

Accreditation Period

Units 1 and 2

**2002–2023**

Units 3 and 4

**2002–2024**



Victorian Certificate of Education

# KHMER

STUDY DESIGN



[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

## Amendments to study design history

Version	Status	Release Date	Comments
1.1	Current	December 2023	The accreditation period for Units 1 and 2 expired 31 December 2023.  The accreditation period for Units 3 and 4 has been extended and expires 31 December 2024.
1	Superseded	January 2001	

Collaborative Curriculum and Assessment Framework for Languages (CCAFL)

### **Khmer**

The following agencies have contributed to this document:

Board of Studies, New South Wales  
Board of Studies, Victoria  
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Northern Territory Board of Studies  
Senior Secondary Assessment Board of South Australia  
Tasmanian Secondary Assessment Board

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Edited by Scott Robinson  
Designed by Geoff Coleman  
Desktop publishing by Julie Coleman

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## **IMPORTANT INFORMATION**

### **Accreditation period**

Units 1 and 2: 2002–2023

Units 3 and 4: 2002–2024

Accreditation period for Units 1 and 2 ends 31 December 2023

Accreditation period for Units 1 and 2 ends 31 December 2024

### **Other sources of information**

The *VCE Bulletin* is the only official source of changes to regulations and accredited studies. The *VCE Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCE Bulletin*.

To assist teachers in assessing school-assessed coursework in Units 3 and 4 the Board of Studies will publish annually an assessment guide which will include advice on the scope of the tasks and the criteria for assessment.

The *VCE Administrative Handbook* for the current year contains essential information on assessment and other procedures.

### **VCE providers**

Throughout this study design the term ‘school’ is intended to include both schools and other VCE providers.

### **Photocopying**

VCE schools only may photocopy parts of this study design for use by teachers.



# Introduction

## THE LANGUAGE

The language to be studied and assessed is the modern standard/official version of Khmer.

Khmer includes Pali and Sanskrit loanwords, which differ in spelling and pronunciation from Khmer words. Students will be expected to understand more commonly used Pali and Sanskrit forms, but the emphasis is on Khmer or 'Khmerised' forms for use in speech and writing. Pronunciation is the standard pronunciation of Khmer language. However, regional variation in pronunciation (not in structure) is acceptable.

## RATIONALE

The study of Khmer contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It provides access to the culture of Khmer-speaking countries and communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Khmer provides students with direct access to the culture associated with the language and an understanding of the contributions of the Khmer civilisation to the development of art and architecture, dance and music, and religious thought in South-East Asia.

The study of Khmer develops students' ability to understand and use a language that is the national language of Cambodia. Khmer is used by Cambodian communities in Thailand and the south of Vietnam, as well as by Khmer-speaking communities in countries such as Australia, France, Canada, and the USA. As Australia's links with South-East Asia are strengthened, so the importance of Khmer will increase.

The ability to communicate in Khmer may, in conjunction with other skills, provide students with enhanced vocational opportunities within Australia and overseas.

## AIMS

This study is designed to enable students to:

- use Khmer to communicate with others;
- understand and appreciate the cultural contexts in which Khmer is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between Khmer and English, and/or other languages;
- apply Khmer to work, further study, training or leisure.

**INTRODUCTION****STRUCTURE**

The study is made up of four units. Each unit is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

**ENTRY**

Khmer is designed for students who will, typically, have studied Khmer for at least 400 hours at completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Students must undertake Unit 3 prior to undertaking Unit 4.

**DURATION**

Each unit involves at least 50 hours of scheduled classroom instruction.

**CHANGES TO THE STUDY DESIGN**

During its period of accreditation minor changes to the study will be notified in the [VCE Bulletin](#). The *VCE Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCE Bulletin*.

**MONITORING FOR QUALITY**

The Board of Studies will, from time to time, undertake an audit of Khmer to ensure that the study is being taught and assessed as accredited. Teachers must ensure that all records and samples of students' work are maintained and available should the study be subject to audit. The details of the audit procedures and requirements are published annually in the [VCE Administrative Handbook](#). Schools will be notified during the teaching year of schools and studies to be audited.

**SAFETY**

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

**USE OF INFORMATION TECHNOLOGY**

In designing courses for this study teachers are encouraged to incorporate information technology in teaching and learning activities. The Advice for Teachers section provides specific examples of how information technology can be used in this study.

**COMMUNITY STANDARDS**

It is the responsibility of the school to ensure that all activities in this study are conducted within ethical guidelines. This is of particular concern in the use of information located on the World Wide Web.



## VOCATIONAL EDUCATION AND TRAINING OPTION

Schools wishing to offer the Vocational Education and Training (VET) option should note that they will need to seek registration as a training provider, or to enter into an agreement with a registered training provider able to offer the module outcomes to students on their behalf. For further information, contact the Office of Post Compulsory Education, Training and Employment (PETE).

The school-assessed coursework component of this study is designed to allow the integration of tasks required in Modules 2A and 2B of the *National TAFE Language Course Stage One\**. The outcomes for Module 2A relate most closely to Units 1 and 2; the outcomes for Module 2B relate most closely to Units 3 and 4.

The VCE coursework assessment tasks (including those required for the detailed study VET option) are sufficiently flexible for both the VCE outcomes and selected outcomes required for Modules 2A and 2B to be met. Examples of how this might be done are provided on pages 50–52.

Students who successfully meet all of the outcomes required for Module 2A will be eligible to receive from their registered provider a Certificate II in Applied Languages. Students who meet all of the outcomes required for Module 2B will be eligible to receive a Certificate III in Applied Languages.

It is important to note that there are significantly more outcomes to be met in both Modules 2A and 2B than in VCE Units 1 and 2, and in Units 3 and 4, respectively. Although there is considerable scope for several of the module outcomes to be incorporated into one VCE assessment task, it is possible that (unless the student has completed some of the module outcomes previously) a number of additional assessment tasks (beyond the eight required for VCE Units 1 and 2, and six required for VCE Units 3 and 4) will be required, if the student is to achieve them all for the purposes of VET certification.

Schools might therefore wish to consider incorporating outcomes from Module 2A into Year 10 programs as well as into VCE Unit 1, and outcomes from Module 2B into VCE Unit 2 tasks, in addition to tasks in Units 3 and 4.

No additional enrolment procedure is required for students wishing to follow this VET option. It is important to note, also, that students who successfully complete the outcomes for Modules 2A and/or 2B will not receive any additional credit for satisfactory completion of the VCE, or for the calculation of the ENTER.

\**National TAFE Language Course: Stage One; Generic Curriculum*, ACTRAC Products, 1994, available from Australian Training Products (tel: 03 9630 9836)

# Assessment and reporting

## SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Board of Studies as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Board of Studies as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

## AUTHENTICATION

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's [VCE Administrative Handbook](#) for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

## LEVELS OF ACHIEVEMENT

### Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Board of Studies. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

**Units 3 and 4**

The Board of Studies will supervise the assessment of all students undertaking Units 3 and 4.

In Khmer the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examinations: 50 per cent.

# Areas of study

## Units 1–4 Common areas of study

The areas of study for Khmer comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

### **THEMES, TOPICS AND SUB-TOPICS**

There are three prescribed themes:

- The individual
- The Khmer-speaking communities
- The changing world

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 23 and 24.

## PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

The individual	The Khmer-speaking communities	The changing world
<ul style="list-style-type: none"> <li>• <b>Personal identity</b> <i>For example, self and others, daily routine, home and community.</i></li> <li>• <b>Relationships</b> <i>For example, family, getting to know each other, friends.</i></li> <li>• <b>Education and aspirations</b> <i>For example, school life, work and careers, future plans.</i></li> <li>• <b>Leisure and lifestyle</b> <i>For example, sport, hobbies, keeping fit and healthy.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>History and geography</b> <i>For example, historical events and figures, Cambodian geography, economy of Cambodia.</i></li> <li>• <b>Cultural diversity</b> <i>For example, festivals and celebrations, food.</i></li> <li>• <b>Tourism</b> <i>For example, travel at home and abroad, famous places.</i></li> <li>• <b>Arts and entertainment</b> <i>For example, traditional music and games, dance and songs, literature.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Changing lifestyles</b> <i>For example, role of women in Cambodia, Cambodian communities, teenager/parent relationships, lifestyles in the city and the country, daily routines.</i></li> <li>• <b>World of work</b> <i>For example, careers and occupations.</i></li> <li>• <b>Current issues</b> <i>For example, migration, environment, communications.</i></li> </ul>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested sub-topics.

## TEXT TYPES

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (\*) are those which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of text types in the course of their teaching and learning program.

Advertisement	Informal letter*	Report*
Announcement	Invitation*	Text of a dialogue*
Article*	Map	Text of an interview*
Chart	Message*	Text of a presentation*
Conversation*	Narrative/short story*	Text of a talk*
Discussion*	Personal profile*	

## KINDS OF WRITING

The student is expected to be familiar with, and be able to produce the following five kinds of writing: personal, informative, persuasive, evaluative and imaginative.

## VOCABULARY

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions are listed in the Resources section of this study design. Information on the use of dictionaries in the end-of-year written examination is provided on page 31.

**AREAS OF STUDY UNITS 1-4**

**GRAMMAR**

The student is expected to recognise and use the following grammatical items:

<b>Nouns</b>	proper nouns	ភ្នំពេញ អូស្រ្តាលី អង្គរវត្ត សុខា ធីតា
	common nouns	គុំ មាន សៀវភៅ ឡាន កង់ កៅអី សាលា
	compound nouns	
	noun + noun	ពងមាន់ សាច់គោ ទឹកក្រូច រុក្ខវិទី
	noun + adjective	ត្រប់ត្រួយ រឺស ខ្មៅដៃ មហាវិទី
	noun + verb	ជំរុំលុប សៀវភៅសរសេរ
	nouns derived from nouns	អ្នកស្រែ អ្នកគ្រូ អ្នកតូច អ្នកធំ
	adjectives	សេចក្តីសុខ ភាពរុងរឿង ការសប្បាយ
	verbs (using words អ្នក សេចក្តី ភាព ការ)	អ្នកច្រៀង អ្នកថត ការបង្រៀន
	nouns derived from verbs	ដើរ ដំនើរ , គិត គំនិត , ចង ចំនង ចាំ ចំណាំ
<b>Adjectives</b>	attributive function	មានស្អាត ធំផ្អែម ឡានថ្មី
	modified by intensified words	ណាស់ ច្រើន មែនទែន សំរើម ពេក អស្ចារ្យ ក្តៅលេង
	comparative	
	lower/higher degree	គុណនាម + ជាង : តិចជាង ច្រើនជាង
	same degree	គុណនាម + ដូច/ស្មើ/ប្រហែល/ប៉ុន/ ដ៏នាល + គ្នា
superlative	គុណនាម + ជាង/លើ + គេ + បំផុត/បង្អស់	
<b>Verbs</b>	transitive	ញ៉ាំ ឃើញ ទិញ លក់ លើក កាប់ ឆឹក
	intransitive	ស្រែក យំ រីក រត់
	intr/transitive	ជេរ វាយ
	multiple word-verb	ចូលចិត្ត ដេកលេង មើលងាយ បញ្ជាក់អោយឃើញថា
	verb phrases	ចង់ទៅ បានទៅ នឹងទៅ
	adjectives used as verbs	អារនេះសណាស់ ស្វាយនោះទុំហើយ បាននេះគួនមែន
	nouns used as verbs	អ្នកអាយុប៉ុន្មាន? អ្នកឈ្មោះអ្វី?

<b>Voice</b>	active	ខ្ញុំទាត់បាល់
	passive	ខ្ញុំត្រូវបានគេទាត់
<b>Tenses</b>	present	ខ្ញុំទៅផ្សារ
	past	ខ្ញុំបានទៅផ្សារ
	future	ខ្ញុំនឹងទៅផ្សារ
	present-continuous	ខ្ញុំកំពុងញ៉ាំបាយ
	present perfect	ខ្ញុំរស់នៅប្រទេសអូស្ត្រាលីតាំងពីឆ្នាំ ១៩៨០មកម៉្លេះ
	past perfect	ខ្ញុំធ្លាប់រស់នៅក្នុងប្រទេសខ្មែរដែរ
<b>Adverbs</b>	verb + យ៉ាង/ដោយ/ជា + adjective	យ៉ាងសប្បាយ ដោយរីករាយ ជាអនេក
	verb + adjective	ខ្ញុំរត់លឿន ខ្ញុំនិយាយយឺតៗ
	adverbial functions	
	position	ខ្ញុំរៀននៅផ្ទះ
	time	ខ្ញុំនឹងទៅរៀនថ្ងៃស្អែក
	direction	ខ្ញុំដើរចេញពីទីនេះ
	duration	ខ្ញុំធ្វើការពេញមួយថ្ងៃ
distance	ខ្ញុំបើកទ្បានបានប្រាំគីឡូម៉ែត្រ	
<b>Pronouns</b>	pronouns	
	personal	ខ្ញុំ អ្នក វា គាត់ គេ យើង វង
	reflexive	ខ្លួនខ្ញុំ ខ្លួនវា ខ្លួនយើង ខ្លួនអ្នកវង ខ្លួនគាត់
	possessive	របស់ខ្ញុំ របស់អ្នក របស់គេ របស់គាត់ របស់វា
	reciprocal	ទៅវិញទៅមក បន្តបន្ទាប់ លំដាប់លំដោយ
	relative	ដែល
	interrogative	ណា អ្វី
demonstrative	នេះ នោះ មួយនេះ មួយនោះ ហ្នឹង នុះ	
<b>Conjunctions</b>		បើដូច្នោះ ហេតុនេះហើយ អាស្រ័យហេតុនេះ ទោះបីជា លុះត្រាតែ ប្រសិនបើ បើសិនជា នៅពេលដែល ហាក់ដូចជា លើកលែងតែ បើ ដូច្នោះ ថ្វីត្បិតតែ

**AREAS OF STUDY UNITS 1-4**

<b>Prepositions</b>		ឆ្លងកាត់ ក្រោយពេល បន្ទាប់មក រួចហើយ នៅក្នុង ទៅ នៅ ឆ្ពោះទៅ ទៅកាន់ ចំពោះ ប្រហែល
<b>Numbers</b>	cardinal ordinal Khmer numerals	សុន្ស មួយ ពីរ បី ..... ទីមួយ ទីពីរ ទីបី ..... ០ ១ ២ ៣ ៤ .....
<b>Sentence structure</b>	simple clauses complex clauses	ខ្ញុំ មាន ស្បែកជើងមួយ ខ្ញុំ ដាក់ សៀវភៅមួយ នៅលើតុសរសេរ
<b>Classifier</b>	people objects animals	នាក់ អង្គ កង បាច់ ដើម ផែន ផ្ទាំង កន្ទុយ សន្លឹក ក្បាល ហ្វូង នឹម



# Unit 1

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of the course design.

## OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

### Outcome 1

On completion of this unit the student should be able to establish and maintain a written or spoken exchange related to personal areas of experience.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- communicate in a range of text types, for example letter, fax, mail, voicemail and telephone, as well as face-to-face;
- initiate, maintain and close an exchange;
- link and sequence ideas and information in written or spoken text;
- recognise and respond to cues for turn-taking;
- self-correct/rephrase to maintain communication;
- use appropriate intonation, stress, phrasing and punctuation;
- use appropriate socio-cultural terms of address in oral and written communication;
- use appropriate non-verbal communication, such as eye contact and greeting gestures;
- use a range of question and answer forms;
- use structures related to describing, explaining and commenting on past, present or future events or experiences, both real and imaginary.

### Outcome 2

On completion of this unit the student should be able to listen to, read and obtain information from written and spoken texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist and global understanding as well as items of specific detail;
- establish and confirm meaning through re-reading, using headings and diagrams, and referring to dictionaries;

**UNIT 1**

- identify key words, main points and supporting ideas;
- order, classify and link items from various parts of the text;
- apply knowledge of vocabulary and structures related to topics studied;
- recognise common patterns of word formation and grammar, and use these to infer meaning;
- apply knowledge of conventions of text types.

**Outcome 3**

On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types, for example narrative article;
- identify main ideas, events and sequences of action;
- link ideas, events and characters;
- provide personal comment/perspective on aspects of the text;
- respond appropriately for the context, purpose and audience intended;
- select and make use of relevant reference materials;
- summarise, explain, compare and contrast themes, opinions, ideas, feelings and reactions;
- use structures related to explaining, describing, narrating and commenting on past, present and future events or experiences.
- use stylistic features, such as repetition and contrast.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks should also be selected to ensure that, over the course of the unit, both oral and written skills in Khmer are assessed. Therefore, if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

A total of four tasks should be selected from those listed below.

**Outcome 1:**

- informal conversation

*or*

- reply to personal letter/email/fax.

**Outcome 2:**

- listen to spoken texts (e.g. conversations, interviews, news reports) to obtain information to complete notes, charts or tables in Khmer or English.

*and*

- read written texts (e.g. extracts, advertisements, brochures) to obtain information to complete notes, charts or tables in Khmer or English.

**Outcome 3:**

- oral presentation

*or*

- review

*or*

- article.

It is expected that the student responds in Khmer to all assessment tasks that are selected to address Outcomes 1 and 3. For the tasks required for Outcome 2, one should require a response in Khmer, and the other a response in English.

# Unit 2

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of the study design.

## OUTCOMES

For this unit the student is required to demonstrate achievement of the following outcomes.

### Outcome 1

On completion of this unit the student should be able to participate in a written or spoken exchange related to making arrangements and completing transactions.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to asking for or giving assistance or advice, suggesting, explaining, agreeing and disagreeing;
- apply the conventions of relevant text types;
- link and sequence ideas and information in written or spoken form;
- use gesture and facial expression to enhance meaning and persuade;
- use examples and reasons to support arguments, and to convince;
- respond appropriately for the purpose and audience described;
- make arrangements, come to agreements, and reach decisions.

### Outcome 2

On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use vocabulary, structures and content related to topics studied;
- apply the conventions of relevant text types such as a letter or a report;
- classify, explain and compare ideas and information;
- infer points of views, opinion and ideas;
- extract and reorganise information and ideas from one text type to another.

### Outcome 3

On completion of this unit the student should be able to give expression to real or imaginary experience in written or spoken form.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to describing, recounting, narrating and reflecting upon past, present or future events or experiences;
- apply the conventions of relevant text types, for example journal entry, story,
- use a range of appropriate vocabulary and expressions;
- structure writing to sequence ideas and events logically;
- vary language for audience, context and purpose.

### ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. Key knowledge and skills do not constitute a checklist and such an approach is not necessarily appropriate for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand and that over the course of the unit, all three outcomes are addressed. Tasks should be selected to ensure that, over the course of the unit, both oral and written skills in Khmer are assessed. For example, if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

A total of four tasks should be selected from those listed below.

#### **Outcome 1:**

- formal letter, or fax, or email

*or*

- role-play

*or*

- interview.

**UNIT 2****Outcome 2:**

- listen to spoken texts (e.g. conversations, interviews, broadcasts) and organise information and ideas in a different text type

*and*

- read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

**Outcome 3:**

- journal entry

*or*

- personal account

*or*

- short story.

It is expected that the student responds in writing to an assessment tasks selected.

# Units 3 and 4

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

## DETAILED STUDY

The student is required to undertake a detailed study during Units 3 and 4.

There are two options for detailed study: Language and culture through texts; Language and culture through VET.

The student will be expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 13. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class or different sub-topics may be selected for individuals or groups of students. In the former case, it will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task(s) set, as well as in the Discussion in Section 2 of the Oral Examination.

At least one and no more than two of the six coursework assessment tasks for school-assessed coursework should focus on the detailed study. The detailed study assessment task(s) should be designed to assess the student's understanding of the language and culture of the Khmer-speaking community and should be selected from those required to assess achievement of Outcome 2, Unit 4 (detailed on page 30). The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

### Language and culture through texts

The detailed study should enable the student to explore and compare aspects of the language and culture of the Khmer-speaking community through a range of oral and written texts related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting

and oral histories. The length of texts selected will vary depending on the type of text, its density and level of complexity. In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

#### **Language and culture through VET**

This detailed study allows the student to explore and compare aspects of the language and culture of the Khmer community through the study of outcomes drawn from Module 2B of the National TAFE Language Course, Stage One.

The sub-topic selected for this detailed study must allow for the incorporation of study related to Outcomes 14, 15, and one or more of Outcomes 2, 5 and 13 from module 2B of the National TAFE Language Course, Stage One. For further details of this course, refer to page 9.

FOR USE IN VET



# Unit 3

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

## OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

### Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- create a personal or imaginative text, focusing on an event or experience in the past or present;
- organise and sequence ideas;
- select and make appropriate use of reference materials, including dictionaries;
- show knowledge of first- and third-person narrative perspectives;
- simplify or paraphrase more complex ideas;
- use a range of relevant text types.

### Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist, identify main points, supporting points and detailed items of specific information;
- infer points of view, attitudes, emotions from context and/or choice of language and intonation;
- show knowledge of registers, and stylistic features such as repetition and tone.

**UNIT 3****Outcome 3**

On completion of this unit the student should be able to exchange information, opinions and experiences.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- ask for and give assistance or advice;
- describe and comment on aspects of past, present and future experience;
- exchange and justify opinions and ideas;
- link and sequence ideas and information;
- present and comment on factual information;
- self-correct/rephrase to maintain communication;
- use appropriate terms of address for familiar and unfamiliar audiences;
- use a range of question forms.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

**Assessment of levels of achievement**

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

*Contributions to final assessment*

School-assessed coursework for Unit 3 will contribute 25 per cent to the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the final assessment.

***School-assessed coursework***

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

Outcomes	Assessment tasks	Marks allocated*
<b>Outcome 1</b> Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	20
<b>Outcome 2</b> Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
<b>Outcome 3</b> Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue	20
<b>Total marks</b>		<b>50</b>

\* School-assessed coursework for Unit 3 contributes 25 per cent to the final assessment.

# Unit 4

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

## OUTCOMES

For this unit the student is required to demonstrate achievement of two outcomes.

### Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- understand and convey gist, identify main points and extract and use information;
- infer points of views, attitudes, emotions from context and/or choice of language;
- summarise, interpret and evaluate information from texts;
- compare and contrast aspects of different texts on similar topics;
- convey understanding accurately;
- show knowledge of and use a range of text types;
- show knowledge of and use simple stylistic features such as repetition and contrast;
- appreciate cultural aspects critical to understanding the text.

### Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of the Khmer-speaking communities.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- compare and contrast aspect of life in Khmer-speaking communities with those in Australia;
- identify and comment on culturally specific aspects of language, behaviour or attitude;
- present an opinion about an aspect of the culture associated with the language;
- identify similarities and differences between texts, and find evidence to support particular views;
- show an awareness that different social contexts require different types of language;
- select and make use of relevant reference materials.

## ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

### Assessment of levels of achievement

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

#### *Contributions to final assessment*

School-assessed coursework for Unit 4 will contribute 25 per cent of the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent of the final assessment.

#### *School-assessed coursework*

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

Outcomes	Assessment tasks	Marks allocated*
<b>Outcome 1</b> Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
<b>Outcome 2</b> Respond critically to spoken and written texts which reflect aspects of the language and culture of the Khmer-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review.	20
	and A three- to four-minute interview on an issue related to texts studied.	20
<b>Total marks</b>		50

\* School-assessed coursework for Unit 4 contributes 25 per cent to the final assessment.

**UNIT 4*****End-of-year examinations***

The end-of-year examinations are:

- an oral examination
- a written examination.

**Oral examination (approximately 15 minutes)*****Purpose***

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken Khmer.

***Specifications***

The oral examination has two sections.

**Section 1: Conversation (approximately 7 minutes)**

The examination will begin with a conversation between the student and the assessor(s). It will consist of a general conversation about the student's personal world, for example school and home life, family and friends, interests and aspirations.

**Section 2: Discussion (approximately 8 minutes)**

Following the Conversation the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the Discussion. The focus of the Discussion will be to explore aspects of the language and culture of Khmer-speaking communities. The student will be expected to either make reference to texts studied or, if they have elected to follow the VET option, to discuss aspects of Outcomes 2, 5, 13, 14 or 15 from module 2B.

The student may support the Discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted.

**Written examination (3 hours including 10 minutes reading time)**

The student may use monolingual and/or bilingual print dictionaries in the written examination.

**Section 1: Listening and responding*****Purpose***

Section 1 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and respond in English in Part A and Khmer in Part B to questions on this information. The questions may require the student to identify information related to:

- the context, purpose and audience of the text;
- aspects of the language of the text, for example tone, register, knowledge of language structures.

***Specifications***

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student hears five to seven texts in Khmer covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 7–8 minutes.

Some texts will be short, that is one reading of each text will be approximately 35–45 seconds. Some texts will be longer, that is one reading of each text will be approximately 90–120 seconds. Each text will be heard twice. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

#### **Part A**

There will be two to four short texts, and one longer text.

Questions will be phrased in English for responses in English.

#### **Part B**

There will be one short text and one longer text.

Questions will be phrased in English and Khmer for responses in Khmer.

### **Section 2: Reading and responding**

#### *Purpose*

Section 2 of the written examination is designed primarily to assess the student's knowledge and skill in analysing and responding to information from written texts.

In Part A the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from texts. If the texts are related, the student may be required to compare and/or contrast aspects of both.

In Part B the student will be expected to demonstrate understanding of a written text by responding in Khmer to information provided in a text.

#### *Specifications*

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

#### **Part A**

The student will be required to read two texts in Khmer of 400–500 words in total. The texts will be different in style and purpose but may be related in subject matter or context.

Questions on the texts will be phrased in English for responses in English.

#### **Part B**

The student will be required to read a short text in Khmer of approximately 150 words, such as a letter, message, advertisement, or notice. The student will be required to respond to questions, statements, comments and/or other specific items provided in the written text. The task will specify a purpose, context and audience. The text type the student will be required to produce will be drawn from those listed for productive use on page 13.

The student will be expected to write a response of 150–200 words in Khmer. The task will be phrased in English and Khmer for a response in Khmer.

**Section 3: Writing in Khmer***Purpose*

Section 3 of the written examination is designed primarily to assess the student's ability to express ideas through the creation of original text in Khmer.

*Specifications*

The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of two to four tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (informative, imaginative, persuasive, etc.) through, for example:

- having different purposes, audiences and contexts;
- requiring different text types (see table of text types for productive use).

The student will be required to write a response of 200–250 words in Khmer. The tasks will be phrased in English and Khmer for a response in Khmer.



**SUMMARY OF OUTCOMES AND ASSESSMENT TASKS**

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

**Outcomes and assessment tasks for Units 1 and 2**

Outcomes	Unit 1 (4 tasks)	Outcomes	Unit 2 (4 tasks)
1 Establish and maintain a written or spoken exchange related to personal areas of experience.	Informal conversation. or Reply to personal letter/fax/email.	1 Participate in a written or spoken exchange related to personal areas of experience, making arrangements and completing transactions.	1 Write a personal letter/fax/email. or Role-play. or Interview.
2 Listen to, read, and obtain information from written and spoken texts.	Listen to spoken texts (e.g. conversations, interviews and broadcasts) to obtain information to complete notes, charts or tables, in Khmer or English. and Read written extracts (e.g. news letters) to obtain information to complete charts or tables, in Khmer or English.	2 Listen to spoken texts and extract information and ideas from spoken and written texts.	2 Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. and Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.
3 Produce a personal response to a text focusing on real or imaginary experience.	Oral presentation. or Personal account. or Short story.	3 Give expression to real or imaginary experience in written or spoken form.	3 Journal entry. or Personal account. or Short story.

**UNIT 4****Outcomes and coursework assessment tasks for Units 3 and 4**

<b>Outcomes</b>	<b>Unit 3 (3 tasks)</b>	<b>Outcomes</b>	<b>Unit 4 (3 tasks)</b>
1 Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	1 Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.
2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using information requested.	2 Respond critically to spoken and written texts which reflect aspects of the language and culture of the Khmer-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review. and A three- to four-minute interview on an issue related to texts studied.
3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue.		

**Contribution of assessment tasks to study score**

<b>School-assessed coursework</b>	<b>%</b>	<b>End-of-year examinations</b>	<b>%</b>
<b>Unit 3</b>		<b>Oral examination</b>	
250-word personal or imaginative written piece.	10	Conversation	12.5
Response to spoken texts.	5	Discussion	
Three- to four-minute role-play.	10		
<b>Unit 4</b>		<b>Written examination</b>	
Response to written texts.	5	Listening and responding Part A: Response in English Part B: Response in Khmer	10 5
250–300-word informative, persuasive or evaluative written piece.	10	Reading and responding Part A: Response in English Part B: Response in Khmer	10 5
Three- to four-minute interview.	10	Writing	7.5

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<b>Overall contribution of school-assessed coursework and end-of-year examinations</b>	<b>%</b>
Oral	32.5
Responding to spoken texts	20
Responding to written texts	20
Writing	27.5

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# Advice for teachers

## DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 35.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

## METHODS

Any communicative teaching method or combination of methods which allows students to demonstrate achievement of the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities which encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students' preparation. Teachers themselves will judge at what points in their course such instruction will be needed.


## STRUCTURE AND ORGANISATION

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a discourse form, a skill or a text.

## USE OF INFORMATION TECHNOLOGY

In designing courses and developing learning activities for Khmer, teachers are encouraged to make use of applications of information technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web.

## EXAMPLE OUTLINES

The example outlines which follow are not intended to represent fully worked courses, but illustrate one way of integrating areas of study, outcomes, learning activities and assessment tasks. They include suggested sub-topics for the detailed study, and an example of how VET and VCE outcomes and assessment tasks can be aligned. The examples that make use of information technology are identified by this icon .

### Unit 1

Theme	Examples of learning activities
The Khmer-speaking communities	write a letter to a Khmer friend about an important celebration in Australia
<b>Topic</b>	
Cultural diversity	read about diverse Buddhist practices and take notes
<b>Grammar</b>	
Terms of address	write a short article on Vongcha Boja for a newsletter
Tenses: present/present continuous	read and discuss questions on texts about Khmer-Indonesian relations
<b>Text types</b>	
Summary, letter, article, discussion	prepare a short article for a magazine about interesting customs and traditions associated with the Khmer-speaking community
	discuss and summarise the importance of food and celebrations as a means of drawing people together in social interaction

Example assessment task	
<p><b>Outcome 1:</b> Exchange related personal areas of experience</p>	<p>Take part in a conversation in which you exchange experiences relating to festivals and special occasions.</p>

**ADVICE FOR TEACHERS**

**Unit 1**

**Theme**

The individual

**Topic**

Leisure and lifestyle

**Grammar**

Adjectives: attributive function

Pronouns: personal, possessive

**Text types**

Interview, letter, talk, role-play, report

**Examples of learning activities**

read a text on hobbies which is popular with young people today and prepare a script for a talk

listen to an interview about different aspects of lifestyles and summarise the main points

write a letter to a friend in Cambodia describing your leisure activities and interests

role-play a situation in which two friends negotiate a birthday present for a mutual school friend

research the internet for information on different lifestyles in urban and rural areas of Cambodia, and prepare a report

**Example assessment**

**Outcome 2:** Listen to, read and understand information from written and spoken texts.

Listen to a broadcast about past and present leisure activities and complete a chart summarising the main points.

## Unit 1

### Theme

The Khmer-speaking communities

### Topic

Tourism

### Grammar

Numbers, cardinal, ordinal and Khmer numbers

Equivalent to 'by' in English

Verbs: transitive and intransitive

Pronouns: demonstrative

### Text types

Itinerary, article, letter, video, presentation

### Examples of learning activities



watch a video advertising the freedom of Angkor and write a short article with conclusion on bulletin board

present an itinerary for Cambodia including two major destinations and the reasons for each choice

prepare a video presentation explaining the importance of tourism in Cambodia

write a letter to the government of Cambodia asking them to support you to visit Cambodia and to provide advice about your trip to Cambodia

### Example assessment task

**Outcome 2:** Listen to and read to obtain information from written and spoken texts

Read an article on the positive and negative impact of tourism and list the main points made.

**ADVICE FOR TEACHERS****Unit 1****Theme**

The individual

**Topic**

Relationships

**Grammar**

Verb tenses: past, present perfect

Adverbs

Nouns and categories

Adjectives: comparative

**Text types**

Account, article, letter, review

**Examples of learning**

watch a film about family relationships and make notes

write an account entitled 'Family routines'

read articles comparing life in Cambodia and Australia and summarise the main differences

listen to a podcast about the importance of friendships and identify points you agree with, disagree with and why

write a letter providing advice on how to resolve conflicts in a new context

**Example assessment task**

**Outcome 3:** Produce a personal response in written text focusing on real or imagined experience.

Write a review of a short story about a family, and explain why you would/would not recommend it to others.



**Unit 2**

**Theme**

The Khmer-speaking communities

**Topic**

History and geography

**Grammar**

Conjunctions

Simple and complex clauses

Categories of nouns

**Text types**

Discussion, article, notes, report, documentary film

**Examples of learning activities**

read texts on rice production in Cambodia and make notes to use as the basis for a short presentation

prepare an article on the effects of rice production in Cambodia for publication in a magazine

watch a video about the effects of climate on rice production and discuss the main points made

read an account of recent changes to life in Cambodia and their impact and discuss

read articles on the changing role of agricultural production and use the information to write a report

**Example assessment task**

**Outcome 1:** Participate in a spoken or written exchange related to making arrangements and completing transactions

Role-play making arrangements with a speaker to present a talk on an aspect of history or geography for a group of young students.

**Outcome 2:** Listen to, read, and extract and use information and ideas from spoken and written texts.

Read articles on historical and geographical influences on rice production in Cambodia and use the information to write the text of a talk focusing on two or three key factors that have affected rice production.

**ADVICE FOR TEACHERS**

**Unit 2**

**Theme**

The Khmer-speaking communities

**Topic**

Cultural diversity

**Grammar**

Compound nouns

Adverbs and adverbial functions

**Text types**

Recipe, article, song, email, interview

**Examples of learning activities**

read some recipes and discuss the one which would be most suitable for a family celebration



search the Internet for interesting cultural activities that are part of everyday community life in Cambodia and other countries

discuss the challenges that are affecting the Khmer-speaking communities in Australia

identify the main ideas in a song written for a special event



write an email in response to an advertisement requesting information on Khmer dishes

prepare an interview focusing on the importance of maintaining traditions

**Example assessment tasks**

**Outcome 2:** Listen to conversations, interviews, broadcasts) and reorganise information and ideas into different text type.

Watch a program involving a chef preparing some special traditional dishes. Reorganise the information into a recipe.

**Outcome 3:** Give expression to real or imaginary experience in written or spoken form.

Write a journal entry about an important celebration or festivity you took part in, explaining its significance to you personally.

**ADVICE FOR TEACHERS****Unit 3****Theme**

The Khmer-speaking communities

**Topic**

Arts and entertainment

**Grammar**

Past, present and future tenses

Prepositions

Pronouns: personal and interrogative  
linking words, classifiers

**Text types**

Article, interview, video, poem, story,  
report

**Examples of learning activities**

read and discuss the main themes in a story set in Cambodia's recent past

watch a video about a character in a dilemma (e.g. Tum Teav), and list the different options for action that are available and their implications

read a poem and rewrite it as a short story

role-play negotiating with a friend which film/entertainment you will see

listen to an interview about traditional music and summarise the key features

watch a film and read a review; write a report focusing on those aspects of the review you either agree or disagree with

**Example assessment task**

**Outcome 1:** Express ideas through the production of original texts.

A 250-word personal or imaginative written piece.

Write the story line to accompany a traditional piece of music.

**ADVICE FOR TEACHERS****Unit 3****Theme**

The changing world

**Topic**

Current issues

**Grammar**

Nouns derived from verbs

Adjectives: modified by intensified words  
superlative**Text types**

Discussion, letter, notes, list, questionnaire

**Examples of learning activities**read texts on strategies for protecting the environment  
and list the strengths and weaknesses of eachdesign a questionnaire to investigate how people  
contribute to pollution problemswrite a letter to a politician urging him/her take action on  
a current issuediscuss the strengths and weaknesses of environmental  
protection policies in place in Cambodiasearch the Internet for information and statistics on the  
impact of urban growth and take notes**Example assessment task****Outcome 2:** Analyse and use information from  
spoken texts.A response to specific questions, messages or  
instructions, extracting and using the information  
required.Listen to two spoken texts about the impact of an  
environmental hazard and use the information to  
write a persuasive article focusing on the need for  
urgent action.

**ADVICE FOR TEACHERS****Unit 3****Theme**

The changing world

**Topic**

World of work

**Grammar**

Verb: past perfect

Pronouns: reflexive, reciprocal

**Text types**

Notes, letter, interview, report, CV, talk, summary

**Examples of learning activities**

search the Internet for jobs and make notes on the skills required for the selected occupations

in class, talk about your future plans and the required work skills you would need

prepare a CV and word process a letter of application in response to an advertisement

role-play a job interview

read texts on the impact of information technology in the work place and summarise the main points

listen to texts on three different types of work and analyse the nature of each, and the personal and vocational skills required

**Example assessment task**

**Outcome 3:** Exchange information, opinions and experience.

A three- to four-minute role-play, focusing on the resolution of an issue.

Role-play a discussion with a friend who is thinking of leaving school, and convince him/her of the value of remaining at school.

**ADVICE FOR TEACHERS****Unit 4****Theme**

The individual

**Topic**

Education and aspirations

**Grammar**

Compound nouns and derived nouns

Active, passive

**Text types**

Comparison, article, report, email

**Examples of learning activities**

read an article on school life in Cambodia and contrast the main features with those of the Victorian educational system

listen to a conversation about the experiences of two migrant students in Australia and write a report, contrasting these experiences



write an email to a friend telling them about your current studies and hopes for the future



search the Internet for job opportunities requiring LOTE qualifications, and make notes for a report

**Example assessment task**

**Outcome 1:** Analyse and use information from written texts.

A response to specific questions, messages or instructions, extracting and using information requested.

Read information on a specific educational issue and use the main points as the basis for an article.

## Unit 4

### Theme

The changing world

### Topic

World of work

### Grammar

Tenses: past perfect

Pronouns: relative

Sentence structure

Simple and complex clauses

### Text types

Story, report, editorial, review, interview, article

### Examples of learning activities

listen to a broadcast on enterprise skills and make notes

summarise key points from a newspaper editorial on changing workplace practices and their impact; summarise the main points

evaluate the advantages and disadvantages of a change related to the workplace, for publication in a magazine for young people

read an extract from a story and write a review focusing on the view of working life presented by the author

listen to an interview on changes in the workplace and use the information to write a report

read texts on working conditions in urban/rural areas and write an article summarising the differences

### Example assessment task

**Outcome 2:** Respond critically to spoken and written texts which reflect aspects of the language and culture of the Khmer-speaking communities.

A three- to four-minute interview on an issue related to the texts studied.

Complete a three- to four-minute interview on an issue related to employment in Cambodia referring to texts studied.

**ADVICE FOR TEACHERS****Unit 4****Theme**

The changing world

**Topic**

Changing lifestyles

**Grammar**

Person

Different forms of spoken and written language

Adverbial functions

Complex clauses

**Text types**

Article, notes, report, statistics, role-play, video

**Examples of learning activities**

search the Internet for information and statistics on the migration patterns of Khmer-speaking people and make notes

role-play a young person convincing an older person to accept a new way of dealing with clients

research texts to write a report explaining how and why changes have occurred in daily routines

read texts on different Cambodian traditional games and contrast these with modern activities

watch a video on the changing role of women and note the main points raised

**Example assessment task**

**Outcome 2:** Respond critically to spoken and written texts which reflect aspects of the language and culture of the Khmer-speaking communities.

A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review.

Referring to the texts studied, write an informative report on an aspect of lifestyle in Cambodia that has changed during the last 30 years.



## SUGGESTED SUB-TOPICS FOR DETAILED STUDY

The following topics and sub-topics have been broken down to include suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

### **Theme: The Khmer-speaking communities**

Topic: History and geography

Possible sub-topics for detailed study:

- The influence of the past on the present.
- The *Longvek* period.
- The history of *Kampuchea Kraom*.
- The *Lon Nol* period.
- Significant events of the last 30 years.

### **Theme: The Khmer-speaking communities**

Topic: Cultural diversity

Possible sub-topics for detailed study:

- The significance of festivals and food in Cambodia.
- Aspects of tradition through Cambodian literature.

### **Theme: The Khmer-speaking communities**

Topic: Tourism

Possible sub-topics for detailed study:

- The development of ecotourism.
- The impact of tourism on Cambodia.

### **Theme: The Khmer-speaking communities**

Topic: Arts and entertainment

Possible sub-topics for detailed study:

- Folk, classical and popular dance: their role and significance.
- Entertainment, past and present.

### **Theme: The changing world**

Topic: Changing lifestyles

Possible sub-topics for detailed study:

- Factors influencing lifestyle in Cambodia today.
- The old way is not necessarily the best way: an evaluation of changes and their impact.

### **Theme: The changing world**

Topic: Current issues

Possible sub-topics for detailed study:

- Families in the 21<sup>st</sup> century.
- Floods and their aftermath.
- Protecting the environment in the past, present and future.

**ADVICE FOR TEACHERS**

**EXAMPLE OUTLINE OF ASSESSMENT TASKS INCORPORATING BOTH VET AND VCE OUTCOMES**

The outline below is an example of how all the VET outcomes required for the National TAFE Language Course, Module 2B (Certificate 3 Applied Languages), can be aligned with VCE outcomes and assessment tasks for Units 2, 3 and 4.

VET Outcome 3: and VET Outcome 4:	Enquire about courses at an educational institution. Enquire about housing at an educational institution.
VCE Unit 2 Outcome 1:	Formal letter.
Assessment task:	You are thinking of applying to do a course at a college in Cambodia. Write a formal letter to the overseas education officer enquiring about courses, course length and entry into courses related to your field of interest. Enquire also about the types, cost and availability of accommodation on the campus.

VET Outcome 1: and VET Outcome 6:	Seek medical attention at a hospital/surgery/chemist (Unit 2, 1.3) Write a thank-you letter/thank someone over the phone (Unit 2, 1.6.2)
VCE Unit 2 Outcome 1:	Read written texts and reorganise the information and ideas in a different text type.
Assessment task:	A message has been left for you explaining that a guest due to arrive at the hotel where you work has been taken ill in transit. Ring the local doctor and describe the condition of the patient, symptoms, and the information you have about their medical history. Seek advice on the best action to take and thank them for their assistance.

VET Outcomes 11 and 12: Describe personality of people. Exchange information about the area where you live.

VCE Unit 2 Outcome 2: Listen to spoken texts and reorganise information and ideas in a different text type.

Assessment task: Listen to the interview conducted by the students' association and write a report to be published in the students' magazine as advice for students intending to study overseas. Based on the information they provide, include details of the pros and cons of sharing accommodation, and the main things to look for in good accommodation.

**ADVICE FOR TEACHERS**

VET Outcome 1: and VET Outcome 8:	Seek medical attention at a hospital/surgery/chemist (1.4, 1.5, 1.6, 1.7, 1.8). Hold a short conversation with one or more persons.
VCE Unit 3 Outcome 3:	Three- to four-minute role-play focusing on the resolution of an issue.
Assessment task:	A member of the tour group has been experiencing serious headaches and you have made an appointment with the local doctor. Assist your client to fill in the form provided. Explain their symptoms. Clarify the dosage and any side effects of the medicine prescribed for them. Ask politely about the possibilities of obtaining a second opinion.
VET Outcome 5: and VET Outcome 9:	Demonstrate basic knowledge of the education system in Cambodia. Write a short story or passage.
VCE Unit 3 Outcome 1:	Write a short story or passage.
Assessment task:	You have recently returned from an exchange visit to Cambodia. Write an article for your school magazine focusing on your experiences of the school system in Cambodia. Describe your views of the structure, philosophy and attitude of the school, the subjects offered, level of achievement attained and aspects of the school culture, such as discipline, uniform, staff, and student relations.
VET Outcome 7:	Comprehend a simple, short conversation between two native speakers.
VCE Unit 3 Outcome 2:	Analyse and use information from spoken texts.
Assessment task:	Listen to the radio interview on changing attitudes to education in Cambodia. Using the information provided, write a comparison between the situation for school leavers in Australia and Cambodia.

**ADVICE FOR TEACHERS**

VET Outcome 2: and VET Outcome 10:	Demonstrate basic knowledge of medical practices and sickness in Cambodia. Read a short dialogue or passage.
VCE Unit 4 Outcome 1:	Analyse and use information from written texts.
Assessment task:	Read the two articles related to health provision in Cambodia. Using the information provided, write an article for a travel magazine outlining the current state of health provision in Cambodia, and provide advice to potential tourists.

VET Outcome 13: and VET Outcomes 14,15:	Demonstrate basic knowledge of politics and government in Cambodia. Use specialised language and cultural knowledge.
VCE Unit 4 Outcome 1: and VCE Unit 4 Outcome 2:	350-400-word informative piece. Take part in a four-minute interview on an issue related to texts studied.
Assessment tasks:	Write an informative article in which you outline the political figures currently prominent in Cambodia, and one or two recent issues or events.  Democratic elections in Cambodia do not guarantee future unity and peace. Discuss this issue in a three- to four-minute interview.

### SUMMARY OF OUTCOMES: MODULE 2B OF THE NATIONAL TAFE LANGUAGE COURSE (CERTIFICATE III, APPLIED LANGUAGES)

1. Seek medical attention at hospital/surgery/chemist.
2. Demonstrate basic knowledge of medical practices, health and sickness in C2.
3. Enquire about courses at an educational institution.
4. Enquire about housing at an educational institution.
5. Demonstrate basic knowledge of the educational system in C2.
6. Write a thank-you letter/thank someone over the phone.
7. Comprehend a simple short conversation between two native speakers.
8. Hold a short conversation with one or more persons.
9. Write a short dialogue, notes or messages or narrative passage.
10. Read a short dialogue or narrative passage.
11. Describe personality of people.
12. Exchange information about the area/suburb/state where you live.
13. Demonstrate basic knowledge of politics and government in C2.
14. Develop some specialised cultural knowledge.
15. Develop some specialised language knowledge.

### MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

#### Personal writing:

- Creates a sense of person/personality for the writer in the reader's mind.
- Establishes a relationship/intimacy/empathy between the writer and the reader.
- Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
- Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
- Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
- May, in certain contexts, use contracted language, such as is used in speech.

#### Imaginative writing:

- Manipulates the reader's response to the piece to create the desired impression or response; visual and/or emotional appeal.
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
- Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.
- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
- May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

**ADVICE FOR TEACHERS****Persuasive writing:**

- Manipulates the reader's emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
- Is strongly influenced by the nature of the target audience in choosing the persuasive techniques to adopt; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.
- Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
- Sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader.
- Often uses the second person for direct address and appeal.
- Sometimes employs direct speech and questions to intensify the relationship with the audience.
- May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

**Informative writing:**

- Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of 'friendly helper' with the reader.
- Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
- Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
- Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
- Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

**Evaluative writing:**

- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.
- Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
- Often includes expressions of cause, consequence, opposition and concession.

## MAIN CHARACTERISTICS OF COMMON TEXT TYPES

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

Text types	Identifiable features
<b>Advertisement</b>	Topic/product name; content (factual and persuasive information); register; style; layout.
<b>Article (magazine)</b>	Title; content; author (fictional name); register; style; layout.
<b>Article (newspaper)</b>	Title; date; place; content; author (fictional name); register; style; layout.
<b>Brochure/leaflet</b>	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
<b>Guide (tourist)</b>	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
<b>Instruction/recipe</b>	Title/topic; structure; content (equipment, method); register; style; layout.
<b>Invitation</b>	Statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout.
<b>Journal entry</b>	Date/place/time (as appropriate); structure (related to sequence of thought, events or importance); opening (often an evaluative comment); content; (information/reflection/evaluation); conclusion; register; style; layout.
<b>Letter (business)</b>	Address; date; reference number or equivalent; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
<b>Letter/postcard (social): family, friend, acquaintance</b>	Address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
<b>Letter (to the editor)</b>	Salutation; structure (introduction, body, conclusion); content; signing off (pseudonym and/or fictional name and address), register; style; layout.
<b>Message/email</b>	Date; salutation; body (content); farewell; signing off; (fictional name); register; style; layout.
<b>Report (factual)</b>	Topic; structure (introduction, body, conclusion); content; author (fictional name); register; style; layout.
<b>Report (newspaper)</b>	Title; date; place; content; byline (fictional name); register; style; layout.
<b>Report (supporting recommendations)</b>	Topic; structure (introduction body, conclusion); content; use of evidence; author (fictional name); register; style; layout.
<b>Review/critique</b>	Topic; structure; content; author (fictional name); register; style; layout.
<b>Script (speech, report, sketch)</b>	Title/topic; structure; content; register; style; layout.
<b>Story, short story</b>	Title/topic; structure; content; author (fictional name); register; style; layout.

ADVICE FOR TEACHERS

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

BOOKS

Language references and readers

- ក្រសួងអប់រំ យុវជននិងកីឡា ១៩៩៧ ភាសាខ្មែរ ១ ភ្នំពេញ : វិទ្យាស្ថានស្រាវជ្រាវ អភិវឌ្ឍកម្មវិធីសិក្សា និងសៀវភៅសិក្សា។
- ក្រសួងអប់រំ យុវជននិងកីឡា ១៩៩៧ ភាសាខ្មែរ ២ ភ្នំពេញ : វិទ្យាស្ថានស្រាវជ្រាវ អភិវឌ្ឍកម្មវិធីសិក្សា និងសៀវភៅសិក្សា។
- ក្រសួងអប់រំ យុវជននិងកីឡា ១៩៩៧ ភាសាខ្មែរ ៣ ភ្នំពេញ : វិទ្យាស្ថានស្រាវជ្រាវ អភិវឌ្ឍកម្មវិធីសិក្សា និងសៀវភៅសិក្សា។
- ក្រសួងអប់រំ យុវជននិងកីឡា ១៩៩៧ ភាសាខ្មែរ ៤ ភ្នំពេញ : វិទ្យាស្ថានស្រាវជ្រាវ អភិវឌ្ឍកម្មវិធីសិក្សា និងសៀវភៅសិក្សា។
- ក្រសួងអប់រំ យុវជននិងកីឡា ១៩៩៥ ភាសាខ្មែរ ៥ ភ្នំពេញ : វិទ្យាស្ថានស្រាវជ្រាវ អភិវឌ្ឍកម្មវិធីសិក្សា និងសៀវភៅសិក្សា។
- ក្រសួងអប់រំ យុវជននិងកីឡា ១៩៩៦ ភាសាខ្មែរ ៦ ភ្នំពេញ : វិទ្យាស្ថានស្រាវជ្រាវ អភិវឌ្ឍកម្មវិធីសិក្សា និងសៀវភៅសិក្សា។
- ក្រសួងអប់រំ យុវជននិងកីឡា ១៩៩៧ ភាសាខ្មែរ ៧ ភ្នំពេញ : វិទ្យាស្ថានស្រាវជ្រាវ អភិវឌ្ឍកម្មវិធីសិក្សា និងសៀវភៅសិក្សា។
- ក្រសួងអប់រំ យុវជននិងកីឡា ១៩៩៧ ភាសាខ្មែរ ៨ ភ្នំពេញ : វិទ្យាស្ថានស្រាវជ្រាវ អភិវឌ្ឍកម្មវិធីសិក្សា និងសៀវភៅសិក្សា។
- ក្រសួងអប់រំ យុវជននិងកីឡា ១៩៩៧ ភាសាខ្មែរ ៩ ភ្នំពេញ : វិទ្យាស្ថានស្រាវជ្រាវ អភិវឌ្ឍកម្មវិធីសិក្សា និងសៀវភៅសិក្សា។

Grammar

- នួន ប៊ុត ១៩៩៥ វិធីប្រើវណ្ណយុត្តិវិធីខ័ណ្ឌសញ្ញា ភ្នំពេញ : បណ្ណាគារ ប៊ុត នាង។
- ព្រហ្មវិរៈ ២៥០២ នវវេយ្យាករណ៍ ភ្នំពេញ : បណ្ណាគារ សេង ងួន ហួត។ (កាលបរិច្ឆេទ ទំ.១៩-២៣)
- ក្រសួងអប់រំ ១៩៨២ វេយ្យាករណ៍ថ្នាក់ទី ៥ ភ្នំពេញ: មជ្ឈមណ្ឌលនិពន្ធកម្មវិធីនិងសៀវភៅសិក្សា។ (កំណត់សំគាល់មូលភេទ អ-អិ ទំ.៥-៧)។
- ក្រសួងអប់រំ ១៩៨២ វេយ្យាករណ៍ថ្នាក់ទី ៦ ភ្នំពេញ : មជ្ឈមណ្ឌលនិពន្ធកម្មវិធីនិងសៀវភៅសិក្សា។ (អំពីសព្វនាម ទំ.២២-៣៣, អំពីល្បះ ទំ. ៤៨-៥១)។

ក្រសួងអប់រំ ១៩៨២ វេយ្យាករណ៍ថ្នាក់ទី ៧ ភ្នំពេញ : មជ្ឈមណ្ឌលនិពន្ធកម្មវិធីនិងសៀវភៅសិក្សា។ (អំពីកិរិយាសំព្វ ទំ.១១៣-១១៩, អំពីសំព្វនាម ទំ.៩៣-១០៦)។

Monolingual and bilingual dictionaries

- វចនានុក្រមខ្មែរ ១៩៦៧ ភាគទី១ ភាគទី២ ភ្នំពេញ : ពុទ្ធសាសនបណ្ឌិត្យ។
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- Headley, R et al. 1977, *Cambodian-English Dictionary*, vol. 1 & 2. The Catholic University of America Press, Washington, D.C.
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- ព្រឹត្តិប័ត្រប្រទេសកម្ពុជា ឆ្នាំទី៤ ក្បាលទី១ ១៩៩១ (វត្តពុទ្ធរដ្ឋីម៉ែលបួន)។
- ធម្មជាតិនិងជីវិត ព្រឹត្តិប័ត្រប្រចាំខែ ឆ្នាំទី៤ លេខ៣៧ ខែមករា-កុម្ភៈ ២០០០។
- ធម្មជាតិនិងជីវិត ព្រឹត្តិប័ត្រប្រចាំខែ ឆ្នាំទី៤ លេខ៣៨ ខែមីនា-មេសា ២០០០។
- ការស្រាវជ្រាវខ្មែរ (ផ្សាយចេញពីទីក្រុងស៊ីដនីយ៍
- ទស្សនាវដ្តីខ្មែរ "ប្រិមប្រិយ" ផ្សាយនៅប្រទេសកម្ពុជា

WEBSITES

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**THE INDIVIDUAL**

**Personal identity**

**BOOKS**

ប៊ុណ្ណ ចន្ទម៉ុល ១៩៨៤ ចរិតខ្មែរ បារាំង : មជ្ឈមណ្ឌលឯកសារស្រាវជ្រាវអារ្យធម៌ខ្មែរ។ ទំព័រ ១៦ - ២២

ត្រឹង ងា (អ្នកស្រី) ១៩៧៣ វប្បធម៌អរិយធម៌ខ្មែរ ភ្នំពេញ : ការផ្សាយរបស់អ្នកនិពន្ធ។

(ភិរម្យភាសា) ១៩៧២ បណ្តាំក្រមងុយ ភ្នំពេញ : ពុទ្ធសាសនបណ្ឌិត្យ។

វិទ្យាស្ថានពុទ្ធសាសនបណ្ឌិត្យ ១៩៧០ ច្បាប់ផ្សេងៗ ភ្នំពេញ :

វិទ្យាស្ថានពុទ្ធសាសនបណ្ឌិត្យ  
ភាសាខ្មែរ ភាគ ៦ ជំពូក ៣ ទំព័រ ៧១ - ៧០  
ភាសាខ្មែរ ភាគ ៧ ជំពូក ១ មេរៀនទី ៧  
ភាសាខ្មែរ ភាគ ៨ ជំពូក ១ មេរៀន ទី១ ទំព័រ ២ - ៨,  
ជំពូក ២ មេរៀន ទី៦ ទំព័រ ៨៤ - ៨៨  
កំណប់ប៊ែលឺន ទំព័រ ១១ - ១៣, ២៤ - ៣២, ១១០ - ១១១  
ផ្លាស្រែតោន ជំពូក ១ ទំព័រ ២ - ១០, ជំពូក ២ ទំព័រ ១៣ - ១៨, ជំពូក ៣, ទំព័រ ២៤ ០ ៣០, ជំពូក ៧ ទំព័រ ៧៤ - ៨០, ជំពូក ១២ ទំព័រ ១៤៤ - ១៤៥

ទុំទាវ

**Relationships**

**BOOKS**

ប៊ុណ្ណ ចន្ទម៉ុល ១៩៨៤ ចរិតខ្មែរ បារាំង : មជ្ឈមណ្ឌលឯកសារស្រាវជ្រាវអារ្យធម៌ខ្មែរ។ ទំព័រ ៣៤ - ៦៦

ត្រឹង ងា (អ្នកស្រី) ១៩៧៣ វប្បធម៌អរិយធម៌ខ្មែរ ភ្នំពេញ : ការផ្សាយរបស់អ្នកនិពន្ធ។

(ភិរម្យភាសា) ១៩៧២ បណ្តាំក្រមងុយ ភ្នំពេញ : ពុទ្ធសាសនបណ្ឌិត្យ។

វិទ្យាស្ថានពុទ្ធសាសនបណ្ឌិត្យ ១៩៧០ ច្បាប់ផ្សេងៗ ភ្នំពេញ : វិទ្យាស្ថានពុទ្ធសាសនបណ្ឌិត្យ។

ក្រុមជំនុំជម្រះទំលាប់ខ្មែរ ១៩៦៧ ប្រជុំរឿងព្រេងខ្មែរ ភាគ១- ភាគ៧ ភ្នំពេញ : ពុទ្ធសាសនបណ្ឌិត្យ។  
ភាសាខ្មែរ ភាគ ៦ ជំពូក ១  
ភាសាខ្មែរ ភាគ ៧ ជំពូក ៥ មេរៀន ទី១៣, ១៤, ១៥  
ភាសាខ្មែរ ភាគ ៨ ជំពូក ២ មេរៀន ទី៦  
កំណប់ប៊ែលឺន ទំព័រ ៥ - ១១, ១៤ - ១៨, ៣៣ - ៤១, ១១២ - ១១២  
ផ្លាស្រែតោន ជំពូក ២ ទំព័រ ១៤ ០ ២៤, ជំពូក ៤ ទំព័រ ៤២ - ៤៦, ជំពូក ៥ ទំព័រ ៤៤, ជំពូក ៨ ទំព័រ ៨២ - ៨៦, ជំពូក ៩ ទំព័រ ៨៧ - ៨៨, ១០២ - ១០៤  
ស៊ូតាត ជំពូក ១ - ៧ ទំព័រ ១ - ៥៤

ទុំទាវ

**Education and aspirations**

**BOOKS**

ត្រឹង ងា (អ្នកស្រី) ១៩៧៣ វប្បធម៌អរិយធម៌ខ្មែរ ភ្នំពេញ : ការផ្សាយរបស់អ្នកនិពន្ធ។

(ភិរម្យភាសា) ១៩៧២ បណ្តាំក្រមងុយ ភ្នំពេញ : ពុទ្ធសាសនបណ្ឌិត្យ។

វិទ្យាស្ថានពុទ្ធសាសនបណ្ឌិត្យ ១៩៧០ ច្បាប់ផ្សេងៗ ភ្នំពេញ : វិទ្យាស្ថានពុទ្ធសាសនបណ្ឌិត្យ។

ក្រុមជំនុំជម្រះទំលាប់ខ្មែរ ១៩៦៧ ប្រជុំរឿងព្រេងខ្មែរ ភាគ១- ភាគ៧ ភ្នំពេញ : ពុទ្ធសាសនបណ្ឌិត្យ។

ម៉ិង ចុលា ១៩៨១ វិញ្ញាបនបត្រខ្មែរ ខេត្តព្រះវិហារ : International Rescue Committee

ព្រឹត្តិប័ត្រ ប្រទេសធម្មតក្រ ផ្សាយចេញពី វត្តពុទ្ធរដ្ឋីម៉ែលបួន (ចាប់ពីឆ្នាំ ១៩៨៨)។  
ភាសាខ្មែរ ភាគ ៦ ជំពូក ២ ទំព័រ ១២ - ១៤  
ភាសាខ្មែរ ភាគ ៧ ជំពូក ១ មេរៀនទី ៤, ជំពូក ៦ មេរៀន ទី ១៦, ១៧, ១៨  
ភាសាខ្មែរ ភាគ ៨ ជំពូក ១ មេរៀនទី ៤  
កំណប់ប៊ែលឺន ទំព័រ ៧ - ១១, ២២ - ២៤, ១១៦ - ១១៧  
ផ្លាស្រែតោន ជំពូក ១ ទំព័រ ២ - ៤, ជំពូក ២ ទំព័រ ២០, ជំពូក ៣ ទំព័រ ៧៤ - ៧៧  
ស៊ូតាត ជំពូក ២ ទំព័រ ១២ - ១៣, ជំពូក ៣ ទំព័រ ១៤ ទំព័រ ៤ - ៨

**Leisure and lifestyle**

**BOOKS**

ត្រឹង ងា (អ្នកស្រី) ១៩៧៣ វប្បធម៌អរិយធម៌ខ្មែរ ភ្នំពេញ : ការផ្សាយរបស់អ្នកនិពន្ធ។

(ភិរម្យភាសា) ១៩៧២ បណ្តាំក្រមងុយ ភ្នំពេញ : ពុទ្ធសាសនបណ្ឌិត្យ។

វិទ្យាស្ថានពុទ្ធសាសនបណ្ឌិត្យ ១៩៧០ ច្បាប់ផ្សេងៗ ភ្នំពេញ : វិទ្យាស្ថានពុទ្ធសាសនបណ្ឌិត្យ។

ក្រុមជំនុំជម្រះទំលាប់ខ្មែរ ១៩៦៧ ប្រជុំរឿងព្រេងខ្មែរ ភាគ១- ភាគ៧ ភ្នំពេញ : ពុទ្ធសាសនបណ្ឌិត្យ។ ព្រឹត្តិប័ត្រ ប្រទេសធម្មតក្រ ផ្សាយចេញពី វត្តពុទ្ធរដ្ឋីម៉ែលបួន (ចាប់ពីឆ្នាំ ១៩៨៨)។  
ភាសាខ្មែរ ភាគ ៦ ជំពូក ៤  
កំណប់ប៊ែលឺន ទំព័រ ៤២ - ៦១, ១២៤ - ១២៤,  
ផ្លាស្រែតោន ជំពូក ៣ ទំព័រ ២៧ - ២៨, ជំពូក ១១ ទំព័រ ១២៦ - ១២៧  
ស៊ូតាត ជំពូក ៤ - ៦ ទំព័រ ២៣ - ៤៦

ADVICE FOR TEACHERS

THE KHMER-SPEAKING COMMUNITIES

History and geography

BOOKS

ត្រីង ងា ១៩៧៤ ប្រវត្តិសាស្ត្រខ្មែរ (សំរាប់មធ្យម សិក្សានិងឧត្តមសិក្សា)។ ភ្នំពេញ : ការផ្សាយរបស់ អ្នកនិពន្ធ។

ត្រីង ងា ១៩៧៤ ប្រវត្តិសាស្ត្រខ្មែរ (សំរាប់មធ្យម សិក្សានិងឧត្តមសិក្សា)។ ភ្នំពេញ : ការផ្សាយរបស់ អ្នកនិពន្ធ។

នាល្យ ប៊ី. [Neall, B 1995 (comp. & ed.)] ស្ថាបនាកម្ពុជាឱ្យប្រសើរ (បកប្រែពីភាសាអង់គ្លេស Building a better Cambodia) Phnom Penh: Seven-day Adventist Mission.

អៀវ កឹស ១៩៤៧ ភាសាខ្មែរ ការសាកល្បងពិនិត្យដោយរកហេតុផល ភ្នំពេញ: ពុទ្ធសាសនាបណ្ឌិត្យ (ចោះពុម្ពជាថ្មី ១៩៩៥)។

អេង សុត ១៩៦៩ ឯកសារមហាបុរសខ្មែរ ភ្នំពេញ : ការផ្សាយរបស់អ្នកនិពន្ធ។

ក្រសួងអប់រំ យុវជននិងកីឡា ១៩៩៧ សិក្សាសង្គម ភូមិវិទ្យា ប្រវត្តិវិទ្យា ថ្នាក់ទី៧ ភ្នំពេញ : នាយកដ្ឋានស្រាវជ្រាវ គរុកោសល្យ។

ក្រសួងអប់រំ យុវជននិងកីឡា ១៩៩៧ សិក្សាសង្គម ភូមិវិទ្យា ប្រវត្តិវិទ្យា ថ្នាក់ទី៨ ភ្នំពេញ : នាយកដ្ឋានស្រាវជ្រាវ គរុកោសល្យ។

ក្រសួងអប់រំ យុវជននិងកីឡា ១៩៩៩ សិក្សាសង្គម សីលធម៌ ភូមិវិទ្យា ប្រវត្តិវិទ្យា ថ្នាក់ទី១០ ផ្នែកទី១ ភ្នំពេញ : នាយកដ្ឋានស្រាវជ្រាវ គរុកោសល្យ។

ច័ន្ទ សុផល និងក្រុមអ្នកនិពន្ធ ១៩៩៩ ផលប៉ះពាល់នៃវិបត្តិហិរញ្ញវត្ថុអាស៊ី លើសេដ្ឋកិច្ច អន្តរកាលនៅបណ្តាប្រទេស អាស៊ីអាគ្នេយ៍ : ទស្សនៈកម្ពុជាឯកសារពិភាក្សា លេខ១២ (បកប្រែពីភាសា អង់គ្លេស) ភ្នំពេញ : វិទ្យាស្ថានបណ្តុះបណ្តាល និង ស្រាវជ្រាវវិទ្យាសាស្ត្រកម្ពុជា។ រាជរដ្ឋាភិបាលកម្ពុជា ១៩៩៩ ការអភិវឌ្ឍន៍សេដ្ឋកិច្ចនិងសង្គមកិច្ច រូបរាងនិងសំណើ ភ្នំពេញ : ក្រសួងសេដ្ឋកិច្ច និងហិរញ្ញវត្ថុ។

អេង សុត ១៩៦៩ ឯកសារមហាបុរសខ្មែរ ភ្នំពេញ : ការផ្សាយរបស់អ្នកនិពន្ធ។

ត្រីង ងា ១៩៧៤ ប្រវត្តិសាស្ត្រខ្មែរ (សំរាប់មធ្យម សិក្សានិងឧត្តមសិក្សា)។ ភ្នំពេញ : ការផ្សាយរបស់ អ្នកនិពន្ធ។

ប៉ាង ខាត់ (ព្រះភិក្ខុ) ១៩៥៧ មគ្គុទេសក៍នគរ ភាគ១ ភ្នំពេញ : ពុទ្ធសាសនាបណ្ឌិត្យ។

ប៊ុណ្ណ ចន្ទមុល ១៩៨៤ ចរិតខ្មែរ ចារឹក : មជ្ឈមណ្ឌលឯកសារស្រាវជ្រាវអារ្យធម៌ខ្មែរ។

ត្រាណេ ម. និង អូន វ. ១៩៩៤ ប្រាសាទបន្ទាយស្រី ភ្នំពេញ : ក្រសួងវប្បធម៌និងសិល្បៈ។

ត្រាណេ ម. និង អូន វ. ១៩៩៤ ប្រាសាទបន្ទាយស្រី ភ្នំពេញ : ក្រសួងវប្បធម៌និងសិល្បៈ។

ត្រាណេ ម. ១៩៩៦ ព្រះបាទជ័យវរ្ម័នទី៧ ភ្នំពេញ : ក្រសួងវប្បធម៌និងសិល្បៈ។ ភាសាខ្មែរ ភាគ៧ ជំពូក ១ មេរៀន ទី១ ទី២ ទី៣ ភាសាខ្មែរ ភាគ ៨ ជំពូក ១ មេរៀន ទី២ ទី៣ ២២ - ២៤ ទំព័រ ទំព័រ ៦៣ - ៧១, ៧១, ១១៩ -១៣៣

Cultural diversity

BOOKS

ពេជ សល់ (អ្នកស្រី) ១៩៦៩ ពាក្យបណ្តឹងនិង ពាក្យស្នាក់បុរាណ ភ្នំពេញ។

ជ័យ ចាប ១៩៩៥ កំរងពាក្យបណ្តឹងខ្មែរ ភ្នំពេញ : រោងពុម្ពអប្សរា។

ម៉ិង ចុល្លា ១៩៨១ វិជ្ជាអប់រំស្រ្តីខ្មែរ ខេត្តដាង : International Rescue Committee.

ចៅង ធី. ១៩៩៤ កំរងវប្បធម៌និងអរិយខ្មែរ ខេត្តន វិភូរិយ៉ា : សាលាមធ្យមសិក្សាស្រីស្នួល។

ញឹក ទូ ១៩៦៥ ក្បួនអាពាហ៍ពិពាហ៍ ភ្នំពេញ : បណ្ណាគារត្រៃតន៍។

ត្រីង ងា (អ្នកស្រី) ១៩៧៣ វប្បធម៌អរិយធម៌ខ្មែរ ភ្នំពេញ : ការផ្សាយរបស់អ្នកនិពន្ធ។ ភាសាខ្មែរ ភាគ៧ ជំពូក ២ មេរៀន ទី៤ ទំព័រ ៥០, ជំពូក ៤ មេរៀន ទី១១ ភាសាខ្មែរ ភាគ៨ ជំពូក ៤ មេរៀន ទី១១ ភាសាខ្មែរ ភាគ ៩ ជំពូក ១ មេរៀន ទី៣ ទំព័រ ៣៧ - ៤២, ជំពូក២ ទំព័រ១០១ ភាសាខ្មែរ ភាគ ៩ ទំព័រ ៥៣ - ៦១, ជំពូក ៨ ទំព័រ ៨៧, ៩១, ជំពូក ១០ ទំព័រ ១០៧ - ១២៤, ជំពូក ១២ ទំព័រ ១៤៧ - ១៥៥ ស្នាក់ភ្នំ ជំពូក ១ - ២ ទំព័រ ១ - ១២, ជំពូក ៦ ទំព័រ ៤០ - ៤៣, ជំពូក ៧ ទំព័រ ៥៣ - ៥៥, ជំពូក ៨ - ១១ ទំព័រ ៦០ - ៦៥ ទំព័រ ទំព័រ ៩

ក្រសួងអប់រំ យុវជននិងកីឡា ១៩៩៩ សិក្សាសង្គម សីលធម៌ ពលរដ្ឋវិជ្ជា គេហវិទ្យា ថ្នាក់ទី៧ ភ្នំពេញ : នាយកដ្ឋានស្រាវជ្រាវ គរុកោសល្យ។

ក្រសួងអប់រំ យុវជននិងកីឡា ១៩៩៨ សិក្សាសង្គម ភូមិវិទ្យា ប្រវត្តិវិទ្យា ថ្នាក់ទី៨ ភ្នំពេញ : នាយកដ្ឋាន ស្រាវជ្រាវ គរុកោសល្យ។

ក្រសួងអប់រំ យុវជននិងកីឡា ១៩៩៩ សិក្សាសង្គម សីលធម៌ ពលរដ្ឋវិជ្ជា គេហវិទ្យា ថ្នាក់ទី១០ ភាគ២ ភ្នំពេញ : នាយកដ្ឋានស្រាវជ្រាវ គរុកោសល្យ។

រស្មីសោភ័ណ (សម្តេច) ១៩៧០ តម្រាភោជនាហារ  
 ភ្នំពេញ : ការបោះពុម្ពផ្សាយរបស់អ្នកនិពន្ធ។  
 ឡុង សារីង ១៩៧៣ វិទ្យុធី មូ បច័ណី ភ្នំពេញ :  
 បណ្ណាគារភ្នំពេញ។  
 ញឹក ទូ ១៩៦៥ ក្បួនអាពាហ៍ពិពាហ៍ ភ្នំពេញ : បណ្ណាគារត្រេតន។

**Tourism**

**BOOKS**

ត្រាណេ ម. និង អូន វ. ១៩៩៤ ប្រាសាទបន្ទាយស្រី ភ្នំពេញ :  
 ក្រសួងវប្បធម៌និងសិល្បៈ។  
 ត្រាណេ ម. និង អូន វ. ប្រាសាទបាពួន ភ្នំពេញ :  
 ក្រសួងវប្បធម៌និងសិល្បៈ។  
 ត្រាណេ ម. ១៩៩៦ ព្រះបាទជ័យវរ្ម័នទី៧ ភ្នំពេញ :  
 ក្រសួងវប្បធម៌និងសិល្បៈ។  
 ប៉ាង ខាត់ (ព្រះភិក្ខុ) ១៩៥៧ មគ្គុទេសក៍នគរ ភាគ១-២ ភ្នំពេញ :  
 ពុទ្ធសាសនបណ្ឌិត្យ(ព.ស.២៥០០)។  
 ពេជ កែវ ១៩៩៧ ដំណើរកំសាន្តនៅអង្គរ ភ្នំពេញ :  
 ក្រសួងវប្បធម៌និងសិល្បៈ  
 សិវែស ហ្ស. (Coedes, G 1947) អំពីអង្គរ ដើម្បីយល់កាន់តែច្បាស់  
 (បកប្រែពីភាសាបារាំង) ភ្នំពេញ : ការផ្សាយរបស់អ្នកបកប្រែ។  
 ប៉ាង ខាត់ (ព្រះភិក្ខុ) ១៩៥៧ មគ្គុទេសក៍នគរ ភាគ១ ភ្នំពេញ :  
 ពុទ្ធសាសនបណ្ឌិត្យ។  
 កែវ ណារ៉ូ ១៩៩៥ តន្ត្រីនិងជីវិតខ្មែរ ភ្នំពេញ :  
 រោងពុម្ពមិត្តភាពកម្ពុជាជប៉ុន។  
 ពុទ្ធសាសនបណ្ឌិត្យ ១៩៧០ លំនាំសង្ខេបភ្លេងខ្មែរ ភ្នំពេញ :  
 ពុទ្ធសាសនបណ្ឌិត្យ។

ចាប ពិន ១៩៦៤ របាំប្រជាប្រិយខ្មែរ ភ្នំពេញ :  
 ពុទ្ធសាសនបណ្ឌិត្យ។  
 ភាសាខ្មែរ ភាគ ៩ ជំពូក២ មេរៀន ទី៤ ទំព័រ ៥៥  
 ផ្កាស្រស់ពោន ជំពូក ៩ ទំព័រ ៩៩ – ១០០

**Arts and entertainment**

**BOOKS**

កែវ ណារ៉ូ ១៩៩៥ តន្ត្រីនិងជីវិតខ្មែរ ភ្នំពេញ :  
 រោងពុម្ពមិត្តភាពកម្ពុជាជប៉ុន។  
 ពុទ្ធសាសនបណ្ឌិត្យ ១៩៧០ លំនាំសង្ខេបភ្លេងខ្មែរ ភ្នំពេញ :  
 ពុទ្ធសាសនបណ្ឌិត្យ។  
 ចាប ពិន ១៩៦៤ របាំប្រជាប្រិយខ្មែរ ភ្នំពេញ :  
 ពុទ្ធសាសនបណ្ឌិត្យ។

(ភិរម្យភាសា) ១៩៧២ បណ្ឌិត្យក្រមង្គុយ ភ្នំពេញ :  
 ពុទ្ធសាសនបណ្ឌិត្យ។  
 ភាសាខ្មែរ ភាគ ៦ ទំព័រ ១៣៩ - ១៤៨, ១៦៤  
 ក្បួនប្រើប្រាស់ ទំព័រ ១ - ៣, ១៩ - ២១, ៦២ - ៩៦,

ក្រសួងអប់រំ យុវជននិងកីឡា ១៩៩៩ សិក្សាសង្គម ៣ ភ្នំពេញ :  
 នាយកដ្ឋានស្រាវជ្រាវ គរុកោសល្យ។  
 ក្រុមជំនុំទំនៀមទម្លាប់ខ្មែរ ១៩៦៧ ប្រជុំរឿងព្រេងខ្មែរ ភាគ១-ភាគ៧  
 ភ្នំពេញ : ពុទ្ធសាសនបណ្ឌិត្យ។

ញឹក ថៃម ១៩៦០ រឿងកុលាបបែលីន ភ្នំពេញ :  
 ផ្សាយពីក្រសួងសិក្សាធិការជាតិ។

ចៅង ធី. ១៩៩៣ អក្សរសិល្ប៍ខ្មែរ : រឿងស្នេហា រឿង  
 អង្គុយស្រពោន រឿងកុលាបបែលីន រឿងទុំទាវ ស្រ្តីងវេល រដ្ឋវិទ្យា  
 : ចាយនោះពុម្ពផ្សាយ។

ចៅង ធី. ១៩៨១ កម្រងរឿងព្រេងខ្មែរ : បកប្រែនិងសិក្សាកថា  
 ខ្មែរ រដ្ឋវិទ្យា: សមាគមអូស្ត្រាលី-ខ្មែរ រដ្ឋវិទ្យា។

ទូ ហាច ១៩៦០ រឿងផ្កាស្រពោន ភ្នំពេញ : រោងពុម្ពស៊ីកម្ពុជា។  
 រឹម គិន ១៩៦០ រឿងស្នេហា ភ្នំពេញ ។

វិទ្យាស្ថានពុទ្ធសាសនបណ្ឌិត្យ ១៩៧០ ច្បាប់ផ្សេងៗ ភ្នំពេញ :  
 វិទ្យាស្ថានពុទ្ធសាសនបណ្ឌិត្យ។

សោម (ព្រះភិក្ខុ) ១៩៧២ រឿងទុំទាវ ភ្នំពេញ :  
 វិទ្យាស្ថានពុទ្ធសាសនបណ្ឌិត្យ។

អូ (ភិរម្យភាសា) ១៩៧២ បណ្ឌិត្យក្រមង្គុយ ភ្នំពេញ :  
 ពុទ្ធសាសនបណ្ឌិត្យ។

**THE CHANGING WORLD**

**Changing lifestyles**

**BOOKS**

រដ្ឋលេខាធិការដ្ឋានកិច្ចការនារី ១៩៩៣  
 តួនាទីបុរសស្ត្រីក្នុងការអភិវឌ្ឍន៍ ភ្នំពេញ : វិទ្យាស្ថានបណ្តុះបណ្តាល  
 និង ស្រាវជ្រាវដើម្បីអភិវឌ្ឍន៍កម្ពុជា។  
 ភ្នំម៉ាស ស. (Gorman, S) និងក្រុមអ្នកនិពន្ធ ១៩៩៩  
 បញ្ហាតួនាទីបុរស-ស្ត្រីនិងការអភិវឌ្ឍន៍នៅក្នុងប្រទេសកម្ពុជា :  
 ការពិនិត្យមើលទូទៅ  
 ឯកសារពិភាក្សា លេខ១០ ភ្នំពេញ : វិទ្យាស្ថានបណ្តុះបណ្តាល  
 និង ស្រាវជ្រាវដើម្បីអភិវឌ្ឍន៍កម្ពុជា។  
 ក្រសួងសង្គមកិច្ច ការងារនិងអតីតយុទ្ធជន ១៩៩៨  
 របាយការស្រាវជ្រាវអំពី ស្ថានភាពរបស់ជនចាស់ជរា  
 : អង្គការជួយជនចាស់ជរាអន្តរជាតិ

ADVICE FOR TEACHERS

នាល្ង ប. (Neall, B) ១៩៩៧ ស្ថាបនាកម្ពុជាឱ្យប្រសើរ ភ្នំពេញ : Seventh-Day Adventist Mission

រាជរដ្ឋាភិបាលកម្ពុជា ១៩៩៩ ការអភិវឌ្ឍន៍សេដ្ឋកិច្ចនិងសង្គមកិច្ច តម្រូវការនិងសំណើ ភ្នំពេញ : ទីស្តីការគណៈរដ្ឋមន្ត្រីក្រសួងសេដ្ឋកិច្ចនិងហិរញ្ញវត្ថុ។

World of work

BOOKS

ក្រសួងអប់រំវិទ្យាល័យនិងវិជ្ជាជីវៈ ១៩៩៩ ជំនាញវិជ្ជាជីវៈ ការបណ្តុះបណ្តាល ភ្នំពេញ : អង្គការអន្តរជាតិពលកម្មកុមារ។

(ភិរម្យភាសា) ១៩៧២ បណ្តាំក្រមអុយ ភ្នំពេញ : ពុទ្ធសាសនបណ្ឌិត្យ។

ប៊ុណ្ណ ចន្ទមុល ១៩៨៤ ចិតខ្មែរ ចារិក : មជ្ឈមណ្ឌលឯកសារស្រាវជ្រាវអាយធីម៉ែខ្មែរ។

ត្រីង ងា (អ្នកស្រី) ១៩៧៣ វប្បធម៌អរិយធម៌ខ្មែរ ភ្នំពេញ : ការផ្សាយរបស់អ្នកនិពន្ធ។

ត្រាណេ ម. និង អូន វ. ប្រាសាទបាពួន ភ្នំពេញ : ក្រសួងវប្បធម៌និងសិល្បៈ។

វិទ្យាស្ថានពុទ្ធសាសនបណ្ឌិត្យ ១៩៧០ ច្បាប់ផ្សេងៗ ភ្នំពេញ : វិទ្យាស្ថានពុទ្ធសាសនបណ្ឌិត្យ។  
ភាសាខ្មែរ ភាគ៧ ជំពូកៗ ១ ជំពូក ទី៥ មេរៀន ទី១៤, ជំពូក ទី៦  
ភាសាខ្មែរ ភាគ ៧ ជំពូក ៣ មេរៀន ៧ ទំព័រ ១៤១  
ក្បួនបែបបទ ទំព័រ ១៤ - ១៨, ២២ - ២៨, ៤៧ - ១០៧, ១២៤ - ១២៩

Current issues

BOOKS

វិទ្យាស្ថានពុទ្ធសាសនបណ្ឌិត្យ ១៩៧០ ច្បាប់ផ្សេងៗ ភ្នំពេញ : វិទ្យាស្ថានពុទ្ធសាសនបណ្ឌិត្យ។

ត្រាណេ ម. និង អូន វ. ១៩៩៤ ប្រាសាទបន្ទាយស្រី ភ្នំពេញ : ក្រសួងវប្បធម៌និងសិល្បៈ។

ត្រាណេ ម. និង អូន វ. ប្រាសាទបាពួន ភ្នំពេញ : ក្រសួងវប្បធម៌និងសិល្បៈ។

ភាសាខ្មែរ ភាគ ៦ ជំពូកៗ  
ភាសាខ្មែរ ភាគ៧ ជំពូកៗ ១ មេរៀន ទី ៧, ជំពូក ទី៥  
មេរៀន ទី១៤, ជំពូក ទី៦  
ភាសាខ្មែរ ភាគ៨ ជំពូកៗ ៥ មេរៀន ទី ១៥  
ក្បួនបែបបទ ទំព័រ ១១៤, ១១៧ - ១១៩, ១២៥

ក្រសួងបរិស្ថាន ២០០០ បរិស្ថាន  
សៀវភៅជំនួយស្ថាបតិ ភ្នំពេញ : ក្រសួងបរិស្ថាន។  
ក្រសួងបរិស្ថាន ១៩៩៨ ផែនការបរិស្ថានជាតិ ១៩៩៨-២០០២  
ភ្នំពេញ : ក្រសួងបរិស្ថាន។

ធម្មជាតិនិងជីវិត ព្រឹត្តិប័ត្រ ប្រចាំពីរខែ ឆ្នាំទី៤ លេខ៣៧-៣៨  
ផ្សាយចេញពីសមាគមថែរក្សាបរិស្ថាននិងវប្បធម៌។  
ធម្មជាតិនិងជីវិត ព្រឹត្តិប័ត្រ ប្រចាំពីរខែ ឆ្នាំទី៥ លេខ៣៩ ផ្សាយ  
ចេញពីសមាគមថែរក្សាបរិស្ថាននិងវប្បធម៌។

ពុទ្ធសាសនបណ្ឌិត្យ ១៩៩៩ សម្រែកព្រៃឈើ  
ទស្សនៈព្រះពុទ្ធសាសនាស្តីពីបរិស្ថាន ភ្នំពេញ: ពុទ្ធសាសនបណ្ឌិត្យ។  
ពុទ្ធសាសនបណ្ឌិត្យ ១៩៩៩ ព្រះពុទ្ធសាសនានិងបរិស្ថាន ឯកសារ  
បណ្តុះបណ្តាលការអប់រំអំពីបរិស្ថាន សំរាប់ ព្រះភិក្ខុសង្ឃនិងសិស្ស  
ភ្នំពេញ: ពុទ្ធសាសនបណ្ឌិត្យ។