Languages Other Than English

STUDY DESIGN

Khmer

Board of Studies
2000
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
Curriculum Council of Western Australia
Northern Territory Board of Studies
Senior Secondary Assessment Board of South Australia
Tasmanian Secondary Assessment Board

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Cover artwork
Detail from a VCE work of Paul Wisneske: ‘Mallee landscape’ 1993, acrylic on canvas, 1100 x 840 mm. Copyright remains the property of the artist.

Languages Other Than English: Khmer

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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.
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.
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**  
**Announcement**  
**Article***  
**Chart**  
**Conversation***  
**Discussion***

- **Informal letter***
- **Invitation***
- **Map**
- **Message***
- **Narrative/short story***
- **Personal profile***
- **Report***
- **Text of a dialogue***
- **Text of an interview***
- **Text of a presentation***
- **Text of a talk***

**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.
**GRAMMAR**

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

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<th><strong>Adjectives</strong></th>
<th><strong>Verbs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>proper nouns</td>
<td>attributive function</td>
<td>transitive</td>
</tr>
<tr>
<td>common nouns</td>
<td>modified by intensified words</td>
<td>intransitive</td>
</tr>
<tr>
<td>compound nouns</td>
<td>comparative</td>
<td>multiple word-verb</td>
</tr>
<tr>
<td>noun + noun</td>
<td>lower/higher degree</td>
<td>verb phrases</td>
</tr>
<tr>
<td>noun + adjective</td>
<td>same degree</td>
<td>adjectives used as verbs</td>
</tr>
<tr>
<td>noun + verb</td>
<td>superlative</td>
<td>nouns used as verbs</td>
</tr>
<tr>
<td>nouns derived from nouns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nouns derived from adjectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(using words emacs, nemtrit, ka)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nouns derived from verbs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Nouns**
- **Proper Nouns**: ពាក្យឈ្មោះ ភាសាខ្មែរ អ្នក ធរ ឈឺ ឈឺ
- **Common Nouns**: ពាក្យ ឈឺ អ្នកទែន អ្នក ឈឺ អគ្គិរាជ

**Compound Nouns**
- **noun + noun**: ពាក្យ ឈឺ អ្នកទែន អ្នក ឈឺ អគ្គិរាជ
- **noun + adjective**: ឈឺ អ្នកទែន អ្នក ឈឺ អគ្គិរាជ
- **noun + verb**: ឈឺ អ្នកទែន អ្នក ឈឺ អគ្គិរាជ

**Nouns Derived From Nouns**
- **Adjectives**: អ្នកទែន អ្នក ឈឺ អ្នក ឈឺ អគ្គិរាជ

**Adjectives**
- **Attributive Function**: អ្នកទែន អ្នក ឈឺ អ្នក ឈឺ អគ្គិរាជ
- **Modified by Intensified Words**: អ្នកទែន អ្នក ឈឺ អ្នក ឈឺ អគ្គិរាជ
- **Comparative**
  - **Lower/Higher Degree**: អ្នកទែន អ្នក ឈឺ អ្នក ឈឺ អគ្គិរាជ
  - **Same Degree**: អ្នកទែន អ្នក ឈឺ អ្នក ឈឺ អគ្គិរាជ
  - **Superlative**: អ្នកទែន អ្នក ឈឺ អ្នក ឈឺ អគ្គិរាជ

**Verbs**
- **Transitive**: សី សី សី សី សី សី សី សី សី
- **Intransitive**: សី សី សី សី សី សី សី សី សី
- **Intr/Transitive**: សី សី សី សី សី សី សី សី សី
- **Multiple Word-Verb**: សី សី សី សី សី សី សី សី សី
- **Verb Phrases**: សី សី សី សី សី សី សី សី សី
- **Adjectives Used As Verbs**: សី សី សី សី សី សី សី សី សី
- **Nouns Used As Verbs**: សី សី សី សី សី សី សី សី សី
### Voice
- **active**
- **passive**

### Tenses
- **present**
- **past**
- **future**
- **present-continuous**
- **present perfect**
- **past perfect**

### Adverbs
- **verb + ឯកសារ/ឈីបន/ឈឹ /**
- **adjective**
- **verb + adjective**
- **adverbial functions**
  - **position**
  - **time**
  - **direction**
  - **duration**
  - **distance**

### Pronouns
- **pronouns**
  - **personal**
  - **reflexive**
  - **possessive**
  - **reciprocal**
  - **relative**
  - **interrogative**
  - **demonstrative**

### Conjunctions
### Prepositions

<table>
<thead>
<tr>
<th>Khmer</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>សុខិត អនាមិន អាហារា</td>
<td>otherwise</td>
</tr>
<tr>
<td>លំដាប់ សម្រាប់ សួស្តើង</td>
<td>therefore</td>
</tr>
<tr>
<td>ដែលកូវីដ កូវីដ កូវីដ</td>
<td>consequently</td>
</tr>
</tbody>
</table>

### Numbers

<table>
<thead>
<tr>
<th>Khmer</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ក្រុម ក្រុម ក្រុម</td>
<td>group</td>
</tr>
<tr>
<td>លោក លោក លោក</td>
<td>gentleman</td>
</tr>
</tbody>
</table>

### Sentence structure

<table>
<thead>
<tr>
<th>Khmer</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ឈុត មើល សុពី</td>
<td>simple clauses</td>
</tr>
<tr>
<td>ឈុត អនាន្ត សុពី</td>
<td>complex clauses</td>
</tr>
</tbody>
</table>

### Classifier

<table>
<thead>
<tr>
<th>Khmer</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>គ្រូ</td>
<td>people</td>
</tr>
<tr>
<td>អេស្រី</td>
<td>objects</td>
</tr>
<tr>
<td>សារ</td>
<td>animals</td>
</tr>
</tbody>
</table>
Unit 1

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 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, pitch/spelling and punctuation;
• use appropriate socio-cultural terms of address in oral and written communication;
• use appropriate non-verbal forms of 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;
• 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 review, article;
• identify main ideas, events and sequences of action;
• link ideas, events and characters;
• provide personal comment/perspective on aspects of the texts;
• respond appropriately for the context, purpose and audience described;
• select and make use of relevant reference materials
• summarise, explain, compare and contrast experiences, options, ideas, feelings and reactions;
• use structures related to explaining, describing, comparing 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 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 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, broadcasts) to obtain information to complete notes, charts or tables in Khmer or English
  
  and
- read written texts (e.g. extracts, advertisements, letters) 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. Of the two 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 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 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 demonstrate clarity of expression 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 context, 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 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 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 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:
• formal letter, or fax, or email
  or
• role-play
  or
• interview.
**Outcome 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.

**Outcome 3:**
- journal entry
  
  **or**

- personal account
  
  **or**

- short story.

It is expected that the student responds in Khmer to all 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.
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.
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.

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

* 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.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>Analyse and use information from written texts.</td>
<td>A response to specific questions, messages or instructions, extracting and using information requested.</td>
</tr>
<tr>
<td>Outcome 2</td>
<td>Respond critically to spoken and written texts which reflect aspects of the language and culture of the Khmer-speaking communities.</td>
<td>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.</td>
</tr>
</tbody>
</table>

Total marks 50

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

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Unit 1 (4 tasks)</th>
<th>Outcomes</th>
<th>Unit 2 (4 tasks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Establish and maintain a written or spoken exchange related to personal areas of experience.</td>
<td>Informal conversation. or Reply to personal letter/fax/email.</td>
<td>1 Participate in a written or spoken exchange related to making arrangements and completing transactions.</td>
<td>Formal letter/fax/email. or Role-play. or Interview.</td>
</tr>
<tr>
<td>2 Listen to, read, and obtain information from written and spoken texts</td>
<td>Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Khmer or English. and Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables, in Khmer or English.</td>
<td>2 Listen to, read, and extract and use information and ideas from spoken and written texts.</td>
<td>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.</td>
</tr>
<tr>
<td>3 Produce a personal response to a text focusing on real or imaginary experience.</td>
<td>Oral presentation. or Review. or Article.</td>
<td>3 Give expression to real or imaginary experience in written or spoken form.</td>
<td>Journal entry. or Personal account. or Short story.</td>
</tr>
</tbody>
</table>
Outcomes and coursework assessment tasks for Units 3 and 4

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Unit 3 (3 tasks)</th>
<th>Outcomes</th>
<th>Unit 4 (3 tasks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Express ideas through the production of original texts.</td>
<td>A 250-word personal or imaginative written piece.</td>
<td>Analyse and use information from written texts.</td>
</tr>
<tr>
<td>2</td>
<td>Analyse and use information from spoken texts.</td>
<td>A response to specific questions, messages or instructions, extracting and using information requested.</td>
<td>Respond critically to spoken and written texts which reflect aspects of the language and culture of the Khmer-speaking communities.</td>
</tr>
<tr>
<td>3</td>
<td>Exchange information, opinions and experiences.</td>
<td>A three- to four-minute role-play, focusing on the resolution of an issue.</td>
<td>—</td>
</tr>
</tbody>
</table>

Contribution of assessment tasks to study score

<table>
<thead>
<tr>
<th>School-assessed coursework</th>
<th>%</th>
<th>End-of-year examinations</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong></td>
<td></td>
<td><strong>Oral examination</strong></td>
<td></td>
</tr>
<tr>
<td>250-word personal or imaginative written piece.</td>
<td>10</td>
<td>Conversation</td>
<td>12.5</td>
</tr>
<tr>
<td>Response to spoken texts.</td>
<td>5</td>
<td>Discussion</td>
<td>5</td>
</tr>
<tr>
<td>Three- to four-minute role-play.</td>
<td>10</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td><strong>Unit 4</strong></td>
<td></td>
<td><strong>Written examination</strong></td>
<td></td>
</tr>
<tr>
<td>Response to written texts.</td>
<td>5</td>
<td>Listening and responding</td>
<td>10</td>
</tr>
<tr>
<td>Part B: Response in Khmer</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>250–300-word informative, persuasive or evaluative written piece.</td>
<td>10</td>
<td>Reading and responding</td>
<td>10</td>
</tr>
<tr>
<td>Part B: Response in Khmer</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Three- to four-minute interview.</td>
<td>10</td>
<td>Writing</td>
<td>7.5</td>
</tr>
<tr>
<td>Overall contribution of school-assessed coursework and end-of-year examinations</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>----</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral</td>
<td>32.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding to spoken texts</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding to written texts</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>27.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
The Khmer-speaking communities

Topic
Cultural diversity

Grammar
Terms of address
Tenses: present/present continuous

Text types
Summary, letter, article, discussion

Examples of learning activities
write a letter to a Cambodian friend about an important celebration in Australia
read about the five Buddhist precepts and take notes
write a short article on Visakha Boja for a newsletter
read and respond to questions on texts about Cambodian festivals
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

Outcome 1: Establish and maintain a spoken or written exchange related to personal areas of experience.

Take part in a conversation in which you exchange experiences relating to festivals and special occasions.
**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 are popular with young people today and prepare a script for a talk
- listen to an interview on changing aspects of lifestyles and summarise the main points
- write a letter to a penfriend in Cambodia describing your leisure activities and interests
- role-play a scenario in which two friends negotiate buying a birthday present for a mutual school friend
- search the Internet for information on different lifestyles in urban and rural areas of Cambodia, and prepare a report

**Example assessment task**

| Outcome 2: Listen to, read and obtain 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 Khmer Kingdom of Angkor and write a short article for inclusion on a bulletin board
- Present an itinerary for tourists, including two major destinations and give reasons for your choice
- Prepare a short presentation explaining the importance of tourism today
- Write a letter to a friend in Cambodia asking them to accompany you to Angkor and to provide advice about your trip to Cambodia

Example assessment task

Outcome 2: Listen to, read and obtain information from written and spoken texts.
Read an article on the positive and negative impact of tourism and list the main points made.
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 activities

watch a film about family relationships and make notes
write an account entitled ‘My daily routine’
read articles on family life in Cambodia and Australia and summarise the main differences
listen to a discussion about the importance of friendships and list the main points you agree with, explaining why
write a letter to a friend providing advice on how to make friends in a new context

Example assessment task

Outcome 3: Produce a personal response to a text focusing on real or imaginary experience.

Write a review of a short story about a family, and explain why you would/would not recommend it to others.
## Unit 2

<table>
<thead>
<tr>
<th>Theme</th>
<th>Examples of learning activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Khmer-speaking communities</td>
<td>read texts on rice production in Cambodia and make notes to use as the basis for a short presentation</td>
</tr>
<tr>
<td>History and geography</td>
<td>prepare an article on the history of rice production in Cambodia for publication in a magazine</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>watch a video about the effects of climate on rice production and summarise the main points made</td>
</tr>
<tr>
<td>Conjunctions</td>
<td>watch a documentary on recent changes to life in Cambodia and their impact and discuss</td>
</tr>
<tr>
<td>Simple and complex clauses</td>
<td>read articles on the changing role of agricultural production and use the information to write a report</td>
</tr>
<tr>
<td>Categories of nouns</td>
<td></td>
</tr>
<tr>
<td><strong>Text types</strong></td>
<td></td>
</tr>
<tr>
<td>Discussion, article, notes, report, documentary film</td>
<td></td>
</tr>
</tbody>
</table>

### Example assessment tasks

**Outcome 1:** Participate in a spoken or written exchange related to making arrangements and completing transactions.
Role-play making arrangements with a guest 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.
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 those which would be most suitable for a family celebration

search the Internet for information on cultural activities that are part of everyday contemporary society in Cambodia and make notes

discuss articles outlining changes that are affecting the Khmer-speaking communities in Australia

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

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

role-play an interview focusing on the importance of maintaining traditions

Example assessment tasks

Outcome 2: Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type.

Watch a TV program involving a chef preparing some special Cambodian dishes. Reorganise the information into a short article.

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.
**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

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**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.
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 each

design a questionnaire to investigate how people contribute to pollution problems

write a letter to a politician urging him/her to take action on a current issue

discuss the strengths and weaknesses of environmental protection policies in place in Cambodia

search 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.
**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 workplace 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.
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.
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 *Longvekm* 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 21st century.
- Floods and their aftermath.
- Protecting the environment in the past, present and future.

**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.

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

<table>
<thead>
<tr>
<th>VET Outcome 1:</th>
<th>Seek medical attention at a hospital/surgery/chemist (1.1, 1.2, 1.3, 1.4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
<td>VET Outcome 6: Write a thank-you letter/thank someone over the phone (6.1, 6.2, 6.3)</td>
</tr>
<tr>
<td>VCE Unit 2 Outcome 2:</td>
<td>Read written texts and reorganise the information and ideas in a different text type.</td>
</tr>
<tr>
<td>Assessment task:</td>
<td>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.</td>
</tr>
<tr>
<td>VET Outcomes 11 and 12:</td>
<td>Describe personality of people. Exchange information about the area where you live.</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------------------------------------------------</td>
</tr>
<tr>
<td>VCE Unit 2 Outcome 2:</td>
<td>Listen to spoken texts and reorganise information and ideas in a different text type.</td>
</tr>
<tr>
<td>Assessment task:</td>
<td>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.</td>
</tr>
</tbody>
</table>

| VET Outcome 1:         | Seek medical attention at a hospital/surgery/chemist and 1.4, 1.5, 1.6, 1.7, 1.8. |
| VET Outcome 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:         | Demonstrate basic knowledge of the education system in and Cambodia. |
| VET Outcome 9:         | Write a short dialogue or passage. |
| VCE Unit 3 Outcome 1:  | 250-word personal piece. |
| 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 to school, the subjects offered, level of achievement attained and aspects of the school culture, such as discipline, uniform, staff, and student relations. |
**LANGUAGES OTHER THAN ENGLISH: KHMER**

**VCE study design**

**Advice for Teachers**

<table>
<thead>
<tr>
<th>VET Outcome 7:</th>
<th>Comprehend a simple, short conversation between two native speakers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE Unit 3 Outcome 2:</td>
<td>Analyse and use information from spoken texts.</td>
</tr>
<tr>
<td>Assessment task:</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VET Outcome 2:</th>
<th>Demonstrate basic knowledge of medical practices and sickness in Cambodia.</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET Outcome 10:</td>
<td>Read a short dialogue or passage.</td>
</tr>
<tr>
<td>VCE Unit 4 Outcome 1:</td>
<td>Analyse and use information from written texts.</td>
</tr>
<tr>
<td>Assessment task:</td>
<td>Read the two articles related to health provision in Cambodia. Using the information provided, write an article for a travel magazine outlining the major features of health provision in Cambodia, and provide key advice for potential tourists.</td>
</tr>
</tbody>
</table>

| Detailed study |
|---|---|
| VET Outcome 13: | Demonstrate basic knowledge of politics and government in Cambodia. |
| and | Develop some specialised language and cultural knowledge. |
| VET Outcomes 14,15: | |
| VCE Unit 4 Outcome 2: | 250–300-word informative piece. |
| and | Three- to 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.
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.
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.

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

Grammar

Monolingual and bilingual dictionaries

JOURNALS AND PERIODICALS

WEBSITES
THE INDIVIDUAL

Personal identity

BOOKS

Education and aspirations

BOOKS

Leisure and lifestyle

BOOKS
THE KHMER-SPEAKING COMMUNITIES

History and geography

BOOKS

Phnom Penh: Seven-day Adventist Mission.

Cultural diversity

BOOKS
World of work

BOOKS

Current issues

BOOKS