. ຫຼັງຈາກເຂົາເຈົ້າໝັ້ນໃຈວ່າເຂົາເຈົ້າໄດ້ເລືອກຄຳຕັ້ງຄຳຖາມທີ່ເໝາະສົມຖືກຕ້ອງແລ້ວ, ອາຈານຖາມນັກຮຽນໃນຫ້ອງກ່ຽວກັບບົດເລື່ອງ. ນັກຮຽນໃນຫ້ອງຕອບຄຳຖາມ.
6. ປະຕິບັດຂັ້ນຕອນທີ 3 ແລະ 4 ຂ້າງເທິງກັບກຸ່ມນັກຮຽນ ແລະ ຮູບທີ່ຍັງເຫຼືອ.

WH- Question Word Story Match from M2, Unit 2, Lesson 2, Day 2 Lao

ຈາກປື້ມ ມ2, ພາກທີ 2, ບົດທີ 2, ມື້ທີ 2

ບົດເລື່ອງ: ມື້ນີ້ສົມພອນຈະໄປຊື້ດອກໄມ້ຢູ່ທີ່ຕະຫຼາດ. ລາວຈະຊື້ດອກໄມ້ໃຫ້ແມ່ຂອງລາວ ເພາະວ່າມັນເປັນວັນຄ້າຍວັນເກີດຂອງແມ່ລາວ. ລາວຈະຊື້ດອກໄມ້ສີເຫຼືອງຈຳນວນ 12 ດອກ.

ຮູບ: ດອກໄມ້, ຕະຫຼາດ, ແມ່, ມື້ນີ້, ວັນເກີດ, ດອກໄມ້ສີເຫຼືອງ, ດອກໄມ້ 12 ດອກ

1. ຂຽນລາຍການຄຳຕັ້ງຄຳຖາມໃສ່ກະດານ.
2. ເອົາຮູບໃຫ້ນັກຮຽນເບິ່ງພ້ອມທັງເລົ່າເລື່ອງໄປພ້ອມ. ເຮັດ 2 ຄັ້ງ.
3. ແບ່ງນັກຮຽນໃນຫ້ອງອອກເປັນ 7 ກຸ່ມ. ເອົາຮູບ 1 ໃບ ໃຫ້ແຕ່ລະກຸ່ມ. ອາຈານເລົ່າເລື່ອງຄືນອີກເທື່ອໜຶ່ງ ແລະ ໃຫ້ແຕ່ລະກຸ່ມຍືນຂຶ້ນເມື່ອພວກເຂົາໄດ້ຍິນຄຳສັບໃນຮູບຂອງພວກເຂົາ.
4. ບອກກຸ່ມທີ່ມີຮູບ ດອກໄມ້ ໃຫ້ເຂົາເຈົ້າເລືອກເອົາຄຳຕັ້ງຄຳຖາມ 1 ຄຳ ໃນລາຍການຄຳຕັ້ງຄຳຖາມຢູ່ກະດານ.
5. ກຸ່ມທີ 1 : What
ອາຈານ : ຖືກແລ້ວ “What is Somphone going to buy ? “ສົມພອນຈະຊື້ຫຍັງ
ນັກຮຽນທັງໝົດໃນຫ້ອງ: Somphone is going to buy flowers. ສົມພອນຈະຊື້ດອກໄມ້.
6. ບອກກຸ່ມທີ່ມີຮູບ ຕະຫຼາດ ໃຫ້ເຂົາເຈົ້າເລືອກເອົາຄຳຕັ້ງຄຳຖາມ 1 ຄຳ ໃນລາຍການຄຳຕັ້ງຄຳຖາມຢູ່ກະດານ.

7. **ກຸ່ມທີ 2 : Where**

ອ້າຈານ : ຖືກແລ້ວ “Where is he going to buy flowers ? “ສົມພອນຈະຊື້ດອກໄມ້ຢູ່ໃສ
ນັກຮຽນທັງໝົດໃນຫ້ອງ: He is going to buy them at the market. ລາວຈະຊື້ມັນຢູ່ທີ່
ຕະຫຼາດ.

8. ສືບຕໍ່ເຮັດຕໍ່ໄປກັບກຸ່ມແລະຮູບທີ່ຍັງເຫຼືອ.

9. Mother = ccm^i

ກຸ່ມທີ 3 : Who

ອ້າຈານ : Who is Somphone going to buy flowers for ? “ສົມພອນຈະຊື້ດອກໄມ້ໃຫ້ໃຜ
ນັກຮຽນທັງໝົດໃນຫ້ອງ: He is going to buy flowers for his mother. ລາວຈະຊື້ດອກໄມ້ໃຫ້
ແມ່ຂອງລາວ.

10. Today = မိမိ

ກຸ່ມທີ 4 : When

ອາຈານ : When is he going to buy them ? “ສົມພອນຈະຊື້ມັນຕອນໃດ
ນັກຮຽນທັງໝົດໃນຫ້ອງ: He is going to buy them today. ລາວຈະຊື້ມັນມື້ນີ້.

11.Birthday =ວັນເກີດ

ກຸ່ມທີ 5 : Why

ອ່ານ : Why is he going to buy the flowers ? “ເປັນຫຍັງລາວຈຶ່ງຈະຊື້ດອກໄມ້
ນັກຮຽນທັງໝົດໃນຫ້ອງ: He is going to buy them because it is his mother’s birthday.
ລາວຈະຊື້ມັນເພາະວ່າມັນເປັນວັນເກີດຂອງແມ່ລາວ.

12. yellow flowers = ດອກໄມ້ສີເຫຼືອງ

ກຸ່ມທີ 6 : Which

ອ່ານ : Which flowers is he going to buy ? ລາວຈະຊື້ດອກໄມ້ໃດໃດ
ນັກຮຽນທັງໝົດໃນຫ້ອງ: He is going to buy yellow flowers. ລາວຈະຊື້ດອກໄມ້ນີ້ເຫຼືອງ.

13.12 flowers = 12 ចាន

ກຸ່ມທີ 7 : How many

ອາຈານ : How many flowers is he going to buy ? ລາວຈະຊື້ດອກໄມ້ຫຼາຍປານໃດ
ນັກຮຽນທັງໝົດໃນຫ້ອງ: He is going to buy 12 flowers. ລາວຈະຊື້ດອກໄມ້12ດອກ.



Writing Boop! Boop! (WBB) English

Objective: Students will copy dialogue from the book into their notebooks and practice reading them in small chunks.

Materials & Prep:

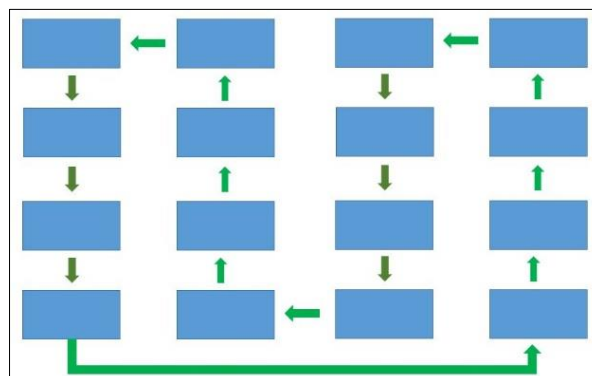
- Determine how many groups are needed (3 to 6 students in a group).
- Divide dialogue into the same number of sections as number of groups.
- Write each section of the dialogue on a piece of paper or card. (The dialogue must be large enough for each member of the group to clearly see).
- Determine how many lines in their notebook students will need to write out each card.

Instructions:

1. Write on the board the numbers and amounts of lines students should write in their notebooks. Ensure all have copied it down correctly.

1. _____	5. _____
2. _____	_____
3. _____	6. _____
_____	7. _____
4. _____	8. _____

2. Divide students into groups.
3. Hand out paper face down. Do not let students write or read the dialogue yet.
4. Show students where to pass the paper when the teacher says Boop! Boop! It must go in a zigzag and round back to the beginning perfectly so that every group will get each paper once. Be very strict!! (Or it won't work.) Students can only pass to the group the teacher tells them to. Students can only pass when the TEACHER says Boop! Boop! Practice this a few times so you know students understand.



5. Check for understanding. (Show card number 4. “Do you write it here?” Point to number 6. Students should say, “No”, and point to number 4 instead)
6. Each student in the group will copy their section of dialogue next to the corresponding number in their notebooks. Once all the students in the group have finished writing in their notebooks, students will practice reading the dialogue out loud together until the teacher says, “Boop! Boop!” (The teacher should say, “Boop! Boop!” as soon as all the groups have finished writing the dialogue.)
7. When all the groups have finished writing the entire dialogue, read it together as a class. Have the class verbally translate it.

ເກມບຸບຸບສຳລັບການຂຽນ Writing Boop! Boop! (WBB) Lao

ຈຸດປະສົງ : ນັກຮຽນຈະຈົດກ່າຍບົດສົນທະນາຈາກປຶ້ມແບບຮຽນມາໃສ່ປຶ້ມຂຽນຂອງເຂົາເຈົ້າ ແລະ ຝຶກອ່ານເປັນຕອນນ້ອຍໆ.

ວັດສະດຸອຸປະກອນ ແລະ ການກະກຽມ :

- ກຳນົດຈຳນວນກຸ່ມທີ່ຕ້ອງການ (ນັກຮຽນ 3 – 6 ຄົນໃນແຕ່ລະກຸ່ມ)
- ແບ່ງບົດສົນທະນາອອກເປັນຈຳນວນດຽວກັນຂອງຈຳນວນກຸ່ມ.
- ຂຽນແຕ່ລະພາກສ່ວນຂອງບົດສົນທະນາໃສ່ເຈ້ຍຫຼືບັດ(ຕົວໜັງສືໃນບົດສົນທະນາຕ້ອງມີຂະໜາດໃຫຍ່ພໍທີ່ສະມາຊິກແຕ່ລະຄົນໃນກຸ່ມສາມາດ ເຫັນໄດ້ຢ່າງຈະແຈ້ງ)
- ກຳນົດຈຳນວນແຖວໃນປຶ້ມບັນທຶກຂອງນັກຮຽນທີ່ຈະຕ້ອງຂຽນໃນແຕ່ລະບັດປະໂຫຍກຄຳເວົ້າ.

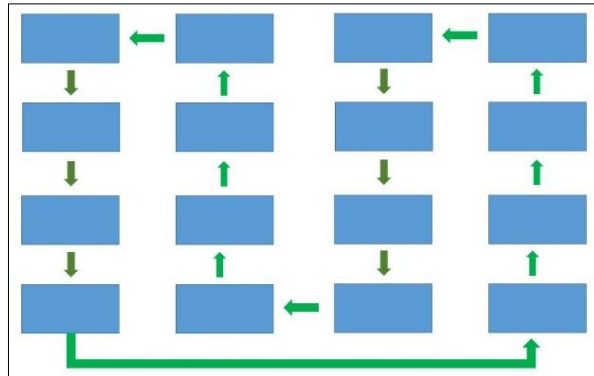
ຄຳແນະນຳ :

1. ຂຽນຕົວເລກ ແລະ ຈຳນວນແຖວທີ່ນັກຮຽນຄວນຂຽນໃສ່ປຶ້ມຂຽນຂອງເຂົາເຈົ້າ ໃຫ້ແນ່ໃຈວ່ານັກຮຽນທຸກຄົນຈົດກ່າຍຕົວເລກແລະຈຳນວນແຖວຢ່າງຖືກຕ້ອງ.

1. _____	5. _____
2. _____	_____
3. _____	6. _____
_____	7. _____
4. _____	8. _____

2. ແບ່ງນັກຮຽນອອກເປັນກຸ່ມ.
3. ເອົາເຈ້ຍໃຫ້ນັກຮຽນ
ຂ້ວມຫນ້າເຈ້ຍລົງ. ບໍ່ອານຸຍາດໃຫ້ນັກຮຽນຂຽນຫຼືອ່ານບົດສົນທະນາເທື່ອ.

4. ສະແດງໃຫ້ນັກຮຽນເບິ່ງບ່ອນທີ່ຈະສົ່ງຜ່ານເຈ້ຍເມື່ອສູດວົ້າ “ ບຸບ ບຸບ ”
ຕ້ອງສົ່ງໄປຕາມລຳດັບແລະຮອບກັບຄືນມາຈຸດບ່ອນເລີ່ມຕົ້ນຢ່າງຖືກຕ້ອງ
ເພື່ອໃຫ້ທຸກກຸ່ມຈະໄດ້ຮັບແຕ່ລະເຈ້ຍໜຶ່ງຄັ້ງຕ້ອງເຂົ້າມາ 1 ! (ຖ້າບໍ່ດັ່ງນັ້ນມັນຈະໃຊ້ການບໍ່ໄດ້)
ນັກຮຽນສາມາດສົ່ງຜ່ານເຈ້ຍໄປຫາກຸ່ມທີ່ຄູ່ກຳນົດໃຫ້ເທົ່ານັ້ນ
ນັກຮຽນຈະສາມາດສົ່ງຜ່ານເຈ້ຍໄດ້ເມື່ອສູດວົ້າ “ ບຸບ ບຸບ ” ເທົ່ານັ້ນ
ຄູ່ເຮັດຕົວຢ່າງການສົ່ງຜ່ານເຈ້ຍ 2-3 ເທື່ອເພື່ອໃຫ້ນັກຮຽນເຂົ້າໃຈ.



5. ກວດເບິ່ງຄວາມເຂົ້າໃຈຂອງນັກຮຽນ (ຄູ່ຄົນບັດເລກ 4 ຂຶ້ນແລ້ວຊື້ໃສ່ເລກ 6
ພ້ອມກັບຖາມນັກຮຽນວ່າ ພວກເຈົ້າຂຽນມັນໃສ່ບ່ອນນີ້ບໍ່ ນັກຮຽນຄວນຕອບວ່າ “ ບໍ່ ”
ແລະຊື້ໃສ່ເລກ 4 ແທນ)
6. ນັກຮຽນແຕ່ລະຄົນໃນກຸ່ມຈະຈົດກ່າຍສ່ວນໜຶ່ງຂອງບົດສົນທະນາໃນເຈ້ຍໃສ່ປຶ້ມຂຽນຂອງເຂົາເຈົ້າໃຫ້ຖືກກັບຕົວເລກທີ່ເຂົາໄດ້ຈົດໄວ້ກ່ອນ.
ເມື່ອນັກຮຽນໃນກຸ່ມຈົດກ່າຍໃສ່ປຶ້ມຂຽນຂອງພວກເຂົາແລ້ວ
ໃຫ້ນັກຮຽນຝຶກອ່ານບົດສົນທະນານັ້ນອອກສຽງພ້ອມໆກັນ ຈົນກ່ວາຄູ່ຈະເວົ້າວ່າ “ ບຸບ ບຸບ ” (ຄູ່ຄວນເວົ້າ “ ບຸບ ບຸບ ” ທັນທີ ເມື່ອເຫັນວ່ານັກຮຽນຈົດບົດສົນທະນາແລ້ວ)
7. ເມື່ອທຸກກຸ່ມຂຽນບົດສົນທະນາທັງໝົດແລ້ວໃຫ້ນັກຮຽນອ່ານບົດສົນທະນານຳກັນເປັນຫ້ອງ ແລະ ໃຫ້ນັກຮຽນເວົ້າຄຳແປບົດສົນທະນາອອກມາ.
