



THE FOURTH EDITION OF ENGLISH FOR CAMBODIAN HIGH SCHOOL EXAMS

បោះពុម្ពលើកទី៤

លក្ខណៈពិសេសរបស់សៀវភៅនេះរួមមាន៖

១. មានវិញ្ញាណក្ខន្ធគ្រប់ប្រភេទបំប៉នចំនួន ២០០៧
២. មានវិញ្ញាណក្ខន្ធគ្រប់ប្រភេទបំប៉នចំនួន ១២
៣. មានកំណែត្រួតវិញ្ញាណក្ខន្ធគ្រប់ប្រភេទ
៤. មានកំណែត្រួតវិញ្ញាណក្ខន្ធគ្រប់ប្រភេទ
៥. មានកំណែត្រួតវិញ្ញាណក្ខន្ធគ្រប់ប្រភេទ

Fourth Edition

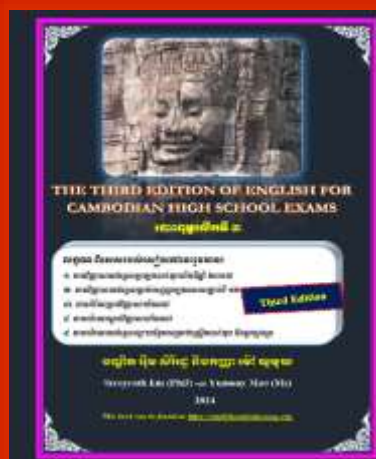
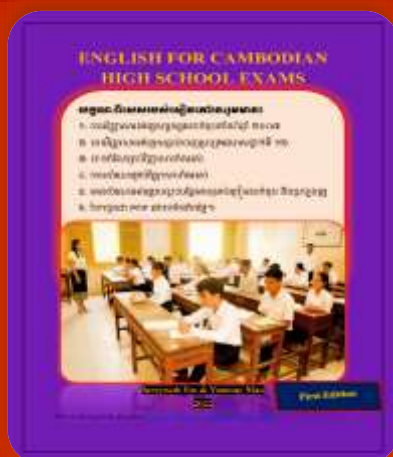
បណ្ឌិត អ៊ែម ស៊ីរេន្ន និង កញ្ញា ម៉ៅ យូម៉ូយ

Sereyrath Em (PhD) with Yumouy Mao (Ms)

2025

This book can be found at: <https://englishacademicessay.org/>

All rights reserved by the authors!



THE FOURTH EDITION OF ENGLISH FOR CAMBODIAN HIGH SCHOOL EXAMS

Call for Donation

Your donation is a kind help to support our project. After donation, your name will be recorded and will be appeared in the donation section of this edition or the next editions. Every amount of donation is counted.

Donate by ABA Bank

Name: **EM SEREYRATH**

Account number: **500 193 934**

Please write your name in English in the remark.

Donate by ACLEDA Bank

Name: **Em Sereyrath**

Account number: **092 571 902**

Please write your name in English in the remark.

Authors: **Sereyrath Em and Yumouy Mao**

Publisher: **CJESS Online Library**

Pages: **253**

City: **Phnom Penh**

Country: **Cambodia**

Year of Publication: **2025**

ISBN: **978-9924-9956-0-9**

យើងខ្ញុំ សូមអភ័យទោសចំពោះ
កំហុសឆ្គងដែលកើតមានដោយ
អចេតនាក្នុងសៀវភៅនេះ ។ យើង
ខ្ញុំពុំមានគោលបំណងធ្វើគ្រោះថ្នាក់
ចែករំលែកនោះទេ ។

Contents

Contents	ii
People who donated their own money to support us.....	v
Biographies.....	vi
Book Committee and Technicians	iv
Preface of the Third Edition.....	v
Acknowledgments.....	viii
Part 1: High School Tests	1
សម័យប្រឡង : ២១ មិថុនា ២០០៧	2
សម័យប្រឡង : ០៦ សីហា ២០០៧	7
សម័យប្រឡង : ២៦ កុម្ភៈ ២០០៨	12
សម័យប្រឡង : ០៤ សីហា ២០០៨	16
សម័យប្រឡង : ១៥ មិថុនា ២០០៩	21
សម័យប្រឡង : ២៧ កក្កដា ២០០៩	25
សម័យប្រឡង : ២២ មីនា ២០១០	29
សម័យប្រឡង : ២០ មិថុនា ២០១០	33
សម័យប្រឡង : ២៦ កក្កដា ២០១០	37
សម័យប្រឡង : ២១ មីនា ២០១១	42
សម័យប្រឡង : ២៥ កក្កដា ២០១១	46
សម័យប្រឡង : ០៤ សីហា ២០១២	50
សម័យប្រឡង : ២៤ មិថុនា ២០១៣	54
សម័យប្រឡង : ០៥ សីហា ២០១៣	58
សម័យប្រឡង : ០៤ សីហា ២០១៤	62
សម័យប្រឡង : ១៣ តុលា ២០១៤	66
សម័យប្រឡង : ០៤ សីហា ២០១៥	70
សម័យប្រឡង : ២២ សីហា ២០១៦	74
សម័យប្រឡង : ២១ សីហា ២០១៧	78
សម័យប្រឡង : ២០ សីហា ២០១៨	82
សម័យប្រឡង : ១៩ សីហា ២០១៩	86
សម័យប្រឡង : កូរ៉េត / កូរ៉េត / ២០២០	90
សម័យប្រឡង : ២៧ ធ្នូ ២០២១	91
សម័យប្រឡង : ០៥ ធ្នូ ២០២២	95

ii. សៀវភៅនេះនៅតែបន្តធ្វើបច្ចុប្បន្នភាពរាល់ឆ្នាំ

សម័យប្រឡង	: ០៦ វិច្ឆិកា ២០២៣	99
សម័យប្រឡង	: ០៨ តុលា ២០២៤	103
Part 2: English Additional Essays and Passages		107
The Major That I Will Study at the University		108
My Village		112
Three Disadvantages of Smoking		113
What Should Be the Qualities of an Effective 21st-Century Teacher ?		114
The Factors Contributing to the Teacher Reforms in Our Contemporary Cambodia		119
The Teacher Just Opens the Door, But the Students Must Enter Themselves.....		121
Three Factors Considered as Essential Values for Learning English		123
Advantages of Online Learning		125
Should Students Be Given Too Much Homework or Not?		127
How People Increase their Quality of Life in Digital Era (ICT Era)		129
Women Can Do the Same Things as Men as Well as What Men Cannot.....		131
Cambodian Students' Online Learning Challenges during the COVID-19 Pandemic		132
Factors to Consider Education Reforms in Cambodia: A Few Critical Ideas Reflecting the Real Situation		135
Factors to Think about If You Want to Be the Best English Language Teacher		137
History of Operations Management.....		139
Factors to Consider in Mentoring Mission at Advanced Public High Schools.....		146
Higher Education Broadens Life Horizons		148
Three Characteristics of a Good Friend That You and Everyone Should Associate with When Learning at the Tertiary Level		150
How to Get an 'A Grade' in High School Exams: Advice from a Student Who Got an 'A Grade' in the 2022 High School Exam ...		151
Factors Affecting Students' Success at Higher Education and Their Future Careers		154
Should Grade 12 Students Stop Learning English Extra Classes or Not ?		156
The Importance of Learning English Extra Classes for High School Life and Their Future Careers		158
Pros and Cons of Learning Extra Classes for Cambodian Students at All Levels		160
The Important Factors Students Need to Get Ready after They Finish Grade 12		162
Some Important Reasons Students Need to Be Good at English to Prepare Themselves for Entering Higher Education.....		164
Real Reasons English is Very Important for All Subjects in Higher Education		166
Real Reasons English Can Help Students Win Scholarships Both in the Country and Abroad		168
Education in Cambodia during the Prehistoric Period.....		170
Education in Cambodia during the Nokor Phnom or Funan Period.....		171
iii. សៀវភៅនេះនៅតែបន្តធ្វើបច្ចុប្បន្នភាពរាល់ឆ្នាំ		

Education in Cambodia during the Chenla Period	173
Education in Cambodia during the Angkor or Khmer Empire Period	175
Universities and Higher Education Institutions in Cambodia during the Angkor or Khmer Empire Period.....	177
Education in Cambodia after the Angkor or Khmer Empire Period	179
Education in Cambodia during the Chaktomuk Period	181
Education in Cambodia during the Longvek Period	183
Education in Cambodia during the Oudong Period	185
Education in Cambodia during the French Colonial Period	187
Education in Cambodia during the King Norodom Sihanouk Period.....	189
Education in Cambodia during the Lon Nol Period	191
Education in Cambodia during the Khmer Rouge Regime	193
Education in Cambodia following the 1979s	195
Appendices	197

People who donated their own money to support us

No.	Names	Sex	Amount	Editions
1.	Mao Kosal	M	8,000R	For the first edition
2.	Ke Chantha	M	10\$	For the first edition
3.	Chhean Phanna	M	2\$	For the first edition
4.	Chorn Sreyni	F	10,000R	For the first edition
5.	Lach Thoeun	M	20,000R	For the first edition
6.	Sor Sreynich	F	20,000R	For the first edition
7.	Kong Mab	M	5\$	For the first edition
8.	<i>An Anonymous Prof.</i>	M	20\$	For the third edition

Biographies



Dr. **Sereyrath Em** is a Cambodian government teacher of English with a higher education degree, a visiting lecturer at the National University of Cheasim Kamchaymear (NUCK) and some other universities, and an Editor at the Cambodian Journal of Educational Research (CJER). He is also the founder and the Editor-in-Chief of the *Cambodian Journal of Educational and Social Sciences (CJESS)*.

Email: sereyrathem.edu@gmail.com

Yumouy Mao is former a high school graduate. Between 2009 and 2017, she studied at Chork Ondet Primary School from Grades 1 to 6. Then she studied at Kith Meng Brasat High School from Grades 7 to 10 between 2017 and 2020. She moved to Hun Sen Mouy Mithona High School at the end of 2020 and finished her high school studies in 2022 there. She got an ‘A’ grade in her high school exam in 2022. She also got an ‘A’ grade for English subject which most students can rarely achieve. Currently, she is a medical student at the University of Health Science (UHS) in Phnom Penh.

Email: yumouymao@gmail.com



Book Committee and Technicians

No.	Authors	Sex	Occupation
1.	Sereyrath Em	M	High School Teacher and University Lecturer
2.	Yumouy Mao	F	University Student

No.	Book Inspectors	Sex	Occupation
1.	Yumouy Mao	F	University Student
2.	Sreypov Phat	F	University Student
3.	Soul Yorn	F	University Student
4.	Kanha Heng	F	University Student
5.	Yumey Mith	F	University Student
6.	Leangmeng Try	F	University Student
7.	Sreypov Veng	F	University Student
8.	Soneat Chhum	F	University Student
9.	Koemseang Mark	F	University Student
10.	Phana Phat	M	University Student
11.	Seavmeng Chea	F	University Student
12.	Vanna Yourn	F	University Student
13.	Sony Vel	F	University Student
14.	Panha Ly	M	University Student
15.	Seavhong Kim	F	University Student
16.	Youey Son	F	University Student
17.	Venghong Heng	M	University Student

No.	Text Typist	Sex	Occupation
1.	Sereyrath Em	M	High School Teacher and University Lecturer

No.	Cover Designer	Sex	Occupation
1.	Piset Long	M	High School Teacher

No.	Mistake Correctors for the 3rd Edition	Sex	Occupation
1.	Mouyly Leang	F	University Student
2.	Kaknikamolan Lim	F	University Student
3.	Sou Y Eng	F	University Student

Preface of the Fourth Edition

Welcome to the Fourth Edition!

“English is the official language of England. This language has been spread throughout the world because of the British Revolution. Once, the United States of America (USA) was also under the control of Britain. That was also the main reason why the USA has used English as its official language so far. English then spread to other parts of the world, where many countries have accepted this language as a foreign language. Some countries have accepted this language as a second language, while some other countries, like Australia, Singapore, or New Zealand, have accepted this language as their official language. Finally, English has become the world’s language or world Englishes” (Em & Mao, 2022, p. V).

Officially integrated in 2015, the Association of Southeast Asian Nations (ASEAN), including Thailand, Malaysia, Indonesia, Brunei, the Philippines, Myanmar (or Burma), Laos, Vietnam, Singapore, and Cambodia, has accepted English as their official language and used it particularly during their annual summit meeting (Phann et al., 2023). As Cambodia is one of the ASEAN members, English has been a popular foreign language for students, teachers, researchers, authors, and foreign visitors coming to Cambodia (Em & Mao, 2022).

Originally, English was introduced to Cambodia during the Khmer Republic or Lon Nol period between 1970 and 1975 (Neau, 2003). However, this language was kicked away during the Khmer Rouge (KR) or Pol Pot regime between 1975 and 1979. The regime ended in 1979. However, due to the influence of communism, English was not allowed to teach and learn until 1989. During this period, teachers and students who taught and learned English were arrested as criminals (Clayton, 2008). These days, English has been included in the school curriculum from Grade 1, and it will be included in the curriculum from preschool levels shortly. Grade 12 students also need to sit for their high school exams in English as one of the other subjects. English is not a compulsory subject for Cambodian high school students at present; that means its scores are only surplus, but this language is very crucial for them because it will pave the way for their further studies (Em & Mao, 2022).

The Khmer Republic, also known as the Lon Nol period, introduced English to Cambodia between 1970 and 1975 (Neau, 2003). However, this language was kicked out during the Khmer Rouge (KR) or Pol Pot regime between 1975 and 1979. The regime ended in 1979. However, due to the influence of communism, English was not allowed to be taught and learned until 1989. During this period, teachers and students who taught and learned English were

arrested as criminals (Clayton, 2008). These days, English has been included in the school curriculum since Grade 1, and it will be included in the curriculum at preschool levels shortly. Grade 12 students also need to sit for their high school exams in English as one of the other subjects. English is not a compulsory subject for Cambodian high school students at present; that means its scores are only surplus, but this language is very crucial for them because it will pave the way for their further studies (Em & Mao, 2022).

“Prior to writing this book, we collected as many previous exam papers as possible to use as materials for our learning and teaching. At the end of the course, we decided to write a book called **"ENGLISH FOR CAMBODIAN HIGH SHOOOL EXAMS"** by hoping that this book would be very useful for students and teachers, especially those learning and teaching English in Grade 12. In writing this book, we know that there might be some unintentional mistakes; thus, we would appreciate all the constructive feedback from readers, students, teachers, authors, and the public so that we can produce a better second edition in the future” (Em & Mao, 2022, p. V). This fourth edition, which also includes additional writing assignments and essays, has changed and expanded upon the previous textbook. We are still delighted with the helpful criticism we have received from the public to improve the upcoming editions.

Authors’ Expression of the Fourth Edition

Thank you for your feedback regarding our book. We appreciate your suggestions to improve and expand upon its content. In response to your feedback, we have made several updates to the book to improve its academic value and added additional passages to further engage readers.

One significant improvement we've made is the inclusion of paper tests throughout the book. These tests serve multiple purposes, including reinforcing the concepts discussed in each section, encouraging active learning, and facilitating self-assessment for readers. By including these tests, we aim to provide readers with an opportunity to apply their knowledge and reinforce their understanding of the material.

Furthermore, we have taken your suggestions to heart and strived to maximize the academic quality of the book. To achieve this, we have conducted thorough research on the topics covered, ensuring accuracy, reliability, and depth of information. We have incorporated reputable sources and scholarly references wherever appropriate, providing readers with a comprehensive and well-rounded educational experience.

In addition to improving the academic standard of the book, we have also expanded its length. By adding more content, we have effectively addressed the desire for a more extensive and in-depth exploration of the subject matter. Our objective in doing so is to provide readers with a comprehensive understanding of the topic, covering a wide range of relevant aspects.

While we are confident in the changes we have made, we recognize the importance of ongoing improvement. We eagerly await further constructive feedback from readers, professionals, and experts in the field. Your feedback will help guide our editorial decisions, allowing us to continue refining and enhancing the book in future editions.

By actively seeking feedback, we aim to create a dynamic and evolving resource that meets the needs of our readers. We genuinely value your input and encourage you to continue sharing your thoughts and suggestions.

Thank you once again for your feedback and support in improving our book. We remain committed to delivering the highest quality educational content and appreciate your contribution to helping us achieve that goal.

Editorial Board

References

- Em, S., & Mao, Y. (2022). *English for Cambodian high school exams* (1st ed.). Sereyrath Em. <https://sereyrathlearning.wordpress.com/2022/08/15/english-for-cambodian-high-school-exams/>
- Clayton, S. (2008). The problem of ‘choice’ and the construction of the demand for English in Cambodia. *Language policy*, 7(2008), 143-164.
<https://link.springer.com/article/10.1007/s10993-008-9084-9>
- Neau, V. (2003). The teaching of foreign languages in Cambodia: A historical perspective. *Language Culture and Curriculum*, 16(3), 253-268.
<https://doi.org/10.1080/07908310308666673>
- Phann, S., Em, S., & Tep, S. (2023). Cambodian Buddhist monks' motivation in learning English: Grade level analysis. *PROJECT (Professional Journal of English Education)*, 6(1), 164-175. <https://doi.org/10.22460/project.v6i1.p164-175>

Acknowledgments

“First of all, we would like to express our most thanks to our **parents**, who have done us a lot of favors and have brought us up to be full men. They have always offered everything as physical strength, spiritual strength, and other such things to us; they have tried to do everything without thinking about their tiredness or difficulties. Without them, there would have been no us in this beautiful world. Thus, we hereby declare that we will try our best to pay our thankfulness back to them as much as we can for the rest of our lives” (Em & Mao, 2022, p. VI).

“Second, we would like to express our deepest gratitude to all our **teachers** who have taught and have been teaching us since our childhoods until now. Without the involvement of any of them, our knowledge, skills, habits, attitudes, code of ethics, and code of conduct would not have existed as we have today. Therefore, we are willing to pay our thankfulness to all of our teachers one day or when we are able, and finally, we wish all our teachers a long life, good health, a good complexion, and a pearl of wise wisdom” (Em & Mao, 2022, p. VI).

“Third, we would like to express our thanks to Mr. **Piseth Nom** for providing us with most of the test papers in this book. Without his kindness, this book would not have been born. We would like to wish him a stroke of good luck and health” (Em & Mao, 2022, p. VI).

“Additionally, we would like to extend our gratitude to all the additional support from all sides that have supported us to edit this edition. We also would like to thank all of those who handed us some more paper tests in this book” (Em & Mao, 2023, p. vii).

Finally, we would like to take this opportunity to extend our sincerest gratitude and appreciation to all the individuals who have played a significant role in making the fourth edition of this event a resounding success. From the dedicated organizers and event coordinators who worked tirelessly behind the scenes, to the passionate speakers and presenters who shared their knowledge and insights, and to the enthusiastic participants whose engagement and enthusiasm made this event truly memorable – we are immensely grateful for your contributions. Your commitment, hard work, and expertise have been instrumental in creating a dynamic and rewarding experience for all involved. We would also like to express our heartfelt thanks to the sponsors, partners, and supporters who generously lent their resources, time, and expertise to make this event possible. Your invaluable contributions have helped elevate the event to new heights and ensured its success. As we bring this fourth edition to a close, we extend our warmest wishes to all the individuals involved. May you continue to

achieve great success in your endeavors, and may the experiences gained from this event serve as a stepping stone to even greater accomplishments in the future. Thank you once again, and best of luck in all your future endeavors.

Editorial Board

References

- Em, S., & Mao, Y. (2022). *English for Cambodian high school exams* (1st ed.). Sereyrath Em. <https://sereyrathlearning.wordpress.com/2022/08/15/english-for-cambodian-high-school-exams/>
- Em, S., & Mao, Y. (2023). *The second edition of English for Cambodian high school exams* (2nd ed.). English Academic Essay (EAE). <https://englishacademicessay.org/2023/08/23/the-second-edition-of-english-for-cambodian-high-school-exams/>

Part 1: High School Tests

ប្រឡងឆ្នាំសាលាលើកទី ២ ថ្នាក់ទី១២

សម័យប្រឡង : ២១ មិថុនា ២០០៧

វិញ្ញាសា : ភាសាអង់គ្លេស

រយៈពេល : ៦០ នាទី

មណ្ឌលប្រឡង:

លេខបន្ទប់: លេខតុ:.....

ឈ្មោះបេក្ខជន:

ហត្ថលេខាបេក្ខជន:

Section 1. Reading (10 marks)

Read the text below and fill in the blanks with the appropriate words from the box. The first one has been done as an example for you.

A. defeated	B. abandoned	C. constructions	D. enormous	E. rediscovered
F. created	G. forgotten	H. powerful	I. withdrew	J. collapse
K. decorated				

The History of Angkor

Angkor Wat is (1) anD..... building and one example of the most beautiful classic Khmer architectures. It's one of the largest religious (2) in the world. The outside wall measures 1km from west to east, by 800 meters from north to south. From the main entrance, across the water to the base of the tower is a total of 570 meters, and the height of the main tower is 65 meters. The Angkor Wat was (3) by stones, sandstones mostly, which could have been cut from Phnom Kulen. The roof of the inside wall was supported by columns made of stone. These walls were (4) with pictures from Ramayana.

Under Jayavarman VII, Angkor became more (5) than ever. After that, however, it slowly grew weaker until its final (6), when it was attacked, and (7) by the Siamese. Consequently, it was (8) and, in order to find a safer place, the king (9) from the region and moved south to what is now Phnom Penh. Angkor had been (10) for generations before it was (11) in the nineteenth century.

Section 2. Language Use (06 marks)

Match the statements in A with the most suitable ones in B and write the answers in C. Look at the examples.

A	B	C
1. <i>He parked his car in the wrong place,</i>	a. It's the third burglary in this area.	1 ⇒ e
2. The number of young people who	b. because my bike has broken down.	2 ⇒
3. A house was broken into last week.	c. sees a crime being committed.	3 ⇒
4. A witness is someone who	d. as he rose to receive the prize.	4 ⇒
5. I was late for work this morning	e. <i>so he had to pay a parking fine.</i>	5 ⇒
6. There was an outburst of clapping	f. she would have fought for women's rights.	6 ⇒
7. If she had become a politician,	g. he was happy to join the party.	7 ⇒
	h. commit the crime has risen now.	

Section 3. Grammar (11 marks)

Choose from the alternative the one which best fits into the blank and write its letter on your answer sheet.

- 1- I'm afraid I really couldn't eat anymore. I'm
☐ A. fed up ☒ B. full ☐ C. filled up ☐ D. famished
- 2- Don't tell Sokha about Chan and Mom. You know he can't a secret.
☐ A. hold ☐ B. save ☐ C. keep ☐ D. stop
- 3- Have you seen a mug anywhere? We seem to be one
☐ A. short ☐ B. missed ☐ C. less ☐ D. under
- 4- If the animals came when they were called, the men them easily without running.
☐ A. would have caught ☐ B. would catch ☐ C. will catch ☐ D. catch
- 5- If people did not die and leave the earth, the earth crowded.
☐ A. will be ☐ B. would be ☐ C. is ☐ D. would have been
- 6- This conflict must immediately because it causes much consequence.
☐ A. be solved ☐ B. is solved ☐ C. are solved ☐ D. was solved
- 7- Phnom Penh is now spreading west the eye can see.
☐ A. as long as ☐ B. as far as ☐ C. as near as ☐ D. as good as
- 8- I would have spent my money for charity if I billions of US dollars.
☐ A. have had ☐ B. had had ☐ C. had ☐ D. have
- 9- She had seen people who in poverty all their lives.
☐ A. were living ☐ B. had been living ☐ C. are living ☐ D. have been living
- 10- Heavy snow the train for several hours.
☐ A. cancelled ☐ B. postponed ☐ C. stopped ☐ D. delayed
- 11- We arrived Phnom Penh at 4.30 in the morning.
☐ A. to ☐ B. at ☐ C. for ☐ D. in
- 12- I didn't see you the party last weekend.
☐ A. on ☐ B. by ☐ C. to ☐ D. at

Section 4. Vocabulary (07 marks)

Choose a word from the alternatives given to fill the gaps in the sentences below. The first one has been done as an example for you.

- 1- How is it from here to the city center?
☐ a. long ☒ b. far ☐ c. distant ☐ d. near
- 2- Most countries still maintain a system of national service, where all men must serve for a period of time in the armed forces.
☐ a. voluntary ☐ b. compulsory ☐ c. necessary ☐ d. forced
- 3- When there is a discussion in class, you will only get full value from it if you in an argument.
☐ a. participate ☐ b. share ☐ c. practice ☐ d. involve
- 4- It was his to become a doctor, but somehow he ended up as an actor.
☐ a. intention ☐ b. confusion ☐ c. illusion ☐ d. selection

5- In certain rural areas, it is still necessary to the diet of children with certain proteins and vitamins.

- ☐ a. prevent ☐ b. increase ☐ c. aid ☐ d. supplement

6- Large areas of agricultural land were badly by the dust fallout.

- ☐ a. involved ☐ b. collapsed ☐ c. determined ☐ d. affected

7- The prediction about the cause of the typhoon was not at all

- ☐ a. accurate ☐ b. assessed ☐ c. estimated ☐ d. analyzed

8- It was several days after the shooting before all the facts were to the press.

- ☐ a. released ☐ b. abandoned ☐ c. selected ☐ d. investigated

Section 5. Writing (16 marks)

Write a story about a journey inside Cambodia. It can be about a real trip or that you imagine. (Write between 150-180 words).

Your writing might include the following:

- Who organized the journey (it can be someone or you or you with other people)
- Where the trip was up to
- What transport they used (bicycle, boat, car.....)
- How long the journey took
- What difficulties there were along the way
- What they enjoyed on their journey.

កំណត់សម្គាល់៖ ក្នុងការសរសេរ បេក្ខជនមិនត្រូវសរសេរឈ្មោះរបស់ខ្លួន ឬមិត្តភក្តិរបស់ខ្លួនទេ។ សន្លឹកកិច្ចការរបស់បេក្ខជនណាដែលមានសរសេរឈ្មោះរបស់ខ្លួន ឬមិត្តភក្តិរបស់ខ្លួន នឹងត្រូវបានពិន្ទុសូន្យ។

Table 1.*Answer keys*

Section 1. Reading	Section 2. Language Use	Section 3. Grammar	Section 4. Vocabulary
1. D	1. e	1. B	1. b
2. C	2. h	2. C	2. b
3. F	3. a	3. B	3. d
4. K	4. c	4. B	4. a
5. H	5. b	5. B	5. d
6. J	6. d	6. A	6. d
7. A	7. f	7. B	7. a
8. B		8. B	8. a
9. I		9. B	
10. G		10. D	
11. E		11. D	
		12. D	

Section 5. Writing

Topic: Write an essay about “**A Story about a Journey inside Cambodia.**” It can be about a real trip or that you imagine. Write between 150-180 words.

As I prepared to leave Phnom Penh, the early morning sun cast a golden glow over the Mekong River, signaling the start of another bustling day in the capital. The city, with its crowded streets and rich historical tapestry, was beginning to awaken. The sounds of motorcycles and street vendors grew louder as the day heated up. My destination was Kampot, a peaceful town in southern Cambodia known for its stunning limestone hills, serene riverbank, and famous pepper plantations. Though I had traveled through Cambodia before, I was filled with excitement, eager for the fresh perspective that each journey brought.

Leaving Phnom Penh, the journey south was a fascinating experience of contrasts. The city’s chaotic traffic gradually gave way to the tranquility of the countryside, where traditional wooden stilt houses painted in bright colors stood among lush banana and coconut trees. Farmers tended to their fields with the patience that comes from years of working the land, while water buffaloes cooled off in muddy ponds. The rural landscape, with its simplicity and beauty, felt worlds apart from the hectic energy of Phnom Penh.

One of the highlights of the trip was an unexpected stop in a small market village. The sweet, fragrant aroma of fresh fruits—lychees, mangoes, and jackfruit—greeted me as I pulled over to a roadside stand. I bought some to snack on during the rest of the journey, savoring the simple pleasure of enjoying fresh produce from the region. This brief encounter with local life

was a reminder of the richness of Cambodia's rural culture, where community and tradition thrive amidst the daily rhythm of village life.

As I approached Kampot, the flat countryside gave way to rolling hills, and the jagged limestone karsts that define the province's landscape came into view. By early afternoon, I arrived in Kampot, and the town's relaxed atmosphere immediately embraced me. Unlike the bustling capital, Kampot moved at its own pace, with a tranquil cadence that revolved around the river. I checked into a cozy guesthouse with a balcony overlooking the peaceful waters of the Kampot River. I spent the day exploring the town, with its charming colonial architecture and quiet streets.

The next morning, I visited one of Kampot's renowned pepper farms, where I learned about the cultivation and harvesting process of the world-famous pepper. The farm, nestled amidst lush greenery with views of the distant Elephant Mountains, was a serene haven. As the sun set on my final evening in Kampot, I took a riverboat cruise and watched the sky turn shades of pink and orange. The reflection of the colors on the water, accompanied by the flickering lights of fireflies, created a magical scene. The return trip to Phnom Penh the next day felt different, as I carried with me the memories of Kampot's beauty and tranquility. This journey through Cambodia revealed the country's contrasts, where the vibrancy of city life and the calm of rural landscapes coexist, making Cambodia truly unique.

ប្រឡងសញ្ញាបត្រមធ្យមសិក្សាទុតិយភូមិ
 សម័យប្រឡង : ០៦ សីហា ២០០៧
 វិញ្ញាសា : ភាសាអង់គ្លេស
 រយៈពេល : ៦០ នាទី

មណ្ឌលប្រឡង:
 លេខបន្ទប់: លេខតុ:.....
 ឈ្មោះបេក្ខជន:
 ហត្ថលេខាបេក្ខជន:

Section 1. Reading (10 marks)

Read the text below and fill in the blanks with the appropriate words from the box. The first one has been done as an example for you.

A. develop	B. rid	C. <i>world</i>	D. Consider	E. persuade	F. sign
G. having	H. validity	I. waste	J. produce	K. fighting	L. contain

The ability to weep is a uniquely human form of emotional response. We cry from the moment we enter this (1)C..... for a number of reasons. Helpless babies cry to (2) their parents that they are ill, hungry, or uncomfortable. As they (3) they will also cry just to attract parental attention and will often stop when they got it.

The idea that (4) a good cry can do you good is a very old one and now it has scientific (5) since recent research into tears has shown that they (6) a natural painkiller called enkephalin. By (7) sorrow and pain, this chemical helps you to feel better. Weeping can increase the qualities of enkephalin you (8)

Unfortunately, some people still regard it as a (9) of weakness, especially in men or boys, and it can only increase stress.

Tear of emotion also helps the body (10) itself of toxic chemical waste, for there is more protein in them than in tears resulting from cold winds or other irritants. Crying for comfort and calm can be very enjoyable. (11) the popularity of the highly emotional films which are commonly called 'weepies'. It seems that people enjoy crying together almost as much as laughing together.

Section 2. Grammar (11 marks)

Read the sentences below and tick the best answer (a, b, or c). The first one has been done as an example for you.

- 1- I look forward you as soon as possible.
☐ a. seeing ☒ b. to seeing ☐ c. to see
- 2- I to America.
☐ a. have often been ☐ b. often have seen ☐ c. have been often
- 3- You look a teacher.
☐ a. like ☐ b. as ☐ c. the same like
- 4- How many brothers and sisters?
☐ a. has you got ☐ b. do you have ☐ c. are you having
- 5- I knew that he waiting for somebody.
☐ a. will ☐ b. was ☐ c. is
- 6- We can't live very long without
☐ a. to eat ☐ b. eat ☐ c. eating
- 7- That's the man took your coat.
☐ a. which ☐ b. that ☐ c. who

- 8- My mother my birthday.
☐ a. always forget ☐ b. forget always ☐ c. always forgets
- 9- Sophanna doing this time yesterday?
☐ a. What was ☐ b. What is ☐ c. What are
- 10- It's if you take the train.
☐ a. the quicker ☐ b. quicker ☐ c. the most quicker
- 11- This is the first time I a sport car.
☐ a. 'm driving ☐ b. drive ☐ c. 've driven
- 12- My wife will be upset
☐ a. if I don't get back ☐ b. if I didn't get back ☐ c. if I hadn't got back

Section 3. Language Use (08 marks)

Match the meanings in **A** with their most suitable words in **B** and write the answers in **C**. The first one has been done as an example for you.

A	B	Answers
1- <i>powerful motor vehicle used for pulling farm machinery or other heavy equipment</i>	a. footstep	1 ⇒ d
2- join or mix together to form a whole	b. peasant	2 ⇒
3- suffering or death caused by lack of food	c. moustache	3 ⇒
4- figure of a person, an animal, etc. in wood, stone, metal, etc. usually with life-size or larger	d. tractor	4 ⇒
5- hair that grows on a man's upper lip	e. museum	5 ⇒
6- sound or mark of a step taken when walking	f. sculpture	6 ⇒
7- art of making figures or objects by carving wood or stone or shaping clay, etc.	g. statue	7 ⇒
8- building in which objects of artistic, cultural, historical or scientific importance and interest are displayed	h. combine	8 ⇒
9- farmer owning or renting a piece of land which is cultivated himself	i. starvation	9 ⇒

Section 4. Vocabulary (07 marks)

Choose a word from the alternatives given to fill the gaps in the sentences below. The first one has been done as an example for you.

- 1- Despite very careful, the police have not been able to identify who the murderer is yet.
☐ a. undertaking ☐ b. searching ☒ c. enquiries ☐ d. surveys
- 2- Heavy snow the train for several hours.
☐ a. cancelled ☐ b. delayed ☐ c. postponed ☐ d. changed
- 3- I still really like a cigarette even though I smoking two years ago.
☐ a. gave in ☐ b. gave up ☐ c. gave over ☐ d. completed
- 4- Most parents find it is difficult to their children nowadays.
☐ a. foster ☐ b. bring up ☐ c. develop ☐ d. grow up
- 5- Vutha always arrives on time. He is
☐ a. careful ☐ b. boring ☐ c. punctual ☐ d. timeless
- 6- Because of the energy crisis, many people claim that there is no to developing nuclear power.
☐ a. advantage ☐ b. reason ☐ c. alteration ☐ d. alternative

7- The restoration of the library was considered a great in view of the difficulty of raising money.

- ☐ a. architecture ☐ b. achievement ☐ c. building ☐ d. interest

8- According to the weather, there will be rain tomorrow.

- ☐ a. programme ☐ b. forecast ☐ c. information ☐ d. survey

Section 5. Writing (14 marks)

Describe a person you like the most. (Write about 150 words).

កំណត់សម្គាល់៖ ក្នុងការសរសេរ បេក្ខជនមិនត្រូវសរសេរឈ្មោះរបស់ខ្លួន ឬមិត្តភក្តិរបស់ខ្លួនទេ។ សន្លឹកកិច្ចការរបស់
បេក្ខជនណាដែលមានសរសេរឈ្មោះរបស់ខ្លួន ឬមិត្តភក្តិរបស់ខ្លួន នឹងត្រូវបានពិន្ទុសូន្យ។

Table 1.*Answer keys*

Section 1. Reading	Section 2. Grammar	Section 3. Language Use	Section 4. Vocabulary
1. C	1. b	1. d	1. c
2. E	2. a	2. h	2. b
3. A	3. a	3. i	3. b
4. G	4. b	4. g	4. b
5. H	5. b	5. c	5. c
6. J	6. c	6. a	6. d
7. K	7. c	7. f	7. a
8. L	8. c	8. e	8. b
9. F	9. a	9. b	
10. B	10. b		
11. D	11. c		
	12. a		

Section 5. Writing

Topic: Write an essay to describe “**A Person You Like the Most.**” Write at least 150 words.

My best buddy is the one I like and respect the most. She is someone who, in addition to our friendship, has had a significant influence on my life because of the extraordinary traits she possesses. Her loyalty, genuine goodness, and sense of humor make her an amazing person who never fails to inspire me. I will discuss what makes her unique in this essay and why she is such a significant person in my life.

Her amazing sense of humor was one of the first things that captivated me about her. Regardless of how demanding or challenging a day could be, she possesses a special talent for making me smile and find the positive aspects of things. Her humor and liveliness make the room happy, and I've seen that her laughter spreads easily. However, her laughter goes beyond mere amusement; she possesses a remarkable ability to inject humor into serious situations, making her presence comforting during difficult times.

Her benevolence is one of her most admirable qualities, along with her sense of humor. She never hesitates to offer assistance to friends, relatives, or even complete strangers. Her daily behaviors, from tiny gestures, like listening intently when someone needs to chat, to larger acts of giving, like community service, demonstrate her empathy for others. Her genuine concern for others draws people to her.

But the thing I like most about her is her steadfast loyalty. She demonstrates unwavering devotion to those she loves and consistently stands by them, particularly in challenging times.

I have witnessed her support friends through difficult times, without hesitation providing both practical and emotional support. Our connection is based on her loyalty, which makes me feel safe and trustworthy. I can always rely on her.

Her insatiable curiosity and desire to learn are other qualities that make her unique. She is open to new experiences at all times, whether they involve discovering new concepts, taking up a new hobby, or learning about other cultures. Her intellectual curiosity encourages me to take on new challenges and broaden my own horizons. Seeing someone who is so ready to learn and develop inspires me to pursue my own goals in life.

To sum up, I really respect and admire my best friend for her kindness, loyalty, curiosity, and sense of humor. She has inspired me to be a better person and supported me no matter what, and she has had a positive impact on my life. Her friendship is a true blessing, and I am thankful for her every day. She is my kind of friend.

ប្រឡងឆ្នាំសាលាលើកទី១ ថ្នាក់ទី១២

សម័យប្រឡង : ២៦ កុម្ភៈ ២០០៨

វិញ្ញាសា : ភាសាអង់គ្លេស

រយៈពេល : ៦០ នាទី

មណ្ឌលប្រឡង:

លេខបន្ទប់: លេខតុ:

ឈ្មោះបេក្ខជន:

ហត្ថលេខាបេក្ខជន:

Part 1: Reading (10 marks)

Select the words from the box below to fill the gaps in the following paragraph. Gap (1) has been done as an example for you.

between	in	a	but	the	with
<i>Thailand</i>	an	on	for	of	

We own hotels and holiday centers in Cambodia, (1) ...*Thailand*..... and Singapore. We are looking for a qualified person for the position of Leisure Planner. He or she is responsible (2)planning and organizing leisure activities for guests and other clients. The post requires someone (3) the age of 25 and 35 with an interest in encouraging people (4) all ages to take part in (5) wide range of leisure activities at our holiday centers. Fluency (6) English, Thai, Cambodian, or French is also desirable (7) not essential. Although (8) successful candidate for the post will be based in our Phnom Penh headquarters near the National Museum, he or she will be required to travel frequently. Candidates must be capable of working (9) their own but at the same time be able to cooperate (10) other members of a busy team. In addition, the successful candidates must have (11) international driving licenses.

Part 2: Language Use (14 marks)

Match the parts of the sentences in **Section A** with the most suitable ones in **Section B**. The first one has been done as an example for you.

A	B	Answers
1. <i>Do you know what time is it?</i>	A. I can give you a lift.	1 ⇒ C
2. It was an enormous house.	B. I need to get it cut.	2 ⇒
3. You look thirsty.	C. <i>Sorry, I haven't got a watch.</i>	3 ⇒
4. It's a long way to town.	D. They're going to fall asleep.	4 ⇒
5. My hair is too long.	E. Shall I open the window?	5 ⇒
6. The kids are tired out.	F. It looked like a castle.	6 ⇒
7. It's hot in here.	G. I think they're going to win.	7 ⇒
8. They are playing really well.	H. Perhaps I can get you something to drink.	8 ⇒

Part 3: Grammar (06 marks)

Tick the correct answer (A, B, C, D). Only one answer is correct. The first one has been done as an example for you.

- There was money left in my bank account.
☐ A. more ☒ B. no ☐ C. some ☐ D. any
- Their house is near the Unaloam Pagoda.
☐ A. whereabouts ☐ B. anywhere ☐ C. somewhere ☐ D. anyplace
- I'm sorry I your party. I was away at that time.
☐ A. missed ☐ B. failed ☐ C. passed ☐ D. lost
- You are who has been there.
☐ A. the single ☐ B. the only one ☐ C. only one ☐ D. the only
- The reason I left is I was bored.
☐ A. why ☐ B. for ☐ C. while ☐ D. that

6- We are very proud our son's success.

- ☐ A. for ☐ B. of ☐ C. on ☐ D. at

7- I have learnt all the irregular verbs

- ☐ A. from memory ☐ B. by the heart ☐ C. in the memory ☐ D. by heart

Part 4: Vocabulary (05 marks)

Tick the correct answer (A, B, C, D). Only one answer is correct. The first one has been done as an example for you.

1- He wanted to make a good impression at the as he was eager to get a job.

- ☐ A. interrogation, ☐ B. meeting, ☐ C. briefing, ☒ D. interview,

2- It is a for the Chinese to visit their friends and relatives in New Year.

- ☐ A. tradition ☐ B. custom ☐ C. task ☐ D. routine

3- Cambodian people follow

- ☐ A. Hinduism ☐ B. Buddhism ☐ C. Islam ☐ D. Protestantism

4- That's the who has taken your coat.

- ☐ A. dog ☐ B. men ☐ C. girls ☐ D. boy

5- Ann and Peter phone everyday.

- ☐ A. them ☐ B. Themselves ☐ C. themselves ☐ D. each other

6- Chinda is not only but also to discuss with.

- ☐ A. good, wealth ☐ B. wealthy, friendly ☐ C. good, friends ☐ D. well, friendly

Part 5: Writing (15 marks)

Write an essay about 'A Goal in Your Life'. Your essay must be in English and at least 150 words.

កំណត់សម្គាល់៖ ក្នុងការសរសេរ បេក្ខជនមិនត្រូវសរសេរឈ្មោះរបស់ខ្លួន ឬមិត្តភក្តិរបស់ខ្លួនទេ។ សន្លឹកកិច្ចការរបស់ បេក្ខជនណាដែលមានសរសេរឈ្មោះរបស់ខ្លួន ឬមិត្តភក្តិរបស់ខ្លួន នឹងត្រូវបានពិន្ទុសូន្យ។

Table 1.*Answer keys*

Part 1. Reading	Part 2. Language Use	Part 3. Grammar	Part 4. Vocabulary
1. Thailand	1. C	1. B	1. D
2. for	2. F	2. C	2. A
3. between	3. H	3. A	3. B
4. of	4. A	4. B	4. D
5. a	5. B	5. D	5. D
6. in	6. D	6. B	6. B
7. but	7. E	7. D	
8. the	8. G		
9. on			
10. with			
11. an			

Part 5. Writing

Topic: Write an essay in English about “**A Goal in Your Life.**” Write at least 150 words.

Everyone has to create a future goal to live a joyful life. As I have approached the end of my high school career, I often ponder my future. I have a long way to go before I can build a great future. Numerous factors must contribute to this. Different people have different goals for their future, and they need to go through them in different ways. I have three future goals, and those goals seem like the steps of my life, which include pursuing a higher education degree, looking for a good job, and having a good family.

My first step or goal is to attend university and get a bachelor’s degree. After I graduate from high school, I want to continue my studies at a reputable university. Furthermore, I want to enroll at CamEd Business School, or the American University of Phnom Penh (AUPP). They are considered to be among the top universities in Cambodia. When I have the opportunity to study one of those, I will try from the bottom of my heart to fulfill all the requirements and get a degree. I always imagine that I will get a degree with enough qualifications so that I can look for a suitable job and work well. Therefore, those universities can help me.

After I get my bachelor’s degree in business, I will look for a job at a reputable company to acquire some experience first. Then, I will probably open a small business. I have had a dream of having my own business since I was young. Furthermore, I want to earn a lot of money in the future so I can repay my parents' gratitude for giving birth to me and raising me since I was born. In addition, I want to save some money to travel abroad, such as to Australia, Singapore, and so on, if it is possible. If I am able to accumulate significant funds from my honest business ventures, I plan to construct school buildings, particularly in rural areas. When

I was young, I always felt pity for the poor and those who could not afford to study. Hence, doing business and helping the poor is what I always want to do.

After that, I will start to think about having a family. I want to marry someone who loves my family, who cares about me, and whom I can depend on in the future. It could be someone who enjoys studying and engaging in honest business, which aligns with my goals. I don't like anyone who is lazy.

In conclusion, I am prepared to do whatever it takes to achieve my objective of becoming a businessperson. When I become a businessperson, I intend to assist as many people as possible to preserve lives and the globe. Hence, I will try my best to achieve the goals that I have set for myself. I will study hard to get a good grade on my national examination and attend the university I want to enroll in. Finally, I will try to save some money, open my own small business, repay my parents' thankfulness as much as I can, and help poor people, too.

ប្រឡងសញ្ញាបត្រមធ្យមសិក្សាទុតិយភូមិ
 សម័យប្រឡង : ០៤ សីហា ២០០៨
 វិញ្ញាសា : ភាសាអង់គ្លេស
 រយៈពេល : ៦០ នាទី

មណ្ឌលប្រឡង:
 លេខបន្ទប់: លេខតុ:.....
 ឈ្មោះបេក្ខជន:
 ហត្ថលេខាបេក្ខជន:

Part I. Reading (15 marks)

A. (10 marks) Vocabulary

Read the text below and fill in the blanks with the appropriate words from the box. The first one has been done as an example for you. Write your answer as the way the example shown.

A. culture	B. succeed	C. profit	D. persuade	E. <i>competitive</i>	F. media
G. demand	H. businesses	I. attractive	J. Advertisements	K. consumers	

ADVERTISEMENTS

Business is very (1) E nowadays. If a business wants to (2) _____; therefore, it must be advertised through the (3) _____, including television, radio, magazines, and newspaper, together with the people involved in their production.

Advertisements can be used to advertise (4) _____, products, jobs and courses, as well as provide information about other subjects like health and the environment.

(5) _____ can have two main purposes. The first purpose is to tell (6) _____ about the goods they want to sell, in order to (7) _____ them to buy as well as to create a (8) _____. So, the advertisements must be (9) _____ and shown that opinion is fact. Customers will then believe that our advertisement is not only reasonable but also true. The second purpose is to sell goods in big amount and make a good (10) _____.

From the technical point of view, advertising is more or less the same, but an advertisement that works in one country or area mightn't necessarily work in another. This is because of their own (11) _____ and society.

B. (05 marks) Comprehension Check

1. (1 mark) What can you advertise through?

We can advertise through media, including TV, radio, magazines, and newspapers.

2. (2 marks) What can advertisement be used to advertise?

Advertisement can be used to advertise business, jobs, products, and courses.

3. (2 marks) How many purposes of advertisements are they? What are they?

There are two purposes of advertisements. They are "to tell consumers the goods we want to sell" and "to sell goods in big amount and to get good profit".

Part II. Language Use (5 marks)

Match parts of the sentences in **Section A** with the most suitable ones in **Section B** and write the answer in **Section C**. The first one has been done as an example for you.

A	B	C
---	---	---

1. I don't know where Pasteur Street is.	A. the film will have already started.	1 ⇒ G
2. It is easy to cut down a tree,	B. I think we are being followed.	2 ⇒
3. I can hear a knock on the door.	C. I would be sacked.	3 ⇒
4. By the time we get to the cinema,	D. but it's not so easy to grow one.	4 ⇒
5. There's somebody behind us.	E. she wouldn't be tired all the time.	5 ⇒
6. If I didn't do my job properly,	F. Why don't you go to answer it?	6 ⇒
	G. Then you ought to look at the map.	

Part III. Grammar (10 marks)

There are four answers for each statement. Only one answer is correct. Choose the right answer and tick it in the right column. The first one has been done as an example for you.

- 1- Samnang did not go to school he was ill.
☐ A. if ☐ B. though ☒ C. because ☐ D. but
- 2- If it does not stop raining, the road
☐ A. have been flooded ☐ B. would be flooded ☐ C. would be flooded ☐ D. will be flooded
- 3- I feel tired because I for hours.
☐ A. was working ☐ B. am working ☐ C. have been working ☐ D. has worked
- 4- Let's go out for dancing, ?
☐ A. are we ☐ B. do not we ☐ C. will we ☐ D. shall we
- 5- Do you know the man sits next to you?
☐ A. whom ☐ B. whose ☐ C. who ☐ D. which
- 6- My brother and I hard to support our family ever since we were children.
☐ A. have worked ☐ B. work ☐ C. were working ☐ D. worked

Par IV. (07 marks)

Choose a word from the alternatives given to fill the gaps in the sentences below. The first one has been done as an example for you.

- 1- What are you going to buy your friend her birthday?
☐ A. to ☒ B. for ☐ C. during ☐ C. at
- 2- She never really her parents for not having allowed her to go to university.
☐ A. forgave ☐ B. forgot ☐ C. pardoned ☐ D. excused
- 3- My parent often does with people from Korea.
☐ A. affairs ☐ B. finances ☐ C. economy ☐ D. business
- 4- It is possible to now for the next term's evening classes?
☐ A. participate ☐ B. join in ☐ C. enroll ☐ D. enter
- 5- the national election is conducted this year, the Grade 9 national examinations won't be delayed.
☐ A. Unless ☐ B. If ☐ C. If not ☐ D. Even if
- 6- My work got worse and worse. Unless I I'll fail my exam in the end of the year.
☐ A. improve ☐ B. get well ☐ C. increase ☐ D. get back
- 7- At work, Vuthy always arrives on time, he's so
☐ A. timeless ☐ B. punctual ☐ C. boring ☐ D. careful
- 8- I really want to have my bedroom next week.

☐ A. repaired

☐ B. repairing

☐ C. repair

☐ D. to repair

Part V. WRITING (13 marks)

Write an essay (120-150 words) about ‘Advantages of Studying in Foreign Countries’.

កំណត់សម្គាល់៖ ក្នុងការសរសេរ បេក្ខជនមិនត្រូវសរសេរឈ្មោះរបស់ខ្លួន ឬមិត្តភក្តិរបស់ខ្លួនទេ។ សន្លឹកកិច្ចការរបស់បេក្ខជនណាដែលមានសរសេរឈ្មោះរបស់ខ្លួន ឬមិត្តភក្តិរបស់ខ្លួន នឹងត្រូវបានពិន្ទុសូន្យ។

Table 1.*Answer keys*

Part I. Reading	Part II. Language Use	Part III. Grammar	Part IV. Vocabulary
1. E	1. G	1. C	1. B
2. B	2. D	2. D	2. A
3. F	3. F	3. C	3. D
4. H	4. A	4. D	4. C
5. J	5. B	5. C	5. A
6. K	6. C	6. A	6. A
7. D			7. B
8. G			8. A
9. I			
10. C			
11. A			

Part V. Writing

Topic: Write an essay about the “**Advantages of Studying in Foreign Countries**”.

Learning is a life-long process. There are various types of learning styles. Those types include formal learning, non-formal learning, and informal learning. People can learn in schools, universities, institutions, and anywhere else they want. However, we highly recommend learning at appropriate institutions, such as schools or universities. Additionally, students have the option to apply for study abroad programs. Learning abroad offers numerous benefits to learners, but three stand out as highly valued. These benefits may include broadening one's knowledge of the world, gaining exposure to diverse people and cultures, and developing specialized skills that are essential for securing a successful career.

If the students have the opportunity to study abroad, they will gain worldly knowledge. When students study abroad, especially in developed parts of the world such as America, Australia, New Zealand, or the EU countries, they have the chance to meet different students from different areas and share the knowledge gained from their backgrounds. In addition, they will encounter numerous highly skilled teachers or lecturers who can equip students with the necessary skills for the working world. Additionally, students have the opportunity to learn from a variety of lecturers from different countries. Often, the lecturers in those regions of the world hail from various nations, having previously distinguished themselves as exceptional learners and secured employment according to their areas of expertise. Thus, the aforementioned points represent some of the aspects of world knowledge that students acquire while studying abroad.

Learning abroad gives students opportunities to get to know different kinds of people and learn about their cultures. For instance, at the beginning of the year, you will encounter numerous classmates who are in the same class as you. After getting to know each other, you and your classmates may become close friends. Some of your classmates may even become roommates, sharing the cost of living together temporarily. In addition, you will have numerous school friends who greet you with a "hello" every time you cross paths. Sometimes, you can meet some friends by playing sports together. Sometimes, your classmates are also your neighbors, allowing you to ride the same bus to school every day together, among other activities. Through the aforementioned activities, you can learn a lot about your friends' cultures, and you can also share your culture with them.

Learning from exceptional teachers or lecturers can equip you with the necessary skills for a successful job. Studying abroad provides you with the opportunity to interact with a multitude of exceptional teachers and lecturers. After learning from them, you will acquire specific skills that will enhance your chances of finding a good job. When you have a decent job, you can earn a lot of money to support your family, and your life will be meaningful.

Finally, studying abroad provides you with a variety of opportunities to meet friends and learn about foreign cultures from your peers. By studying with your excellent professors and lecturers and sharing your expertise with peers, you will gain world knowledge. Then, when you finish your education, you will have gained expertise in a certain area. Having a certain expertise allows you to get decent work and save money for your future.

ប្រឡងឆ្នាំសិក្សាទី១២ លើកទី២

សម័យប្រឡង : ១៥ មិថុនា ២០០៩

វិញ្ញាសា : ភាសាអង់គ្លេស

រយៈពេល : ៦០ នាទី

មណ្ឌលប្រឡង:

លេខបន្ទប់: លេខតុ:

ឈ្មោះបេក្ខជន:

ហត្ថលេខាបេក្ខជន:

Part 1: Reading (10 marks)

Read the text and fill in each gap with the appropriate word from the box by putting the gap's number in the brackets next to the word in the box. The first one has been done as an example for you.

()- concentrate	(1)- overcome	()- taking	()- taught	()- doing
()- organise	()- learn	()- review	()- curriculum	

Student Life

Even the most studious among you will probably have difficulty studying at some stages in your academic. If or when this happens, the only way to **(1)overcome.....** this problem is to go back to basics. First, make sure you have a comfortable environment to study in. Some students cannot **(2)** if there are too many distractions, so they need a quiet place. Others need some sorts of background noise, such as music or company of friends. Whatever your personal preference is, you need to **(3)** this first of all. Next make sure you have all of the equipment or tools that you need. For example, if you are **(4)** a geography course and you have to **(5)** about countries and their capital cities, then you will need to have your atlas in your hand. If you are **(6)** your mathematics homework, then be sure to find your calculator, ruler, protractor and compass before you start. Perhaps you are not preparing a homework assignment or project, but are trying to revise for an exam. If so, you need to know exactly what is on your **(7)** You should also **(8)** your notes and make sure that you have a clear understanding of what your lecturers have **(9)** you.

Part 2: Language Use (10 marks)

Match parts of the sentences in section A with the most suitable ones in section B. The first one has been done as an example for you.

A	B	C (Answers)
1- <i>I'm taking my driving test today.</i>	a. Let's go picnic.	1 ⇒ <i>..I...</i>
2- The weather is so lovely.	b. I'm going to a wedding dinner.	2 ⇒
3- I'm twenty-two today.	c. commits the crime.	3 ⇒
4- What beautiful hair you made up!	d. At the construction site.	4 ⇒
5- Keep out of reach of children.	e. Happy birthday!	5 ⇒
6- Safety first.	f. sees a crime being committed.	6 ⇒
7- He parked his car in the wrong place.	g. On the medicine or poisonous bottle.	7 ⇒
8- A witness is someone who	h. As he rose to receive the Prize.	8 ⇒
9- I was late for work this morning	i. It's the third burglary in this area.	9 ⇒
10- There was an outburst of clapping.	j. So, he had to pay for a parking fine.	10 ⇒
11- A house was broken into last week.	k. because my bike has broken down.	11 ⇒
	l. <i>Good luck!</i>	

Part 3: Grammar (12 marks)

There are four answers after each sentence. Only one answer is correct. Choose the right answers and tick it in the right column. The first one has been done as an example for you.

	a	b	c	d
Example: I her for help whenever my department is understaffed.	✓			
a. <i>ask</i>				
b. asks				
c. asked				
d. had asked				

1- Mr. Samnang was getting ready to leave the hotel when he a phone call. a. receives b. had received c. is receiving d. received				
2- The director for his vacation and will not return until next week. a. leaving b. had left c. has left d. will have left				
3- I am tired, I will work late tonight. a. Or b. Even though c. Because d. So that				
4- The final report on the project needs to be completed possible. a. as quickly as b. quickly than c. quickly as d. more quickly				
5- If the weather were sunny, we indoors. a. would stay b. will stay c. should stay d. stay				
6- I feel tired, because I for hours. a. was working b. have been working c. am working d. has worked				
7- If he were a millionaire, he you a palace. a. would buy b. will buy c. should buy d. buy				
8- If Mr. Savuth does not arrive soon, we without him. a. left b. is leaving c. had left d. will leave				
9- If I had a spare ticket, I you to the concert. a. could take b. can take c. take d. will take				
10- We arrived Phnom Penh at 4:30 in the morning. a. to b. at c. for d. in				
11- If they understood the problem, they a solution. a. should find b. will find c. find d. would find				
12- I didn't see you the party last weekend. a. for b. by c. too d. at				

Part 2: Vocabulary (08 marks)

Match the words or phrases in section **A** with the meaning in section **B** and write the answers in **C**. The first one has been done as an example.

A	B	C
1. <i>monolingual</i>	a. try not to judge before you know the facts	1 ⇒ e
2. bear in mind	b. giving one's own opinion	2 ⇒
3. keep an open mind	c. repair and make new again	3 ⇒
4. maintain	d. remember	4 ⇒
5. personally	e. <i>written only in one language</i>	5 ⇒
6. my mind went blank	f. stop doing something	6 ⇒
7. renovate	g. keep in good condition	7 ⇒
8. give up	h. I forgot	8 ⇒
9. punctual	i. feel tired	9 ⇒
	j. is never late, but always arrives at the exact time	

Part 5: Essay Writing (12 marks)

Describe the 'Roles of Cambodian Women in Modern Society' at least 150 words.

Table 1.*Answer keys*

Part 1. Reading	Part 2. Language Use	Part 3. Grammar	Part 4. Vocabulary
1. overcome	1. l	1. d	1. e
2. concentrate	2. a	2. c	2. d
3. organise	3. e	3. b	3. a
4. taking	4. b	4. a	4. g
5. learn	5. g	5. a	5. b
6. doing	6. d	6. b	6. h
7. curriculum	7. j	7. a	7. c
8. review	8. f	8. d	8. f
9. taught	9. k	9. a	9. j
	10. h	10. d	
	11. i	11. d	
		12. d	

Part V. Writing

Topic: Write an essay in English about the “**Roles of Women in Modern Cambodian Society**”. Write at least 150 words.

Long ago, there was a belief that women couldn't achieve equality with men, with some even suggesting that women's roles were limited to being near the kitchen stove, caring for children, and entertaining their husbands. Unlike in the past, the passage of time and the evolution of our world have led to the reshaping and expansion of these roles. Thus, people's thinking has developed. This implies that contemporary individuals hold the belief that women should receive the same treatment as men. Therefore, women also play an essential role in every aspect of society. In all aspects, they can do whatever they want the same way as men, such as being caretakers, civil servants, and leaders.

First, the role of caretaker is one of the most important that women play. When single, women care for their families, homes, and siblings. Furthermore, they must care for their husband's family, parents-in-law, and grandparents-in-law when married. Moreover, when they have children, it is their responsibility to raise them with good manners, preparing them to be good friends, good people, and good leaders in the future. Plus, women have to take care of their family's finances. They have to think critically whenever they buy something, such as clothes, food, or ingredients for cooking. In addition, women must carefully consider how to allocate their finances based on their family's income. In short, women are the trustworthy caretakers that every family needs.

Wage earners are another important role that women play in every society. Women not only live at home and take care of their families, but they also have jobs to do. Various women have different jobs. Some women work as teachers, doctors, or lawyers. Some women work as managers of companies, engineers, judges, and so on. Additionally, some women work not only at their workplaces but also at home, where they are responsible for housework and child care. In other words, our society can also develop because of women's active participation as essential components.

Last but not least, women also play the role of positive leaders. Women, starting as family leaders, can also become leaders in all types of organizations. In today's world, it's evident that many leaders are women. For example, in a classroom setting, the majority of class monitors are women. Moreover, in some countries, the prime ministers or leaders are also women. Women are not inferior to men. Women are also intelligent and smart. Women possess excellent leadership skills, just like men do. We can observe that numerous women have successfully managed and guided large corporations toward prosperity. In summary, women's exceptional leadership skills have significantly contributed to the development of our society.

In summary, women fulfill at least three crucial roles in every society. Those are caretakers, employees, and leaders. From my perspective, we must all appreciate the great and essential roles of women that have developed in our society and enabled it to move forward. Thus, as women, we need to look beyond our existing skyline and go further to see and share all the aspects of the world we are living in. Plus, men need to appreciate women because we are born from them, as a saying often shows that women are the mothers of the world.

ប្រឡងសញ្ញាបត្រមធ្យមសិក្សាទុតិយភូមិ
សម័យប្រឡង : ២៧ កក្កដា ២០០៩
វិញ្ញាសា : ភាសាអង់គ្លេស
រយៈពេល : ៦០ នាទី

មណ្ឌលប្រឡង:
លេខបន្ទប់: លេខតុ:.....
ឈ្មោះបេក្ខជន:
ហត្ថលេខាបេក្ខជន:

Part 1: Reading (10 marks)

Read the text and fill in each gap with the appropriate word from the box by putting the gap's number in the brackets next to the word in the box. The first one has been done as an example for you.

(0)- problem	()- pollute	()- introduced	()- environment	()- encourage
()- stop	()- reducing	()- rubbish	()- recycling	

Government gets involved in bag debate

One of the biggest issues facing our society today is the (0)**problem**..... of how to dispose of our (1), and in particular, plastic bags, which cause serious damage to the (2) While these bags may last just an hour in your shopping basket, they take hundreds of years to break down. They choke up rivers and (3) our water-ways. Some retailers have taken steps to (4) this from happening by introducing incentives to shoppers. For instance, one Chapa Super-Market is charging 400 riels a bag to customers to (5) them to bring their own bags. In some countries the government (6) a bag tax and plastic bag consumption went down by 90%. A study showed, however, that when they brought in this legislation, the sale of plastic bin liners immediately went up, which suggested that shoppers had been (7) their used bags by using them to line their rubbish bins. The government and the retail industry are now looking at other ways of (8) the use of plastic bags.

Part 2: Language Use (06 marks)

Match parts of the sentences in section A with the most suitable ones in section B. The first one has been done as an example for you.

A	B	Answers
1. Do you know what the time is?	a. No, there's no need, thanks.	1 ⇨ b
2. What was the party like?	b. Sorry, I haven't got a watch.	2 ⇨
3. Could you pass me the book, please?	c. Certainly. Here you are.	3 ⇨
4. My father has just had a job.	d. It was great fun.	4 ⇨
5. Shall I help you with that?	e. Neither did I.	5 ⇨
6. Have you got a lighter?	f. At 9 o'clock tomorrow.	6 ⇨
7. I didn't know Sopheap was married.	g. Oh, I'm so please to hear that.	7 ⇨
	h. Sorry, I don't smoke.	

Part 3: Grammar (14 marks)

There are four answers after each sentence. Only one answer is correct. Choose the right answers and tick it in the right column. The first one has been done as an example for you.

	a	b	c	d
Example: Yesterday I to Siem Reap. a. go b. went c. am going d. been		✓		
1- The man hat blew off in the wind chased it across the park. a. his b. who c. whose d. that				

2- If anyone phone me, tell them that I to the airport. a. have gone b. go c. have been d. was going				
3- If it rain, we'll have the party outside. a. doesn't b. couldn't c. didn't d. don't				
4- A company cannot survive if losses are always profits. a. great than b. greater than c. the greatest d. great as				
5- Our flight from Koh Kong to Ratanakiri was delayed the heavy rain. a. because of b. because c. on account d. as result				
6- Your mother used to visit you quite often, ? a. didn't she b. doesn't she c. wouldn't she d. hadn't she				
7- The magnificent temple was constructed by the Chinese. a. 8-centuries-old b. 8-century's old c. old-8-centuries d. 8-century-old				
8- If he, he would have been able to pass the exam. a. studies hard b. were studying hard c. studying hard d. had studied hard				
9- If Kimseng with us, he would have had a good time. a. had come b. came m c. would have come d. would come				
10- Are you sure that your brother use the new equipment? a. knows to b. knows the c. knows how d. knows how to				
11- It was not until she had arrived home remembered her appointment with the doctor a. when she b. that she c. and she d. she				
12- Her grades have improved, but only a. in a small amount b. very slightly c. minimum d. some				
13- The changes in this city have occurred a. with swiftness b. rapidly c. fast d. in rapid ways				
14- There has not been a great response to the sale, ? a. does there b. hasn't there c. hasn't it d. has there				

Part 4: Vocabulary (17 marks)

Odd one out. Underline the word that is not in the group. The first one has been done for you as an example.

Example:	book	magazine	<u>television</u>	newspaper
1.	huge	enormous	immense	tiny
2.	pretty	ugly	handsome	graceful
3.	reduced	costly	unreasonable	dear
4.	glad	sad	merry	cheerful
5.	rusty	dusty	strained	spotless
6.	scared	frightened	bold	cowardly
7.	sickly	healthy	sound	fit

Part 5: Writing (15 marks)

Write in English about 'Traffic Accident Issues in Our Society'. (Write between 100-150 words).

Table 1.*Answer keys*

Part 1. Reading	Part 2. Language Use	Part 3. Grammar	Part 4. Vocabulary
1. rubbish	1. b	1. c	tiny
2. environment	2. d	2. a	ugly
3. pollute	3. c	3. a	dear
4. stop	4. g	4. b	sad
5. encourage	5. a	5. a	spotless
6. introduced	6. h	6. a	bold
7. recycling	7. e	7. d	sickly
8. reducing		8. d	
		9. a	
		10. d	
		11. a	
		12. a	
		13. b	
		14. d	

Part 5. Writing

Topic: Write an essay about “**The Causes of Traffic Accident Issues in Our Society**” between 100 and 150 words.

There is no way that everyone in the world can stay at home indefinitely. That implies they will have to travel. Some people travel for employment, while others go to visit resorts. Also, some people travel to markets and visit family and friends. It is not always safe to travel. Every day, traffic accidents occur as a result of travel activities. These incidents may be caused by disobeying traffic laws, driving carelessly, or driving while inebriated.

When driving on the highways without obeying traffic regulations, people put themselves in grave danger. Drivers are required to comply with and respect several traffic regulations when driving on the roads. However, some people, for example, drive their automobiles without wearing a protective helmet. Furthermore, some people drive extremely quickly and frequently exceed the speed limit. Moreover, some drivers often violate traffic laws and, in certain cases, may not have a valid driver's license. Furthermore, some drivers do not follow the rules set by the road and traffic wardens. In summary, the above-mentioned aspects are what drivers should keep in mind when they travel down the road.

Moreover, it is well known that careless driving significantly contributes to traffic accidents. Some individuals are deemed unsuitable for driving on the road due to their tendency to gaze back and forth, either left or right, while driving. Some even use their phones to browse

Facebook while driving. However, some individuals drive at high speeds in an attempt to overtake others, often disregarding the safety of other drivers and pedestrians. In conclusion, the aforementioned incidents have resulted in numerous road accidents and the deaths of individuals per second.

Last but not least, driving while drunk is a major contributor to traffic collisions. People who are intoxicated tend to be poor drivers. For instance, individuals who are intoxicated often experience headaches, which can hinder their ability to operate automobiles safely. Likewise, some people lose consciousness when inebriated, while others become dizzy and fatigued. In short, people in these conditions are unable to responsibly handle their automobiles.

To summarize, the causes of traffic accidents in modern culture include driving without regard for traffic regulations, driving without regard for others, and driving while under the influence of alcohol. People in these situations are more likely to cause accidents for themselves and others. Such accidents result in the loss of drivers' lives, thereby lowering the economic status of families and society.

ប្រឡងឆ្នាំសិក្សាទី១២ លើកទី ១

សម័យប្រឡង : ២២ មីនា ២០១០

វិញ្ញាសា : ភាសាអង់គ្លេស

រយៈពេល : ៦០ នាទី

មណ្ឌលប្រឡង:

លេខបន្ទប់: លេខតុ:

ឈ្មោះបេក្ខជន:

ហត្ថលេខាបេក្ខជន:

Part 1: Reading (10 marks)

Read the text and fill in each gap with the appropriate word from the box by putting the gap's number in the brackets next to the word in the box. The first one has been done as an example for you.

(1)- born	()- but	()- invented	()- for	()- made	()- where	()- time
()- anyone	()- was	()- the	()- opportunities			

THE FIRST WOMAN SCIENTIST

Hypatia was (1)**born**.... in Alexandria, in Egypt, in 370 A.D. For many centuries she was (2) only woman scientist to have a place in the history books. Hypatia's father was the director of Alexandria University, and he (3) sure his daughter had the best education available. This was unusual, as most women then had few (4) to study. After studying in Athens and Rome, Hypatia returned to Alexandria (5) she began teaching mathematics. She soon became famous (6) her knowledge of new ideas. We have no copies of her books, (7) we know that she wrote several important mathematical works. Hypatia was also interested in technology and (8) several scientific tools to help with her work. At the (9) many rulers were afraid of science, and (10) connected with it was in danger. One day in March 415, Hypatia (11) attacked and killed in the street.

Part 2: Vocabulary (07 marks)

Underline the most suitable word. The first one has been done for you as an example.

Example: Sue came first in the 5000-meter competition/ game/ race.

- Jack and Eddie arranged to meet outside the football *ground/ field/ pitch*.
- Brenda goes jogging every morning to keep *exercised/ fit/ trained*.
- Our team *beat/ defeated/ won* the match by two goals to nil.
- The local stadium isn't large enough for so many *audience/ viewers/ spectators*.
- The final result was a/ an *draw/ equal/ score*.
- Norman won first *medal/ prize/ reward* in the cookery competition.
- Collecting match boxes is Rebecca's favorite *leisure/ occupation/ pastime*.

Part 3: Language Use (08 marks)

Match parts of the sentences in section A with the most suitable ones in section B. The first one has been done as an example for you.

A	B	Answers
1. <i>When's Dara coming?</i>	a. <i>At lunch time.</i>	1 ⇒ a
2. Can I use your telephone?	b. Here, it is, Sir.	2 ⇒ ..
3. Can I speak to Mr. Sopha?	c. It's awful, I don't like fat food.	3 ⇒ ..
4. Bopha's on holiday.	d. Thank. It is your open mind.	4 ⇒ ..
5. Do you have a room for the night?	e. This is Mr. Sopha speaking.	5 ⇒ ..
6. What are you looking for?	f. Sorry Madame, it is out of order.	6 ⇒ ..
7. Please, do not hesitate to ask me when you have a problem.	g. What room do you want?	7 ⇒ ..
8. Is wedding dinner delicious?	h. I have lost my car key.	8 ⇒ ..
9. I want the menu, please.	i. Where has she gone to?	9 ⇒ ..
	j. Job announcement.	

Part 4: Grammar (10 marks)

There are four answers after each sentence. Only one answer is correct. Choose the right answers and tick it in the right column. The first one has been done as an example for you.

	a	b	c	d
Example: Can't you hear someone at the door? a. knocking b. was knocking c. knocked d. had knocked	✓			
1- Dara son has been kidnapped is a police officer. a. who b. that c. whose d. whom				
2- When I arrived at the airport, the plane a. had taken off b. has taken of c. will take off d. will be taking off				
3- She didn't meet anyone she knew, and a. neither did Sok b. Sok didn't too c. neither does Sok d. Sok doesn't either				
4- She wishes she around the country. a. can travel b. travelled c. has travelled d. will travel				
5- It all day. I wonder when it will stop. a. has been snowing b. was snowing c. snowed d. has snowed				
6- If it tomorrow, we'll cancel the babecue. a. will rain b. rain c. rains d. is raining				
7- Sokha is capable doing better job. a. about b. in c. for d. of				
8- Instead of about good news, Bora seemed to be different. a. exciting b. being excited c. to excited d. to be excited				
9- A rabbit ran across the path in front of me as I through the woods. a. had been walking b. am walking c. had walked d. was walking				
10- She said that she the workshop on education. a. has attended b. will attend c. had attended d. is attending				

Part 5: Writing (15 marks)

Write in English about **'Your School Environment'**. (Write between 100-150 words).

Table 1.*Answer keys*

Part 1. Reading	Part 2. Vocabulary	Part 3. Language Use	Part 4. Grammar
1. born	1. field/pitch	1. a	1. c
2. the	2. fit	2. b	2. a
3. made	3. defeated/won	3. e	3. a
4. opportunities	4. spectaculars	4. i	4. b
5. where	5. draw	5. g	5. a
6. for	6. prize	6. h	6. c
7. but	7. pastime	7. d	7. d
8. invented		8. c	8. b
9. time		9. f	9. d
10. anyone			10. c
11. was			

Part 5. Writing

Topic: Write an essay about your “**School Environment**” Write an essay with at least 120-150 words.

Schools are the places where all students go to learn and acquire knowledge. A better school requires not only strong principles, qualified teachers, and a diverse student body, but also a conducive environment. A conducive environment encourages all students to eagerly attend school and study. It also helps alleviate the stress and hardships that the learners face. Additionally, I can confidently state that my school environment is acceptable. Let me give you an in-depth description of my school environment.

My school is one of the best in my neighborhood. It is located in one province in Cambodia. My school has six buildings. It is not huge, but it is neat and beautiful. My school has about 40 rooms, including a headmaster's room, a library room, a computer room, a teacher's room, nine toilets, and 27 rooms for students to study in. All of the rooms are ventilated.

If I look around the buildings, I see a lot of colorful nature. Mango trees, tamarind trees, coconut trees, rice fields, and other types of plants surround my school. My school is also full of various kinds of flowers, such as sunflowers, calendulas, jasmine, water lilies, and some others. My school's flagpole sits in the center, encircled by a variety of flowers and small plants. Behind the buildings, there is a football field and a basketball field. My school also has a parking area next to the fence where the students can park their vehicles.

Furthermore, the teachers at my school are very kind, caring, and helpful. They teach students so many things, including knowledge, a code of ethics, a code of conduct, soft skills, and hard skills. They always guide the students to do good things—to become good students, good friends, good children, and good leaders in the future. Furthermore, my school boasts a highly efficient system. For instance, each classroom must undergo a thorough cleaning. Students must place their trash in the bins instead of on the ground. There are two bins in front of every building. Additionally, if a student misses a class or is absent, the school will notify their parents to come to discuss their child's behavior.

To cut a long story short, I can say that I am proud and glad to be able to study at this school. The school environment is really clean and tidy. It also makes me feel comfortable studying there. Because of how clean and tidy my school is, I can breathe fresh air every day.

ប្រឡងឆ្នាំសិក្សាទី១២ លើកទី ២

សម័យប្រឡង : ២០ មិថុនា ២០១០

វិញ្ញាសា : ភាសាអង់គ្លេស

រយៈពេល : ៦០ នាទី

មណ្ឌលប្រឡង:

លេខបន្ទប់: លេខតុ:

ឈ្មោះបេក្ខជន:

ហត្ថលេខាបេក្ខជន:

Part 1: Reading (10 marks)

Read the text and fill in each gap with the appropriate word from the box by putting the gap's number in the brackets next to the word in the box. The first one has been done as an example for you.

(1)- *good-looking* ()- simply ()- rich ()- attractive ()- ugly ()- beautiful
()- unattractive ()- interested ()- pretty ()- handsome ()- interesting

Beauty

How important is your appearance? Although everyone wants to be (1) ...*good-looking*...., are (2) people always happier people? For example, it must be a problem to be a really beautiful woman, because some men may be more (3) in looking at you than talking to you. They think of you as a picture rather than a person. Some people think that women who are exceptionally (4) and men who are particularly (5) must be stupid. They believe that only (6) people can be intelligent.

On the other hand, no one wants to be really (7), has a face that even your mother does not want to look at, and no one wants to be plain either – that is to be neither (8) nor unattractive and have a face that is easily forgotten.

Being attractive is like being (9) it can help you find happiness, but it doesn't always make you happy. So maybe the best thing is not to be worry too much about how you look, but (10) try to be an interesting person. For (11) people have interesting faces, and interesting faces are almost always attractive.

Part 2: Vocabulary (07 marks)

Match each word with definition. Write the answers in the column below. See example.

1	2	3	4	5	6	7	8
F							

- | | |
|---------------|--|
| 1. cremate | a. The deliberate murder of a whole group or race of people. |
| 2. charity | b. Important qualities, customs, and traditions that have been in a society for a long time. |
| 3. genocide | c. An organization that collects money or goods in order to help people who are poor. |
| 4. heritage | d. Suffering or death caused by lack of food. |
| 5. starvation | e. Give up something important so that you can help someone. |
| 6. poisonous | f. To burn the body of a dead person at a funeral ceremony. |
| 7. proud | g. Containing poison or producing poison. |
| 8. sacrifice | h. Feeling please about something you have or did. |
| | i. A dead body, especially the body of a human being. |

Part 3: Language Use (08 marks)

Match parts of the sentences in section A with the most suitable ones in section B. The first one has been done as an example for you.

A	B	Answers
1- <i>What does the taxi cost?</i>	A. <i>It costs 5,000 riels.</i>	1 ⇒ A
2- The weather will be cloudy and rainy.	B. This is I am speaking.	2 ⇒
3- I'm terribly thirsty.	C. It's fantastic and I am very full.	3 ⇒

4- We'll be late for school.	D. I don't know. When is it?	4 ⇨
5- Can you tell me the time, please?	E. I want a room that I can see park view.	5 ⇨
6- Can I help you?	F. The forecast from department.	6 ⇨
7- Are you going to the wedding dinner?	G. Can I have a glass of cool water?	7 ⇨
8- Is wedding dinner delicious?	H. So we are in a hurry.	8 ⇨
9- I want to speak to Mr. Path.	I. Certainly, it's 9 o'clock.	9 ⇨

Part 4: Grammar (10 marks)

There are four answers after each sentence. Only one answer is correct. Choose the right answers and tick it in the right column. The first one has been done as an example for you.

	a	b	c	d
Example: Can't you hear someone at the door? a. knocking b. was knocking c. knocked d. had knocked	✓			
1- John his report last night. a. has written b. wrote c. was writing d. writes				
2- Dara the newspaper already. a. has read b. read c. was reading d. reads				
3- Mrs. Sopha in the same place for 45 years, and she is not planning to retire yet. a. has worked b. worked c. was working d. works				
4- Ratha in Phnom Penh for one year when his parents came to visit. a. lived b. had lived c. has lived d. was living				
5- We corrected our papers after we the quiz. a. took b. has taken c. was taking d. had taken				
6- She the letter carefully and put it in the briefcase. a. doubled b. bent c. folded d. turned				
7- John round to see us the other night. a. made b. was c. gave d. came				
8- A complex sentence is a compound sentence has made learners confused. a. that b. which c. who d. what				
9- I feel much better today I did last week. a. than b. then c. that d. more				
10- will he arrive than he will want to leave. a. No sooner b. No better c. No chance d. No later				

Part 5: Writing (15 marks)

Death from traffic accidents is being worried to the royal government; the mortality rate of traffic accidents is also increasing more than other evil diseases such as Aids, Cancer, and so on. Explain how to protect yourself from this dangerous case. Write at least 120 words.

Table 1.*Answer keys*

Part 1. Reading	Part 2. Vocabulary	Part 3. Language Use	Part 4. Grammar
1. good-looking	1. f	1. A	1. b
2. beautiful	2. c	2. F	2. a
3. interested	3. a	3. G	3. a
4. pretty	4. b	4. H	4. b
5. handsome	5. d	5. I	5. d
6. unattractive	6. g	6. E	6. c
7. ugly	7. h	7. D	7. d
8. attractive	8. e	8. C	8. a
9. rich		9. B	9. a
10. simply			10. a
11. interesting			

Part 5. Writing

Topic: Death from traffic accidents is being worried to the royal government; the mortality rate of traffic accidents is also increasing more than other evil diseases such as Aids, Cancer, and so on. **Explain how to protect yourself from this dangerous case.** Write an essay with at least 120 words.

People cannot stay in one place without moving or traveling. For example, they have to travel to school, travel to work, travel to tourist places, travel to hospitals, travel to hang out with friends, travel to buy things, and so on. However, traveling is not always safe. As you can see, traffic accidents have claimed many lives in recent times. We can consider a variety of measures to prevent or reduce the rate of traffic accidents. Three of those measures include: traveling less, obeying traffic laws, and having responsibility.

One of the most effective ways to protect ourselves from traffic accidents is to travel less. People should not travel if they do not have the necessary work to do. In other words, if they can avoid doing something unimportant, they should stay at home with their family members for entertainment. Besides, to reduce the rate of traffic accidents, we can switch from traveling by using our own transportation means to public ones. For example, we can switch from using our cars to using public buses. Moreover, people should not travel by using vehicles for short distances. Instead, they can walk, if possible. In brief, the above-mentioned points can help us avoid a lot of traffic accidents that happen without any premeditation.

Another useful way to protect ourselves from this dangerous situation is to obey and respect traffic laws. People who travel along the roads should not overtake too often. The more

often we overtake, the more likely we are to face traffic accidents. For instance, we frequently witness injuries or fatalities in the news, both on TV and in newspapers, as a result of reckless drivers disregarding the lives of others and frequently overtaking other drivers. In addition, we should not drive when we are drunk. Driving drunk causes most accidents because we lack consciousness. Last but not least, we have to obey traffic lights. That means we have to slow down and get ready to stop when the light turns yellow, and we have to stop when we see the red light. Implementing traffic laws regularly and respecting the lives of other nearby drivers will protect us.

Being responsible is one of the other most useful measures. Forgiveness is always the best thing we can do to reduce traffic accidents and protect ourselves. For example, even when we see other drivers not obeying the traffic laws or being rude, we have to control our feelings and not be frustrated enough to do something we might regret in the future. We can either ignore them or report them to the police. Furthermore, we must always be cautious while driving. Moreover, we should not drive when we are feeling sleepy or unwell. If we're not in the mood to drive, we should park somewhere we can rest first, or we can arrange for someone to pick us up. If all drivers drive responsibly and learn to control their emotions, traffic accidents will significantly decrease.

To put it briefly, we can protect ourselves from traffic accidents by not traveling a lot, paying most of our attention to the traffic laws, and having responsibility when driving. This implies that we should refrain from driving unless it is absolutely necessary. We should also learn to respect all traffic signs and commands. Finally, when driving responsibly, we can protect our lives as well as the lives of others who share the same road with us.

ប្រឡងសញ្ញាបត្រមធ្យមសិក្សាទុតិយភូមិ
សម័យប្រឡង : ២៦ កក្កដា ២០១០
វិញ្ញាសា : ភាសាអង់គ្លេស
រយៈពេល : ៦០ នាទី

មណ្ឌលប្រឡង:
លេខបន្ទប់: លេខតុ:.....
ឈ្មោះបេក្ខជន:
ហត្ថលេខាបេក្ខជន:

Part 1: Reading (10 marks)

Read the text and fill in each gap with the appropriate word from the box by putting the gap's number in the brackets next to the word in the box. The first one has been done as an example for you.

(1)- **emergency** ()- professionals ()- become ()- rewards ()- reduction ()- satisfaction
()- qualifications ()- project ()- reaction ()- abroad

Doctor Without Border

Medecin Sans Frontiere (MSF), which means “Doctor Without Border,” was established in 1971. It is now the world’s largest independent organization that provides (1) ...**emergency**.... medical relief. The organization aims to help people who have suffered badly in wars or natural disasters, such as earthquakes or floods.

Each year, about 3000 people are sent (2) to work in over seventy different countries worldwide. MSF relies on volunteer professionals but also works closely with local (3), in most projects, there are seven local staff members to every one foreigner. Volunteers are paid about \$800 a month and receive travel expenses. They usually work for nine months to a year on a (4) and then go home; however, about 50% of volunteers go on more than one mission. One volunteer reports, “Working on politically sensitive areas with limited resources can be frustrating, but there is a huge (5) in making even a small or temporary difference to people. What better recommendation than to say I’m about to leave on third mission!”

What qualities and skills do you need to (6) a volunteer? You have to be able to deal with stress, and you need to be able to work independently as well as in a team. You are not required, however, to have medical (7) Besides, medical professionals, MSF needs the skilled support of technical staff such as building engineers and food experts. The (8) of volunteers returning from MSF speaks for itself. “One of my biggest challenges was organizing a team to open a new hospital in a town that had no medical care for three years.” one volunteer said. This volunteer concluded that the project was a success for two reasons: the (9) of deaths and the fact that the local people were thankful. Another volunteer says. “With MSF, I have had the chance to travel and test my skills to limit both professionally and personally. The (10) can enormous.”

Part 2: Grammar (10 marks)

There are four answers after each sentence. Only one answer is correct. Choose the right answers and tick it in the right column. The first one has been done as an example for you.

	a	b	c	d
Example: Can’t you hear someone at the door? a. knocking b. was knocking c. knocked d. had knocked	✓			
1- Have you lived here..... life? a. your all b. all the c. the whole d. all your				
2- Please do not talk the orchestra is playing. a. during b. while c. otherwise d. that				

3- The price of petrol has up again. a. lifted b. got c. gone d. stood				
4- Anyone who lives alone has to look after a. himself b. oneself c. self d. itself				
5- The policeman took his notebookhis top pocket. a. into b. in c. out d. from				
6- The manof killing said that he was at the cinema at that time. a. who are accused b. who is accused c. who was accused d. who were accused				
7- She's from Cambodia, and a. so is she b. so was she c. so I am d. so am I				
8- She told me not to worry because she me. a. would be b. would help c. could go into d. was at a meeting				
9- Sophia said that there five different types of rhinos in the world today. a. are b. is c. was d. were				
10- If you want to apply for a camp, you..... a student. a. must have b. must be c. must been d. must be able				

Part 3: Vocabulary (08 marks)

Match the word or phrase in A with the definition in B. The first one has been done as an example.

A	B	Answers
1. <i>monolingual</i>	a. try not to judge before you know the fact	1 ⇒ e
2. bear in mind	b. this is my own opinion	2 ⇒
3. keep an open mind	c. repair and make new again	3 ⇒
4. maintain	d. remember	4 ⇒
5. personally	e. <i>written in only one language</i>	5 ⇒
6. my mind went blank	f. stop doing something	6 ⇒
7. renovate	g. keep in good condition	7 ⇒
8. give up	h. I forgot	8 ⇒
9. punctual	i. feel tired	9 ⇒
	j. is never late, but always arrives at the exact time	

Part 4: Language Use (08 marks)

Match parts of the sentences in section A with the most suitable ones in section B. The first one has been done as an example for you.

A	B	Answers
1- <i>Make yourself at home.</i>	a. How awful!	1 ⇒ d
2- Your eyes hurt and can't see the sun in the sky.	b. Yes, I've heard that, but how bad is it?	2 ⇒ ..
3- The weather in Cambodia is bad nowadays.	c. I don't know. Maybe they quarrel.	3 ⇒ ..
4- My friend has had the traffic accident.	d. <i>You are very nice.</i>	4 ⇒ ..
5- Why aren't they talking to each other?	e. Sounds terrible.	5 ⇒ ..
6- Would you hold this for me, please?	f. Sorry Sir! This is non-smoking area.	6 ⇒ ..
7- Drive carefully.	g. Never mind! I always please to help everyone.	7 ⇒ ..
8- Have you got the right time, please?	h. Thank you. I will pay close attention.	8 ⇒ ..
9- Do you mind if I smoke?	i. Yes, I have. It is half past twelve.	9 ⇒ ..
	j. What do you do for a living?	

Part 5: Writing (15 marks)

Write in English about “**One of the Tourist Places Where You Have Been to**” (Write between 100-150 words).

Table 1.*Answer keys*

Part 1. Reading	Part 2. Grammar	Part 3. Vocabulary	Part 4. Language Use
1. emergency	1. d	1. e	1. d
2. abroad	2. b	2. d	2. e
3. professionals	3. c	3. a	3. a
4. project	4. b	4. g	4. b
5. satisfaction	5. d	5. b	5. c
6. become	6. c	6. h	6. g
7. qualifications	7. d	7. c	7. h
8. reaction	8. b	8. f	8. i
9. reduction	9. a	9. j	9. f
10. rewards	10. b		

Part 5. Writing

Topic: Write an essay in English about “**One of the Tourist Places Where You Have Been to**” between 100-150 words.

Some people have to go to school to learn and acquire knowledge. On the other hand, some individuals are compelled to work in order to earn a living. However, none of them work or study every day without a day off. As we know, the weekend is usually the day that people can rest and relax. People love to spend their free time in different ways. And I love spending my weekends traveling to different places. Recently, I went to Tamao Mountain. This is the place where I can see a lot of animals and relax. Let me give you an in-depth description of this place.

Tamao Mountain is Cambodia's largest zoo. Established in 1995, Tamao Mountain spans over 2,500 hectares of land. Tamao Mountain is located in Tropang Sap village, Tropang Sap commune, Bati district, Takao province, Cambodia. If you are on National Road No. 2, you can go straight for about 35 kilometers from Phnom Penh, then turn right and drive on a trail road for about another 5 kilometers. Finally, you'll see the Tamao Mountain gate. It only takes you about 45 minutes.

When I arrived there, I saw different types of animals. There are over 102 species of animals at Tamao Mountain. Those animals are birds, crocodiles, fishing cats, tigers, and so on. In addition, visitors can witness leopards, bears, lions, monkeys, elephants, deer, and more. To the best of my knowledge, Tamao Mountain has trained some of its animals to perform for the entertainment of visitors. For instance, gentle training techniques have trained animals such

as elephants, crocodiles, and monkeys. This implies that they would receive meat, fruit, or vegetables as food if they followed instructions.

Tamao Mountain also offers tasty foods. Tamao Mountain offers a wide variety of delicious dishes at affordable prices. My favorite dish is grilled chicken with green tamarind sauce. Furthermore, the sellers are very friendly. They always smile on their faces, and their voices are so sweet. Additionally, we can purchase fruits and vegetables to feed the animals. For instance, we can buy bananas to feed monkeys and elephants because they like them.

In summary, I enjoy visiting Tamao Mountain as one of my favorite tourist spots. There are many reasons why I love going to Tamao Mountain. Those reasons could be that it is not too far from my house, it is simple to get to see different kinds of animals, and I can play with them. The most appealing aspect is the affordability of the delectable dishes. Finally, I'd like to recommend this tourist spot to anyone who loves animals or is looking for a place to visit.

ប្រឡងឆ្នាំសិក្សាទី១២ លើកទី ១

សម័យប្រឡង : ២១ មីនា ២០១១

វិញ្ញាសា : ភាសាអង់គ្លេស

រយៈពេល : ៦០ នាទី

មណ្ឌលប្រឡង:

លេខបន្ទប់: លេខតុ:

ឈ្មោះបេក្ខជន:

ហត្ថលេខាបេក្ខជន:

Part 1: Reading (10 marks)

Read the text and fill the gaps with words in the box. Gap one was done as an example for you.

() into	() what	() for	() any	() at	() enough
() make	() it	() when	(0) of	() as	

The Benefits of Physical Activity

The pace (0)*of*..... modern life is fast, and most people have busy and demanding lives. So, eating a balanced diet and doing physical activity can (1) a big difference to overall health. Regular physical activity is good (2) your whole body, from your brains to your bones. Yet many people do not get (3) exercise. The good news is that (4) is easier than you may think to fit physical activity (5) your day because you can do it at (6) time and almost anywhere. No matter (7) your age and stage of life, there are plenty of ways to take exercise. Your feet were made for walking, so use them (8) you get a chance. Walk around town, ignore lifts and escalators, and build up your legs' muscles by climbing stairs. Next, get out and play, kicking a ball is fun, and it is also a great way to spend time together (9) a family. Finally try doing two things (10) once! While you talk on the phone or watch television, stretches, lift weights, or do household chores.

Part 2: Language Use (10 marks)

Match part of the sentences in (A) with the most suitable ones in (B), and write the answer in (C). The first one has been done as an example for you.

Section A	Section B	Answers C
1. <i>Take one tablet 3 times a day.</i>	A. you've eaten some undercooked meat.	1 ⇒ G
2. Have stomach upset?	B. you're just recovering from the flu.	2 ⇒
3. Be sunburnt?	C. you've been wearing new shoes.	3 ⇒
4. Get a blister?	D. you've been making some bookshelves.	4 ⇒
5. Feel rundown?	E. waiting for a bus.	5 ⇒
6. Get a splinter in your finger.	F. you've spent too long lying on the beach.	6 ⇒
	G. take until you feel better.	

Part 3: Grammar (10 marks)

There are four answers after each sentence. Only one answer is correct. Choose the right answers and tick it in the right column. The first one has been done as an example for you.

	a	b	c	d
<i>Example:</i> If Mr. Davuth the project, it will be finished on schedule. a. had managed b. has managed c. managing d. <i>manages</i>				✓
1- The pharmacist needed the doctor the prescription before she filled it. a. to verify b. verifies c. verified d. verifying				
2- Mr. Kim a vocation after the project is completed. a. will take b. took c. taking d. has taken				

3- The restaurant overlooks the river is very popular. a. it b. that c. whose d. who				
4- Mr. Savuth for the day when the phone call came. a. has already left b. already leaves c. already left d. had already left				
5- Television advertising costs printing advertising. a. most than b. as much c. more as d. more than				

Part 4: Vocabulary (08 marks)

Choose a word form alternative given to fill the gaps in the sentences below. The first one has been done for you as an example.

Example: How**b.**..... from here to the city center?

- a. long b. **far** c. distant d. near

1- We had a perfect view from the plane because the skies were

- a. empty b. cloudy c. open d. clear

2- The path was very because of the wet weather.

- a. stony b. muddy c. sandy d. dusty

3- It's always a good idea to clothes before you buy them.

- a. put b. hang c. take d. try

4- I hate doing the, especially cleaning the windows.

- a. housework b. employments c. jobs d. homework

5- Most people in the town the idea of green and clean city.

- a. agree b. approve c. support d. believe

6- Too much stress can be to your health.

- a. painful b. harmful c. graceful d. careful

7- My sister had a baby boy. I'm really pleased to have a new

- a. cousin b. nephew c. aunt d. niece

8- These shoes do not, they are too big.

- a. fit b. suit c. suitable d. pass

Part 5: Writing (12 marks)

To attract foreign tourists to visit the Kingdom of Wonder, the royal government has established a promotion that 'Green, Clean City and Good Service'. To take part in this promotion, you are the students, and the future good people, **What Good Habits Should You Do to Keep the City Clean?** Explain this in English at least 150 words.

Table 1.*Answer keys*

Part 1. Reading	Part 2. Language Use	Part 3. Grammar	Part 4. Vocabulary
1. make	1. G	1. a	1. d
2. for	2. A	2. a	2. b
3. enough	3. F	3. b	3. d
4. it	4. C	4. d	4. a
5. into	5. B	5. d	5. c
6. any	6. D		6. b
7. what			7. b
8. when			8. b
9. as			
10. at			

Part 5. Writing

Topic: To attract foreign tourists to visit the Kingdom of Wonder, the Royal Government of Cambodia (RGC) has established a promotion that is “**Green, Clean City, and Good Service.**” To take part in this promotion, you are the students and the future good people. What good habits should you do to keep the city clean? Explain this in English at least 150 words.

RGC has established the "Green, Clean City, and Good Service" promotion to attract foreign tourists to the Kingdom of Wonder. To participate in this promotion, we can adopt several healthy habits. Those include planting trees, reusing and recycling, never throwing trash on the ground, and educating others about good services.

One of the brilliant things we can do is reuse and recycle our plastic. We can recycle almost every plastic item we use every day. For example, when we buy coffee or milk tea, we should not throw away the cup and the straw. We can wash it and reuse it again. We can also make it into something useful. To decorate our houses, rooms, or offices, we can fold the straw into small stars. Additionally, we should reduce the number of new plastics we buy. For instance, instead of buying new bottles of water every single day, we can use reusable water bottles. Plus, we should use shopping bags when we go shopping or buy ingredients for making food at the market. These types of plastic products can also negatively impact plants and trees if we fail to dispose of them appropriately. Therefore, we must consider this and plant a large number of trees to contribute to the green and clean appearance of our city.

Another good habit is to not throw garbage on the streets or the ground. We should only throw our garbage in the bin, even if we are far from it sometimes. Furthermore, we should know how to throw our garbage correctly. We should dispose of wet and dry garbage in two

separate locations. In brief, if we want to keep our city clean and green, we should not throw our garbage anywhere except into the bins.

Educating people is another good habit that we should practice. Educating people around us about the side effects of plastic is important because some people have really bad habits. They tend to throw their trash or something unnecessary right on top of where they are sitting or standing. Occasionally, when the trash bin is a short distance away from them, most of them dispose of it on the ground without any shame. Moreover, we can encourage people to participate in helping keep our city clean. We have to create awareness among people about the necessity of a clean city. Furthermore, a well-educated population ensures good service. We must educate and remind others about the harmful effects of the plastic we use today, in order to ensure that our city receives excellent service.

In summary, we must all participate in the "Green, Clean City, and Good Service" promotion to maintain the cleanliness of our city, attract foreign tourists, and foster economic growth within our country. What we can do is keep our city as clean as possible by not throwing any garbage on the street, reusing and recycling our garbage, and educating people about the negative effects of garbage. Finally, for this purpose, every one of us should feel responsible.

ប្រឡងសញ្ញាបត្រមធ្យមសិក្សាទុតិយភូមិ

សម័យប្រឡង : ២៥ កក្កដា ២០១១

វិញ្ញាសា : ភាសាអង់គ្លេស

រយៈពេល : ៦០ នាទី

មណ្ឌលប្រឡង:

លេខបន្ទប់: លេខតុ:.....

ឈ្មោះបេក្ខជន:

ហត្ថលេខាបេក្ខជន:

Part 1: Reading (10 marks)

Read the text and fill the gaps with words in the box. Gap one was done as an example for you.

(1) fire () drought	() sunlight	() properly	() electricity	() points
() Nothing	() disappeared	() disasters	() sun	() fish

The Consequences of Fire Use

All people around the world need (1)**fire**....., so fire must be very important for everyone. However, all animals, insects, and fish (2) also need fire for their lives. In the universe, when we say the fire, it means the (3) “.....”. Imagine if we don’t have the sun on the earth, what will happen? The (4) will be too incredible to measure, and we don’t know how the world will be. Lives on the earth will be (5), and water will run out. All in all, the earth will become dark and black forever. In Hinduism, fire is the God. It is one of the four Gods that support and create people’s lives.

Fire is the core thing to supply people’s lives, so does it have any negative consequences to the people or our earth? The answer must be “YES”. (6) is perfect as the fire is also a thing, so it must have negative (7) And what negative points does it have? When you are careless with the fire at home, for example, (8) will shock you, or when it is overused, it will explode. Different types of fire, like the fire in the cooker, incense fire, or candle fire will give you many negative consequences if you don’t manage it (9) For instance, it will destroy you and make your house burn. Moreover, even the sun as an easy example to understand, in some parts of the world where there is too much (10) and no water, (11) will change the climate. As a result, the world becomes hotter and hotter.

In conclusion, you all are human beings, so you have to know how to use fire for the benefit of your lives, for other people, and for the world as a whole.

Part 2: Language Use (10 marks)

Match part of the sentences in (A) with the most suitable ones in (B), and write the answer in (C). The first one has been done as an example for you.

A	B	C
1. <i>What’s wrong with you?</i>	A. Sorry to hear that.	1 ⇒ D
2. I don’t know Thida was married.	B. Yes, of course.	2 ⇒
3. Can I help you, Sir?	C. Oh, what a pity!	3 ⇒
4. I have lost my bicycle.	<i>D. I’ve got a headache.</i>	4 ⇒
5. I can’t come to your party.	E. Yes, I’m looking for a red pen.	5 ⇒
6. You couldn’t give me a hand, could you?	F. No, neither did I.	6 ⇒
	G. Ah well! That’s life.	

Part 3: Grammar (10 marks)

There are four answers after each statement. Only one answer is correct. Choose the correct letter a, b, c or d. The first one has been done as an example for you.

Example: Good manager ...*d*...to the employees.

- a. will be listened b. are listened c. listen d. *listens*

1- No one of our representatives to participate in the final draft.

- a. chosen b. were choosing c. have been chosen d. has been chosen

2- If Dara had found the wallet, we you right away.

- a. would have called b. called c. would call d. would calling

3- Patient examined by the doctor right now.

- a. were b. is being c. has d. have been

4- Health care have been rising but so has the quality.

- a. cost b. costs c. costing d. costly

5- She wasn't able to identify the man she the night before.

- a. sees b. was seen c. will see d. had seen

Part 4: Vocabulary (08 marks)

Choose a word form alternative given to fill the gaps in the sentences below.

Example: How*b*..... from here to the city center?

- a. long b. *far* c. distant d. near

1- At election time, every speech is calculated to win the

- a. choices b. votes c. wishes d. preferences

2- We were unable to reach an agreement because of the between two groups.

- a. contact b. concern c. connection d. conflict

3- After several hours, the doctor was finally able to give us his that Dara had broken his ankle.

- a. diagnosis b. disease c. symptoms d. signs

4- This artist helps to reserve our local..... by using traditional theme in his work.

- a. culture b. creation c. events d. skills

5- I don't really appreciate classical music, I prefer the arts, such as painting and sculpture.

- a. festival b. cinema c. visual d. performing

6- I on the news that the price of the gas is going up again.

- a. looked b. heard c. listened d. watched

7- It'll take you over an hour to get to the center in hour.

- a. rush b. busy c. run d. crowded

8- Global warming is likely to result in more because there is no any increase in rainfall.

- a. waves b. droughts c. storms d. flood

Part 5: Writing (12 marks)

All parents and teachers want to educate their children and students to behave well, to become good students, good people and good leader in the future. Describe what good behaviors the good students must do. Explain in English at least 150 words.

Table 1.*Answer keys*

Part 1. Reading	Part 2. Language Use	Part 3. Grammar	Part 4. Vocabulary
1. Fire	1. D	1. d	1. b
2. fish	2. F	2. c	2. d
3. sun	3. E	3. b	3. a
4. disaster	4. C	4. b	4. a
5. disappeared	5. A	5. d	5. c
6. Nothing	6. B		6. b
7. points			7. a
8. electricity			8. b
9. properly			
10. sunlight			
11. drought			

Part 5. Writing

Topic: All parents and teachers want to educate their children and students to behave well, to become good students, good people, and good leaders in the future. **Describe what good behaviors the good students must do.** Explain in English at least 150 words.

Education is the process by which people acquire knowledge, skills, values, habits, and attitudes. Because of these priceless terms, all parents and teachers want to educate their children and students to behave well and to become good students, good people, and good leaders in the future to make society better. However, becoming a good student is also dependent on the students themselves. Good students must consider numerous factors related to good behavior. However, three of those are self-discipline, excellent time management, and studying hard.

One of the most important criteria for becoming a successful student is having self-discipline. That means you must not lie to yourself. For example, in every society, a lot of students always lie to themselves. They consistently assure themselves that they will complete their homework at the designated time. However, as a result, they never do it, and they always find excuses for themselves. Furthermore, to be a good student, you must follow the class rules and control your behavior. You must respect your teachers, and you must attend all the classes. Furthermore, you must turn off your phones or put them in silent mode; otherwise, they will disrupt your studies as well as those of others. In brief, having self-discipline and responsibility is a must if you want to become a successful student.

Another crucial aspect to consider is developing effective time management skills. Setting a schedule for yourself is important. This helps you know what to do based on the due date. Setting a schedule also helps you to have good study habits and not be lazy. Furthermore, you must not waste your time doing useless things. Instead, you should spend your time on useful things for you, such as reading books, doing homework, or studying as a group. Last but not least, going to school on time regularly also helps you to become a successful student because you will not miss a single point that your teachers explain. Plus, it makes your teachers respect and like you even more. In short, having excellent time management is a vital thing you must implement to become an excellent student.

Furthermore, having self-discipline and time management skills is not enough to become a good student; studying hard is another must-do. When your teacher confuses you, raise your hand and ask questions immediately. Do not be afraid to ask teachers or friends for help. You can't talk nonsense with friends while your teacher teaches. You must pay close attention to what your teacher is teaching. In addition, you must complete all the assignments your teachers assign you. Studying hard and paying attention in class is an important thing that most successful students do.

In summary, the aforementioned points represent some of the positive behaviors that high-achieving students should demonstrate. That includes having self-discipline, never finding excuses to lie to yourself, and obeying the rules. Another point is to manage your time properly, set a schedule, and spend it on useful things. Finally, to excel as a student, diligently study and don't hesitate to seek clarification when you don't understand a lesson.

ប្រឡងសញ្ញាបត្រមធ្យមសិក្សាទុតិយភូមិ
សម័យប្រឡង : ០៤ សីហា ២០១២
វិញ្ញាសា : ភាសាអង់គ្លេស
រយៈពេល : ៦០ នាទី

មណ្ឌលប្រឡង:
លេខបន្ទប់: លេខតុ:.....
ឈ្មោះបេក្ខជន:
ហត្ថលេខាបេក្ខជន:

Part 1. Reading (10 points)

Read the text and fill the gaps with words in the box. Gap one was done as an example for you.

1. *expectations* achievement marks because encouragement
.... comparisons properly introduction additional enjoyment powerful

Homework

School inspectors have found that, contrary to all (1) ...*expectations*... children don't dislike homework at all. In fact, many do more than their teachers suggest, either (2) of anxiety about their (3) or simply for (4) The inspectors' findings add to the evidence of the (5) and beneficial effects of homework on pupils' (6)

The inspectors also recommend the (7) of homework charters. These tell parents and children how much (8) work is expected and provide (9) to schools to form links with parents who can check that tasks are (10) completed. International (11) suggest that a typical 14-year-old does six hours homework in Britain, eight hours in Italy and almost nine hours in Japan and Poland.

Part 2. Language Use (10 points)

Match part of the sentences in (A) with the most suitable ones in (B), and write the answer in (C). The first one has been done as an example for you.

A	B	C
1. <i>Pass the salt, please?</i>	A. It's my pleasure.	1 ⇨ B
2. Unless you apologize,	B. <i>Certainly, here you are.</i>	2 ⇨
3. Thanks for the flower, Samnang.	C. No, not just now, thanks.	3 ⇨
4. Keep an open mind.	D. Try not to judge before you know the facts.	4 ⇨
5. My dog died yesterday.	E. I'll never speak to you again.	5 ⇨
6. I have just passed my exam.	F. Oh, how awful.	6 ⇨
	G. Congratulations!	

Part 3. Grammar (10 points)

There are four answers after each statement. Only one answer is correct. Choose the correct letter a, b, c or d. The first one has been done as an example for you.

	A	B	C	D
<i>Example:</i> As soon as Audrey arrived in New York, she her family. A. was telephoning B. <i>telephoned</i> C. had telephoned D. telephones		✓		
1- Every time she thinks of her departure from home, she a little homesick. A. will have felt B. felt C. feels D. is feeling				
2- Since she left her country a year ago, she..... her friends several times. A. calls B. will have called C. is calling D. has called				

3- When she gets home, she surprised by the changes that have taken place at home. A. is B. will be C. has been D. will have been				
4- You can stay here..... you don't make a loud noise. A. when B. until C. so long as D. unless				
5- The girl weeps whenever she such a story. A. hears B. had heard C. will hear D. heard				

Part 4. Vocabulary (08 points)

Match the words or phrases in (A) with the most suitable ones in (B), and write the answer in (C). The first one has been done as an example for you.

A	B	C
1. bush	A. a kind of reptile and can kill people with its poisonous liquid.	1 ⇒ C
2. coal	B. something that lives in the soil.	2 ⇒
3. receiver	C. a group of small trees.	3 ⇒
4. pepper	D. a kind of footwear covering the foot and ankle.	4 ⇒
5. ring	E. a kind of jewellery, worn on a finger.	5 ⇒
6. wind	F. someone who gets something.	6 ⇒
7. boot	G. a kind of mine which is used to make power.	7 ⇒
8. earthworm	H. air blows in the sky.	8 ⇒
9. cobra	I. a place where is so far from us.	9 ⇒
	J. a kind of soup ingredient.	

Part 5. Writing (12 points)

Describe in English about the **Advantages and Disadvantages of Using a Computer**. Write at least 150 words

Table 1.*Answer keys*

Part 1. Reading	Part 2. Language Use	Part 3. Grammar	Part 4. Vocabulary
1. expectations	1. B	1. c	1. C
2. because	2. E	2. d	2. G
3. marks	3. A	3. b	3. F
4. enjoyment	4. D	4. c	4. J
5. powerful	5. F	5. a	5. E
6. achievement	6. G		6. H
7. introduction			7. D
8. additional			8. B
9. encouragement			9. A
10. properly			
11. comparisons			

Part 5. Writing

Topic: Write an essay in English to Describe “**The Advantages and Disadvantages of Using a Computer.**” Write at least 150 words.

Modern technology has introduced people to a new era of life in the past century. Technology has provided people with a wide range of modern devices to enhance their lives. A computer is one such device. A computer is a digital electronic machine, and it plays an important role in human life. People's lifestyles have changed as a result of the invention of computers has changed people's lifestyles. However, every coin has two sides. As with coins, using computers in good ways will benefit us. But if we use the computer in the wrong way, it will also harm us. Here are some advantages and disadvantages associated with using a computer.

On the positive side, computers help us save a lot of time and effort doing different tasks. A computer can memorize and store an unlimited amount of data, while the human brain cannot. Plus, a computer can work nonstop without tiring or being lazy. Furthermore, by using a computer, we can access a wide variety of information via the internet. For example, as students, we can increase our knowledge through self-study by downloading useful files related to our studies or watching some lessons explained by teachers on YouTube. Another advantage of using a computer is that we can learn about what is happening in the world through social media sites like Facebook, Twitter, or Instagram. Not only that, but we can use the computer to contact and stay in touch with family, friends, and other people we know, regardless of where we are.

However, while computers offer many benefits, there are also some drawbacks to using them.

First, using a computer can lower our handwriting skills because we replace pen and paper with a keyboard on our computers. Furthermore, using a computer for too long can harm our eyes and backs because we sit still and only look at the computer's screen. Furthermore, when we spend too much time on our computers, it can lead us to develop an addiction and reduce our ability to do other things. For instance, when students are addicted to using computers for things like playing games, their learning ability can decrease. Furthermore, using computers can lead to a loss of real-life interaction. Some people prefer talking through social media like Line, Messenger, Telegram, and so on to talking face-to-face. Furthermore, some people even use computers for illegal activities, such as hacking data or accessing the secret information of other companies.

In summary, computers offer numerous benefits. They are saving more time, using it as a tool for students to increase their knowledge and keep in touch with others. However, it's important to be aware of the disadvantages associated with using computers. These disadvantages include the potential for addiction, physical strain on our eyes and backs, and the potential for engaging in negative activities. As a result, when using a computer, we must be mindful of its advantages and disadvantages.

ប្រឡងឆ្នាំសិក្សាទី១២ លើកទី ២

សម័យប្រឡង : ២៤ មិថុនា ២០១៣

វិញ្ញាសា : ភាសាអង់គ្លេស

រយៈពេល : ៦០ នាទី

មណ្ឌលប្រឡង:

លេខបន្ទប់: លេខតុ:

ឈ្មោះបេក្ខជន:

ហត្ថលេខាបេក្ខជន:

Part 1. Reading (10 points)

Read the text and fill the gaps with words in the box. Gap one was done as an example for you.

(1) coal () development	() pessimistic	() electricity	() power	() mines
() oil	() well	() Gas	() energy	() atom

The Energy Sources

In the world today, by using many kinds of energy, (1) ...**coal**... was used to produce energy to run the factories of the first big industrial country. Coalminers work hard and long hours in the coal dark (2) to bring this black rock above the ground. It was called black gold. Oil and gas have been found. Today big (3) companies still spend millions of dollars looking for oil, and when they find it a new oil (4) is started and the companies make even more millions. (5) also can be found underneath the earth. Gas, too, can be used for (6) It is very good for heating and cooking. It is incredible to think that from the nucleus of an atom, one of the smallest things in the world can come an enormous amount of energy. This is called (7) energy, which can either be controlled in nuclear power stations to create electricity for millions of homes or it can be used in war to destroy millions of homes. Water from fast-running rivers is another source of energy. By building a large dam to control the water, millions of kilowatts of power can be produced. This is called hydroelectric power. Many countries get most of their energy from hydroelectric (8) In the future, much of our energy will come from the sun and wind, they are called solar and wind energy. On the roof can already produce enough energy to heat and provide (9) for a house. The optimistic thinks we will develop other things for energy and the (10) opposites that they all will run out of in the next 400 years. What do you think? We will develop these energy sources with a sustainable (11) of science and also for social welfare development.

Part 2. Language Use (10 points)

Match part of the sentences in section A with the most suitable in section B, and write the correct answer in C. The first one has been done as an example for you.

A	B	C
1- I could give them a ride...	a. I would help people.	1 ⇒ c
2- If my brother were a girl...	b. if I had to work overtime every day.	2 ⇒
3- If I were the Prime Minister...	c. if I had a car.	3 ⇒
4- I would go to the dentist...	d. he would be beautiful.	4 ⇒
5- I would buy a wig...	e. I would take it again.	5 ⇒
6- I would quit my job...	f. if I were bald.	6 ⇒
	g. if I had a toothache.	

Part 3. Grammar (10 points)

There are four answers after each statement. Only one answer is correct. Choose the correct letter a, b, c or d. The first one has been done as an example for you.

	A	B	C	D
Example: I have decided to buy a car I can go to work easily.		✓		
A. in case B. so that C. provided that D. although				

1- Nary looked at her husband she hadn't seen him before. A. as if B. when C. when D. because				
2- Dara decided to give up smoking he had had a heart attack two times. A. in case B. although C. because D. even if				
3- she was walking along the garden; she found a very rare flower. A. because B. provided that C. so that D. while				
4- my father woke up, he realized that he had forgotten to turn off the light. A. when B. unless C. while D. even though				
5- You must wear your helmet while riding a motorbike, you may hurt seriously in case of accident. A. but B. although C. even though D. otherwise				

Part 4. Vocabulary (08 points)

There are four words in each number; one of four is not in the group. Underline the one which is not in the group. Number one has been done for you as an example.

- | | | | |
|-------------------|-----------------|------------------|---------------|
| 1. A. pineapple | B. jackfruit | <u>C. carrot</u> | D. orange |
| 2. A. zebra | B. wolf | C. dolphin | D. leopard |
| 3. A. science lab | B. computer lab | C. library | D. school |
| 4. A. avocado | B. cucumber | C. grape | D. mangosteen |
| 5. A. crocodile | B. hen | C. cock | D. pigeon |
| 6. A. accounting | B. accountant | C. cashier | D. purchaser |
| 7. A. doctor | B. dentist | C. clinic | D. surgeon |
| 8. A. disaster | B. drawing | C. illustration | D. sketch |
| 9. A. job | B. work | C. employment | D. employer |

Part 5. Writing (12 points)

People do many different things to keep healthy. **What do you do for good health?** Write an essay by using specific reasons and examples to support your answer. Write at least 150 words.

Table 1.*Answer keys*

Part 1. Reading	Part 2. Language Use	Part 3. Grammar	Part 4. Vocabulary
1. coal	1. c	1. A	1. C
2. mines	2. d	2. C	2. C
3. oil	3. a	3. D	3. D
4. well	4. g	4. A	4. B
5. Gas	5. f	5. D	5. A
6. energy	6. b		6. A
7. atom			7. C
8. power			8. A
9. electricity			9. D
10. pessimistic			
11. development			

Part 5. Writing

Topic: People do many different things to keep healthy. **What do you do for good health?**

Write an essay using specific reasons and examples to support your answer. Write at least 150 words.

Health is essential for humans to live our lives to the fullest. "Health so far outweighs all other blessings of life that a truly healthy bagger is happier than a sick king," as the saying goes. Therefore, to be physically healthy, we have to follow at least three main tips.

First and foremost, we have to maintain beneficial habits and cut down on undesirable ones. For instance, we must drink lots of water and sleep enough. Researchers have confirmed that people need to sleep at least 6 to 8 hours a day to be healthy. Not only that, we should not smoke or drink alcohol, either. As we all know, smoking can lead to several diseases, like lung disease, stroke, and so on. Additionally, excessive alcohol consumption can cause mental and physical health problems.

Furthermore, having healthy food and eating it on time are both necessary. Instead of eating junk food or fatty foods, which may make us sick, we can eat nutritious food. Numerous healthy foods are also tasty, such as fish, fruits, vegetables, and others. Eating healthy food can reduce the risk of disease. Furthermore, we must eat meals on time, even if we are not hungry because it can prevent us from contracting stomach diseases.

Last but not least, exercise is one of the best ways to have excellent health. Regular exercise can keep our bodies fit and healthy. It can also protect us from heart disease, stroke, and diabetes. Exercise can also help to relieve stress, treat depression and high blood pressure,

and keep our weight under control. Running, walking, cycling, and other forms of exercise are available. We should exercise for at least 20 to 30 minutes a day. Doing that can boost our immune systems and help us sleep better at night.

In summary, there are numerous strategies we can adopt to maintain our health. These include reducing unhealthy habits and maintaining healthy ones, such as getting enough sleep, drinking water, and refraining from smoking and alcohol. In addition, we need to have a healthy diet, eat meals on time, and exercise regularly. Finally, keep in mind that your health is more valuable than anything in your life, so please take care of your health.

ប្រឡងសញ្ញាបត្រមធ្យមសិក្សាទុតិយភូមិ
 សម័យប្រឡង : ០៥ សីហា ២០១៣
 វិញ្ញាសា : ភាសាអង់គ្លេស
 រយៈពេល : ៦០ នាទី

មណ្ឌលប្រឡង:
 លេខបន្ទប់: លេខតុ:
 ឈ្មោះបេក្ខជន:
 ហត្ថលេខាបេក្ខជន:

Part 1. Reading (10 points)

Read the text and fill the gaps with words in the box. Gap one was done as an example for you.

(1) <i>villages</i>	() department stores	() skyscraper	() offices	() district	() services
() hospitals	() factories	() reason	() movement	() cities	

Town and Country

Today, people all over the world are moving out of small (1) ...*villages*... in the country to go and live in big noisy (2) They are moving from the peaceful hills, mountains, fields, rivers, and streams of the countryside to the busy world of streets, buildings, traffic, and crowds. This (3) from rural areas to urban has been going on for over two hundred years.

In many countries, the main (4) people come to live in towns and cities is work. After one or more huge (5) have been built in or near a town, people come to find work. And soon, the industrial area begins to grow. The residential areas, shops, schools, (6) and others have been located, so many people come to live there to provide these (7), and so the cities grow.

In the giant cities in the world, there is business (8) where the big companies have their main (9) The area is usually in the city center downtown. You can see the huge (10) office blocks. The people who are very pleasant with nice houses, big gardens, parks, and large (11) can buy what they need.

But what is the future of the big city? Will they continue to get bigger and bigger? Perhaps not. Some giant cities have become smaller in the last 10 years, and it is quite possible that one day we will see people moving out of the major cities and back into small towns and villages.

Part 2. Language Use (10 points)

Match part of the sentences in section A with the most suitable in section B, and write the correct answer in C. The first one has been done as an example for you.

A	B	C
1- Before the Dutch built their canals,	a. the top soil washed down the rivers.	1 ⇒ b
2- When natural disasters are regular,	b. Holland was often flooded.	2 ⇒
3- When countries are hit by cyclones,	c. there is a fresh deposit of rich soil on the land.	3 ⇒
4- After trees have been cut down,	d. they are easier to deal with.	4 ⇒
5- After a flood,	e. There will be a flood.	5 ⇒
6- When rivers have received soil,	f. people lose their homes.	6 ⇒
	g. they are both irregular and powerful.	

Part 3. Grammar (10 points)

There are four answers after each statement. Only one answer is correct. Choose the correct letter a, b, c or d. The first one was done as an example for you.

Example: I met a lot of interesting*d*..... on my vacation.

a. woman b. man c. person **d. people**

- 1- When we get to the party, everybody
a. are dancing b. has danced c. will be dancing d. dances
- 2- If that jacket so expensive, I would buy it.
a. wasn't b. isn't c. will be not d. weren't
- 3- The new bridge before the end of next year.
a. will complete b. will be completed c. is completed d. completed
- 4- Thida fell asleep she was watching TV.
a. while b. before c. soon d. again
- 5- The woman at the meeting was very interesting.
a. is spoke b. who spoke c. who she spoke d. speaks

Part 4. Vocabulary (08 points)

There are four answers after each statement. Only one answer is correct. Choose the correct letter a, b, c or d. The first one was done as an example.

Example: I**b**..... three years ago?

a. stopped to smoke **b. stopped smoking** c. stop smoking d. stop to smoke

- 1) I'm afraid there isn't in the car for everyone.
a. space b. room c. places d. seating
- 2) Excuse me. Have you got, please? I want to smoke.
a. match b. the fire c. a light d. lighting
- 3) I like your hat, Bopha. It really you.
a. suiting b. passes c. shows d. suits
- 4) Is there wine for everyone? We will have a hug drink tonight.
a. enough b. enough of c. many d. many of
- 5) Don't go yet. I'm just going to some coffee.
a. do b. boil c. make d. cook
- 6) A good way to practice speaking is to tell a story or a to someone.
a. joke b. fun c. laughter d. fool
- 7) Tourism suffers from the lack of in that country.
a. arrangement b. direction c. organization d. regularity
- 8) After the earthquake, many houses were in danger of
a. destruction b. pollutions c. collapsing d. slipping

Part 5. Writing (12 points)

Describe the **Causes and Effects of Deforestation**. Describe at least 150 words.

Table 1.*Answer keys*

Part 1. Reading	Part 2. Language Use	Part 3. Grammar	Part 4. Vocabulary
1. villages	1. b	1. c	1. a
2. cities	2. d	2. d	2. c
3. movement	3. f	3. b	3. d
4. reason	4. e	4. a	4. a
5. factories	5. c	5. b	5. c
6. hospitals	6. a		6. a
7. services			7. c
8. district			8. c
9. offices			
10. skyscraper			
11. department stores			

Part 5. Writing

Topic: Write an essay in English to “**Describe the Causes and Effects of Deforestation.**”

Describe at least 150 words.

Deforestation is the act of cutting down trees in a large area. As we all know, trees are important in our lives because they provide us with oxygen and shelter. Those benefits extend not only to humans but also to animals. However, we observe that human activities have led to the cutting down of numerous trees in recent times. Some of these activities are considered illegal. As a result, we are destroying one of the largest oxygen producers, as well as the dwellings on which we depend. We must all know the causes and effects of deforestation.

There are numerous causes of deforestation. Due to overpopulation and the people's endless needs, they cut down trees to provide land for building houses, department stores, factories, restaurants, hospitals, roads, and so on. Furthermore, people cut down trees to use as firewood for cooking and other activities. People also cut down trees to produce the paper we use on a daily basis. Furthermore, people use the cut trees as raw material to construct houses, furniture, and musical instruments such as pianos and guitars. Natural disasters are also one of the main causes of deforestation. Those are drought, flood, and forest fire. As we can see, we lose a large number of trees every year due to fires in the forest, especially during the summer or dry season. Agriculture is another major factor contributing to deforestation. The over-demand for food products has led to the cutting down or burning of many trees to make room for farming and plantations.

Deforestation is a serious problem that we face today. The following are the effects of deforestation:

Deforestation has effects on both humans and animals. The lack of trees has exacerbated global warming and greenhouse effects. People have long regarded trees as oxygen delivery agents, providing oxygen for humans and animals to breathe. As the number of trees in the world increases, the capacity to produce oxygen increases. Therefore, if we continue to cut down trees, our world will become saturated with carbon dioxide instead of oxygen. Furthermore, deforestation increases flooding rates because trees can hold and store water. That means if there are no trees, our world will no longer have the agents that can help it prevent flooding. Furthermore, the destruction of habitats without trees will lead to the extinction of all types of animals. This implies that our lives will become even more complex, as we depend on eating animal meat for survival.

To put it briefly, deforestation is very harmful to all of the world's wildlife. Therefore, we must prevent deforestation by recycling our paper, refraining from printing unless necessary, ceasing tree cutting, and initiating the planting of more trees. I think it is vital to protect our trees and our forests if we do not want to face the effects of deforestation mentioned above.

ប្រឡងសញ្ញាបត្រមធ្យមសិក្សាទុតិយភូមិ (លើកទី ១)

សម័យប្រឡង : ០៤ សីហា ២០១៤

វិញ្ញាសា : ភាសាអង់គ្លេស

រយៈពេល : ៦០ នាទី

មណ្ឌលប្រឡង:

លេខបន្ទប់: លេខតុ:.....

ឈ្មោះបេក្ខជន:

ហត្ថលេខាបេក្ខជន:

Part 1. Reading (10 points)

Read the text and fill the gaps with words in the box. Gap one was done as an example for you.

()- candidate	()- eligible	()- election campaign	()- opinion poll	()- ballot box
()- polling day	()- support	()- polling station	()- winner	(1)- <i>predict</i> ()- result

Election

People sometimes try to (1)*predict*.... the result of an election weeks before it takes place. Several hundred people are asked which party they prefer, and their answers are used to guess the (2) of the coming election. This is called an (3) Meanwhile each party conducts its (4) with meetings, speeches, television commercials and party members going from door to door encouraging people to (5) their party. In Cambodia, everyone over 18 is (6) to vote. The place where people go to vote in an election is called a (7) and the day of the election is often known as (8) The voters put their votes in a (9) and later they are counted. The (10) with the most votes is then declared the (11)

Part 2. Grammar (10 points)

There are four answers after each statement. Only one answer is correct. Choose the correct letter a, b, c or d. The first one was done as an example for you.

Example: Yesterday she*went*..... to Siem Reap.

a. go b. is going c. goes d. *went*

1. Although Ms. Thida reservation, the hotel did not have a room for her.

a. made b. has made c. had made d. makes

2. I on the bus when I dropped my wallet.

a. am getting b. have gotten c. get d. was getting

3. Several trees fell down last night..... the strong wind.

a. because of b. since c. because d. so

4. We..... at that restaurant during the last few months.

a. don't eat b. won't eat c. haven't eaten d. didn't eat

5. Mr Dara so many accidents if he drove more carefully.

a. would have b. won't have c. would have had d. wouldn't have

Part 3. Vocabulary (10 points)

There are four answers after each statement. Only one answer is correct. Choose the correct letter a, b, c, or d. The first one was done as an example for you.

Example: When I was twelve, my father taught me how to*play*..... chess.

a. do b. *play* c. make d. collect

1- I'm really of my son who won first prize in the art competition.

a. pleased b. proud c. delighted d. happy

2- We all need to responsibility for improving our local community.

a. have b. make c. take d. give

3- It's important to set yourself clear so you know what you are aiming for.

- a. ambitions b. opportunities c. decisions d. goals
- 4- According to the weather , there will be rain tomorrow.
- a. programme b. information c. survey d. forecast
- 5- Many people believe that violent computer games can have a harmful on children.
- a. effect b. affect c. damage d. involvement

Part 4. Writing (20 points)

Write an essay “**Advantages and Disadvantages of Watching TV**” at least 180 words.

Table 1.*Answer keys*

Part 1. Reading	Part 2. Grammar	Part 3. Vocabulary
1. predict	1. c	1. b
2. result	2. d	2. c
3. opinion poll	3. a	3. d
4. election campaign	4. c	4. d
5. support	5. d	5. a
6. eligible		
7. polling station		
8. polling day		
9. ballot box		
10. candidate		
11. winner		

Part 4. Writing

Topic: Write an essay in English on “**Advantages and Disadvantages of Watching TV**” at least 180 words.

As time passes, our world also develops. Over the past century, individuals have developed numerous modern devices to enhance their lives. One of those devices is a television, also known as a TV. Television is one of the most popular devices used for entertainment. As we can see, almost every household has at least one television. However, like many other devices, TV has both advantages and disadvantages. Let us describe some of the pros and cons of watching television.

On the positive side, all ages of people watch TV for entertainment. There are so many channels with various content on TV, such as cartoons, news, movies, dramas, arts, comedies, and so on. By watching TV, we can find out what is going on around the world. For example, when we watch TV, we can learn about the news from different countries or territories. That means we can learn a variety of information just by watching TV. Another main advantage of watching TV is the way we can increase our knowledge, like cooking skills or learning new languages. Moreover, watching television can help us feel less lonely. To kill time when bored or unsure what to do, we can watch TV. Finally, we can also look for family members who parted ways in the past through TV airings.

Despite the numerous positive aspects that televisions offer, there are also some negative aspects associated with watching television, as follows:

Firstly, excessive TV viewing can negatively impact our eyes, mental, and physical health. Furthermore, excessive television watching can lead to an increase in our electricity bills. Furthermore, watching TV leads us to develop an addiction and lose the ability to do something else. For example, when children cannot stop watching TV, they will become addicted. Consequently, this can lead to a decrease in their learning ability, as they tend to spend more time watching TV than studying. Furthermore, excessive TV watching can lead children to emulate the violent actions depicted in the movies they watch. Sometimes, they even engage in similar activities with their friends, which can put them in danger. Furthermore, watching TV can consume a significant amount of time, leading to a decrease in communication with family members and other friends in our society due to time constraints.

In short, watching TV can offer numerous benefits. These advantages include keeping up with global events, expanding our knowledge, and providing entertainment for individuals of all ages. However, we must be aware that TVs have some disadvantages. These waste time, increase electricity bills and harm our eyesight and health. I think TVs are very useful to everyone, but we must properly use them and be mindful of their pros and cons.

ប្រឡងសញ្ញាបត្រមធ្យមសិក្សាទុតិយភូមិ (លើកទី ២)

សម័យប្រឡង : ១៣ តុលា ២០១៤

វិញ្ញាសា : ភាសាអង់គ្លេស

រយៈពេល : ៦០ នាទី

មណ្ឌលប្រឡង:

លេខបន្ទប់: លេខតុ:.....

ឈ្មោះបេក្ខជន:

ហត្ថលេខាបេក្ខជន:

Part 1. Reading (10 points)

Read the text and fill the gaps with words in the box. Gap one was done as an example for you.

()- timetable	()- help	()- information	()- taught	()- afterwards	()- memorise
()- heart	()- waste	()- look	(1)- subject	()- understanding	

Learning How to Learn

There is usually one important (1) ...**subject**.... missing from most schools (2) Very few students are (3) how to organize their learning, and how to make the best use of their time. Let's take some simple examples. Do you know how to (4) up words in a dictionary, and do you understand all the (5) the dictionary contains? Can you make notes quickly, and can you understand them (6)? For some reason, many schools give learners no (7) with these matters. Teachers ask students to (8) pages from books, or tell them to write ten pages, but don't explain how to do it. Learning by (9) can be useful, but it is more important to have a genuine (10) of a subject. You can (11) a lot of time memorizing books, without understanding anything about the subject.

Part 2. Grammar (15 points)There are four answers after each statement. Only one answer is correct. Choose the correct letter **a**, **b**, **c** or **d**. The first one was done as an example for you.**Example:** Yesterday she**went**..... to Siem Reap.

a. go	b. is going	c. goes	d. went
--------------	--------------------	----------------	-----------------------

- 1- We with the prime minister for dinner at the Sunway Hotel tonight.

a. will be met	b. have been met	c. were met	d. are meeting
-----------------------	-------------------------	--------------------	-----------------------
- 2- Mr Sambath his vacation after the project is completed.

a. will take	b. took	c. has taken	d. taking
---------------------	----------------	---------------------	------------------
- 3- Mr Chantha for the day when the phone call came.

a. has already left	b. already leaves	c. already left	d. had already left
----------------------------	--------------------------	------------------------	----------------------------
- 4- If we keep like this, we should be done before the deadline.

a. working	b. worked	c. to work	d. work
-------------------	------------------	-------------------	----------------
- 5- The benefits programme in the next few months.

a. had changed	b. were changed	c. will be changed	d. changed
-----------------------	------------------------	---------------------------	-------------------

Part 3. Vocabulary (15 points)There are four answers after each statement. Only one answer is correct. Choose the correct letter **a**, **b**, **c**, or **d**. The first one was done as an example for you.**Example:** When I was twelve, my father taught me how to**play**..... chess.

a. do	b. play	c. make	d. collect
--------------	-----------------------	----------------	-------------------

- 1- At the age of 60, Mr. Vuth retired and lived off his

a. salary	b. allowance	c. grant	d. pension
------------------	---------------------	-----------------	-------------------
- 2- Please confirm your reservation in

a. letter	b. writing	c. words	d. paper
------------------	-------------------	-----------------	-----------------

- 3- Everybody knew Samnang had a crime, but nobody wanted to tell the police.
a. committed b. done c. made d. performed
- 4- The researchers many experiments to find to most effective materials.
a. considered b. confirmed c. concerned d. conducted
- 5- I on the news that the price of gas is going up again.
a. looked b. listened c. heard d. watched

Part 4. Writing (10 points)

Write an essay “**The Values of Higher Education**” at least 80 words.

Table 1.*Answer keys*

Part 1. Reading	Part 2. Grammar	Part 3. Vocabulary
1. subject	1. d	1. d
2. timetable	2. a	2. b
3. taught	3. d	3. a
4. look	4. a	4. d
5. information	5. c	5. c
6. afterwards		
7. help		
8. memorise		
9. heart		
10. understanding		
11. waste		

Part 4. Writing

Topic: Write an essay in English about “**The Values of Higher Education**” with at least 80 words.

Various authors have defined the term "education" differently. Some say that education is the key to turning mirrors into windows, while others define it as the process of leading a positive life and other such things. According to various definitions, education is an essential tool for everyone. All individuals require education to facilitate their daily activities, secure good jobs, receive appropriate salaries, and provide for themselves and their families. Furthermore, education is essential for the development of one's own country. However, in order to receive an education, individuals must first attend school and then proceed to colleges or universities to acquire specific knowledge and skills. Higher education is associated with various values, as follows:

First, higher education makes you aware of the extent of the outside world. There are different kinds of people in the world. For example, some people are kind, while others are mean. Regardless, there are many intelligent people in the world. When you are in high school, you are probably the best or cleverest student among your friends or classmates. But when you go to college or university, you will find out that you are not the cleverest. You will then study harder, pushing yourself out of your comfort zone. In summary, higher education exposes all learners to previously unknown aspects of the world.

Furthermore, higher education also helps you gain more knowledge and skills. When you study at a tertiary level, you will meet a lot of new friends from different places. At this point, you can learn a lot of new things from different people, such as their ways of living, traditions, beliefs, languages, and other things. Furthermore, you will meet excellent lecturers or professors who will provide you with specific skills, knowledge, and experience that you can use in your daily life. Additionally, attending higher education will enhance your personal growth and communication skills. For instance, you will engage in numerous activities with your friends, such as completing assignments or presentations, sharing ideas, playing sports together, and so on. In other words, you will gain knowledge, skills, and all kinds of experience by studying at a higher education institution.

Last but not least, higher education can provide you with well-paid jobs. Upon completion of your college or university studies, you will receive a bachelor's degree. Having both knowledge and a bachelor's degree to validate your level of learning will provide you with more opportunities to secure a better job. Good companies will surely choose people with higher education over those who have never attended tertiary school. This implies that you will have access to a wider range of job opportunities and receive a higher salary, which you can use for both your personal expenses and family support. This will also contribute to the development of your country, as the majority of its population is well-educated. In short, if you have a higher level of education, you will have a better chance of landing a well-paying job.

In conclusion, higher education provides you with at least three values. Those include knowing the real world, gaining more knowledge and skills, and getting opportunities for well-paid jobs. I believe that you should all continue your education at a higher level, if at all possible so that our country can develop sustainably.

ប្រឡងសញ្ញាបត្រមធ្យមសិក្សាទុតិយភូមិ
សម័យប្រឡង : ០៤ សីហា ២០១៥
វិញ្ញាសា : ភាសាអង់គ្លេស
រយៈពេល : ៦០ នាទី

មណ្ឌលប្រឡង:
លេខបន្ទប់: លេខតុ:.....
ឈ្មោះបេក្ខជន:
ហត្ថលេខាបេក្ខជន:

Part 1. Reading (10 points)

Read the text and fill the gaps with words in the box. Gap one was done as an example for you.

(). recovery (). month (). treatment (). poisonous (). weight (). disease
(1). *doctor* (). heartened (). optimistic (). infectious (). painful

A visit to the doctor's

Kimseng decided to visit the (1) ...*doctor*.... after his trip to the jungle. He was normally a tall muscular person, but over the past (2) he had lost a lot of (3) He had also noticed that his ankles and knees had become rather (4) He thought that he might have eaten or drunk something (5) or caught some kind of (6) disease. The doctor took some blood for tests and told Kimseng to go back a week later. This time the doctor had an (7) expression on her face, and Kimseng felt quite (8) “Don’t worry” said the doctor, “It’s nothing serious. You haven’t caught an incurable (9), or anything terrible like that. It’s a simple virus, and you will need some (10) Take these tablets twice a day for two weeks, and you’ll make a full (11)”.

Part 2. Grammar (15 points)

There are four answers after each statement. Only one answer is correct. Choose the correct letter **a**, **b**, **c**, or **d**. The first one was done as an example for you.

Example: We saw ...*d*... children in the park.

a. any **b.** much **c.** a **d.** *some*

- 1- Angkor Wat temple by thousands of tourists every month.
a. was visited **b.** visited **c.** are visited **d.** is visited
- 2- Mr. Sophal can’t talk on the phone because he..... dinner right now.
a. eats **b.** is eating **c.** has eaten **d.** has been eating
- 3- I the house before you called.
a. leave **b.** had left **c.** am leaving **d.** had been leaving
- 4- If I found a wallet on the street, I it to police station.
a. will take **b.** take **c.** would take **d.** am taking
- 5- The tree, behind my house, gives a lot of shade.
a. grows **b.** which it grows **c.** which grows **d.** it grows

Part 3. Vocabulary (15 points)

There are four answers after each statement. Only one answer is correct. Choose the correct letter **a**, **b**, **c**, or **d**. The first one was done as an example for you.

Example: How*b*.... is it from here to the city center?

a. long **b.** *far* **c.** near **d.** distant

- 1- How much do they for cleaning your room?
a. demand **b.** cost **c.** charge **d.** need
- 2- In some countries, smoking in public places is because many people are hurt of smoke.

- a. prohibited b. increased c. encourage d. continued
- 3- The government should a law to make computer hacking illegal.
a. allow b. enter c. pass d. bring
- 4- The bad weather the flight for several hours.
a. postponed b. delayed c. cancelled d. stopped
- 5- In recent years, inflation has almost double the of living.
a. price b. expense c. charge d. cost

Part 4. Writing (10 points)

Write an essay “**What Makes a Good Parent**” in at least 80 words.

Table 1.*Answer keys*

Part 1. Reading	Part 2. Grammar	Part 3. Vocabulary
1. doctor	1. d	1. c
2. month	2. b	2. a
3. weight	3. b	3. c
4. painful	4. c	4. b
5. poisonous	5. c	5. d
6. infectious		
7. optimistic		
8. heartened		
9. disease		
10. treatment		
11. recovery		

Part 4. Writing

Topic: Write an essay in English about “**What Makes a Good Parent**” with at least 80 words.

Parents are married couples who give birth and raise their children. Being a successful parent is not as straightforward as you think it might be. You are not going to raise your sons or daughters by just giving them food; you must raise them to become good friends, good people, and good leaders in the future. However, to raise them to become productive members of society, you must first become a productive parent. There are several factors that a successful parent must take into consideration. Three of these factors include meeting all basic needs, maintaining a strong connection with your children, and implementing effective discipline.

One of the most important things a decent parent must do is provide for all the basic needs of their children. Those include food, shelter, and security. For example, you must cook delicious and nutrient-dense foods for your children to eat so that they are healthy and able to go to school to learn and acquire knowledge. In the future, they can become good children, good friends, good people, and good leaders. Give them freedom and let them decide what they want to do or become as adults. That means you must not force them to do what they do not want. In short, providing for all their basic needs and giving them the freedom to decide is a really important thing every good parent must do.

Implementing good discipline is another important factor to consider. First, you must teach your children morality and life skills. For example, you must allow your children to do household chores such as washing clothes, cooking food, or cleaning the house. Additionally, you must teach your sons or daughters to respect the elderly. You must teach them proper public speech and not to use foul language. Additionally, you must tell them to do good things on a regular basis. For instance, you must educate the children not to steal other people's things, not to take advantage of others, and not to use violence against others. In brief, having adequate discipline is a must if you want to become an adequate parent.

However, providing for all basic needs, as well as having discipline, is not enough to become a good parent. Another requirement is to have a good connection with your children. You must give them your full attention. Moreover, you must make them feel that you love and care about them. Additionally, you should consistently engage in conversations with them and actively listen to their stories. For example, you must spend most of your spare time with them, playing or doing some activities together, listening to your children's stories when they tell you, even though it is not necessary, and so on. Furthermore, you must not make them feel lonely or unneeded. Also, you must not choose your work over your children's happiness. To sum up, having a positive connection with your children is a vital thing you must implement to become a positive parent.

In summary, the previously mentioned points represent some of the positive behaviors that a good parent should consistently practice. Those include, among other things, having good discipline, teaching your children morality and life skills, and respecting the elderly. Another point is having a good connection with your children, talking to them, and listening to them. Finally, you must provide all basic needs for your children, such as food, shelter, and security. I believe what I said is appropriate for becoming a good parent, so you should take it into account.

ប្រឡងសញ្ញាបត្រមធ្យមសិក្សាទុតិយភូមិ
សម័យប្រឡង : ២២ សីហា ២០១៦
វិញ្ញាសា : ភាសាអង់គ្លេស
រយៈពេល : ៦០ នាទី

មណ្ឌលប្រឡង:
លេខបន្ទប់: លេខតុ:.....
ឈ្មោះបេក្ខជន:
ហត្ថលេខាបេក្ខជន:

Part 1. Reading (10 points)

Read the text and fill the gaps with words in the box. Gap one was done as an example for you.

(). practising (). raincoat (). change (). be able (). offered (). nothing
(1). *tennis* (). soaked (). relaxed (). forget (). drink

A friend in the rain

Last week I was walking home after playing (1) ...*tennis*.... when it started raining very heavily. “Oh no, I will get (2) before I reach home”. I thought. “I wish I had remembered to bring my (3)”. But unfortunately, I had left it at home. “How stupid of me! I always (4) to bring it with me.” Luckily just then a friend of mine passed in his car and (5) me a lift. “Are you going home?” he asked “or do you want to go for a (6)?” “I think I’d rather you took me home.” I said. If I don’t (7) my clothes, I know I will fall ill, and then I won’t (8) to play in the tennis tournament next week. And I have been (9) hard for the last month. “I will wait for you to change if you like”, he told me. “I think it’s time you (10) for a change”. You have been worrying too much about things lately. And people who worry too much fall ill more easily. It’s got (11) to do with the rain.

Part 2. Grammar (15 points)

There are four answers after each statement. Only one answer is correct. Choose the correct letter **a**, **b**, **c** or **d**. The first one was done as an example for you.

Example: We haven’t got*d*..... money to buy a new car yet.

a- quite **b-** too much **c-** too many **d-** *enough*

1- You must have something to eat before.....to school.

a- go **b-** going **c-** to go **d-** of go

2- You have never seen this before, you?

a- haven’t **b-** don’t **c-** do **d-** have

3- This problem by this clever boy last night.

a- will be solved **b-** is solved **c-** was solved **d-** solved

4- Whatyou do if you won a lot of money?

a- will **b-** must **c-** would **d-** have

5- She was cleaning her teeth when the phone

a- was going to ring **b-** was ringing **c-** rang **d-** ring

Part 3. Vocabulary (15 points)

There are four answers after each statement. Only one answer is correct. Choose the correct letter **a**, **b**, **c**, or **d**. The first one was done as an example for you.

Example: On Sunday, the children have swimming lessons at the swimming*d*..... .

a- tank **b-** well **c-** bowl **d-** *pool*

1- What are you going to do when you school?

a- conclude **b-** end **c-** complete **d-** leave

2- The hotel services are bad, so we should write a to the manager.

- | | | | |
|--------------|------------|----------------|----------|
| a- complaint | b- message | c- information | d- essay |
|--------------|------------|----------------|----------|
- 3- Bopha cried out with at the beautiful present Mr. Kimseng gave her.
- | | | | |
|------------|-----------|----------|------------|
| a- depress | b- horror | c- anger | d- delight |
|------------|-----------|----------|------------|
- 4- Is it possible to now for next term's evening classes?
- | | | | |
|---------|-----------|------------|----------|
| a- send | b- enroll | c- join in | d- enter |
|---------|-----------|------------|----------|
- 5- Most parents find it difficult to their children nowadays.
- | | | | |
|-------------|------------|------------|-----------|
| a- bring up | b- develop | c- grow up | d- set up |
|-------------|------------|------------|-----------|

Part 4. Writing (10 points)

Write an essay 'Life in The Countryside' at least 80 words.

Table 1.*Answer keys*

Part 1. Reading	Part 2. Grammar	Part 3. Vocabulary
1. tennis	1. b	1. d
2. soaked	2. d	2. a
3. raincoat	3. c	3. d
4. forget	4. c	4. b
5. offered	5. c	5. a
6. drink		
7. change		
8. be able		
9. practising		
10. relaxed		
11. nothing		

Part 4. Writing

Topic: Write an essay in English about “**Life in The Countryside**” with at least 80 words.

When it comes to the talk of the countryside, it is too open. However, allow me to highlight a few intriguing points for discussion. First, the countryside is the land that is not in towns or cities. As we all know, life in the countryside is really simple and peaceful; we do not have to worry about air pollution or traffic jams. However, living in the countryside does not always provide benefits. It also has some drawbacks. Thus, let me describe some advantages and disadvantages of living in the countryside.

On the plus side, life in the countryside is more relaxed and less stressful than in the cities. For example, we do not have to worry much about traffic jams or traffic accidents. Additionally, the presence of trees, flowers, and plants surrounding most rural houses alleviates our concerns about air pollution. That means the atmosphere around us is all fresh air. Additionally, people in the countryside are all friendly, and they always help each other when they see other people in trouble. Moreover, the countryside brings people peace and harmony. That means it suits those who do not like being noisy because of city life.

Despite the numerous benefits of living in the countryside, there are also some drawbacks, as outlined below:

First, the unemployment rate in rural areas is much higher than in urban areas. Moreover, because it is too far from the town, the countryside still lacks important places such as police stations, schools, universities, hospitals, supermarkets, department stores, and so on. Furthermore, living in the countryside can lower your chances of getting excellent jobs. Also, the income in the countryside is much lower than in the city. Furthermore, there are fewer entertainment options available in the countryside, including cinemas, clubs, fancy restaurants, and similar establishments. In addition, internet connection is very limited in the countryside.

Living in the countryside offers numerous benefits. That includes having fresh air to breathe, not having too many traffic jams, and living in a natural environment, which is good for our health. However, there are certain drawbacks to living in the countryside, including a scarcity of essential amenities and a reduced opportunity to secure well-paying jobs. In my opinion, I would love to live in the city while I am still working, and I will move to the countryside when I retire. I also accept that the people who live in the countryside depend on those who live in the cities or towns, and vice versa.

ប្រឡងសញ្ញាបត្រមធ្យមសិក្សាទុតិយភូមិ
សម័យប្រឡង : ២១ សីហា ២០១៧
វិញ្ញាសា : ភាសាអង់គ្លេស
រយៈពេល : ៦០ នាទី

មណ្ឌលប្រឡង:
លេខបន្ទប់: លេខតុ:.....
ឈ្មោះបេក្ខជន:
ហត្ថលេខាបេក្ខជន:

Part 1. Reading (10 points)

Read the text and fill the gaps with words in the box. Gap one was done as an example for you.

() occupation	() successful	() embarrassment	() hobby	() failure	() solution
(1) <i>evening</i>	() secretarial	() explanation	() frozen	() construction	

Evening classes

Recently I decided to go to (1)*evening*.... classes twice a week. During the day I work in a (2) agency as a telephonist. It is not a very interesting (3) and I get bored. I also got tired of coming home every evening putting a (4) meal in the oven, and then watching TV. So I decided to take up carpentry as a (5) Perhaps I should give you an (6) for my choice. Learning a skill is a good (7) to the problem of boring work. Also, I felt I was a (8) because any time I tried to put up a shelf, for example, it always fell down! Now I am quite a (9) wood-worker! I am working on the (10) of some furniture at the moment. And although there are only few students in the class, I don't feel any (11) I've turned out to be the best student in the class!

Part 2. Grammar (15 points)

There are four answers after each statement. Only one answer is correct. Choose the correct letter **a**, **b**, **c** or **d**. The first one was done as an example for you.

Example: Have you*b*..... my new car?

a- see **b- seen** **c-** seeing **d-** saw

- Girls, you say those things about your teachers.
a- mustn't **b-** haven't to **c-** haven't **d-** mustn't to
- Have another piece of cake. No, thanks, too much.
a- I've ate **b-** I ate **c-** I eaten **d-** I've eaten
- I was going to do the washing, but the machine down.
a- broke **b-** breaks **c-** broken **d-** break
- My secretary was late. She had never late before.
a- was **b-** had **c-** came **d-** been
- If you give some money, I to go shopping.
a- can **b-** could **c-** will be able **d-** will can

Part 3. Vocabulary (15 points)

There are four answers after each statement. Only one answer is correct. Choose the correct letter **a**, **b**, **c**, or **d**. The first one was done as an example for you.

Example: They*c*..... all day swimming and sunbathing at the beach.

a- did **b-** used **c- spent** **d-** occupied

- Before you begin the exam paper, always read the carefully.
a- orders **b-** instruction **c-** rules **d-** answers
- If you put your money in the bank, it will earn ten percent
a- interest **b-** profit **c-** deposit **d-** investment

3- Most people in the town the idea of Green and Clean city.

a- agree b- approve c- support d- believe

4- The plane was delayed by fog, and so I my connection.

a- lost b- abandoned c- forget d- missed

5- The fans climbed over the fence to paying.

a- avoid b- prevent c- abandon d- refuse

Part 4. Writing (10 points)

Write an essay. There is too much traffic in the city. “**What Do You Think the Authorities Should Do about It?**” Write at least 80 words.

Table 1.*Answer keys*

Part 1. Reading	Part 2. Grammar	Part 3. Vocabulary
1. evening	1. a	1. b
2. secretarial	2. d	2. a
3. occupation	3. a	3. c
4. frozen	4. d	4. d
5. hobby	5. c	5. a
6. explanation		
7. solution		
8. failure		
9. successful		
10. construction		
11. embarrassment		

Part 4. Writing

Topic: Write an essay in English about. There is too much traffic in the city. “**What Do You Think the Authorities Should Do about It?**” Write at least 80 words.

People cannot stay in one place without moving or traveling. Some people travel to school or work, while others travel anywhere they want. Because of the need for travel mentioned above, there is too much traffic on the roads nowadays, especially in Phnom Penh, Cambodia's capital city. To solve these problems, the authorities should consider at least three essential measures. These include expanding public transportation options, widening roads, and strengthening traffic laws.

The authorities should consider increasing the number of public transportation options as one of the best solutions. The authorities should encourage people to switch from using their vehicles to using public vehicles such as buses, trains, and so on. For example, the authorities should encourage students or workers to go to school or work by bus or train. Additionally, using these modes of transportation not only saves time and money, but also ensures reliability in travel. Furthermore, buses or trains have the capacity to transport a large number of people from one location to another using a single vehicle. Therefore, if more people started using public transportation instead of driving their vehicles, it would decrease the number of vehicles on the roads by a huge amount and make our traffic better.

Widening the roads is another point the authorities should consider. Narrow roads are a major contributing factor to the issue of excessive traffic. During rush hour, narrow roads often lead to traffic accidents. Additionally, when accidents occur, they often cause other nearby drivers to become stranded in one location, resulting in a delay of several hours for them to move on. In short, by extending roads, traffic will be in good condition and safe to travel on.

Last but not least, the authorities should strengthen the traffic laws. The authorities should take action against those who are not obeying the rules. For instance, some individuals fail to stop at the sight of a red traffic light, while others halt when prohibited from doing so. In addition, some people even drive when they are drunk. These issues lead to traffic accidents, which in turn exacerbate traffic congestion in the city. Strengthening traffic laws will undoubtedly improve traffic.

In summary, the authorities should address the aforementioned issues by promoting a shift from personal vehicles to public transportation, expanding the road network, and enforcing stricter traffic laws. Lastly, we must adhere to the regular rules set by the authorities to ensure a safer and better traffic environment. I would like to say that when we all obey traffic laws, we can live our lives longer with happiness.

ប្រឡងសញ្ញាបត្រមធ្យមសិក្សាទុតិយភូមិ
 សម័យប្រឡង : ២០ សីហា ២០១៨
 វិញ្ញាសា : ភាសាអង់គ្លេស
 រយៈពេល : ៦០ នាទី

មណ្ឌលប្រឡង:
 លេខបន្ទប់: លេខតុ:.....
 ឈ្មោះបេក្ខជន:
 ហត្ថលេខាបេក្ខជន:

Part 1. Reading (10 points)

Read the text and fill the gaps with words in the box. Gap one was done as an example for you.

() economic	() earnings	() disagreed	() applications	() employee	() profitable
(1) advertising	() resignation	() qualified	() unemployed	() retirement	

Leaving a job

I recently left my job in an (1)**advertising**..... agency after a disagreement with my boss. She accepted my (2) but warned me that because of the (3) situation, I might have to get used to the idea of being (4) for a while. I thought that she was trying to make a point, but after I had made over fifty (5) to other companies, I realized that she was right. Although I am a (6) designer, I didn't receive any offers of a job. After that I tried working from home, but it was not very (7) Then I became an (8) in a fast-food restaurant, even though my (9) were extremely low. I wish I had accepted early (10) from my old job. That is what I (11) with my boss about.

Part 2. Grammar (15 points)

There are four answers after each statement. Only one answer is correct. Choose the correct letter **a**, **b**, **c** or **d**. The first one was done as an example for you.

Example: We saw**b**..... children in the park.

a- any **b- some** **c-** much **d-** a

- 1- We haven't got money to buy a new car yet.
a- quite **b-** too much **c-** too many **d-** enough
- 2- The person my hair usually does a very good job.
a- who he cuts **b-** who cuts **c-** cuts **d-** cuts it
- 3- Weto the baseball game when it started to rain.
a- are driving **b-** drives **c-** driven **d-** were driving
- 4- The new bridge before the end of next month.
a- will be completed **b-** will complete **c-** is completed **d-** completes
- 5- Their marriage wouldn't be so good if they so well with each other.
a- communicated **b-** didn't communicate **c-** don't communicate **d-** communicate

Part 3. Vocabulary (15 points)

There are four answers after each statement. Only one answer is correct. Choose the correct letter **a**, **b**, **c**, or **d**. The first one was done as an example for you.

Example: What are you going to do when you**d**..... school?

a- conclude **b-** end **c-** complete **d-** leave

- 1- I saw a nasty between two cars this morning.
a- damage **b-** danger **c-** accident **d-** happening
- 2- All medicines should be kept out of of children.
a- hand **b-** touch **c-** contact **d-** reach
- 3- Everything in the sale has been to half price.

- a- reduced b- decreased c- bargained d- lowered
- 4- At work, Vuthy always arrives on time, he's so
- a- timeless b- punctual c- boring d- careful
- 5- It'll take you over an hour to get to the city centre in hour.
- a- rush b- busy c- run d- crowded

Part 4. Writing (10 points)

Write an essay “**Roles of Women in Modern Cambodian Society**” at least 80 words.

Table 1.*Answer keys*

Part 1. Reading	Part 2. Grammar	Part 3. Vocabulary
1. advertising	1. d	1. c
2. resignation	2. b	2. d
3. economic	3. d	3. a
4. unemployed	4. a	4. b
5. application	5. b	5. a
6. qualified		
7. profitable		
8. employee		
9. earning		
10. retirement		
11. disagreed		

Part 4. Writing

Topic: Write an essay in English about “**Roles of Women in Modern Cambodian Society.**”

Write at least 80 words.

Long ago, there was a belief that women could not attain the same level of equality as men, with some even suggesting that women's roles were limited to being near the kitchen stove, caring for children, and entertaining husbands. Unlike earlier times, the progression of our world and the passage of time have led to the reshaping and expansion of these roles. Thus, people's thinking has developed. This implies that contemporary individuals hold the belief that women should receive the same treatment as men. Therefore, women also play an essential role in every aspect of society. In all aspects, they can do whatever they want the same way as men, such as being caretakers, civil servants, and leaders.

First, the role of caretaker is one of the most important that women play. When single, women care for their families, homes, and siblings. Furthermore, they must care for their husband's family, parents-in-law, and grandparents-in-law when married. Moreover, when they have children, it is their responsibility to raise them with good manners, preparing them to be good friends, good people, and good leaders in the future. Plus, women have to take care of their family's finances. They have to think critically whenever they buy something, such as clothes, food, or ingredients for cooking. In addition, women must carefully consider how to

allocate their finances based on their family's income. In short, women are the trustworthy caretakers that every family needs.

Wage earners are another important role that women play in every society. Women not only live at home and take care of their families, but they also have jobs to do. Various women have different jobs. Some women work as teachers, doctors, or lawyers. Some women work as managers of companies, engineers, judges, and so on. Additionally, some women work not only at their workplaces but also at home, where they are responsible for housework and child care. In other words, our society can also develop because of women's active participation as essential components.

Last but not least, women also play the role of positive leaders. Women, starting as family leaders, can also become leaders in all types of organizations. In today's world, it's evident that many leaders are women. For example, in a classroom setting, the majority of class monitors are women. Moreover, in some countries, the prime ministers or leaders are also women. Women are not inferior to men. Women are also intelligent and smart. Women possess excellent leadership skills, just like men do. We can observe that numerous women have successfully managed and guided large corporations toward prosperity. In summary, women's exceptional leadership skills have significantly contributed to the development of our society.

In summary, women fulfill at least three crucial roles in every society. Those are caretakers, employees, and leaders. From my perspective, we must all appreciate the great and essential roles of women that have developed in our society and enabled it to move forward. Thus, as women, we need to look beyond our existing skyline and go further to see and share all the aspects of the world we are living in. Plus, men need to appreciate women because we are born from them, as a saying often shows that women are the mothers of the world.

ប្រឡងសញ្ញាបត្រមធ្យមសិក្សាទុតិយភូមិ
សម័យប្រឡង : ១៩ សីហា ២០១៩
វិញ្ញាសា : ភាសាអង់គ្លេស
រយៈពេល : ៦០ នាទី

មណ្ឌលប្រឡង:
លេខបន្ទប់: លេខតុ:.....
ឈ្មោះបេក្ខជន:
ហត្ថលេខាបេក្ខជន:

Part 1. Reading (10 points)

Read the text and fill the gaps with words in the box. Gap one was done as an example for you.

(). discussions	(). fire	(). to pay	(). originally	(). sports	(). converted
(1). rebuilt	(). used	(). businessman	(). money	(). indoors	

Opening of New Sport Centre

The Champa Sport Centre, which has been completely (1) ...**rebuilt**..., was reopened yesterday by the Minister of Sport. The building was (2) used as a market, but was sold to Champa Council in 1981, and then (3) into a sport hall. Local schools played football and basketball (4), and keep fit classes were held there. In 2001, the hall was damaged by a (5) which broke out in the heating system. The hall could not be used, and remained empty while (6) continued about its future. It was then decided that the hall would be rebuilt, and an appeal for (7) was launched. Two years ago, a local (8) offered (9) for the building work, and plans were drawn up. The new hall includes a swimming pool, running track and other (10) facilities which can be (11) by anyone in the Champa area. The Minister made a speech in which he congratulated everyone involved.

Part 2. Grammar (15 points)

There are four answers after each statement. Only one answer is correct. Choose the correct letter **a**, **b**, **c** or **d**. The first one was done as an example for you.

Example:**b**..... I go with you to the shops, Mum?

a- Will **b-** May **c-** Would **d-** Won't

1- Samnang works in the Post Office,?

a- is he **b-** isn't he **c-** works he **d-** doesn't he

2- My father in that firm from 1975 to 1989. Now he's retired.

a- has worked **b-** worked **c-** is working **d-** had worked

3- Which sentence is the correct one?

a- I am a cold **b-** I've caught a cold **c-** I have cold **d-** I have caught a cold

4- I on a bench in the park when they ran past me.

a- was sitting **b-** have sat **c-** sat **d-** was sat

5- Thida to the cinema if you went with her.

a- will go **b-** would go **c-** goes **d-** went

Part 3. Vocabulary (15 points)

There are four answers after each statement. Only one answer is correct. Choose the correct letter **a**, **b**, **c**, or **d**. The first one was done as an example for you.

Example: My parent often does**d**..... with people from Korea.

a- affairs **b-** finances **c-** economy **d-** business

1- At time, there is always plenty of work to do on a farm.

a- production **b-** profit **c-** plant **d-** harvest

2- It is against the not to wear seat belt in a plane.

- a- rule b- regulation c- law d- order
- 3- Everything in the sale has been to half price.
a- reduced b- decreased c- bargained d- lowered
- 4- I to inform you that your grandmother died ten minutes ago.
a- apologise b- sorry c- pity d- regret
- 5- We were unable to reach an agreement because of the between the two groups.
a- contact b- concern c- connection d- conflict

Part 4. Writing (10 points)

Write an essay “Studying for Success” at least 80 words

Table 1.*Answer keys*

Part 1. Reading	Part 2. Grammar	Part 3. Vocabulary
1. rebuilt	1. d	1. d
2. originally	2. b	2. c
3. converted	3. d	3. a
4. indoors	4. a	4. d
5. fire	5. b	5. d
6. discussions		
7. money		
8. businessman		
9. to pay		
10. sports		
11. used		

Part 4. Writing

Topic: Write an essay in English about “**Studying for Success.**” Write at least 80 words.

All students need to go to school to learn and acquire knowledge, all students must go to school. Of course, everybody wants to succeed in their studies so that they can use them to achieve their future goals. No one can achieve success without walking on the right track or choosing the right methods. Students need to consider numerous factors to succeed in their studies. However, three factors - studying hard, having self-discipline, and having the right time management skills - are considered the foundation for all future success.

To succeed in their studies, students must work hard. As we are students, nobody can help us except ourselves. Therefore, if we want to succeed in our studies, we must change the negative ways we used to learn in class. We must pay attention to whatever our teachers explain to us in the classroom. Moreover, we must do all the homework that our teachers give us. Plus, when we do not understand any points that our teachers explain, we must raise our hands to ask questions immediately. We must not be afraid to ask for help from our teachers. Furthermore, if we do not want to bother our teachers, we can ask our friends who understand instead. We must not take those questions with us. Additionally, we must review all the lessons that we have learned at school to make sure that we remember and understand everything. In short, studying hard is a must if we want to succeed in our studies.

Furthermore, self-discipline is one of the most important criteria for success in our study. We must refrain from engaging in idle chatter with our friends during our teachers' lessons. Furthermore, we must refrain from engaging in any activities that may cause us or our friends to lose concentration while studying. For example, eating in class is very inappropriate because it can interrupt our studies and also affect our friends' attention. We must also go to school every day and attend all of our classes. Another key point is that we must not lie to ourselves. This is a common practice among most students. If we tell ourselves we will do this or that, then we must do it. One more thing: we must not use the word "wait" to lie to ourselves. It will take you an eternity to finish. To sum up, having self-disciplines with responsibility are the factors that can help us succeed in our studies.

Having effective time management is another crucial factor. We must set our schedule according to our abilities and free time. Setting a schedule is a really important habit because it helps us know exactly what we have to do and when we have to do it. Furthermore, we must go to school on time so that we will not miss a single point that our teachers teach. Anyway, proper time management does not mean we must study all the time without having the energy to rest. The right time management means knowing when to study and when to relax. We must not push ourselves too hard while studying without taking a break. This not only increases our stress levels but also exacerbates our academic performance. In short, having the right time management is an extremely important factor we must implement to succeed in our studies.

To put it briefly, the above-mentioned points are some of the important things we can do if we want to succeed in our studies. That includes studying hard, doing all the homework, and reviewing all the lessons. Another point is to practice self-discipline in our studies and never use the word "wait" to deceive ourselves. Finally, having the right time management skills, setting our schedule, and going to school on time make us succeed in our studies. Thus, we must take those important points into account.

ប្រឡងសញ្ញាបត្រមធ្យមសិក្សាទុតិយភូមិ
សម័យប្រឡង : កូវីត / កូវីត / ២០២០
វិញ្ញាសា : ភាសាអង់គ្លេស
រយៈពេល : ៦០ នាទី

មណ្ឌលប្រឡង:
លេខបន្ទប់: លេខតុ:.....
ឈ្មោះបេក្ខជន:
ហត្ថលេខាបេក្ខជន:

បេក្ខជនតម្រូវឱ្យជាប់ដោយស្វ័យប្រវត្តិដោយគ្មានការប្រឡងព្រោះស្ថានភាពជំងឺកូវីដ-១៩

**Due to the widespread of the Covid-19 in the community, all the students
were given the opportunity to pass the exam automatically by the
Cambodian government.**

ប្រឡងសញ្ញាបត្រមធ្យមសិក្សាទុតិយភូមិ

សម័យប្រឡង : ២៧ ធ្នូ ២០២១

វិញ្ញាសា : ភាសាអង់គ្លេស

រយៈពេល : ៦០ នាទី

មណ្ឌលប្រឡង:

លេខបន្ទប់: លេខតុ:.....

ឈ្មោះបេក្ខជន:

ហត្ថលេខាបេក្ខជន:

Part 1. Reading (10 points)

Read the text and fill the gaps with words in the box. Gap one was done as an example.

(0) <i>economics</i>	() television	() department	() money	() promoted	() waitress
() presenter	() was	() applied	() a few months	() job	

A working life

Well, I studied (0) ...*economics*..... at university, and then I was lucky because I got a (1) very quickly as an accountant in a local (2) store. It wasn't exactly what I wanted, but you know, it was a very first job. I stayed there for four years altogether. After three years I was (3) to accounts manager, and I stayed in that job for a year, but then I really got bored, so I decided to leave and I (4) for other jobs in area. But I had no luck getting a second job at all, and I was very short of (5), so in the end I had to get a job working as a (6) in a restaurant. Well it wasn't very successful because I'm quite clumsy. You see? And I kept dropping things, so after a few weeks they gave me a sack. And then, just by chance an old friend who I (7) at university with, and he was working in (8) a company. And he got me a job as a television researcher on a program called 'Business Today'. And after (9), they decided that they wanted a young (10) of programme, and I got a job and I love it.

Part 2. Grammar (15 points)

There are four answers after each statement. Only one answer is correct. Choose the correct letter **a**, **b**, **c** or **d**. The first one was done as an example for you.

Example: You must have something to eat before**b**..... to school.

a- go **b- going** **c-** to go **d-** of go

1- Mr. Kimseng can't talk on phone because he dinner right now.

a- is having **b-** haven't to **c-** haven't **d-** mustn't to

2- That little girl for the last two days.

a- hasn't eaten **b-** doesn't eat **c-** isn't eating **d-** has eaten

3- Several trees fell down last night the strong wind.

a- because **b-** so **c-** since **d-** because of

4- I hope you us when you come here.

a- visited **b-** would visit **c-** visiting **d-** will visit

5- If she doesn't do her homework, she punished.

a- is **b-** would be **c-** will be **d-** will have

Part 3. Vocabulary (15 points)

There are four answers after each statement. Only one answer is correct. Choose the correct letter **a**, **b**, **c**, or **d**. The first one was done as an example for you.

Example: He**c**..... that he still loves his daughter.

a- tells **b-** speaks **c- says** **d-** told

1- I'm reallyof my child who got the first prize in art competition.

a- pleased **b-** proud **c-** happy **d-** delighted

2- In recent years, inflation has almost doubled the of living.

a- cost **b-** expense **c-** charge **d-** price

- 3- The restaurant services are bad, so we should write a to the manager.
a- essay b- message c- complaint d- information
- 4- The plane was delayed by fog, and so I my connection flight.
a- lost b- abandoned c- forgot d- missed
- 5- She went to the library to
a- borrow a book b- lend a book c- let a book d- hire a book

Part 4. Writing (10 points)

Write an essay at least 80 words about “**Your Goals in the Future**”.

Table 1.*Answer keys*

Part 1. Reading	Part 2. Grammar	Part 3. Vocabulary
1. job	1. a	1. b
2. department	2. a	2. a
3. promoted	3. d	3. c
4. applied	4. d	4. d
5. money	5. c	5. a
6. waitress		
7. was		
8. television		
9. a few months		
10. presenter		

Part 4. Writing

Topic: Write an essay in English about “**Your Goals in the Future.**” Write at least 80 words.

Everyone has to create a future goal to live a joyful life. As I have approached the end of my high school life, I often think about my future. It is a long road to a great future. Numerous factors must contribute to this. Different people have different goals for their future, and they need to go through them in different ways. I have three future goals, and those goals seem like the steps of my life, which include pursuing a higher education degree, looking for a good job, and having a good family.

My first step or goal is to attend university and get a bachelor’s degree. After I graduate from high school, I want to continue my studies at a reputable university. Furthermore, I want to enroll at CamEd Business School, or the American University of Phnom Penh (AUPP). These universities hold a reputation for being among the best in Cambodia. When I get the chance to study one of these, I will work hard to meet all demands and graduate. I always imagine that I will get a degree with enough qualifications so that I can look for a suitable job and work well. Therefore, those universities can help me.

After I get my bachelor’s degree in business, I will look for a job at a reputable company to acquire some experience first. Then, I will probably open a small business. I have had a dream of having my own business since I was young. Furthermore, I want to earn a lot of money in the future so I can repay my parents' gratitude for giving birth to me and raising me

since I was born. In addition, I want to save some money to travel abroad, such as to Australia, Singapore, and so on, if it is possible. If I am able to accumulate significant funds from my honest business ventures, I plan to construct school buildings, particularly in rural areas. When I was young, I always felt pity for the poor and those who could not afford to study. Hence, doing business and helping the poor is what I always want to do.

After that, I will start to think about having a family. I want to marry someone who loves my family, who cares about me, and whom I can depend on in the future. It could be someone who enjoys studying and engaging in honest business, which aligns with my goals. I don't like anyone who is lazy.

In conclusion, I am prepared to do whatever it takes to achieve my objective of becoming a businessperson. When I become a businessperson, I intend to assist as many people as possible to preserve lives and the globe. Hence, I will try my best to achieve the goals that I have set for myself. I will study hard to get a good grade on my national examination and attend the university I want to enroll in. Finally, I will try to save some money, open my own small business, repay my parents' thankfulness as much as I can, and help poor people, too.

ប្រឡងសញ្ញាបត្រមធ្យមសិក្សាទុតិយភូមិ

សម័យប្រឡង : ០៥ ធ្នូ ២០២២

វិញ្ញាសា : ភាសាអង់គ្លេស

រយៈពេល : ៦០ នាទី

មណ្ឌលប្រឡង:

លេខបន្ទប់: លេខតុ:.....

ឈ្មោះបេក្ខជន:

ហត្ថលេខាបេក្ខជន:

Part 1. Reading (10 points)

Read the text and fill in the gaps with words in the box. Gap one was done as an example.

() discipline	() situation	(1) stricter	() progressive	() reputation	() behaviors
() punishment	() control	() conduct	() freedom	() respect	

In most countries, schools were much (1) ...**stricter**..... twenty-five years ago than they are today. Many parents are not at all happy with the present (2)because they feel that teachers have lost the ability to (3) their classes. Some schools, in particular, have developed a very bad (4) for the way in which the students (5) themselves. They no longer seem to have any (6) for the schools or the teachers who work in it. Some experts feel that the reason for these new patterns of (7) in schools is the result of (8) ideas in education. They feel that (9) has become weak because students have been giving too much (10) to choose how they want to spend their time. It is no doubt a good idea that physical (11) along with traditional kind of education has vanished in most places. But nowadays in many schools, no punishment at all is possible.

Part 2. Grammar (15 points)

There are four answers after each statement. Only one answer is correct. Choose the correct letter **a**, **b**, **c** or **d**. The first one was done as an example for you.

Example: We haven't got**d**..... money to buy a new car yet.

a- quite **b-** too much **c-** too many **d-** enough

1- Good management to the employees.

a- will be listened **b-** are listened **c-** listen **d-** listens

2- He has got a new friend works in the bank.

a- whose **b-** where **c-** who **d-** which

3- Your mother used to visit you quite often,?

a- didn't she **b-** doesn't she **c-** wouldn't she **d-** hadn't she

4- I on the bus when I dropped my wallet.

a- am getting **b-** get **c-** was getting **d-** have gotten

5- More roads this year.

a- was built **b-** had built **c-** are being built **d-** are building

Part 3. Vocabulary (15 points)

There are four answers after each statement. Only one answer is correct. Choose the correct letter **a**, **b**, **c**, or **d**. The first one was done as an example for you.

Example: What are you going to buy your mother**for**..... her birthday?

a- for **b-** during **c-** to **d-** at

1- What are you going to do when you school?

a- conclude **b-** end **c-** complete **d-** leave

2- All medicines should be kept out of of children.

a- hand b- touch c- contact d- reach

3- He to get some cards for his birthday, but none arrived.

a- promised b- expected c- assume d- supposed

4- Is it possible to now for the next term's classes?

a- participate b- join in c- enroll d- enter

5- I to inform you that your grandmother died ten minutes ago.

a- apologize b- sorry c- pity d- regret

Part 4. Writing (10 points) Write an essay in English at least 80 words about “**How to Reduce Road Accidents in Cambodia?**”

Table 1.*Answer keys*

Part 1. Reading	Part 2. Grammar	Part 3. Vocabulary
1. stricter	1. d	1. d
2. situation	2. c	2. d
3. control	3. a	3. b
4. reputation	4. c	4. c
5. conduct	5. c	5. d
6. respect		
7. behaviors		
8. progressive		
9. discipline		
10. freedom		
11. punishment		

Part 4. Writing

Topic: Write an essay in English about “**How to Reduce Road Accidents in Cambodia.**”

Write at least 80 words.

People cannot stay in one place without moving or traveling. For example, they have to travel to school, travel to work, travel to tourist places, travel to hospitals, travel to hang out with friends, travel to buy things, and so on. However, traveling is not always safe. As you can see, traffic accidents have claimed many lives in recent times. We can consider a variety of measures to prevent or reduce the rate of traffic accidents. Three of those measures include: traveling less, obeying traffic laws, and having responsibility.

One of the most effective ways to protect ourselves from traffic accidents is to travel less. People should not travel if they do not have the necessary work to do. In other words, if they can avoid doing something unimportant, they should stay at home with their family members for entertainment. In addition, we can decrease the frequency of traffic accidents by switching from personal transportation to public transportation. For example, we can switch from using our cars to using public buses. Moreover, people should not travel by using vehicles for short distances. Instead, they can walk, if possible. In brief, the above-mentioned points can help us avoid a lot of traffic accidents that happen without any premeditation.

Another useful way to protect ourselves from this dangerous situation is to obey and respect traffic laws. People who travel along the roads should not overtake too often. The more often we overtake, the more likely we are to face traffic accidents. For instance, we frequently witness injuries or fatalities in the news, both on TV and in newspapers, as a result of reckless drivers disregarding the lives of others and frequently overtaking other drivers. In addition, we should not drive when we are drunk. Driving drunk causes most accidents because we lack consciousness. Last but not least, we have to obey traffic lights. That means we have to slow down and get ready to stop when the light turns yellow, and we have to stop when we see the red light. Implementing traffic laws regularly and respecting the lives of other nearby drivers will protect us.

Being responsible is one of the other most useful measures. Forgiveness is always the best thing we can do to reduce traffic accidents and protect ourselves. For example, even when we see other drivers not obeying the traffic laws or being rude, we have to control our feelings and not be frustrated enough to do something we might regret in the future. We can either ignore them or report them to the police. Furthermore, we must always be cautious while driving. Moreover, we should not drive when we are feeling sleepy or unwell. If we're not in the mood to drive, we should park somewhere we can rest first, or we can arrange for someone to pick us up. If all drivers drive responsibly and learn to control their emotions, traffic accidents will significantly decrease.

To put it briefly, we can protect ourselves from traffic accidents by not traveling a lot, paying most of our attention to the traffic laws, and having responsibility when driving. This means that we should not drive if we do not need to do something that we must. We should also learn to respect all traffic signs and commands. Finally, when driving responsibly, we can protect our lives as well as the lives of others who share the same road with us.

ប្រឡងសញ្ញាបត្រមធ្យមសិក្សាទុតិយភូមិ
សម័យប្រឡង : ០៦ វិច្ឆិកា ២០២៣
វិញ្ញាសា : ភាសាអង់គ្លេស
រយៈពេល : ៦០ នាទី

មណ្ឌលប្រឡង:
លេខបន្ទប់: លេខតុ:.....
ឈ្មោះបេក្ខជន:
ហត្ថលេខាបេក្ខជន:

Part 1. Reading (10 points)

Read the text and fill in the gaps with words in the box. Gap one was done as an example.

(0)- problem	()- pollute	()- introduced	()- environment	()- encourage	()- plastic
()- stop	()- charging	()- reducing	()- rubbish	()- recycling	

Government gets involved in bag debate

One of the biggest issues facing our society today is the (0)**problem**..... of how to dispose of our (1), and in particular, plastic bags, which cause serious damage to the (2) While these bags may last just an hour in your shopping basket, they take hundreds of years to break down. They choke up rivers and (3) our waterways. Some retailers have taken steps to (4) this from happening by introducing incentives to shoppers. For instance, some supermarkets are (5) 400 riels a bag to customers to (6) them to bring their own bags. In some countries, the government (7) a bag tax and (8) bag consumption went down by 90%. A study showed, however, that when they brought in this legislation, the sale of plastic bin liners immediately went up, which suggested that shoppers had been (9) their used bags by using them to line their rubbish bins. The government and the retail industry are now looking at other ways of (10) the use of plastic bags.

Part 2. Grammar (15 points)

There are four answers after each statement. Only one answer is correct. Choose the correct letter **a**, **b**, **c**, or **d**. The first one was done as an example for you.

Example: I can't go out. I**a**..... dinner.

- | | | | |
|------------------|-----------------|----------------|--------------|
| a- making | b- doing | c- make | d- do |
|------------------|-----------------|----------------|--------------|
- 1- Parents..... a lot of patience with their children.
- | | | | |
|----------------------|----------------|---------------|------------------|
| a- are having | b- have | c- has | d- having |
|----------------------|----------------|---------------|------------------|
- 2- The driverin the crash.
- | | | | |
|-----------------------|-------------------|--------------------|----------------------|
| a- was injured | b- injured | c- injuring | d- he injured |
|-----------------------|-------------------|--------------------|----------------------|
- 3- Sophal plays tennis well, but he plays football
- | | | | |
|---------------------|-----------------------|--------------------|----------------|
| a- very good | b- much better | c- too well | d- best |
|---------------------|-----------------------|--------------------|----------------|
- 4- All the trees in the park..... recently.
- | | | | |
|-----------------------------|------------------------------|------------------------|-----------------------------|
| a- have been planted | b- have being planted | c- are planting | d- are being planted |
|-----------------------------|------------------------------|------------------------|-----------------------------|
- 5- If pictures weren't so expensive, Imany more.
- | | | | |
|---------------------|--------------------|------------------|-------------------|
| a- would buy | b- will buy | c- bought | d- may buy |
|---------------------|--------------------|------------------|-------------------|

Part 3. Vocabulary (15 points)

There are four answers after each statement. Only one answer is correct. Choose the correct letter **a**, **b**, **c**, or **d**. The first one was done as an example for you.

Example: At **d**..... time, there is always plenty of work to do on the farm.

- | | | | |
|----------------------|------------------|-----------------|-------------------|
| a- production | b- profit | c- plant | d- harvest |
|----------------------|------------------|-----------------|-------------------|
- 1- Many areas are very dry; the villagers spend a lot of time getting water from the
- | | | | |
|----------------|------------------|----------------|-----------------|
| a- hill | b- forest | c- pond | d- flood |
|----------------|------------------|----------------|-----------------|

- 2- Why don't you become a teacher? There's a greatof them at the moment.
a- shortage b- want c- requirement d- need
- 3- When my father died, I had no but to leave school and get a job.
a- possibility b- choice c- hope d- chance
- 4- Today's volleyball match has been because of the bad weather. They will be next Thursday instead.
a- postponed b- cancelled c- decided d- put away
- 5- He was given to study abroad.
a- occasion b- possibility c- adventure d- opportunity

Part 4. Writing (10 points) Write an essay in English at least 80 words about “**What are the advantages and disadvantages of mobile phones?**”

Table 1.*Answer keys*

Part 1. Reading	Part 2. Grammar	Part 3. Vocabulary
1. rubbish	1. b	1. c
2. environment	2. a	2. a
3. pollute	3. b	3. b
4. stop	4. a	4. a
5. charging	5. a	5. d
6. encourage		
7. introduced		
8. plastic		
9. recycling		
10. reducing		

Part 4. Writing

Topic: Write an essay in English at least 80 words about “**What are the advantages and disadvantages of mobile phones?**”

Mobile phones have become an indispensable part of our daily lives. They have revolutionized the way we communicate, access information, and perform various tasks. However, like any technological advancement, mobile phones come with both advantages and disadvantages.

One of the significant advantages of mobile phones is their ability to keep us connected. They enable us to communicate with friends, family, and colleagues from anywhere at any time. With mobile phones, we can make phone calls, send text messages, and even video chat with people across the globe. This connectivity fosters better relationships and enhances collaboration.

Mobile phones also provide quick access to information. With the internet at our fingertips, we can search for any information we need within seconds. This makes tasks such as researching, learning, and staying informed much more convenient. Additionally, mobile apps offer a wide range of services, from banking to shopping, making our lives more efficient and productive.

On the other hand, mobile phones also come with some disadvantages. Firstly, they can be a source of distraction. The constant notifications and access to social media platforms can lead to decreased productivity and concentration. Excessive use of mobile phones can also have negative impacts on physical and mental health, such as eye strain, neck pain, and increased stress levels.

Moreover, mobile phones raise concerns about privacy and security. These devices store our personal data and sensitive information, rendering them susceptible to hacking and unauthorized access. Additionally, the over-reliance on mobile phones for communication can lead to a decline in face-to-face interactions, affecting social skills and personal relationships.

In conclusion, mobile phones offer numerous advantages, including connectivity and access to information. However, it is essential to recognize their potential disadvantages, such as distraction, health issues, and privacy concerns. It is crucial to use mobile phones responsibly and strike a balance between their benefits and drawbacks to make the most of this powerful technology.

ប្រឡងសញ្ញាបត្រមធ្យមសិក្សាទុតិយភូមិ

សម័យប្រឡង : ០៨ តុលា ២០២៤

វិញ្ញាសា : ភាសាអង់គ្លេស

រយៈពេល : ៦០ នាទី

មណ្ឌលប្រឡង:

លេខបន្ទប់: លេខតុ:.....

ឈ្មោះបេក្ខជន:

ហត្ថលេខាបេក្ខជន:

Part 1. Reading (10 points)

Read the text and fill in the gaps with words in the box. Gap one was done as an example.

()-loses (1)-**disease** ()-stagnant ()-skin ()-carried ()-bites ()-breed ()-need
 ()-keep ()-appear ()-follow

Malaria is a serious (1) **disease** that attacks people of all ages. It is caused by germs (2) by mosquitoes. If a mosquito (3) a person, the germs will be injected beneath the (4) and a tiny red spot will soon (5) When the person is injected, he develops a high fever and other symptoms, such as vomiting, will soon (6) He may be so sick that he (7) consciousness.

Mosquitoes, usually (8) in still ponds or drains or even in containers holding (9) water. They (10) the still water to lay their eggs and to (11) them safe.

Part 2. Grammar (15 points)

There are four answers after each statement. Only one answer is correct. Choose the correct letter **a**, **b**, **c**, or **d**. The first one was done as an example for you.

Example: There are..... students in this school.

a- many b- much c- a lot d- lots

Answer: a- many

1- You broke the glass.....?

a- haven't you b- didn't you c- have you d- did you

2- My father is quite fat now, but he be fat years ago.

a- didn't use to b- doesn't use c- didn't use d- use not

3- A lot of accidents by drunk drivers.

a- are caused b- are cause c- have cause d- have caused

4- All flights to Siem Reap cancelled because of the bad weather.

a- have been b- have being c- are been d- have

5- If he spoke louder, I understand much better.

a- would be able b- would be able to c- could d- may

Part 3. Vocabulary (15 points)

There are four answers after each statement. Only one answer is correct. Choose the correct letter **a**, **b**, **c**, or **d**. The first one was done as an example for you.

Example: On Sunday the children have swimming lessons at the swimming.....

a- tank b- well c- bowl d- pool

Answer: d- pool

- 1- Did you that book from the school library?
a- beg b- ask c- lend d- borrow
- 2- My driving license at the end of this month.
a- retires b- expires c- passes out d- concludes
- 3- I was very for all the advice she gave me.
a- depress b- glad c- grateful d- please
- 4- After a few hours of discussion, we finally reached a
a- compromise b- promise c- situation d- solution
- 5- Many people believe that violent computer games can have a harmful on children.
a- affect b- effect c- involvement d- damage

Part 4. Writing (10 points)

Write an essay on the following topic "**A road accident.**" Write at least 80 words.

Table 1.*Answer keys*

Part 1. Reading	Part 2. Grammar	Part 3. Vocabulary
1. disease	1. b	1. d
2. carried	2. a	2. b
3. bites	3. a	3. c
4. skin	4. a	4. a
5. appear	5. b	5. b
6. follow		
7. loses		
8. breed		
9. stagnant		
10. need		
11. keep		

Part 4. Writing (The following essay is for general)

Write an essay on the following topic "**A road accident.**" Write at least 80 words.

Traffic accidents represent a major worldwide issue, resulting in over 1.35 million fatalities each year. Although there has been some stabilization in traffic-related fatalities, the situation remains serious. Analyzing traffic accidents as a social phenomenon necessitates comprehending their origins and extensive repercussions. This essay examines the concept of road accidents, the contributing elements, and their societal consequences, offering a thorough review to guide future studies and initiatives for road safety.

Multiple factors contribute to vehicular accidents, encompassing human behavior, vehicle conditions, and environmental influences. Driver-related factors, including weariness, alcohol, and distraction, are significant causes. Excessive velocity, substandard road conditions, and environmental factors contribute significantly; however, technological innovations in automobiles have mitigated injury severity. Nonetheless, upholding adequate car safety measures is crucial to reducing accident risks.

Traffic collisions lead to not just deaths and injuries but also extensive economic and emotional repercussions. Families of victims frequently endure prolonged psychological distress, while the wider economy incurs expenses related to healthcare, diminished productivity, and compensation. Accidents undermine societal stability, causing dread in drivers and fostering a perception of anarchy on the roads. These repercussions highlight the necessity for extensive road safety measures.

Preventive actions are essential in mitigating traffic accidents. Engineering advancements, including enhanced car safety features, driver education initiatives, and efficient law enforcement, have demonstrated efficacy in numerous countries. Focusing on high-risk offenders and executing extensive safety initiatives have markedly decreased accidents in areas like Australia, Sweden, and the UK, where fatality rates have attained unprecedented lows.

To tackle the worldwide road safety challenge, governments, organizations, and communities must cooperate in formulating evidence-based policies and advancing road safety through education and enforcement. Case studies from diverse nations demonstrate that engaging local populations and implementing proven solutions can significantly decrease injuries and mortality. A synthesis of technological innovations, societal initiatives, and data-informed policies is crucial for enhancing road safety for everyone.

Part 2: English Additional Essays and Passages

The Major That I Will Study at the University

By *Yumouy Mao*

Individuals have distinct beliefs and inclinations, necessitating them to address distinct issues. I am nearly finished with secondary school, and I am now required to determine the field of study I wish to pursue at the tertiary level. This is because a higher education is necessary for me to establish a satisfying career. I aspire to obtain a medical doctor (MD) degree. For a variety of reasons, I chose this major.

Primarily, I am motivated by the desire to make a substantial impact on the lives of others. I experience an immense sense of satisfaction when I am able to assist others. I am deeply fond of the sensation of providing or performing an act of kindness for another individual in order to restore their joy and vitality. Additionally, I derive pleasure from providing assistance and performing tasks for others. I have a plethora of topics to discuss. Nevertheless, my written work appears to be sufficient for comprehension. Therefore, I believe that becoming a physician is the appropriate career path for me.

Job security is an additional factor that contributed to my decision to pursue this field of study. In every society, doctors are perpetually required. I am not as concerned about these matters as I am with the majority of my other responsibilities. For instance, there is at least one hospital in rural or remote regions. Individuals are incapable of evading illness. I can confidently assert that there are individuals who have never experienced illness. In summary, my profession as a physician guarantees my career.

Additionally, I am a person who is deserving of respect and trust. It is common for our perception and attitude to shift when we are aware that the individual is a physician. Doctors, in fact, seem to have a certain degree of authority. For instance, physicians frequently engage in conversation with their patients. Furthermore, society regards physicians as highly esteemed and respected members. Furthermore, physicians foster optimism among patients and their families, as their confidence in them is the primary motivation for seeking their services. To facilitate their recovery, patients communicate their diagnoses and concerns to physicians.

In conclusion, receiving such trust and reverence is an immense privilege. Finally, I am committed to pursuing a medical degree and a medical university education in order to become a proficient physician who can provide assistance to those in need. I am aware that this profession can be difficult and necessitates a significant amount of study; however, I

am dedicated to making every conceivable effort to accomplish my objective of becoming a proficient physician. This is solely my intention. The intentions of each individual are unique. Hopefully, we will be able to assist our country and attain our objectives in unison.

The Advantages and Disadvantages of COVID-19

By Yumouy Mao

COVID-19, also known as the coronavirus, is a dangerously infectious disease that we are facing in the world today. Wuhan, China, reported the first case of COVID-19. Until now, every country has discovered and provided COVID-19 vaccines to its citizens. As we know, this virus has both pros and cons. Permit me to explain to you all in detail the disadvantages and advantages of COVID-19.

Every day, COVID-19 kills millions of people. For example, in some countries, such as the United States of America, India, Italy, Germany, the United Kingdom, and so on, millions of people have died because of this dangerous virus. Additionally, in our country, Cambodia, thousands of people have died because of the virus. Moreover, the coronavirus has changed ways of learning and teaching. Due to the COVID-19 pandemic, all students cannot go to study at schools or universities. They have to change from physical modes to online ones. As we all know, online learning is not the same as physical learning. Some students study online, but they do not pay much attention to their studies. Some students tend to ignore their teachers' explanations of the lessons because they believe they cannot see them clearly. Additionally, some students may only participate via their phones or computers, even though they are already asleep. These issues have significantly impacted their academic performance and qualifications. COVID-19 also has a significant negative impact on the field of economics. All countries require economic development to advance in their respective fields. Thus, when COVID-19 was widespread, all countries were badly affected. For example, Thailand is a country that mostly depends on tourism. Therefore, the global spread of COVID-19 forced them to close their borders. That causes people in Thailand to lose their jobs and income. That means their economies also go down sharply.

Even though this virus has many disadvantages, there are numerous advantages from which we can benefit.

On the positive side, the coronavirus has made us care more and focus more on our health. Furthermore, the lockdown affords us ample free time to pursue our long-held interests. We can spend more time with our family, such as watching TV, eating meals, and playing together. We can also acquire new skills such as cooking, drawing, painting, learning new languages, and engaging in other activities. Additionally, during the COVID-19 pandemic, we

can create new hobbies such as exercising, reading books, planting flowers, and so on. Moreover, the majority of people are staying at home, which has reduced the pollution level. That means there is less traffic on the road, which makes the environment cleaner. Additionally, it lowers the frequency of traffic accidents, which can result in fatalities in a matter of seconds. Moreover, students and teachers can learn and use new ways of learning through the Internet.

In summary, COVID-19 has offered numerous benefits, including increased family time, the acquisition of new skills, and the development of new hobbies. However, there are countless negative effects of this virus that we all have to face countless negative effects from this virus. These negative effects include the death of innocent individuals, the disruption of the economy, and the disruption of students' learning styles. Ultimately, this virus is making people's lives more challenging. Therefore, we must take precautions to avoid infection, including wearing masks, maintaining a safe distance, and staying at home when necessary.

My Village

By *Yumouy Mao*

There are thousands of people around the world. Those people live in different places. The smallest place of living, called formally a "village," My village is called DOUNG. It is located in DOUNG commune, Bati district, Takeo province, Cambodia. It is a small village, but it is a lovely one. My village is about 50 kilometers away from Phnom Penh, the capital of Cambodia. Permit me to describe my village to you all in detail.

First of all, my village has about 60 families. Its population is around 300 people. All the people here are honest, hard-working, polite, kind, and friendly. Besides, most of the people in my village are really healthy because we live close to nature. My village is surrounded by rice fields, trees, and different kinds of flowers. That means our environment has just a little or almost no pollution. Additionally, most of our food that we eat every day is organic because we plant it by ourselves.

Furthermore, most of the people here are farmers, cattle-rearing, and fishermen. Life in our village is really simple and causal. It is very clean and tidy. Plus, the air around us is very fresh. The climate is also good. Most importantly, we can see a lot of stars at night, which we cannot see in the city. Moreover, people here are very friendly to each other. They always say "hello" when they see others. Besides, every evening, when people finish their work, they usually gather at some places to talk and discuss various stories.

There are also some needed places such as a hospital, school, market, police station, pagoda, and so on. My village's school serves students in grades one through twelve. It is next to the pagoda. Recently, in my village, we have just installed solar-bulb lights along the road so that older people can walk past at night without any worries.

In conclusion, my village is a really good place for people to live without any worries or sadness. People can live in peace and harmony. The environment is also good. We can breathe fresh air every day. In addition, it is clean and tidy, and we can get to eat organic foods without having to worry about health problems. I feel that I am very lucky that I was born in this village. I have determined that even if one day I am assigned to work somewhere far away, I will still come back to visit my village and help develop it.

Three Disadvantages of Smoking

By *Yumouy Mao*

Researchers said that around 1.3 billion people in the world smoke. As we are all aware, smoking can lead to life-threatening complications. There are thousands of people who die every year because of smoking and the smoke from smokers. As we can see, smoking has a lot of negative effects on those smokers and others nearby. Therefore, allow us to describe three main disadvantages of smoking.

One of the biggest side effects is that it can lead to several diseases in the body. Smoking has a huge impact on people's health. It causes lung cancer, breast cancer, heart disease, stroke, diabetes, asthma, and so on. Moreover, smoking also affects parts of our bodies, such as our lips, teeth, eyes, and bones. For example, people can tell if you are addicted to smoking or not by just looking at your teeth because most smokers have yellow teeth.

Another negative is financial losses. Smoking not only makes your health worse, but it also wastes your money. Imagine you smoke a pack of cigarettes a day, 365 packs a year or maybe more than that, and it costs three dollars per pack, so you could be spending approximately 1100 dollars in a year. That means you have to spend thousands of dollars every year on smoking just to damage your health. Thus, rather than wasting it on smoking, you can take that money and invest it, support your family, or help others who are in need.

Last but not least, smoking also affects those around you. Smoking does not only affect smokers; it also affects non-smokers as well. Whenever someone smokes, the atmosphere is full of poison, and it is not only the smokers who inhale it, but so is everyone else. Many studies now show that if a family has a smoker, it is likely that their sons or daughters or other family members might face lung cancer or heart disease.

In a nutshell, smoking causes a lot of disadvantages for our bodies and our health. This causes diseases that can kill people, wasting money and affecting others. Hence, if you are addicted to cigarettes, keep in mind that it is not too late to stop since smoking is a really bad addiction and is harmful to your health. As soon as you can stop smoking, it will definitely benefit you as well as other people around you.

What Should Be the Qualities of an Effective 21st-Century Teacher?

By *Sereyrath Em*

Teachers are at the heart of education. Without them, the learning process comes to a standstill. This means the instructor plays a vital role in the school. He is not only responsible for imparting information but also for shaping the habits, qualities, and character of his students. He will attain educational goals by following the school's curriculum. It seems like extremely hard work to be a teacher. If you want to become a qualified teacher in the twenty-first century, you will need even more qualities. However, three qualities of those can contribute to being an effective teacher in this technological era. Those qualities are education, personal characteristics, and responsibility.

Education is one of the components that contribute to an effective teacher. The instructor is expected to respond to inquiries that need a thorough understanding of the subject. In terms of the students, he should have a significant amount of expertise. As a result, basic requirements for teachers in schools have been established. Teachers in elementary school should have at least a high school diploma. A graduate degree is required for teachers in middle schools. The instructors at secondary schools should have a master's degree. He should have significant broad knowledge in addition to his specialty expertise. He should have had literary preferences for this. He must be a voracious reader.

Being a good teacher necessitates more than subject knowledge. A brilliant student might be a terrible instructor. He should have some pre-service training so that he is familiar with teaching concepts and results. He should continue to contribute to his professional effectiveness by attending short-term refresher courses, workshops, seminars, and educational conferences while in service. A sense of commitment to the teaching profession should be present in the instructor. He should be passionate about teaching and devoted to it. His key strengths are his zeal, professional knowledge, and sense of devotion.

Knowledge of technical usages served in education means knowing how to operate technological devices, especially those connected to the Internet, which is critical in the twenty-first century. According to many scholars, handwriting is being replaced by computation. Teachers may utilize computers to produce a variety of valuable materials for use in the classroom, and another important aspect is understanding how to use the program. During the COVID-19 epidemic, for example, all physical classrooms have been replaced with online lessons. All students and teachers have been told to continue their education through Zoom,

Google Meet, or Telegram from a distance. Consider what the learning results might be if the professors were technologically ignorant.

A certified teacher is someone who must be properly trained at pedagogy schools before being permitted to take on the task of teaching. Those who have been educated in any pedagogy will have a better understanding of teaching methods and, without a doubt, will do better than those who have not. Professional traits and professional ethics are also provided through the pedagogy. Some scholars underline the importance of language teacher education having grown fragmented; "too frequently, efforts are focused on peripheral areas such as applied linguistics, methodology, or language acquisition, while the core-teaching itself is overlooked." Although focusing on these subjects may provide a pedagogical basis for teacher candidates, it avoids the primary challenge of learning to teach.

Doing research is another component of teacher knowledge development. Conducting research is one of the most crucial aspects of being a certified teacher. A teacher's job performance is to instruct students. The only reason that all teachers educate pupils is that they are blank slates. It is not simple to qualify students, but it does require the instructor to be well-balanced, as issues arise frequently in class and in the everyday job of teaching. Problem resolution and skill development are two examples of why research is necessary.

Being qualified with knowledge is not enough to be a certified teacher in the 21st century. Personal characteristics, on the other hand, help you in becoming a qualified teacher. A teacher's personality traits have a deep impact on the pupils. Those include love for children, which indicates that the teacher must love his pupils. He must understand them individually and try to help them overcome their difficulties. His attitude should be sympathetic and friendly. Another thing is a man of character. A good moral character is required of the instructor. He should live by good principles since his ideas and actions will have a significant impact on the young. Emotionally stable is another trait of a certified teacher. Emotional stability is required of the instructor. He must be devoid of concerns, complexes, and frustrations. A teacher who is emotionally unstable will not be able to give credit for his students' work.

There are four more characteristics of being a good teacher. Good English is considered an essential component for a qualified teacher. The instructor must be able to properly convey his or her opinions. His verbal and written communication skills must be excellent. He has a lot of reports to write, among other things. His voice, speaking, and pronunciation must all be outstanding. A sense of humor is also another trait of being a certified teacher. While teaching

at school, the instructor should have a happy demeanor and a smile on his or her face. His sense of humor will aid him in overcoming difficult situations that may be humorously dismissed. Social qualities, additionally, make you even qualified to be a teacher. The teacher should have a kind demeanor. He must maintain positive relationships with his coworkers, students, and parents, as well as the wider public. He must be mingling with the crowd. Only then would he be able to help kids acquire social qualities. Leadership quality is the last personal characteristic. The instructor should be able to effectively lead students who are immature and require direction in areas of study, activities, and other courses, among other things.

The last point of being a qualified teacher is responsibility. The instructor or educator, the lesson or education, and the curriculum are three essential aspects or constituents in the teaching process. Because the teacher is the genuine practitioner of the teaching-learning process, the teacher plays the most important role in making the teaching process a huge success. In any educational institution, he is the pivot around which the entire system turns. The importance of school buildings, furniture, and equipment, as well as curriculum and textbooks, cannot be overstated. However, they are all pointless without the teacher. In this case, however, it is not only the instructor who is needed but also competent teachers. Even the finest system is doomed to fail without skilled teachers. Even with the system's flaws, most of them may be overcome with skilled teachers. We are, nonetheless, persuaded that the teacher, his personal traits, educational qualifications, professional training, and position in the school and community, are the most significant aspects of the proposed educational reconstruction. Role in teaching, role in lesson planning, role in organization, role in supervising, role in guiding, role in evaluating, role in recording, and role in relationship maintenance.

This essay is adapted from a published article on the Cambodian Education Forum.

Reasons Some People Prefer Warm Weather and Cool Weather

By *Sereyrath Em*

Different people have different preferences. Climate is what people cannot live without. I believe that people must embrace the weather in their respective areas or territories. Many who live in cool climates will claim to enjoy it, and vice versa. People benefit from the weather in a variety of ways. The ability to carry rain, snow, and other sources of precipitation is perhaps the most obvious and significant advantage of nature and climate. Human beings and many other species need a steady flow of water to thrive. All species are unable to survive without the weather, and they need it at all times.

Rain, snow, and other sources of precipitation are brought by the weather to keep all life on Earth intact. All people need rain or water. Without rain, people, animals, and plants in forests will die off. In addition, the climate also brings snow to some areas or regions in the world. Snow is very important in those areas where it falls because it is a kind of water that can make the lives of people and animals continue. Besides, weather brings other forms of precipitation for plants, people, and animals. Precipitation means different types of rain. As mentioned above, rain is essential to support all life on Earth. In short, the above-mentioned points are some of the advantages of weather.

Some people like living in a cool climate or a warm climate. As I am a person living in Southeast Asia, I would choose to live in a warm climate rather than a cool one because living in a warm climate provides many benefits. There are a variety of reasons why retirees from colder climates migrate to warmer climates for the winter. Furthermore, there are also explanations why people who live in cold climates go on winter holidays to warm climates. Living in warm weather is advantageous and appealing for a variety of reasons. Living in a warm environment has many advantages, including a healthy lifestyle, the opportunity to participate in more recreational events and financial advantages.

A positive outlook is aided by a healthier lifestyle, which is enhanced in a warm environment. People are moodier in the winter than they are in the summer. People who live in cold weather, for example, look forward to a trip somewhere warm during the winter months to lift their spirits. According to the study, when the sun is out, most people's mental health improves because life is full of colorful and enjoyable things. Over the winter, it's easy to miss that. Hot air, as a result, has a favorable effect on people's moods and behaviors. Furthermore, a warming climate will help people live happier lives in a variety of ways. The amount of time

spent in the sun has an effect on a person's vitamin D levels. Vitamin D is a nutrient obtained from the sun. Vitamin D is a mineral that is obtained by sunlight. Higher levels of energy are provided by vitamin D. The sun is our bodies' first and most significant source of vitamin D. Furthermore, one of the reasons people need warm weather is the sunlight, which strengthens their bones and may help reduce cancer. As a result, they thrive in warm climates. In addition, in cold weather, home maintenance costs are higher. The roof leaks, for example, and doors and windows must be reinsulated. About every part of a house expands and contracts as the temperature changes from cold to mild, forcing it to turn. Furthermore, when living in a colder environment, auto insurance can be a headache, but in a hot climate, car insurance is less expensive. As opposed to colder climates, driving a car in the cold can be very expensive. If you get stuck, you'll need supplies and have to pay a lot of money for claims. Cars use more gas in cold temperatures, and car engines do not last as long. In cold climates, four-wheel-drive and all-wheel-drive vehicles are more costly and required.

In conclusion, the weather or atmosphere provides people with certain necessities that they cannot do without. One of the examples given is water. Furthermore, warm weather offers more benefits to people than cold weather, which provides less benefit to people on a regular basis.

The Factors Contributing to the Teacher Reforms in Our Contemporary Cambodia

By Sereyrath Em

A teacher is at the heart of teaching and learning activities. Without teachers, the process of learning will almost completely stand still. There are numerous factors influencing teacher reform in modern Cambodia. However, three of those factors will be able to improve the quality of education a lot in present-day Cambodia. Those are teachers' living standards, qualities of a teacher, and regular school inspections.

A suitable monthly wage is essential for teacher reform. When a teacher has a proper salary, he will focus very much on the work of teaching and preparing the lessons. An article in the Law of Education states that a teacher is not allowed to have a second job. Although the teachers working in Cambodia still take opportunities to earn some extra money to support their families by working as motor-taxi drivers and so on. They do these jobs because they do not have enough monthly wages. They have wives, and they have children. Their wives and their children need to eat good food to support their health. Therefore, the teachers must try hard to earn additional money for those individuals. Another kind of living standard is being respected and appreciated by the public. Thus, the Ministry of Education, Youth and Sport should help promote the values of educators to the people in general. When most people respect teachers, the teachers will have positive feelings or emotions when performing their work of teaching. In short, a good salary and being respected will help teachers improve their standard of living.

Another important point of education reforms is the quality of teachers. In today's Cambodia, there are many teachers who lack the necessary qualifications. For example, some teachers have only grade 9 degrees or no high school diplomas. Thus, to make them qualified enough, the Ministry should provide those teachers with workshops, seminars, or in-service training. If the Ministry provides them with the above-mentioned opportunities, teachers will have opportunities to meet and share experiences, and they will be trained with the new techniques. Besides, the future teachers should have at least a bachelor's degree before being chosen to be trained because the qualities of a teacher consist of knowledge of specialization, knowledge of pedagogy, knowledge of ICT in Education, and knowledge of professional ethics and personalities. If the Ministry can choose a teacher with these mentioned items or provide these items to the teachers, education will be reformed much faster and the quality of teachers

will be much higher than it is nowadays. In conclusion, teacher qualifications are critical for education reforms or teacher reforms.

Last but not least, school inspection is another essential factor contributing to the education reforms. The Ministry should train more inspectors to secure the obligations of the teachers working in all schools in Cambodia. Many teachers have been working without caring much about the process of learning and teaching, or very frequently without preparing the lesson plans because they say that, for example, they have been working for almost 10 years and so on without seeing any presence of the inspectors. As a result, inspectors are critical components of educational reforms, and they must regularly report to the Ministry on the work performance of teachers and even principal leadership, highlighting any weaknesses or areas for improvement. Furthermore, the trained inspectors will report the number of teachers working in schools, whether it is too many or not enough.

In conclusion, the present situation of education systems and teacher reforms in Cambodia will be improved if the Ministry of Education, Youth and Sport takes some essential elements into consideration. The elements that must be taken into account are the monthly wages and honors of the teachers; the qualities of a teacher; and regular reports by inspectors from all schools in Cambodia, monthly or annually.

The Teacher Just Opens the Door, But the Students Must Enter Themselves

By Sereyrath Em

The quote "The teacher just opens the door, but the students must enter themselves" speaks to the idea that the teacher's role is to provide the opportunity for learning, but it is ultimately up to the students to take advantage of that opportunity. This quote highlights the importance of student agency and responsibility in the learning process. In this essay, I will explore the implications of this quote for education and argue that empowering students to take control of their own learning is crucial for their academic success and personal growth.

At its core, education is about facilitating learning. Teachers play a critical role in this process, but they are not the only ones responsible for ensuring that students learn. In fact, the most effective teachers are those who empower their students to take ownership of their learning. These teachers recognize that each student has unique needs, interests, and learning styles, and they create an environment that supports and encourages students to explore and discover their own interests and passions.

One of the key ways that teachers can empower their students is by providing them with opportunities for choice and autonomy. This can take many forms, from allowing students to choose their own topics for research projects, to giving them control over the pace and format of their learning. When students have a say in what and how they learn, they are more likely to be engaged and motivated. This, in turn, leads to deeper learning and better retention of information.

Another important aspect of empowering students is providing them with opportunities for collaboration and discussion. Learning is a social process, and students benefit from working with and learning from their peers. Teachers can facilitate this by creating opportunities for students to work in groups, engage in class discussions, and share their ideas and perspectives. When students feel heard and valued, they are more likely to feel connected to their learning and to each other.

However, empowering students to take control of their learning is not just about giving them choices and opportunities for collaboration. It also requires teachers to create a supportive and inclusive learning environment. This means recognizing and valuing the diverse backgrounds and experiences that each student brings to the classroom. It means

creating a safe space for students to ask questions, make mistakes, and learn from their failures. It means providing students with the resources and support they need to succeed, whether that be extra help outside of class, access to technology, or emotional support.

Ultimately, empowering students to take control of their learning is about recognizing that education is not a one-size-fits-all process. Every student is unique, with their own strengths, weaknesses, and learning styles. Effective teachers recognize this and work to create an environment that supports and encourages each student to reach their full potential.

Of course, empowering students to take control of their learning is not always easy. It requires a significant shift in the way that teachers approach their work. It requires a willingness to let go of control and trust that students will rise to the challenge. It requires a commitment to ongoing professional development and a willingness to try new approaches and strategies. But the benefits of empowering students are clear. When students are given the tools and support, they need to take control of their learning, they are more likely to be engaged, motivated, and successful.

In conclusion, the quote "The teacher just opens the door, but the students must enter themselves" highlights the importance of student agency and responsibility in the learning process. Empowering students to take control of their learning is crucial for their academic success and personal growth. This requires creating an environment that supports and encourages student choice.

Three Factors Considered as Essential Values for Learning English

By *Yumouy Mao*

English is one of the most widely used languages in the world, which is spoken and understood by many people, and it is well known as an international standard language. There are a lot of benefits to learning English. Three of those are easy travel, access to a world of entertainment, and getting more job opportunities.

The first point regarded as a value of learning English is the ability to easily travel. Speaking English when we travel enables us to enjoy more independence rather than having to rely on tour guides and being restricted to taking organized tours. Moreover, speaking English allows us more freedom and the opportunity to explore more independently and creatively. Also, in so many places where we travel, people find English important for their business. They need to know English to communicate with customers and clients. And even if we are in a country where English is not the first language, there are also chances that English can be used as a basis for communication. For example, expressing ourselves by speaking English can make it easier to ask for food to be cooked the way we want, an air-conditioned room, or recommendations for sights and adventures most closely related to our interests. In summary, if we learn English and can communicate in it, we will be able to travel more easily and express and explain our preferences.

Another value of learning English is that it gives us access to a world of entertainment. If we know English, we will not need to rely on subtitles or translation to enjoy our favorite books, TV shows, films, songs, and other stuff anymore. Movies, songs, magazines, and books are all waiting for us to understand. No more subtitles for us. Sit back, relax, even close our eyes and we will still be able to follow along. Furthermore, many of the world's top films, music, and books are produced and published in English. Not only that, the modern media, such as radio, television, the internet, and the press, all provide information on many subjects, and most of this information is in the English language. Besides, learning English gives us access to over half of the content on the internet and will give us access to millions of pages of information that may not be available in our language. Therefore, learning English can help us have great entertainment and can give us a greater cultural understanding.

Last but not least, learning English can help us get a job easily. English has become a language in many fields, so it automatically increases the chances of getting a good job in a good company. If we speak only our first language, our job opportunities may be limited. But

if we speak English, we can look for jobs both inside and outside our home country, which increases our chances of getting a job. By knowing English, we could have an advantage over an equal-skill candidate who speaks only one language. Additionally, if we can read, write, or speak English, we may be presented with more opportunities and may be eligible for promotion because of our language skills. For instance, if our company needs employees to interact with foreign clients or travel to an English-speaking country, we may be asked to handle these responsibilities. Learning English provides us with more opportunities to get a job.

In conclusion, English is an important language for all kinds of professional and personal goals. Besides that, English also makes people keep in touch even though they have different languages and come from different countries. Thus, learning English provides a series of values, including easy travel, access to a world of entertainment, and getting more job opportunities.

Advantages of Online Learning

By **Borin Bun**

Education is considered the main sector in the development of the country. During the spread of COVID-19, some countries have partly closed, and some have fully closed their schools to help reduce the spread of the coronavirus. To ensure that studying will not be dropped, online learning has become a popular way of learning and teaching in this situation. Although online learning is a new context in our country, Cambodia, it also benefits our education sector. There are several advantages to online learning, such as staying safe, saving time and money, and gaining new flexibility in learning.

Staying home is a good activity that everybody should do in this situation. Learning in a physical classroom means you have to face infection from viruses, learning in a crowded place, and talking to others in a short space of time. A teacher has to meet many students, and he doesn't even know whether he or each student has the coronavirus or not. Through online learning, you don't need to go out to meet anybody at all, which means you can protect yourself and others from viruses. As you already know, COVID-19 is a very dangerous virus that spreads too fast to control. Nowadays, there are many countries that are facing and fighting with this virus. It destroys many sectors, such as health, the economy, and even the education sector. Thus, online learning has joined in reducing the spread of COVID-19. Moreover, nobody knows whether they have a virus or not in their body. Staying home is the best way to save yourself and others. In short, online learning has contributed to protecting students and teachers from infection and spreading the virus.

Online learning not only protects you from viruses, but it also saves you time and money. In physical classroom learning, you have to spend your time preparing your uniform, and you have to spend your time driving to school. But, in online classes, you do not need to wear a uniform or drive to school. You just need a good network to watch the lesson explanations. Additionally, online learning also saves you money at various points. You do need to spend your money on driving to school, and you do need to spend your money on buying breakfast or lunch; you can have your meals at home. For example, if you are learning in a physical class, you have to get up early to prepare yourself before going to school, and you have to drive to school and drive back home. On the contrary, online learning saves you time and even money. In brief, online learning has contributed to saving your precious time and budget.

Learning through Zoom, Google Classroom, or Telegram are the new modern ways of learning in this COVID-19 context. Online classes play an important role in giving students a new way of learning. First, online learning makes students aware of the usefulness of the internet. They can use the internet to search for exercises, lesson explanations, or other important documents from Google. Second, students can ask the teacher or their classmates quickly if they do not understand any points through group chat. In a physical classroom, you may not be able to ask your teacher or your friends immediately. You have to wait until the next day. But with this learning method, you can ask them quickly if you want. Third, students can learn at anytime and anywhere that they want. Through recorded teaching process videos, students can learn when they have free time in any place. Online learning makes it easy for students to find documents, to ask teachers questions, and to learn at any time.

In conclusion, education is the most important sector in a developing country. In this situation, education remains an indispensable priority, and we can continue this sector through online learning, which also has various benefits, such as reducing the spread of the coronavirus, saving your precious time and budget, and also providing new ways of learning and teaching.

Should Students Be Given Too Much Homework or Not?

By *Sreymao Koun*

Homework is very important for students, and most teachers always assign it after they finish the lesson. Teachers and students' parents insist that students should do homework every day in order to revise what they have learnt and to become smart students at school. However, others don't think that teachers should provide students with homework every day because it may make students feel pressured. Due to both views, this essay will discuss the pros and cons of students doing homework every day.

Homework provides a lot of benefits for students in many ways. First of all, different kinds of homework improve students' learning skills. For example, when teachers give students tasks about writing paragraphs, students will create new ideas and they will become masters at writing paragraphs. Next, through the students' tasks, the teachers are able to check students' understanding and the teachers themselves teach too. Teachers can find out about students' weak and strong points. Furthermore, teachers also know which method they should use to help students improve their weak points. In addition, students can expand their knowledge by doing their homework every day. When students are not clear about some points, they will do more research and learn how to use resources such as texts, libraries, and the internet, where crucial information can be retrieved. Last but not least, regular homework helps students succeed in exams or other challenges. Extra practice makes students understand every unit that their teachers have taught them, and they are also well prepared for their tests. In fact, when they can solve every day teachers' exercises, they will be able to complete the exam exercises successfully too.

Although homework has many advantages, it also has some disadvantages if teachers give students too much homework. First, students feel bored with learning. They have spent their full time learning at school, but when they come back home, they still do the same task again. Therefore, it makes students feel tired, and they perform their tasks under pressure. Second, if students do too much homework, they will not have enough time for social development activities such as art, sports, entertainment, and staff. Classroom time is vital. Playground time is just as vital. Studies have found that students who get more play get better grades in school, as it can help them pay attention in the classroom. Furthermore, doing homework for too many hours will have an impact on students' health. For example, they can be stressed because they cannot do their homework or they don't have enough energy to do their tasks. Besides, misunderstood homework can lead to copying and cheating. For example,

students can copy answers from their friends or the internet because they are afraid that teachers or their parents will blame them when they cannot do it.

I think that giving students daily homework is very good for students. They will get many profits from it. The first is that everyday homework makes students develop a good habit of studying. It teaches students to learn on their own, work independently, and take responsibility for their tasks. Students can also manage their time carefully and spend their free time more usefully. Moreover, homework lets students correct their mistakes and learn from them. It is not bad when they make more mistakes, but they should not make the same mistake again and again. Mistakes help them not to repeat them and keep them as a good lesson for them. Another important aspect of good homework is that it can reinforce the concepts that they have learnt at school and help them remember them for a long time. If they only study the theory and they never practice some tasks, they will not understand the lesson well. Overall, homework gets parents involved in a child's life. By bringing homework to do, students can engage in their learning process with their parents. Many parents actually want homework sent home, so they can see what their children are being taught in the classroom.

In conclusion, daily homework is certainly beneficial for the basic development of students. Even so, teachers must know the positive and negative sides of giving daily homework. It must be joined by the teacher, the student, and the student's parents for success in students' learning. Teachers must provide a suitable amount of homework for students. Parents have to help their children with their school tasks at home, and students must try to study hard too.

How People Increase their Quality of Life in Digital Era (ICT Era)

By *Chantha Neav*

Nowadays, we cannot live without technology, which makes our business easier and faster than before. Information technology and communication are changing in our daily lives. It increases our standard of living. There are three main factors, including business, the educational system, and science.

Today in Cambodia, a developing country, many Cambodians who have a wide range of businesses can run their businesses through the internet. They can provide direction to their employees, order production, check the data, and do whatever they want. For instance, businessmen can launch their products online. Web conferencing is simple these days. For the banking sector, it is also helpful for customers because of the competition. They make payments and get good quality in other amounts. They can also give their feedback and complaints via cellphone online. Another reason is that customers can see and enquire about different goods through the internet, which saves them time and money.

During the COVID-19 pandemic, all universities and colleges offered online courses for low to high education. In Cambodia, the Ministry of Education, Youth and Sport needs all students to start their class via Zoom, Google Meet, Google Glass Room, Micros Off Team, and others. In another country, England, Open University courses are beneficial for students who can't afford the higher fees of universities. Students who do jobs or women at home who could not continue their studies due to their family's poverty can easily do their studies as well as their jobs. So, their education standards have increased because of technology. An individual can gain knowledge through the internet at any place and at any school.

Another most important technology in our lives, which shows that our lives are better than in the past, is science. The help of technological sciences is increasing and there are so many medicines that save many people's lives. Another example is that the intention of science is to use X-ray scanners to cure many diseases like HIV, asthma, and cancer. It also improved the health of many people. Computer science is a great invention of humans. It is capable of handling it easily when we save some documents, assignments, or homework in PowerPoint, in Word, in Excel, and others. In the early days, we all recorded and kept paper tests and protected a great amount of data on computers on hard disk.

All things considered, these modern technologies make our lives more convenient, increase our standard of living and make life more modern than in the past. In my opinion, it

will make our lives more useful and easier in the future. We are living in the 21st century. The era of science and technology has had an effect on every field of life.

Women Can Do the Same Things as Men as Well as What Men Cannot

By Sereyrath Em

In the world, women play an important role in modern society. Women around the world can get the same opportunity for work, education, rights, and other things. Of course, I agree that women can do the same things as men, as well as the things men cannot do. Without women, the whole society could not happen or appear.

First, women are very essential to the family. As we know, a family consists of members, starting with a couple and children, and of course, a woman can take care of her kids while their husband is away from home. For example, she can cook food, teach her babies, take care of the house, and do other work to support her family. One more thing is that a woman can earn a living. It means that if she gets divorced or her husband dies, she still raises her kids in order to make sure all the kids get food and education as well.

Another factor is that men and women have the same rights. Both men and women now have the same opportunity to find jobs that they love. Women can work for a living and men can also earn support for a living. If we look back at past times, women did not have the same chance as men, but now it is completely different. Women sometimes travel overseas to do some work or do business like men. In particular, women can get the same high education as men in modern society.

Finally, women can get pregnant; men cannot. It is true that women's bodies have a special part that men's do not. This is a gift from nature that gives this special to women only. Even though some people have changed their sex to be women, they cannot change their nature.

In conclusion, as I explained above, it reveals that women have more potential than men in our society and in the world. So, in my opinion, people who are living these days should promote girls or women to have long lives and have comfortable lives because, without women, there is no family, society, or the whole world.

Cambodian Students' Online Learning Challenges during the COVID-19 Pandemic

By Sereyrath Em

The COVID-19 epidemic has altered the way people learn in all fields of study. Many countries' educational systems have been disrupted as a result of the spread of the coronavirus. Face-to-face meetings that were once used for teaching and learning have now been replaced with virtual meetings in a variety of online learning apps. All Cambodian schools have been instructed to construct online learning programs in order to provide pupils with more learning options and to help them improve their skills. Those are the most essential considerations we must make. Students at all grade levels face numerous challenges, including limited internet access, interruptions while learning at home, a lack of teaching, communication difficulties, the ability to afford a smartphone, the ability to use a smartphone, technology ignorance, a lack of parental understanding, and school dropouts.

The most crucial aspect of online learning is the internet. According to a recent study conducted by Sereyrath Em and published in the Cambodian Education Forum, restricted internet access is the most difficult challenge for all students in Cambodia, particularly in rural areas where internet access is scarce. Zoom App, Microsoft Team, Google Meet, Group Messenger, Facebook Group, and Group Telegram have all been suggested for usage as online learning tools in Cambodia. The internet is required for these online platforms to function. However, as a result of the restriction, a slew of issues has developed, making it harder for pupils to study.

Furthermore, as reported in the study, several students stated that learning from home presents many challenges. They can hear a lot of noise from their surroundings while they learn at home. For example, they also stated that while they were studying at home, they were bothered by a large number of individuals who speak quite loudly. They were diverted from their internet activities as a result of this behavior. Moreover, they stated that individuals who were drinking and performing karaoke in the villages frequently disrupted their attention to the online lectures.

Another difficult issue is the lack of education. Many pupils expressed dissatisfaction with certain professors since they did not teach them the curriculum. Those pupils claimed that they had learnt nothing from their professors since the virus's spread because their teachers had

disregarded online instruction. Furthermore, the students claimed that some of their professors were unsuitable for teaching because they had no job obligations.

Moreover, several students stated that communication was a problem for them. As a result, students find it difficult to communicate and listen when learning online. They said that when they spoke, their teachers did not hear them, and the other way around. Furthermore, they claimed that the aforementioned factors hampered their learning and will have negative long-term consequences. Furthermore, they stated that if their future occupations were not satisfactory, the consequences would eventually be seen in their country's sluggish progress.

Another difficult issue is the cost of a smartphone and the ability to recharge it. Some pupils said they couldn't afford a smartphone since their parents were impoverished and they didn't have enough money to buy one themselves. They were unable to learn online as a result of this. Furthermore, other students stated that they possessed cellphones but lacked the funds to replenish their phone credit cards. As a result, they were unable to learn effectively. They were able to determine when their phone accounts were active, but they could not determine when they were not.

The design of operating a smartphone is another big issue. A few female students stated that their parents would not allow them to have a smartphone; therefore, they were unable to learn online due to their lack of access to one. They said that their parents were concerned that they might use their cellphones for purposes other than learning, such as talking for fun or wooing. Furthermore, their parents said that there were sexual photos on the internet that their girls might see. As a result, their online learning yielded no benefit.

Another important problem is technological illiteracy. The epidemic of COVID-19 was unprecedented, and many students were unprepared for online modalities. As a result, they were unable to deal with online learning. The students said that they had learnt nothing from online platforms because they did not know how to utilize them, and that their futures were being thrown into disarray. Finally, those pupils expressed their dissatisfaction with their prospects.

Another group of students stated that their problem was a lack of parental understanding. They claimed that their parents were unaware of the importance of learning, particularly online learning. They went on to say that they couldn't study effectively since their parents didn't understand, and that they weren't extrinsically driven. Even though they were genuinely

motivated, they appeared to slow down the online learning process. As a result, individuals appeared to learn less from online courses.

A school dropout is a byproduct of learning rather than a difficulty. Some adult students have dropped out of school as a result of the numerous obstacles they have faced, and they have been seeking suitable employment to support their families. This is a bad omen for the country's future development. A country cannot grow if its human resources are insufficient. A dropout is something we all fear because, after an abrupt dropout, students may continue their lives in the wrong direction since they are not qualified to seek an acceptable career and may wind up associating with a poor role model in society. That would cause issues in society. In a nutshell, dropout is the outcome of the difficulties of online learning during the epidemic.

Everything taken into account, the COVID-19 epidemic has wreaked havoc on every sector of society, particularly online educational institutions. Learners have faced several problems as a result of online learning. As a result, the Cambodian government must take immediate action to address these issues. Taking action only once is insufficient; continuous activity is required.

***Note:** An earlier version of this article was published by the Cambodian Education Forum on July 7, 2021.*

Factors to Consider Education Reforms in Cambodia: A Few Critical Ideas Reflecting the Real Situation

By Sereyrath Em

A teacher is at the heart of teaching and learning activities. Without teachers, the process of learning will likely come to a complete standstill. There are many factors that contribute to the success of teacher reforms in Cambodia. However, there are three factors that will help to improve the quality of education in Cambodia. These factors include teachers' living standards, teachers' quality, and regular school inspections.

A decent monthly wage for teachers is essential for the success of the teacher reform initiative. When teachers have a proper salary, they will focus on their work of teaching and preparing their lessons. Article 13 in the sub-degree of teachers' professional ethics issued by the Cambodian government in 2018 states that teachers must not have a second employment. Although teachers working in Cambodia still take opportunities to earn some extra money to support their families by working as motor-taxi drivers and so on. They do these jobs because they do not have enough monthly wages. They have families to support. Their wives and their children need to eat good food to support their health. Therefore, teachers must try hard to earn additional money for their families. Article 8 in the same sub-degree states that all the teachers have to prepare the lesson plans before every lesson they teach in order to secure the quality of education and bring about the effectiveness of learning and teaching. However, if they are busy with their extra jobs, similarly to the above-mentioned, they surely have no time to prepare the lessons. Another kind of living standard is being respected and appreciated by the public. Thus, the Ministry of Education, Youth and Sport should help promote the values of educators to the people in general. When most people respect teachers, the teachers will have positive feelings or emotions when performing their work of teaching. Thus, a sufficient salary and being respected will help promote the standard of living for the teachers.

Another important point of teacher reform is the quality of teachers. In today's Cambodia, there are many teachers who lack the necessary qualifications. For example, some teachers have only grade 9 degrees or no high school degrees. Thus, to make them qualified enough, the Education Ministry should provide those teachers with workshops, seminars, or in-service training. Notably, the teacher upgrading program was conducted for three batches starting from the academic year 2016-2017 until 2018-2019. That kind of program should be an endless one. If the Ministry provides them with the above-mentioned opportunities, teachers will have

opportunities to meet and share experiences, and they will be trained with the new techniques. Besides, the future teachers should have at least a Bachelor's degree before being chosen to be trained because the quality of teachers consists of knowledge of specialization, knowledge of pedagogy, knowledge of information communication technology (ICT) in education, knowledge of professional ethics, and personalities. If the Education Ministry can choose a teacher with these mentioned items or provide these items to the teachers, education will be reformed much faster and the quality of teachers will be much higher than they are nowadays. No doubt, the quality of teachers is essential for education reforms or teacher reforms.

Last but not least, school inspection is another essential factor contributing to the education reforms. The Education Ministry should train more inspectors to secure the obligations of the teachers working in all schools in Cambodia. Many teachers have been working without caring much about the process of learning and teaching or very frequently without preparing the lesson plans because some of them say that they have been working for almost 10 years without seeing any presence of the inspectors. As a result, inspectors are critical components of educational reforms, and they must regularly report to the Ministry on the work performance of teachers and even principal leadership, highlighting any weaknesses or areas for improvement. Furthermore, the trained inspectors will report the number of teachers working in schools, whether it is too many or not enough.

In conclusion, the present situation of the education system and teacher reforms in Cambodia will be greatly enhanced if the Ministry of Education, Youth and Sport takes these essential elements into consideration. Thus, it is imperative to consider teachers' monthly salaries and their honors as teachers, their qualities as teachers, and regular school inspections, conducted monthly, quarterly, or annually.

Factors to Think about If You Want to Be the Best English Language Teacher

By *Hoeun Uong and Sereyrath Em*

Teaching is abstract and tangible, as well as creative. It is a story about individuals, yet it is told through the lens of ideas. It's all about content, hearts, brains, the past, present, the future, and everything else we can think of; the finest trained instructors can take you there. Qualified teachers are more than just educators; they are also stewards of the world's most valuable resources. In school and in the classroom, the teacher has a vital function to perform. He is responsible for shaping students' habits, characteristics, and personalities as well as imparting information. Through the school's curriculum, he is expected to attain educational goals. The finest attributes of a competent English language instructor must possess specific accuracy and fluency, qualifications, and specific evaluating skills, which may be defined as follows, in order to execute his tasks efficiently.

When we discuss the most important qualities of a competent English language instructor, we must consider his professional effectiveness. Being a good teacher requires more than just subject knowledge. A scholar, on the other hand, may be a bad instructor. As a result, the teacher should receive some pre-service training so that he is familiar with the many aspects and consequences of teaching. He should continue to contribute to his professional effectiveness by attending short-term refresher courses, workshops, seminars, and educational conferences while in service. A sense of commitment to the teaching profession should be demonstrated by the instructor. He should be passionate about teaching and devoted to it. His important strengths are his passion, professional understanding, and sense of devotion.

Furthermore, a skilled English instructor must be capable of evaluating students. The teacher should assess the students' work and engagement on a regular basis. It is an evaluation that will shed light on the work of teachers and the accomplishments of the students. The evaluation will reveal flaws in the teaching and learning processes, allowing the instructor to take appropriate corrective action. The instructor is responsible for administering home tests and reporting to parents and the headmaster on the development of the students. Promotion policies must be devised in the light of evaluation.

The most crucial aspect of the English teacher's job is that he or she must concentrate on fluency. Accuracy and fluency are two important aspects of learning a second language. In today's society, it appears that many language students prioritize studying grammar and

focusing on accuracy above fluency. For many years, the question of correctness and fluency has been a contentious one among English teachers. Although some formalists believe that learning a language entail mastering forms and rules, some activists contend that learning a language entail mastering how to utilize them. As a result, this article will argue that fluency is not always more essential than correctness. It's exactly what inexperienced language instructors should do. However, it is also dependent on the requirements of the learners and the goals of their pupils. Language teachers should address the problem and strike a balance between the two.

Effective teachers must have fluency, professional efficiency, and the ability to evaluate in order to work in a constantly changing environment and adjust their teaching methods based on the age of their students, available resources, and changing curriculum, practices, and requirements. Working as an educator will put your patience to the test, no matter what grade level you teach. Patience is one of the most crucial qualities to develop as a teacher, whether you're managing classroom behavior, working with colleagues who have opposing viewpoints, or discussing student concerns or progress with parents. Continuing to grow your own knowledge is critical to increasing the knowledge of your students, whether you're studying more about your subject area, learning new communication strategies, or even researching ways to integrate more technology into your classroom.

History of Operations Management

By *Hoeun Uong*

Introduction

Operations management is a management area concerned with the design and control of the manufacturing process and the redesign of business operations in the production of goods or services. This involves the responsibility of ensuring that the business is efficient, using as few resources as necessary, and effectively meeting customer requirements. Operations management mainly apprehensions the planning, organization, and monitoring of production, manufacturing, or the provision of services.

It is linked to the management of the entire production or service system, which is a process that converts the entries (in the form of goods and/or services) into the form of raw materials, labor, consumers, and energy (in the form of goods for consumers). The operation produces products and creates quality control and service. The operation of the operation covers a sector, such as work using banking systems, hospitals, businesses, dealers, clients, and know-hows. The operation is one of the main features of the organization with the supply chain, marketing, finance, and human resources. Operating functions must manage product and service strategy and data production.

When managing an engineering or service operation, several types of choices are made, including operational strategy, product design, process design, quality supervision, capacity, facility planning, production planning, and inventory control. Each of them requires the ability to examine the current situation and find better keys to improve the efficiency and effectiveness of manufacture or service operations.

History

Operations management of a business entity is based on a complex process for designing, implementing, and optimizing the various components and systems that help produce and deliver products and services provided by the company. Operations management can also be defined as the planning and proper use of the resources required by the organization to fulfill its business responsibilities. Operations management is often considered an integral part of operations research, although such conclusions are imprecise. The field forms an important and pivotal part of business that governs the efficiency and quality with which products or services are produced and involves many processes that use a lot of humans. In fact, operations management also includes the efficient delivery and delivery of goods to customers.

The history of operations management dates back to World War II, when different researchers conducted complex studies to understand the different fundamental processes affecting troop operations, such as logistics, troop movements, supply routes, etc. This extensive focus on the analysis of military operational models has led to the development of military systems and provides the information necessary to understand the multilateral and interdisciplinary process that constitutes field research.

Thus, the discipline of operations research encompasses many different scientific fields and relies on solutions such as statistics, modeling, and structured algorithms to provide useful answers to complex questions related to different business processes and activities within an organization. In this context, operations research does not rely much on taking into account the exact nature or area of specialization of the organization. The sole purpose of using operations research methods is to identify a scientific response to a given complex scenario that can improve the performance of a business and therefore requires the cooperation of experts from several fields to understand the problem from a quantitative point of view. Thus, operations research provides a variety of tools, methods and procedures that help to solve many problems related to the management of operations. The management of operations is also influenced by industrial engineering which helps to understand a certain problem from a technical point of view and to develop the necessary solutions.

This document describes the usefulness of operations management in organizing special events such as seminars and conferences. Explicitly, the article discusses the practicality of operations management in organizing networking events for reputable companies such as investment banks. Investment banks regularly organize such events to interact with potential clients, create new relationships with major players from various industries and toughen relationships with existing clients. Typical partakers in these events include well-known representatives of a number of well-known companies operating in different industries.

Role of Operations Management in Organizing Events

Various event management issues, such as planning, purchasing, inventory management, logistics, budgeting, and quality, will be considered when describing the applicability of operations management to the field specific areas of activity emphasis on how different actors work together to organize a successful event and the role of operations management in reducing costs and profits.

A networking event, such as the one discussed in this article, is not only a luxury business party, it is in fact an important marketing exercise for investment banks to promote their services through personal interaction with potential customers. While the event should showcase the reputation and importance of the investment bank, the main objective of the event organizer is to keep costs to a minimum and fulfill all client requirements as much as possible. Recent economic events such as the global financial crisis have also forced banks to cut spending, which should also be taken into account when planning lavish events. The networking event, however, is a unique opportunity for an investment bank to position its brand, develop new contacts and identify potential target companies for several core services, including mergers and acquisitions.

Considering the importance of such events and the large number of participants expected, planning and organization should begin at least 3 months in advance. Applying this strategy makes it possible to prepare and send out invitations as early as 2 months before the event date. This practice will ensure maximum participation by allowing potential participants to mark their schedule in advance. The planning phase will focus on determining the venue, recreational facilities, essential arrangements, accommodation, and other elements needed to host the event. For maximum flexibility, the event will be held over the weekend as it minimizes disruption to participants' normal work routines in addition to preventing duplication with major events' company (Berman). Some top hotels offer weekend discounts, which is another reason to choose a weekend, as it will offer more flexibility in the budget in addition to reducing spending on accommodation.

Event Management and Organization

All constituents of the event must be accurately planned. The main goal of quality is to provide as much detail as possible in all segments and components of the event. Thus, all stages, from the decoration of the living room to the arrangement of the seats at the conference venue, will be planned and executed in detail. For example, each meal will be personalized according to the tastes and preferences of each guest and prepared accordingly. Guests will be able to enjoy refreshments at any time and have access to guides posted at various locations around the site in case they require assistance. The goal behind such attention to details is to leave a permanent impression on each attendee, thus helping to generate more business for the bank (so-called customers).

The Connect event is a two-day conference that will include multiple sessions. These sessions are structured to meet the individual program goals required by the client. Each session will be held taking into account the optimal atmosphere that must be expected during the individual sessions. Procedures and procedures will be established to receive guests upon their arrival and assist them at the end of the session. Some sessions require all participants to be present together, while other specific sessions target a small group of participants based on their respective industry. Electronic equipment, including laptops, projectors, microphones and speakers, will be rented and provided whenever necessary to assist the speakers in their interactions.

In general, the sessions of these formal conferences are of a different nature. For example, daytime classes are often formal, while evening classes are more casual. Sessions at the end of the day will be based on the theme of the party, where attendees will have the opportunity to socialize and network extensively. It is extremely important to reflect on each of these themes throughout the event as it facilitates the pacing of the conference according to the different moods and preferences of the attendees. Adopting this strategy can bring maximum benefit to the client as it helps to make an impact on most of the participants. The venue's conference rooms also include adjoining meeting rooms that allow guests to interact on a personal level at all times.

Interdependence of Various Task Budgets

The budget for the entire 2-day event was £2 million. The average spend on corporate events, especially on established global businesses, is £315 million. Considering the huge resources required for the event and the impact it must create, keeping spending within budget is a real challenge. A key solution to managing tight budgets for many expense items is to separate those costs into fixed and variable costs (those that depend on attendance or other factors). A reliable, pre-configured multi-user operations management software tool such as EventPro will be used to track available funds, calculate variable costs, and define budget documents in real time. This arrangement eliminates the need for constant tracking of expenses by shifting the focus to setting and meeting customer expectations.

The Budget Tracker also makes it possible to group expenses by their type (such as location, catering, accommodation, and more). This classification is useful for comparing current spending on items like food and drink with similar events in the past (using historical comparisons). In fact, comparison will also be made on sub-categories like percentage of

spending on drinks vs. alcoholic beverages etc. Besides helping to track costs, these metrics are extremely helpful when negotiating with clients about budget allocations and can reduce some overhead.

Personal expenditure items will be prioritized to spend more time and funds on the most important tasks when mutually exclusive situations arise. The software will also be configured to generate various personalized reports from the information gathered, to draw conclusions such as the percentage of expenses spent on meeting rooms or organizing airport transfers for people participation.

However, it seems likely that over-reliance on information from software systems and frequent comparisons with past trends can lead to certain deficiencies if the proposed budget management strategy is Export is not managed properly. Tracking expenses against individual expense categories such as restaurants, equipment vendors, and hotels sometimes leads to the development of long-term relationships between a company and specific suppliers over time. . Therefore, it should be understood that while it is important to commit to a successful event, analyzing historical information should be used to negotiate better deals with current suppliers or find Alternative suppliers can compete at lower cost and with better quality. Therefore, it is important that the supplier database is expanded to facilitate the search for new suppliers on an ongoing basis.

Materials Management

There are many materials for many materials on board, but accommodation, meals and seating are available at the hotel, but the event organizer must store and manage many items. All sessions require other flyers, posters, and media kits before starting each session. Before starting the conference, each participant must provide a recording package when arriving with a DVD containing the general agenda of the event. At the last phase of the meeting, participants offer memories as an event and a symbol of its purpose. Regular sales promotions are also made via all flyers and relevant newsletters.

The director of the event is based on individual sessions and objectives based on individual sessions and objectives, and supervise the development of all promotional documents to be packaged separately. All-important actions include more than 5% of a predetermined amount and overcome the lack of participants' revenue or an unexpected increase. According to sessions and objectives, it is useful to select the promotional data in advance and the display of individual packets is useful for selecting the correct package for a

given session. All packets are transferred to the location and stored in a single room. The details of each package, including the type and the cost, are pre-registered in the budget management request. One of the modules of this tool provides a graphic association between individual sessions and the various materials that must be provided for each. This module emits an alert to the relevant event handler one hour before starting the session. Packets are sent to session rooms and updated accordingly. Data is distributed during the required state changes. All remaining and conditional substances are collected and the quantity is recorded for this session to achieve the cost estimate. This strategy has been very useful for the event manager, finding the exact packages with relevant materials, and it has been very useful for the lack of failure if it can be provided to the designated meeting room without delay.

From the point of view of the organizer, there are two main objectives that make up this networking event. The main objective of this project is to develop a powerful relationship with customers by providing the best quality of service at the lowest cost. As mentioned earlier, the investment bank is regularly composed of a compulsive conference on a regular basis receiving a wide range of applications from the press. It is therefore important to provide an efficient and qualified service for client recognition and develop established market posts. The second objective is to innovate and constantly develop the internal workflow that is needed to configure complex events. This improvement can only be achieved by working in real time and adapting to the situation as needed. Therefore, the main motivation for applying job management or the configuration of events is to generate value for customers. When this difficult deadline is strong for funds, operations management offers an opportunity to generate savings for customers who can reinvest in other important activities. The achievement of these objectives is necessary to promote companies with customers at future events and meetings.

Inference

The analysis of the role of operations management in organizing a conference event reveals the need to reduce investment in these events and thus free up more money for the client. Operations Management helps determine the exact type and quantity of services and components needed to run events. In addition, the Operations Management provides an estimate of the actual power required to process individual sessions. Hence, we can say that Operations Management is very useful for event planning, organization, and management through all stages of its life cycle. The extensive use of technology has proven to be helpful in determining realistic budget estimates that can keep inventory to a minimum, thereby reducing

storage and transportation costs. Operations Management software also helps improve responsiveness to customer needs, in addition to facilitating better use of available staff and resources.

Organizing such a complex event has potential pitfalls that can upset attendees and damage a client's reputation. In addition to liaising with hotel site staff and other departments, it is also important to closely monitor material flows (inventory). Deficiencies in this area can lead to waste, misuse and theft. Therefore, it is important to delegate the responsibility of inventory management to an experienced event coordinator. Accounting for all expenses is another serious issue to consider. Inappropriate accounting practices that go against established accounting standards can lead to erroneous results when monitoring budgets. Therefore, the accounting estimates and assumptions in the Operations Management tool will be configured by an experienced accounting professional before the start of the event.

Factors to Consider in Mentoring Mission at Advanced Public High Schools

By Pich Chueng

Mentorship has been present in Cambodia recently. In this context, it is about pedagogical mentoring at an advanced public high school and institutions. Mentoring in education is an initiative of one local NGO called Kampuchean Action to Promote Education. KAPE initiated this mentoring program under the support and agreement of the Ministry of Education, Youth, and Sport. NIE and MoEYS established a higher educational training center called NGPRC under the support and operational management of NIE and MoEYS. MoEYS officially operates with KAPE and NIE to train the outstanding teachers who were selected from the limited recruitment pool per each cohort by the official standard selection process to be mentor teachers working under the supervision and operation of the hosted schools and institutions: KAPE, NGPRC, NIE, and MoEYS. The curriculum is intensive since it is full-day training (Monday to Friday); yet, the training program is equivalent to a master's degree, which is called a Master's Degree of Education in Mentoring (M.Ed. in Mentoring).

Recently, the first twenty-five mentor teachers graduated and are working in various hosted schools and institutions, and thirty-two mentor trainees are graduating in August 2021. Following that, the third cohort, with a predicted thirty-two candidates, will be starting their training program on September 01, 2021. Furthermore, the main purpose of training selected outstanding teachers to be mentor teachers is to help reform education quality as an educational system in the country by posting those graduated mentor teachers to the hosted schools and institutions to mentally and physically help teachers, especially those who have less teaching experience or are not getting involved with ICT in education in the 21st century. Last but not least, mentor teachers are highly considered dynamic leaders in the local public education sector. They are also seen as the ones who could positively impact reforming the education quality system by working closely with teachers and school leaders to help grow them with their trained pedagogical mentoring knowledge, skills, and passion.

Generally, "mentoring" is seen and considered as the simple particular operation of mentor teachers and teachers working to grow the teachers in the relevant fields. According to NGPRC, and NIE (2020), a "mentor teacher" has more qualified experience in supporting and advising those whose profession has less experience. Yet, it is similar. Pedagogical mentoring is recognized as the best practice in building teachers because it is the only way that teachers can have feedback with effective advice on their particular tasks. Moreover, it was also

mentioned that pedagogical mentoring is more focused on action, meaning it is not just theory. In addition, David Kay and Roger Hinds (2002) mentioned, "Mentoring is about one person helping another to achieve something [...] It is about giving help and support in a non-threatening way." They also added that mentoring is about helping people to make their own choices based on mentors' suggestions and opinions (David Kay & Roger Hinds, 2002, p. 13). Therefore, mentoring is considered a significant factor that could help grow the number of teachers who need mental and physical support.

As a normal beginning of pedagogical mentoring, there are some activities, such as classroom observation, administrative task examination, and feedback. In terms of classroom observation, mentor teachers have the option of informing their mentees or teachers about the observation time; however, they may also inform them about the date if they wish. Then what the mentor teachers have to do is prepare their observation schedule for each class. Make sure that the process of observation is not treated as an inspection. It is about observing and offering constructive feedback to make better changes. As mentioned, there is no threatening way used at all. After finishing the observation, the mentor teachers have to make an appointment or even suggest a personal meeting to give feedback. This stage of mentoring feedback must be one-to-one, either a face-to-face meeting or a distance meeting. Make sure there is only the mentor teacher and the teacher who is observed knows the feedback of the mentor teacher. Moreover, mentor teachers understand and value that there is no blaming in case a teacher has technical issues, but encouragement with motivation is used instead. Administratively, teachers also need help with their admin tasks. Then mentor teachers have the opportunity to start their mentoring tasks. They could check teachers' admin tasks, such as teacher career paths, lesson plans, tests, and so forth. After checking, mentor teachers could offer immediate mentoring feedback or make appointments with teachers according to tasks and time allowance.

In conclusion, mentoring is known and considered as pedagogical mentoring in the Cambodian context. Mentorship is about helping grow someone in similar fields. The mentor teachers who graduated with their training program known as M.Ed. in Mentoring are officially posted in the various hosted schools and institutions and are obligated to help teachers grow in their teaching profession. The growth of teachers is the success of mentor teachers. Furthermore, it is a matter of pride for us to implement mentoring programs in the educational sector in our country. Finally, it is a great hope that the impact of mentoring programs will become prosperous and grow up effectively and efficiently.

Higher Education Broadens Life Horizons

By *Sereyrath Em*

Nelson Mandela once stated that the most effective weapon you can employ to change the world is knowledge. That is to say, knowledge is everything, and it can satisfy people's needs in every situation. Without an education, you will not be able to discover the true aspects of your life. Every stage of schooling is critical. Higher education, on the other hand, is often seen as a more significant step for all students. Higher education refers to the stages that follow high school graduation. It occurs in universities or higher educational institutions, ranging from undergraduate to postgraduate degrees. Higher education has a great deal to offer in terms of benefits. Three of these provide opportunities to learn about the real world; they can improve your job prospects and help you form positive relationships.

The real world is not something that can be evaluated by remaining in one spot. When you have your own space, you may believe that you are extremely qualified and capable of doing anything. For example, if you are a high-achieving student in high school, you may believe that you are the best. However, as soon as you enter university, you realize that not only you but many other students are more competent and even excellent than you are. You're gradually becoming accustomed to things that aren't predictable ahead of time. It emerges on a daily basis. For example, the subject you're studying appears to be far too broad for you, and it goes against what you might have imagined in the past. Furthermore, you may consider your lecturers to be highly competent due to their teaching specializations. That is to say, the lessons they teach you appear to be very broad, but they are alterable, and they appear to cover every element of the world in which you live. In a nutshell, higher education appears to have shattered the windows, allowing hundreds of alternative perspectives on the world to be seen.

Another essential element of higher education is that it may help you advance in your job. You can apply for acceptable employment once you complete your higher education in your specific major. If you study English literature, for example, you can apply to be an English language instructor or even an interpreter. Furthermore, once you have the job you want, you may simply satisfy all of the requirements of your profession or workplace. Because you have previously acquired your abilities via higher education, you can fulfill your tasks with such ease. If you continue to perform well, you may get promoted as a result. You may also establish your own business without having to work for someone else. If you study business administration, for example, you can start your own company if you have sufficient funds. In

other words, individuals who study and complete higher education have a better chance of landing a job.

When you study at the tertiary level, you might develop good relationships. When you attend university, you will meet a large number of individuals. Then you may make friends with them, and some of them may become extremely close friends with you since they have many common interests with you, such as sports, music, songs, hobbies, or even movies. After establishing acquaintances, you and your partners will be able to communicate even more closely. You may also complete things together, especially the chores you've been assigned for your studies. Furthermore, if you and your pals take excellent care of this tie, it will endure for a long time, maybe even the longest time. If you save your tie, it will still exist after graduation and will be very important for your future jobs and generations. Your excellent friends, for example, can assist you by providing decent work if they possess a large firm and the necessary equipment. Furthermore, your children can form bonds with one another and become close friends in the same manner that you and your friends have. To cut a long story short, higher education may undoubtedly be used to create a great tie.

Finally, studying at a higher level can help you gain a better understanding of the current world, advance your profession, and develop a solid connection. When students graduate from high school, they will have a better understanding of the society in which they live, and they will be able to obtain a decent career by completing the course they are interested in and applying for it. Last but not least, when students take higher-level courses, they can make friends and remain in touch for the rest of their lives.

Three Characteristics of a Good Friend That You and Everyone Should Associate with When Learning at the Tertiary Level

By Yumouy Mao

Everyone always wants to have as many good friends as possible. The better friends you have, the happier your life is. A good friend is someone we can lean on when we need it. As we all know, all the people in the world cannot live alone. We have to make friends, and, of course, everybody always wants to have true and good friends. However, if we want to have good friends, we have to be good friends with others first. As followed, there are a lot of characteristics of a good friend that we can associate with other people, especially when learning at the tertiary level since we are almost finished with our high school lives.

The first thing we all need is to have been honest. We should be honest and not lie to anyone. For instance, whenever we feel uncomfortable or not satisfied with something, we should let them know. They might not realize if we say we are fine when we are not. Doing that, allows us to get closer and learn more about each other. We should not keep secrets in mind and think alone. One more thing is to always remember to say what you mean and mean what you say.

Another good characteristic is being supportive. We have to let them know that we are always there for them. For example, whenever they feel down or depressed, we should encourage them, give them some advice if they need it, help them find solutions, and try to make them happy again.

Last but not least, we have to respect and trust each other. Every friendship should have enough respect for each other, and we should be able to listen to and accept criticism from others when they mean it in a good way. Trusting each other is a really important thing we have to have because it helps the friendship be stronger. For example, when we have to do assignments together as a group, we will have to divide the work into manageable chunks. At that point, we have to trust and believe our teammates that they can do it.

In a nutshell, there are numerous characteristics of a good friend that we all should have. These are honesty, support, respect, trust in each other, loyalty, reliability, and so on. Finally, doing all of this can help us to become good friends and strengthen our friendship.

How to Get an ‘A Grade’ in High School Exams: Advice from a Student Who Got an ‘A Grade’ in the 2022 High School Exam

By *Yumouy Mao and Sereyrath Em*

Every single one of us wishes to get a good grade, especially an ‘A’ when taking high school exams. As we all know, getting a good grade enables us to go to the colleges we want, and some colleges even provide a lot of scholarships both inside and outside the country to those who hold good grades. Not only that, but it also makes our family, relatives, teachers, and friends happy and proud of us. However, getting an ‘A’ is not an easy thing to do, but it is also not a very difficult thing to achieve if you analyze some tips as follows. Therefore, allow us to describe to you some useful tips according to **Yumouy Mao**’s real experience she conducted to get an ‘A’ in her high school life.

One of the most important things is to identify your learning style. Doing this can help you know the best way to study. For example, some students prefer to study in groups so that they can discuss the lessons with each other, while some students prefer to study by themselves in a quiet room or place. Some students like to go to different environments to learn, while others only like to learn in the same zone daily. Some students prefer to learn through seeing, and some prefer to learn through doing or hearing. Thus, if you do not know your preferred learning style well, you can try several tactics until you figure out the most suitable one for yourself. Then when you know your best learning style, you need to do it regularly because it will give you the best results, and you can learn well in the future. When you know your style of learning well, your teacher might also help you learn best at any time.

According to [Pashler et al. \(2008\)](#), the term ‘learning styles’ relates to the idea that people differ in terms of the type of teaching or studying that works best for them. Learning-style assessment proponents argue that identifying students' unique learning styles and adapting education to them is necessary for effective instruction. Although there are many different assessment tools, most learning style tests ask participants to rate their preferences for how information is presented (e.g., through words, pictures, or speech) and/or the type of mental activity that they find most enjoyable or relaxing (e.g., analysis versus listening). The meshing hypothesis holds that instruction is best delivered in a manner that fits the preferences of the learner (for example, stressing the visual presentation of information for a visual learner, although it is not the sole theory concerning the instructional significance of learning styles).

Additionally, another main point is to analyze your weaknesses. You have to know what your weaknesses are and what always makes you confused. Some subjects might be hard for you to master, but we believe that as long as you work hard and start to pay more attention to them, you are going to make them easy. You cannot wait until a month or a week before the exam to clarify your doubts. Doing this will lead you to anxiety and panic which will make you do badly in your exam. For instance, if you do not understand what your teacher is talking about, you have to ask him immediately. Nevertheless, if you are feeling shy, you can ask him after the class or ask your friends who understand the points to explain to you again. Doing this can also let the teacher know your weaknesses and he might help you better next time in class. [Sternberg \(2002\)](#) noted that teaching for effective intelligence entails imparting knowledge and conducting assessments for memory as well as for analytical, creative, and practical skills. This type of instruction enables students to identify their strengths, build on them, and compensate for their inadequacies.

Furthermore, having self-discipline is also an important thing that every student must consider to get a good grade. As we can see, lying to themselves is a really common thing that most students do every day without realizing it. They tend to tell themselves they are going to do this or that at this time or that time, but it takes them forever to finish it. Plus, students should divide time for studying with teachers, time for self-study, and also time for relaxing. Moreover, if you do not believe in yourself, you can create a schedule. Setting a schedule is extremely useful because it helps you know exactly what you have to do and when you have to do it.

As noted by [Gong et al. \(2009\)](#), both the rate of learning and the amount of information accumulated over time may be influenced by self-discipline. Students with high levels of self-discipline had much greater baseline knowledge. In addition, students with greater levels of self-control appeared to be more cautious about committing thoughtless errors.

Being active inside and outside the class is another significant criterion to take into consideration. You should pay attention whenever your teacher explains to you and your friends the lessons, and you need to answer the questions that he asks. When you participate in your class, you will have to think about what and when you need to answer your teacher's questions, and that will help you understand and remember your lessons more clearly what your teacher said. Moreover, you should make good notes about the lessons. Doing that will help a lot when you want to review your lessons. In addition, learning only in class will not

guarantee you a good grade if you do not do some self-study. Thus, you should spend at least one-hour studying by yourself, such as doing homework or assignments. Not only that, there are a lot of useful lessons that you can find on the internet. [Salemi \(2002\)](#) noted that students should participate actively in the educational process inside and outside classes. This is according to educational psychologists and instructional professionals.

One indispensable factor is health. Even though you are the smartest student in your class, without good health, you cannot achieve your goals. That is why you should take really good care of your health. Having healthy food along with eating it on time is necessary. You should not eat food only to fill your stomach; you should eat food to provide proteins and vitamins for your body. Different types of food are good for you, such as fish, vegetables, fruits, and so on. Accordingly, Buddha said that without good health, people cannot do anything successfully at all (see [Kumar, 2020](#)). Plus, no matter how busy you are, you must sleep at least six to eight hours a day. Besides, you should exercise for at least 20 to 30 minutes per day to boost your immune system and help you sleep well at night. Those exercises can be running, walking, cycling, and so forth. The things that you must not do are smoking and drinking because they can lead you to several diseases such as stroke, lung disease, and other things of the sort, and you will die and lose everything, not only a good grade.

To cut a long story short, the above-mentioned points are some of the tips that every student can implement to get a good grade, and they were what **Yumouy Mao** did to get her ‘A’ grade. That is, including identifying your learning style, analyzing your weaknesses, having self-discipline, being active both inside and outside the classroom, and taking care of your health. Finally, we can say that high school might be a tough time and take a lot of hard work, but remember that the other students could do it successfully, so you can also do it, and you are going to do even better. However, if you follow the above-mentioned points and you cannot get an ‘A’ grade, you might at least get a better grade than learning without having any measures.

Factors Affecting Students' Success at Higher Education and Their Future Careers

By *Sereyrath Em*

Higher education is a critical aspect of personal and professional development for students. It provides a platform for students to acquire knowledge, skills, and competencies that prepare them for their future careers. However, the success of students in higher education and their future careers depends on various factors. These factors range from individual characteristics to institutional support and societal influence. This essay examines the various factors that affect students' success in higher education and their future careers.

One of the critical factors that influence students' success in higher education is their academic preparedness. Academic preparedness refers to a student's readiness to undertake college-level coursework. Students who are academically prepared are more likely to perform well in their courses and complete their degree programs. Academic preparedness is determined by various factors such as prior academic performance, standardized test scores, and high school curriculum. Students who have a strong academic background, including high GPAs and rigorous coursework, are more likely to succeed in college. On the other hand, students who are not academically prepared may struggle to keep up with the academic workload and may be at risk of dropping out.

Another factor that affects students' success in higher education is their motivation and self-discipline. Students who are motivated and self-disciplined are more likely to overcome academic challenges and persist in their studies. Motivation refers to a student's drive to succeed in college, while self-discipline refers to a student's ability to stay focused and organized in their studies. Students who lack motivation and self-discipline may struggle to manage their academic workload and may be at risk of dropping out. Therefore, it is essential for students to develop these traits to succeed in higher education.

The availability of resources and support is another critical factor that affects students' success in higher education. Resources such as libraries, computer labs, and academic advising are essential for students to succeed in college. These resources provide students with the tools and guidance they need to excel academically. Additionally, support from family, friends, and faculty members can also influence students' success in higher education. Students who have a strong support system are more likely to overcome academic challenges and persist in their studies.

The quality of instruction and the learning environment also play a significant role in students' success in higher education. Quality instruction refers to the effectiveness of teaching methods and the knowledge and skills of the instructors. Students who have access to quality instruction are more likely to perform well in their courses and acquire the necessary skills and competencies for their future careers. Additionally, the learning environment, including class size, campus culture, and student activities, can also influence students' success in higher education. A positive learning environment can motivate students to succeed and foster a sense of community and belonging.

Another critical factor that affects students' success in higher education is their financial situation. The cost of higher education has been rising steadily, and many students face financial challenges that can affect their ability to succeed in college. Financial challenges may include the cost of tuition and fees, room and board, and textbooks. Students who face financial challenges may have to work part-time jobs or take out student loans to finance their education. These financial pressures can affect their academic performance and increase the risk of dropping out. Therefore, it is essential for students to have access to financial aid and other resources to help them pay for their education.

The level of diversity and inclusion on campus can also impact students' success in higher education. Diversity refers to the differences among students in terms of race, ethnicity, and gender. Diversity often means race, ethnicity or tribal affiliation, but also extends well beyond those factors to sexual identity and orientation, income level, first-generation status, cultural background and gender. But depending on what a college needs or wants in a class, that term can extend even further.

Ultimately, the above-mentioned points are some of the very important things affecting students' success at Higher Education and their future careers. Therefore, all of those points must be carefully considered.

Should Grade 12 Students Stop Learning English Extra Classes or Not?

By *Sereyrath Em*

English is an important language that is widely spoken around the world. It is considered the language of business, science, and international communication. In many countries, English is taught as a second or foreign language, and students are encouraged to improve their language skills through extra classes. However, as students approach their final year of high school, they may wonder if it is still necessary to continue learning English outside of their regular classes. In this essay, we will explore the benefits and drawbacks of grade 12 students continuing to learn English through extra classes.

Firstly, it is important to acknowledge the benefits of learning English. English is the most widely used language in the world, and it is the language of international communication. It is the language used in science, business, and technology, and it is the language of the internet. Therefore, learning English can open up a world of opportunities for students, both personally and professionally. It can help them to communicate effectively with people from different countries and cultures, and it can increase their chances of finding employment in a global economy.

In addition to the practical benefits, learning English can also have cognitive benefits. Studies have shown that learning a second language can improve cognitive function, including memory, attention, and problem-solving skills. It can also improve creativity and the ability to think critically. These skills are valuable in any field of study, and they can also benefit students in their personal lives.

Now, let us consider the arguments for why grade 12 students should stop learning English through extra classes. Firstly, students may feel overwhelmed by the demands of their final year of high school. Grade 12 is a crucial year for students, as they prepare for graduation and the next phase of their lives. They may have a heavy workload and many other commitments, such as extracurricular activities, part-time jobs, or family responsibilities. Adding extra English classes to their already busy schedule may not be feasible or practical.

Furthermore, students may feel that they have already reached a sufficient level of proficiency in English. They may have been studying English for many years and may feel that they have acquired the necessary skills to communicate effectively in English. They may also feel that they have mastered the grammar and vocabulary required for academic writing and

speaking, which are the main skills tested in English exams. Therefore, they may see no need to continue learning English outside of their regular classes.

Another argument against continuing to learn English in grade 12 is that it may not be relevant to the students' future careers or academic pursuits. Depending on their career goals and interests, students may not need to use English extensively in their chosen field. For example, if a student plans to study medicine or engineering, they may not need to have advanced English skills. Therefore, it may not be worth investing time and energy into learning English beyond what is required for their academic program.

On the other hand, there are also compelling reasons why grade 12 students should continue to learn English through extra classes. Firstly, English is a skill that requires constant practice and improvement. Even if students feel that they have reached a satisfactory level of proficiency, there is always room for improvement. By continuing to learn English, students can refine their grammar, expand their vocabulary, and improve their pronunciation and fluency. These skills can be valuable in any field of study or profession, as they demonstrate a high level of communication ability and attention to detail. Moreover, learning English can give students a competitive edge in the job market. In today's global economy.

The Importance of Learning English Extra Classes for High School Life and Their Future Careers

By Sereyrath Em

English has become the global language of communication, and high school students need to learn English as a second language. Knowing English can open up new opportunities for students in their future careers and personal lives. English is the language spoken by many countries worldwide, and it is the primary language of business, science, technology, and international communication. Thus, learning English extra classes is critical for high school students to prepare for their future careers and succeed in their personal lives.

Firstly, English is a necessary language for high school students to learn because it is the international language of communication. In today's globalized world, students need to be able to communicate effectively with people from different countries and cultures. English is widely spoken across the world, and it is the common language used in international business, diplomacy, and science. Therefore, learning English extra classes will enable high school students to communicate effectively with people from different countries and work effectively in a globalized environment.

Furthermore, learning English extra classes can help high school students to advance their careers. Many multinational companies and organizations require their employees to have good English communication skills. Knowing English can give students a competitive edge in the job market, as it enables them to work in multinational companies and organizations. In addition, English is the primary language used in the fields of science, technology, engineering, and mathematics (STEM). Students who want to pursue careers in these fields need to be proficient in English to succeed in their careers. Therefore, learning English extra classes can help high school students to advance their careers and achieve their professional goals.

Moreover, learning English extra classes can provide students with opportunities to study abroad. Many universities and colleges worldwide offer courses in English, and students who are proficient in English can study abroad and gain international exposure. Studying abroad can provide students with new perspectives on different cultures, improve their language skills, and enhance their personal and professional growth. Therefore, learning English can open up opportunities for high school students to study abroad and gain valuable international experience.

In addition, learning English extra classes can help high school students to develop critical thinking and problem-solving skills. English is a complex language, and learning it requires students to use critical thinking and problem-solving skills. Learning English can improve students' cognitive abilities, such as memory, creativity, and reasoning. Moreover, learning English can help students to develop effective communication skills, which are essential for success in their personal and professional lives. Therefore, learning English extra classes can help high school students to develop critical thinking and problem-solving skills, which are essential for success in the 21st-century workforce.

Furthermore, learning English extra classes can help high school students to access a vast amount of information and resources. The majority of information available on the internet is in English. Students who are proficient in English can access a vast amount of information and resources on the internet, which can help them to enhance their knowledge and skills. Moreover, learning English can enable students to access a wide range of literature, films, and music from different cultures, which can broaden their horizons and improve their cultural awareness. Therefore, learning English extra classes can help high school students to access a vast amount of information and resources, which can enhance their knowledge and skills.

Finally, learning English extra classes can help high school students to become global citizens. English is the language of international communication, and learning it can enable students to become global citizens who can interact effectively with people from different cultures and backgrounds. Global citizenship is essential in today's interconnected world.

Pros and Cons of Learning Extra Classes for Cambodian Students at All Levels

By *Sereyrath Em*

In Cambodia, the education system has undergone significant changes in recent years. While the system has improved, the quality of education is still a concern for many. As a result, some Cambodian students are taking extra classes outside of school to supplement their education. In this essay, we will explore the pros and cons of learning extra classes for Cambodian students at all levels.

Pros:

1. Improved academic performance: Extra classes can help students improve their academic performance. By providing additional instruction and practice, students may better understand the material covered in class and be better equipped to succeed on exams and assignments.

2. Exposure to different teaching methods: Extra classes may provide students with exposure to different teaching methods. While schools may have limited resources for teaching materials and methods, private classes may be able to offer a wider range of teaching styles that can help students better understand different concepts.

3. Better preparation for higher education: Students who take extra classes may be better prepared for higher education. By supplementing their education with additional instruction, students may have a better understanding of the topics they will encounter in college or university.

4. Increased motivation: Extra classes can also increase students' motivation to learn. Students who are struggling in school may feel discouraged, but extra classes can provide them with the support they need to keep going. Additionally, students who are excelling in school may be motivated to take extra classes to challenge themselves and further their education.

5. Opportunities for socialization: Extra classes can also provide opportunities for students to socialize with their peers. Students who attend different schools or who have different interests may meet and form friendships through extra classes.

Cons:

1. Financial burden: One of the biggest disadvantages of extra classes is the financial burden they can place on families. Private classes can be expensive, and not all families may be able to afford them. As a result, some students may miss out on the benefits of extra classes.

2. Time commitment: Extra classes can also require a significant time commitment. Students who attend school during the day and take extra classes in the evening may have limited time for other activities, such as hobbies or spending time with family and friends.

3. Burnout: Students who take too many extra classes may experience burnout. The pressure to perform well in both school and private classes can be overwhelming, and students may become exhausted or lose interest in learning.

4. Quality of instruction: The quality of instruction in extra classes may vary. Some private classes may have qualified and experienced teachers, while others may not. Students may need to do their research to find high-quality classes that will actually help them learn.

5. Lack of time for self-study: Finally, students who take extra classes may have limited time for self-study. While extra classes can be helpful, students also need time to study on their own and develop their own understanding of the material.

Overall, the decision to take extra classes is a personal one that should be made based on individual circumstances. While extra classes can provide many benefits, they also come with their own set of challenges. As such, students and their families should carefully consider the pros and cons before deciding whether or not to take extra classes. With the right approach and mindset, extra classes can be a valuable supplement to a student's education, but they should not be seen as a substitute for hard work, dedication, and self-study.

The Important Factors Students Need to Get Ready after They Finish Grade 12

By Sereyrath Em

After completing grade 12, students face a critical juncture in their lives, where they must make important decisions that will shape their future. The choices they make at this stage can determine their career path, education opportunities, and overall quality of life. Therefore, students need to get ready for their post-secondary life by considering important factors that will impact their future success. In this essay, we will discuss the most important factors students need to consider after finishing grade 12.

One of the most critical factors that students need to consider after completing grade 12 is their career goals. Students should have a clear idea of what they want to do with their lives and the skills they need to acquire to achieve their career goals. They should research the job market and identify the skills and qualifications required for their desired profession. This will help students make informed decisions about the courses they need to take, the colleges or universities they should attend, and the certifications they need to obtain.

Education is a vital factor that students need to consider after completing grade 12. Students should research the various post-secondary education opportunities available to them, such as college, university, trade school, and professional certification programs. They should consider factors such as program length, tuition fees, location, and the quality of education provided by the institution. Additionally, students should research the admission requirements for the program they wish to pursue, including the minimum GPA, standardized test scores, and prerequisite courses.

Financial planning is another important factor that students need to consider after completing grade 12. Students should research the cost of post-secondary education, including tuition fees, textbooks, accommodation, and living expenses. They should also research financial aid options, such as scholarships, grants, and student loans. Students need to have a solid financial plan in place before embarking on their post-secondary education journey to avoid financial difficulties down the road.

Time management is a crucial factor that students need to consider after completing grade 12. Post-secondary education requires a significant amount of time and effort, and students need to manage their time effectively to balance their academic work, extracurricular activities, and social life. Students should develop a study schedule that allows them to allocate time for

each task and prioritize their responsibilities. Additionally, students should learn how to say no to commitments that they cannot manage to avoid overextending themselves.

Self-discipline is another important factor that students need to consider after completing grade 12. Post-secondary education requires a high level of self-discipline, as students are responsible for managing their time, completing assignments, and meeting deadlines. Students should develop good study habits, such as attending classes, taking notes, reviewing materials, and seeking help when needed. Additionally, students should avoid procrastination and distractions that can hinder their academic progress.

Networking is an essential factor that students need to consider after completing grade 12. Students should take advantage of the networking opportunities provided by their post-secondary institution, such as career fairs, alumni events, and industry conferences. Networking can help students develop professional relationships with experts in their field of study, learn about job opportunities, and gain valuable insights into the job market. Additionally, networking can help students build a strong support system that can offer guidance and advice throughout their academic and professional journey.

Some Important Reasons Students Need to Be Good at English to Prepare Themselves for Entering Higher Education

By Sereyrath Em

English is considered the most widely spoken language in the world, and it is the primary language of communication in many fields, including business, science, and technology. As a result, being proficient in English has become increasingly important for students who wish to prepare themselves for higher education. In this essay, I will discuss some of the essential reasons why students need to be good at English to prepare themselves for entering higher education.

Firstly, English is the primary language of instruction in most universities worldwide. Therefore, students who wish to pursue higher education must be proficient in English to be able to communicate effectively with their professors and classmates. Proficiency in English is crucial for students to understand lectures, participate in class discussions, and complete written assignments successfully. In addition, being proficient in English allows students to engage in extracurricular activities, such as joining clubs, attending conferences, and networking with professionals in their field of study.

Secondly, being proficient in English opens up a world of opportunities for students who wish to pursue higher education abroad. Many universities in English-speaking countries, such as the United States, Canada, the United Kingdom, and Australia, require international students to demonstrate their proficiency in English by taking standardized tests such as TOEFL or IELTS. Proficiency in English is also essential for students who wish to apply for scholarships or research grants in English-speaking countries. Therefore, students who are proficient in English have a significant advantage when it comes to studying abroad and accessing international opportunities.

Thirdly, being proficient in English is essential for students who wish to pursue careers in fields such as business, finance, medicine, and engineering. In these fields, English is the primary language of communication, and being proficient in English is crucial for success. For example, in the business world, English is the language of international trade, and being proficient in English is essential for negotiating deals, communicating with clients, and networking with professionals from different countries. In the medical field, English is the primary language of research, and being proficient in English is necessary for reading and

understanding medical journals and communicating with colleagues from different parts of the world.

Fourthly, being proficient in English improves a student's cognitive abilities, which are essential for success in higher education. Learning a second language, such as English, has been shown to improve cognitive abilities such as problem-solving, critical thinking, and memory retention. These cognitive abilities are crucial for success in higher education, where students are required to think critically, analyze complex information, and make connections between different ideas.

Finally, being proficient in English is essential for students who wish to participate in global discussions and contribute to solving global issues. In today's interconnected world, global issues such as climate change, poverty, and inequality require collaboration and communication between people from different countries and cultures. Being proficient in English allows students to participate in global discussions, share their ideas and perspectives, and contribute to solving global issues.

In conclusion, being proficient in English is essential for students who wish to prepare themselves for entering higher education. Proficiency in English is crucial for effective communication with professors and classmates, accessing international opportunities, pursuing careers in various fields, improving cognitive abilities, and contributing to solving global issues. Therefore, students should make every effort to improve their English skills through practice, exposure to English media, and taking English courses. By doing so, they will be better equipped to succeed in higher education and contribute to a more interconnected world.

Real Reasons English is Very Important for All Subjects in Higher Education

By Sereyrath Em

English is a global language that is widely spoken and understood in many countries around the world. It has become the lingua franca of international communication, commerce, and education. In higher education, English is an essential tool for students to succeed in their academic pursuits. In this essay, we will explore the real reasons why English is very important for all subjects at higher education.

Firstly, English is the language of instruction in many universities and colleges around the world. This means that all lectures, readings, and assignments are given in English. Therefore, students who are not proficient in English will struggle to understand and keep up with the course materials. They may miss important information or misunderstand key concepts, which can affect their grades and overall academic performance.

Moreover, English is the language of research and scholarship. Most academic journals, books, and articles are written in English, and many of the major academic conferences and seminars are conducted in English. Therefore, students who want to pursue research and scholarship in any field must be proficient in English to access these resources and participate in these events. In fact, many academic institutions require students to submit their research papers and theses in English.

Secondly, English is the language of the internet and digital media. In today's digital age, most information and communication are conducted online, and the majority of online content is produced in English. This includes websites, social media, blogs, podcasts, and videos. Therefore, students who are not proficient in English will be at a disadvantage when it comes to accessing and understanding online information and resources.

Furthermore, English is the language of international business and trade. In an increasingly globalized world, businesses and organizations are operating across borders, and English has become the primary language of communication in these contexts. Therefore, students who want to pursue careers in international business and trade must be proficient in English to communicate effectively with colleagues, clients, and partners from different countries.

Thirdly, English is the language of culture and entertainment. Many of the world's most popular books, movies, music, and television shows are produced in English. Therefore, students who are not proficient in English will miss out on these cultural experiences and may struggle to understand and appreciate the nuances of different cultural expressions.

Moreover, English is the language of travel and tourism. Many countries around the world attract millions of tourists every year, and English has become the lingua franca of the travel and tourism industry. Therefore, students who want to travel and explore the world must be proficient in English to communicate with locals, navigate transportation systems, and access tourist attractions and services.

In conclusion, English is a crucial tool for students in higher education. It is the language of instruction, research, and scholarship, and it is essential for accessing and understanding online information and resources. Moreover, it is the language of international business and trade, culture and entertainment, and travel and tourism. Therefore, students who are proficient in English will have a significant advantage in their academic pursuits and future careers. It is important for educational institutions to recognize the importance of English and provide students with the necessary resources and support to develop their English language skills.

Real Reasons English Can Help Students Win Scholarships Both in the Country and Abroad

By Sereyrath Em

English is a global language that is spoken by over 1.5 billion people worldwide. It is the primary language of international communication, commerce, and education. English has become an essential skill for students who wish to succeed both in their own country and abroad. One way in which English can help students achieve their goals is by winning scholarships. In this essay, we will explore the real reasons why English can help students win scholarships both in their country and abroad.

Firstly, many scholarships require applicants to be proficient in English. For example, most universities in English-speaking countries require international students to provide proof of their English language proficiency before they can be admitted. This is usually done through standardized English language tests such as TOEFL or IELTS. Scholarships offered by these universities often require applicants to achieve a certain minimum score in these tests. Therefore, students who are proficient in English are more likely to be eligible for these scholarships.

Secondly, English proficiency can help students stand out from other applicants. Many scholarships have a large number of applicants, and the competition can be tough. However, if a student has a strong command of English, they can write compelling essays and communicate effectively during interviews. This can make a significant difference in the selection process. Good communication skills are highly valued by scholarship committees, and being able to articulate one's thoughts and ideas clearly and fluently is a major advantage.

Thirdly, English proficiency opens up a wider range of scholarship opportunities. Many scholarships are offered by organizations or institutions that operate in English-speaking countries or have ties to English-speaking countries. For example, the Fulbright Scholarship, which is offered by the United States government, requires applicants to be proficient in English. Similarly, many international organizations such as the United Nations or the World Bank require their employees to be proficient in English. Therefore, students who are proficient in English are more likely to be eligible for scholarships offered by these organizations.

Fourthly, English proficiency can help students navigate the application process more effectively. Many scholarship applications require students to provide detailed information

about themselves and their achievements. This information must be presented clearly and concisely in English. Students who are proficient in English are better equipped to understand the requirements of the application and to provide the necessary information in a clear and organized manner. This can increase their chances of being selected for the scholarship.

Fifthly, English proficiency can help students succeed in their studies. Many scholarships require students to study in English-speaking countries or to attend universities where the language of instruction is English. Therefore, students who are proficient in English are better equipped to succeed in their studies and to make the most of the scholarship opportunity. They are able to understand lectures, read academic texts, and communicate effectively with their classmates and professors.

Sixthly, English proficiency can help students build a global network. Many scholarships provide opportunities for students to meet and interact with people from different countries and cultures. English is the primary language of international communication, and students who are proficient in English are better able to communicate and connect with their peers from around the world. This can help them build a global network of contacts, which can be valuable both personally and professionally.

Finally, English proficiency can help students develop transferable skills that are highly valued by employers. Good communication skills, critical thinking, and problem-solving abilities are all essential skills in today's globalized economy. These skills can be developed through the study of English and can be applied in a wide range of fields and industries.

Education in Cambodia during the Prehistoric Period

By *Sereyrath Em*

During the prehistory period in Cambodia, formal education as we know it today did not exist. The concept of organized schooling and formal instruction was not established during this era. However, education in prehistoric Cambodia was predominantly informal and occurred within the context of daily life, cultural practices, and community traditions.

In prehistoric Cambodia, knowledge and skills were primarily transmitted through oral traditions and practical experiences. Children learn through observation, imitation, and hands-on participation in the activities of their families and communities. They acquired essential survival skills, such as hunting, gathering, farming, and crafting, by observing and assisting their elders.

Within the family unit, parents passed down knowledge and skills to their children, including traditional practices, cultural beliefs, and practical techniques. Children learned about their environment, natural resources, and the behaviors of animals and plants through storytelling, folklore, and legends. These narratives served as a means of preserving historical and cultural knowledge and imparting practical wisdom.

Communities played a significant role in the education of prehistoric Cambodian individuals. Elders and community members shared their expertise and knowledge, providing guidance and instruction to younger members. This informal education took place during communal activities, such as ceremonies, festivals, and gatherings, where individuals could learn from one another and participate in shared experiences.

Prehistoric Cambodian society also had spiritual and religious practices that contributed to education in a broader sense. Shamanic rituals, ceremonies, and spiritual beliefs played a crucial role in the worldview of prehistoric Cambodian communities. These practices often involved communal participation and the transmission of knowledge related to cosmology, spiritual beliefs, and the natural world.

While formal education systems did not exist during prehistoric times in Cambodia, the learning experiences within the community and family unit were fundamental in transmitting knowledge, skills, and cultural values. These informal educational practices laid the foundation for future educational developments in Cambodia, shaping the way knowledge was imparted and acquired in subsequent eras.

Education in Cambodia during the Nokor Phnom or Funan Period

By *Sereyrath Em*

During the Nokor Phnom or Funan period in Cambodia, which lasted from the 1st to the 6th century CE, education played a significant role in the development of the society. This era marked the beginning of organized states in the region and witnessed the establishment of a sophisticated education system that laid the foundation for future educational advancements in Cambodia.

Education in the Nokor Phnom period was primarily influenced by Indian Brahmanical traditions and Buddhism, which were introduced to the region through trade and cultural exchanges. As a result, the educational system integrated elements of both religious and secular teachings.

One of the key centers of learning during this period was the Royal Palace, where young princes and members of the royal family received their education. They were taught various subjects, including religious scriptures, literature, philosophy, astrology, and warfare strategies. Education was considered essential for future leaders, and the princes were groomed to become wise and capable rulers.

Besides the royal education, there were also monastic schools associated with Buddhist temples. These monastic schools served as centers of learning for both religious and secular subjects. The curriculum in these schools included religious texts, meditation, ethics, grammar, arithmetic, and other practical skills. Monastic education provided opportunities for individuals from different social backgrounds to receive an education and contribute to society.

Apart from the royal and monastic schools, some private tutors provided education to children from wealthy families. These tutors imparted knowledge in various subjects and ensured that the children received a well-rounded education.

It is important to note that during this period, education was primarily accessible to the elite and those closely associated with the royal family. The general population, consisting mainly of farmers and laborers, had limited access to formal education. However, informal education and practical skills were often passed down through generations within families and communities.

The educational system of the Nokor Phnom period contributed to the intellectual and cultural development of Cambodia. It fostered the spread of religious and philosophical ideas, the preservation of traditional literature, and the cultivation of intellectual pursuits. The

knowledge acquired through education played a crucial role in shaping the society, promoting social cohesion, and contributing to the overall progress of the kingdom.

In conclusion, education during the Nokor Phnom or Funan period in Cambodia was centered around the royal court, monastic schools, and private tutors. The curriculum included religious and secular subjects, and education was primarily accessible to the elite. The educational system of this era laid the groundwork for future educational advancements in Cambodia and provided a platform for the intellectual and cultural development of the society.

Education in Cambodia during the Chenla Period

By *Sereyrath Em*

During the Chenla period (550-802 A.D.), education in Cambodia experienced significant development. Chenla was one of the earliest recorded Southeast Asian kingdoms and played a crucial role in shaping the region's history and culture. Education was a vital aspect of Chenla society, facilitating the transmission of knowledge, skills, and cultural values.

In Chenla, education was primarily reserved for the ruling elite, including the royal family, nobility, and high-ranking officials. The education system was heavily influenced by Indian civilization, particularly the Brahmanical tradition. Indian scholars and teachers played a crucial role in disseminating knowledge and imparting skills to the ruling class.

The curriculum in Chenla encompassed a wide range of subjects. Religious studies, particularly Hinduism and Buddhism, held great importance. Students learned about religious rituals, philosophy, and the scriptures. This religious education served to reinforce the legitimacy of the ruling elite and provided a moral framework for societal conduct.

Literacy and language skills were also emphasized in Chenla's education system. Sanskrit, the language of Indian scholars, became the language of the elite and was primarily used for religious and administrative purposes. Education focused on mastering Sanskrit grammar, literature, and script. Additionally, the Khmer language, an early form of the Khmer script, was also taught.

Mathematics and astronomy were other significant subjects in Chenla's education system. Students were taught arithmetic, geometry, and algebra, which were essential for various fields such as land measurement, trade, and administration. Astronomy was particularly valuable for agricultural purposes, as it helped determine the timing of planting and harvesting.

Education in Chenla was often conducted through a system of apprenticeship. Students would learn under the guidance of teachers, scholars, and priests. This method allowed for a personalized approach to education, with students receiving individual attention and mentorship. Knowledge was transmitted orally, and students were expected to memorize texts and teachings.

While education in Chenla was largely restricted to the elite class, there is evidence to suggest that some educational opportunities were available to commoners as well. Basic

literacy and numeracy skills were likely taught to the general population, although the extent of such education remains uncertain.

Overall, education during the Chenla period played a vital role in shaping the intellectual and cultural landscape of Cambodia. It laid the foundation for future educational developments and contributed to the growth of Cambodian society. The influence of Indian civilization, particularly in the domains of religion, language, and mathematics, left a lasting impact on educational practices in Cambodia for centuries to come.

Education in Cambodia during the Angkor or Khmer Empire Period

By *Sereyrath Em*

During the Angkor or Khmer Empire period, which extended from 802 A.D. to 1431 A.D., Cambodia flourished as a hub of cultural, religious, and intellectual activity. Education during this time was deeply rooted in religious institutions, with Hinduism and Buddhism shaping the curriculum and instructional methods. This period witnessed the construction of magnificent temples, including the iconic Angkor Wat, which served not only as places of worship but also as centers of learning and knowledge dissemination.

The educational system of ancient Cambodia was hierarchical, with access to learning primarily reserved for the elite class, including royalty, nobles, and members of the priesthood. These privileged individuals received their education within the confines of temples and royal courts, where scholars and monks imparted knowledge through oral instruction and written texts.

Religious education formed the cornerstone of the curriculum, with students studying sacred texts such as the Vedas, Upanishads, and Puranas of Hinduism, as well as Buddhist scriptures like the Tripitaka and various commentaries. Sanskrit and Pali were the primary languages of instruction, reflecting the influence of Indian culture on Cambodian education during this period.

The role of Buddhist monasteries, or "wats," was paramount in the educational landscape of ancient Cambodia. Young boys from noble families were often sent to monasteries to receive instruction in religious doctrine, philosophy, meditation, and other subjects. Monks served as both teachers and mentors, guiding their students on the path to spiritual enlightenment while also imparting worldly knowledge.

In addition to religious education, practical skills and vocational training were also emphasized. Young men were trained in martial arts, warfare, and administrative duties to serve the empire and its rulers effectively. Knowledge of agriculture, irrigation, and engineering was crucial for maintaining the empire's infrastructure, including its vast network of temples, reservoirs, and irrigation canals.

The royal court played a significant role in fostering learning and intellectual pursuits. The king and his courtiers served as patrons of the arts and sciences, supporting the construction of libraries, academies, and other educational institutions. The royal library at Angkor Wat

housed a vast collection of manuscripts and texts on various subjects, contributing to the preservation and dissemination of knowledge within the empire.

While education in ancient Cambodia was primarily reserved for the elite, the empire's cultural and intellectual achievements had a lasting impact on the region. The architectural marvels of Angkor, the literary works of Khmer scholars, and the spiritual teachings of Buddhist monks continue to inspire awe and admiration centuries later. Despite the eventual decline of the Khmer Empire, its legacy as a center of learning and civilization endures, leaving an indelible mark on the history of Southeast Asia.

Universities and Higher Education Institutions in Cambodia during the Angkor or Khmer Empire Period

By *Sereyrath Em*

During the Angkor or Khmer Empire period, which lasted from 802 A.D. to 1431 A.D., Cambodia boasted a rich educational landscape that included universities and higher education institutions. While formal universities in the modern sense may not have existed, the empire had centers of learning that served similar functions, fostering intellectual development and disseminating knowledge across various disciplines.

One of the most prominent centers of learning during this period was the famed temple complex of Angkor Wat. While primarily a religious monument dedicated to the Hindu god Vishnu, Angkor Wat also served as a hub of intellectual activity. Within its vast precincts, scholars and monks congregated to study religious texts, philosophy, astronomy, mathematics, and other subjects. The temple's intricate bas-reliefs and inscriptions are believed to contain symbolic and astronomical knowledge, indicating a deep understanding of celestial phenomena among the Khmer elite.

The royal court of the Khmer Empire was another important locus of higher education. The king and his advisors, drawn from the nobility and the priesthood, were patrons of the arts and sciences. They supported the construction of libraries, observatories, and other educational institutions where scholars could pursue advanced studies. The royal library at Angkor Wat, for example, housed a vast collection of manuscripts and texts on diverse subjects, including religious scriptures, literature, history, and astrology.

Buddhist monasteries, or "wats," also played a crucial role in higher education during the Angkor period. Monks were not only religious practitioners but also scholars and educators. They taught young novices and aspiring scholars in subjects ranging from Buddhist philosophy and ethics to grammar, rhetoric, and logic. Monastic education provided a pathway for upward mobility, allowing talented individuals from humble backgrounds to rise through the ranks of society based on their intellectual merit.

The curriculum in these higher education institutions was diverse and eclectic, reflecting the cosmopolitan nature of Khmer society. Students studied classical Indian texts in languages such as Sanskrit and Pali, which were the lingua francas of intellectual discourse in Southeast Asia at the time. They also engaged with indigenous Khmer literature, history, and cultural

traditions, contributing to the preservation and propagation of Khmer identity amid the influences of Indian civilization.

While access to higher education was largely limited to the elite class, there were avenues for talented individuals from less privileged backgrounds to pursue advanced studies. Scholarships and patronage from wealthy benefactors, including members of the royal family and affluent merchants, could enable deserving students to receive specialized training and mentorship from renowned scholars.

The legacy of higher education during the Angkor period continues to resonate in Cambodia's cultural heritage and intellectual traditions. The achievements of Khmer scholars and intellectuals, as evidenced by the architectural marvels of Angkor and the literary treasures of its libraries, serve as enduring testaments to the empire's commitment to learning and scholarship. As Cambodia's modern education system evolves, it draws inspiration from this rich legacy, seeking to nurture the next generation of thinkers and innovators who will carry forward the mantle of intellectual inquiry and cultural expression.

Education in Cambodia after the Angkor or Khmer Empire Period

By *Sereyrath Em*

Following the decline of the Angkor or Khmer Empire around the 15th century, Cambodia entered a period of transition marked by political instability and external pressures. This era, known as the post-Angkor period, saw significant changes in the educational landscape of the region.

During this time, Cambodia experienced the rise and fall of various kingdoms and dynasties, including the Ayutthaya Kingdom, the Lan Xang Kingdom, and the Vietnamese Nguyen lords. These political changes had a profound impact on education, as the patronage of learning shifted along with the rise and fall of different ruling powers.

Despite the disruptions caused by political upheavals, elements of traditional education persisted in Cambodia. Buddhist monasteries continued to serve as centers of learning, preserving religious teachings and cultural heritage. Monks played a crucial role in education, providing instruction in Buddhist scriptures, philosophy, and language.

However, access to education remained limited, particularly for the common people who lacked the resources and social status to receive formal schooling. Education continued to be primarily reserved for the elite class, including royalty, nobles, and members of the clergy.

One notable development during the post-Angkor period was the increasing influence of Theravada Buddhism, which became the dominant form of Buddhism in Cambodia. Theravada Buddhist monks played a central role in education and spiritual guidance, contributing to the preservation and dissemination of religious texts and teachings.

The introduction of Theravada Buddhism also led to the establishment of new monastic schools and educational institutions across Cambodia. These schools provided instruction in Buddhist philosophy, meditation, and moral precepts, shaping the spiritual and intellectual development of the population.

Outside of religious education, there were limited opportunities for formal schooling in Cambodia during this period. The absence of centralized authority and the constant political turmoil hindered the development of a comprehensive education system. Instead, education remained decentralized, with learning taking place in local communities, temples, and households.

Despite the challenges, Cambodian society continued to value education as a means of personal and spiritual enrichment. Knowledge was passed down through oral tradition, storytelling, and apprenticeship, allowing skills and wisdom to be transmitted from one generation to the next.

Overall, education in Cambodia during the post-Angkor period was characterized by continuity with elements of traditional learning preserved amidst political instability and social upheaval. It laid the foundation for the future development of education in Cambodia, influencing subsequent eras and shaping the cultural identity of the nation.

Education in Cambodia during the Chaktomuk Period

By *Sereyrath Em*

The Chaktomuk period in Cambodia, also known as the Chaktomuk era, refers to a significant historical period characterized by the establishment of the capital city of Phnom Penh at the confluence of the Mekong, Tonlé Sap, and Bassac rivers. This period marked a pivotal time in Cambodian history, spanning from the late 14th century to the mid-19th century.

Education during the Chaktomuk period was influenced by various factors, including political developments, cultural influences, and socioeconomic conditions. While precise details about educational practices during this time are limited, historical records and archaeological evidence provide insights into the educational landscape of the era.

One of the key features of education during the Chaktomuk period was the continued influence of Buddhism as a dominant cultural and intellectual force. Buddhist monasteries served as centers of learning, where monks played a central role in the preservation and transmission of knowledge. Monastic education focused on Buddhist teachings, including scripture study, meditation, ethics, and philosophy.

Alongside traditional religious education, secular learning also flourished during the Chaktomuk period. The establishment of Phnom Penh as the capital city brought about increased urbanization and cultural exchange, leading to the emergence of diverse educational opportunities.

The royal court played a significant role in promoting education and intellectual pursuits during the Chaktomuk period. The ruling monarchs and nobility patronized scholars, poets, and artists, fostering a vibrant cultural environment conducive to learning. Royal libraries and academies were established to promote scholarship and literature, contributing to the intellectual enrichment of Cambodian society.

Furthermore, trade and diplomatic relations with neighboring civilizations, such as the Ayutthaya Kingdom, the Ming Dynasty of China, and the Vietnamese Nguyen lords, facilitated the exchange of ideas and knowledge. Cambodian scholars traveled abroad to study in foreign courts and institutions, bringing back new perspectives and insights to enrich the local educational landscape.

Education during the Chaktomuk period was not universally accessible, however. Access to learning remained largely restricted to the elite class, including royalty, nobles, and members

of the clergy. Social status and wealth played a significant role in determining who had access to education, with opportunities for formal schooling limited for the common people.

Despite these limitations, the Chaktomuk period laid the foundation for the development of education in Cambodia, shaping the cultural, intellectual, and social fabric of the nation. The legacy of this period continues to influence educational practices and traditions in Cambodia to this day, highlighting the enduring importance of education as a cornerstone of Cambodian society.

Education in Cambodia during the Longvek Period

By *Sereyrath Em*

During the Longvek period (1594–1699), Cambodia experienced significant political upheaval and cultural transformation. This era, marked by the shifting capitals from Lovek to Oudong, and later to Phnom Penh, saw the kingdom grappling with internal strife, foreign intervention, and the decline of centralized authority. Education during this turbulent period reflected the challenges and complexities of the time.

Buddhism continued to exert a strong influence on education in Cambodia during the Longvek period. Buddhist monasteries served as important centers of learning, where monks played a pivotal role in preserving knowledge and transmitting religious teachings. Monastic education focused on the study of Buddhist scriptures, meditation practices, moral precepts, and religious rituals. Monks also provided spiritual guidance and moral instruction to the population, contributing to the moral and ethical development of Cambodian society.

Despite the disruptions caused by political instability, elements of traditional education persisted during the Longvek period. The Cambodian royal court and nobility continued to patronize scholars, poets, and artists, fostering a cultural environment conducive to intellectual pursuits. Royal libraries and academies were established to promote scholarship and literature, although their activities were often hampered by the political turmoil of the time.

Education during the Longvek period was also influenced by external factors, including the presence of foreign powers in the region. The kingdom of Siam (modern-day Thailand) exerted significant influence over Cambodia during this time, leading to cultural exchange and the adoption of Siamese customs and practices. Siamese scholars and monks were invited to Cambodia, contributing to the dissemination of knowledge and the enrichment of Cambodian intellectual life.

Despite these cultural exchanges, access to education remained limited during the Longvek period, particularly for the common people. Education was largely reserved for the elite class, including members of the royal family, nobles, and members of the clergy. Social status and wealth continued to play a significant role in determining who had access to formal schooling and higher learning opportunities.

Overall, education during the Longvek period was characterized by the persistence of traditional educational practices amidst political instability and foreign intervention. While the

kingdom faced numerous challenges during this era, the enduring influence of Buddhism and the commitment to intellectual pursuits helped to sustain educational endeavors and preserve Cambodia's cultural heritage.

Education in Cambodia during the Oudong Period

By *Sereyrath Em*

During the Oudong period ([1601–1866 A.D.](#)), Cambodia experienced a time of transition and consolidation following the decline of the Angkor period and the instability of the Longvek era. Oudong served as the capital during this period, and education continued to be influenced by Buddhism, traditional practices, and the political dynamics of the time.

Buddhism remained a central pillar of education in Cambodia during the Oudong period. Buddhist monasteries, or wats, played a crucial role in providing education and spiritual guidance to the population. Monastic education focused on the study of Buddhist scriptures, philosophy, ethics, and meditation practices. Monks served as teachers and mentors, imparting knowledge and moral teachings to their students.

The royal court also played a significant role in promoting education and intellectual pursuits during the Oudong period. The ruling monarchs and nobility continued to patronize scholars, poets, and artists, fostering a cultural environment conducive to learning. Royal academies were established to promote scholarship and literature, and the royal library was expanded to house a vast collection of manuscripts and texts.

Education during the Oudong period was not limited to religious instruction. Practical skills and vocational training were also emphasized, reflecting the needs of Cambodian society at the time. Students were taught agricultural techniques, craftsmanship, and other trades essential for the economy and infrastructure of the kingdom.

Access to education during the Oudong period remained limited, with opportunities for formal schooling largely reserved for the elite class. Wealth and social status played a significant role in determining who had access to education, with commoners having limited opportunities for higher learning.

Despite these challenges, the Oudong period saw advancements in educational infrastructure and pedagogy. The establishment of schools and academies provided centralized places of learning, while the standardization of curriculum and teaching methods helped to ensure consistency in education across the kingdom.

Cultural exchange also influenced education during the Oudong period, with Cambodia maintaining diplomatic and trade relations with neighboring civilizations such as Siam

(modern-day Thailand), Vietnam, and China. This facilitated the exchange of ideas, knowledge, and cultural practices, enriching the educational landscape of Cambodia.

Overall, education during the Oudong period was characterized by a continuation of traditional practices, with an emphasis on Buddhism, practical skills, and royal patronage. While access to education remained limited for many, advancements in infrastructure and pedagogy laid the groundwork for future developments in Cambodian education.

Education in Cambodia during the French Colonial Period

By *Sereyrath Em*

During the French colonial period, which lasted from the late 19th century to the mid-20th century, Cambodia underwent significant changes in its educational system as a result of French colonial policies and influences. The French colonial administration sought to modernize Cambodia and integrate it into the French Indochinese empire, which included Vietnam, Laos, and Cambodia. Education became a crucial tool for achieving these goals.

One of the primary objectives of the French colonial authorities was to establish a modern educational system that would serve the interests of the colonial administration and promote French language and culture. The French introduced a centralized educational system based on the French model, with a focus on secular education and French language instruction.

The colonial government established schools, lycees, and vocational institutions across Cambodia, particularly in urban centers like Phnom Penh and Battambang. These institutions aimed to provide Western-style education to Cambodian students, with a curriculum that emphasized French language, literature, science, and mathematics.

The French also played a significant role in restructuring the traditional Buddhist education system in Cambodia. They sought to modernize Buddhist monastic education by introducing secular subjects alongside religious teachings. Monks were trained in French and taught subjects such as mathematics, geography, and history, alongside traditional Buddhist studies.

While the French educational system expanded access to education for some segments of Cambodian society, it also reinforced inequalities and disparities. The colonial authorities reserved the best educational opportunities for the elite class and children of the Cambodian aristocracy, who had the means to afford private schooling or access to prestigious French-run institutions.

Furthermore, the French colonial education system marginalized the Khmer language and traditional Cambodian culture in favor of French language and culture. This led to a decline in the use of Khmer in formal education and contributed to the erosion of Cambodian cultural identity among the educated elite.

Despite these challenges, the French colonial period also brought about some positive developments in Cambodian education. The establishment of modern schools and institutions

expanded access to education beyond the traditional elite, providing opportunities for upward social mobility for some Cambodian students.

Additionally, the French colonial administration invested in infrastructure and educational resources, including libraries, laboratories, and teacher training programs. These investments helped to improve the quality of education in Cambodia and laid the foundation for future educational reforms.

Overall, education during the French colonial period in Cambodia was characterized by a complex interplay of modernization, cultural assimilation, and social inequality. While the French introduced significant reforms and expanded access to education, they also imposed their own cultural and linguistic hegemony, leaving a lasting impact on Cambodian society and its educational system.

Education in Cambodia during the King Norodom Sihanouk Period

By *Sereyrath Em*

During the reign of King Norodom Sihanouk, which spanned from [1941 to 1955](#), and later during his subsequent periods as head of state, education in Cambodia underwent significant developments and transformations. King Norodom Sihanouk's rule coincided with a period of political upheaval, including Cambodia's struggle for independence from French colonial rule and the subsequent challenges of nation-building.

Under French colonial rule, which lasted from the late [19th](#) century until Cambodia gained independence in [1953](#), education was primarily geared towards serving the interests of the colonial administration. The French established a system of education that aimed to assimilate Cambodian elites into French culture and language while maintaining control over the local population.

During the early years of King Norodom Sihanouk's reign, efforts were made to expand access to education and modernize the Cambodian education system. The king recognized the importance of education in nation-building and sought to improve literacy rates and promote economic development through education reform.

One of the key initiatives during this period was the expansion of primary education. Efforts were made to increase school enrollment and improve the quality of instruction in primary schools across the country. The government invested in building new schools, training teachers, and developing curriculum materials to enhance the educational experience for Cambodian children.

In addition to primary education, efforts were also made to expand secondary and higher education opportunities. Technical and vocational education programs were established to provide students with practical skills and training for employment in various industries. The government also sought to promote higher education by establishing universities and colleges to train professionals in fields such as medicine, engineering, and agriculture.

King Norodom Sihanouk's government also placed emphasis on promoting Cambodian culture and language in the education system. Efforts were made to revive Khmer language and literature and to incorporate Cambodian history and cultural studies into the curriculum. This was part of a broader effort to assert Cambodia's national identity and preserve its cultural heritage in the face of external influences.

Despite these efforts, challenges remained in the Cambodian education system during the Norodom Sihanouk period. Access to education continued to be limited, particularly in rural areas where infrastructure and resources were lacking. The quality of education also varied widely, with disparities between urban and rural schools and between schools in different regions of the country.

Overall, the Norodom Sihanouk period marked a significant chapter in Cambodia's educational history, characterized by efforts to expand access to education, promote national identity, and modernize the education system. While progress was made during this time, the challenges of building a robust and inclusive education system persisted into the post-independence era.

Education in Cambodia during the Lon Nol Period

By *Sereyrath Em*

During the Lon Nol period, which spanned from 1970 to 1975, Cambodia experienced a tumultuous time marked by political instability, social upheaval, and the devastation of the Khmer Rouge regime. The educational landscape of Cambodia during this period was profoundly affected by these events, leading to significant disruptions and challenges.

The Lon Nol period began with a coup d'état that overthrew the monarchy and established a republic led by General Lon Nol. The new government faced internal and external pressures, including the ongoing Vietnam War and the rise of communist insurgents, particularly the Khmer Rouge.

Education during the early years of the Lon Nol regime was characterized by attempts to modernize and reform the education system. Efforts were made to expand access to education and improve the quality of instruction across all levels, from primary schools to universities. The government invested in building new schools, training teachers, and developing curriculum materials to enhance the educational experience for Cambodian students.

However, the political and military instability of the period severely disrupted these efforts. The escalation of the Vietnam War spilled over into Cambodia, leading to widespread violence and displacement. The Khmer Rouge insurgency gained momentum, destabilizing the country and threatening the security of its citizens.

As the conflict intensified, education became a casualty of war. Schools were closed, teachers were killed or forced to flee, and educational infrastructure was destroyed. Many students were unable to attend school due to the violence and upheaval, leading to a lost generation of young Cambodians deprived of formal education.

The situation further deteriorated with the Khmer Rouge's takeover of Cambodia in April 1975. Under the Khmer Rouge regime, education was effectively dismantled as part of their radical agrarian and anti-intellectual policies. Schools were shuttered, intellectuals were targeted for execution, and the education system was replaced with forced labor camps and indoctrination centers.

The legacy of the Lon Nol period in Cambodian education is one of disruption, loss, and tragedy. The promising reforms initiated during this time were overshadowed by the chaos of war and the brutality of the Khmer Rouge regime. The scars of this period continue to impact

Cambodia's educational system and society as a whole, underscoring the importance of peace, stability, and investment in education for the country's future.

Education in Cambodia during the Khmer Rouge Regime

By *Sereyrath Em*

The Khmer Rouge regime, led by Pol Pot, ruled Cambodia from 1975 to 1979, leaving a devastating impact on the country's education system and society as a whole. Under the Khmer Rouge's radical communist ideology, education was viewed as a threat to the regime's goals of agrarian revolution and social engineering. As a result, the Khmer Rouge implemented policies aimed at dismantling the existing education system and eradicating intellectualism.

Upon seizing power in April 1975, the Khmer Rouge immediately targeted educators, intellectuals, and anyone perceived as a threat to their regime. Schools, universities, and other educational institutions were shuttered, and teachers and students were systematically purged. Many educators were executed, while others were forced into labor camps or subjected to torture and persecution.

The Khmer Rouge's vision for Cambodia prioritized agricultural labor over formal education. Schools were repurposed as prisons, detention centers, or barracks for soldiers. The regime abolished traditional education and instead implemented a system of forced labor camps, where Cambodians, including children, were forced to work in grueling conditions on collective farms and construction projects.

Intellectual pursuits were condemned as bourgeois and counter-revolutionary, and books, libraries, and cultural artifacts were destroyed en masse. The Khmer Rouge sought to eliminate all traces of Cambodia's intellectual and cultural heritage, viewing education and knowledge as threats to their revolutionary agenda.

As a result of the Khmer Rouge's policies, Cambodia's education system was decimated, and an entire generation of young people was deprived of formal education. Illiteracy rates soared, and the country's intellectual and cultural infrastructure was left in ruins.

The legacy of the Khmer Rouge's reign of terror continues to impact Cambodia's education system and society today. The trauma and scars of the regime's atrocities have had lasting effects on individuals and communities, hindering efforts to rebuild and reform the education system in the post-Khmer Rouge era.

In the aftermath of the Khmer Rouge regime, Cambodia has made strides in rebuilding its education system, with efforts focused on expanding access to education, improving literacy rates, and promoting reconciliation and healing. However, the scars of the past remain, serving

as a reminder of the importance of safeguarding education as a fundamental human right and protecting intellectual freedom and expression.

Education in Cambodia following the 1979s

By *Sereyrath Em*

Following the fall of the Khmer Rouge regime in 1979, Cambodia faced the monumental task of rebuilding its education system from the ground up. The Khmer Rouge's brutal policies had decimated the country's educational infrastructure and workforce, leaving a generation of Cambodians without access to formal education. In the immediate aftermath of the regime's collapse, efforts were focused on reopening schools, retraining teachers, and reintegrating survivors into the education system.

During the 1980s and 1990s, Cambodia made gradual progress in rebuilding its education sector with the support of international aid organizations and foreign governments. Primary education became a key priority, with initiatives aimed at increasing enrollment rates and reducing disparities between urban and rural areas. Efforts were also made to address the needs of vulnerable populations, including former child soldiers and war orphans, through specialized education programs and support services.

In the early 2000s, Cambodia's education system underwent significant reforms to improve quality and access. The government launched initiatives to enhance teacher training programs, modernize curriculum standards, and expand vocational training opportunities. Investments in infrastructure, such as the construction of new schools and the provision of educational materials, helped to improve learning environments across the country.

Despite these efforts, challenges remained in Cambodia's education sector. Rural areas continued to face shortages of schools, teachers, and educational resources, limiting opportunities for children in these communities to receive a quality education. Additionally, disparities in access to education persisted, particularly for girls, children with disabilities, and ethnic minorities.

In recent years, Cambodia has continued to prioritize education as a key driver of economic development and social progress. The government has increased investments in education and adopted policies aimed at improving learning outcomes and promoting inclusive education for all. Partnerships with international organizations and donors have supported efforts to address remaining challenges and build a more resilient and equitable education system for the future.

Despite these advancements, significant challenges remain in Cambodia's education sector. Improving the quality of education, especially in rural areas, remains a key priority. Additionally, addressing issues of gender inequality, access for children with disabilities, and the integration of technology into the classroom are ongoing challenges that require continued attention and investment. However, Cambodia's commitment to education reform and development bodes well for the future of its education system and the prospects of its youth.

Appendices



Subject: Letter of Award
Contact Person: Ms Rita Fülöp, rita.fulop@tpf.hu, (+36 1) 237 1300 / 164
Date: 2021-07-13
Registry number: SHE-51835-004/2021

LETTER OF AWARD

This letter is to certify that

SEREYRATH EM

Date of birth: 1990-09-23
Citizenship: Cambodia
Stipendium Hungaricum ID number: 2021_372653
Host institution: University of Szeged
Study programme: Doctoral School of Education
Study level: Doctoral
Language of studies: English
Start date of scholarship status: 2021-09-01
Estimated end date of status: 2025-08-31 (2+2 academic years)
Scholarship can be extended by: 0 semester

– based on the decision of Tempus Public Foundation made in 2021 in accordance with the educational cooperation agreement in effect between Hungary and Cambodia –

HAS BEEN AWARDED A STIPENDIUM HUNGARICUM SCHOLARSHIP

for full degree studies. The scholarship has been awarded according to the details listed above.
Allowance provided for the Scholarship Holder by the Hungarian Side in case of active student status:

- Tuition-free education
 - exemption from the payment of tuition fee
- Health care services, medical insurance
 - health care services according to the relevant Hungarian legislation (Section 22 (1) i) id) of Act CXXII of 2019 on the Eligibility for and Funding of Social Security Benefits) and supplementary medical insurance for up to HUF 100,000 a year/person
- Monthly stipend
 - HUF / 140 000 monthly stipend for a full calendar year / the duration of the partial studies to be transferred to the scholarship holder by the higher education institution for the first phase of education (first 4 semesters)
 - HUF / 180,000 monthly stipend for a full calendar year to be transferred to the scholarship holder by the higher education institution for the second phase of education (second 4 semesters) until the completion of studies
- Accommodation contribution
 - dormitory place or an additional monthly contribution of HUF 40 000 to accommodation costs for a full calendar year / the duration of the partial studies
- Entitlement to Student Identification Card

The above-mentioned allowances are only provided when the Scholarship Holder has an active student status. Pursuant to the Stipendium Hungaricum Operational Regulations the scholarship holder is required to stay habitually in Hungary during the training period.

The Scholarship Holder must comply with their reporting obligations to Tempus Public Foundation.



The Scholarship Holder is obligated to undergo the compulsory medical examination prescribed by the minister responsible for foreign affairs in the Stipendium Hungaricum scholarship programme.

If the scholarship holder is deemed unfit to continue his/her studies based on the medical examination result the scholarship holder status shall be suspended in the semester in which the medical unfitness was determined. The scholarship status is terminated if, after the repeated examination, the student is assessed to be medically unfit to continue and complete his/her studies.

In accordance with the point c), paragraph 5. § (2) of the 28 /2007. (V.31.) IRM regulation, the Scholarship Holder is entitled to be exempt from the payment of any fees related to his/her admission to Hungary. This document is to be presented to the immigration authorities responsible for issuing visas and residence permits.

This document is a Letter of Award, therefore it is to be issued only at the beginning of scholarship status and in case of change in data. Prior to enrolment, it is valid together with the Letter of Acceptance issued by the Hungarian host institution. Following enrolment, it is valid together with a Certificate of Student Status stating the active student status of the scholarship holder, the latter issued by the host institution. All subsequent changes in the scholarship status (e.g. change of host institution) are indicated in the Letter of Award.

According to the current Hungarian legislation, the duration of doctoral programmes is 2+2 academic years. It is not possible to extend the scholarship period on a doctoral level. At the end of the first 2 academic years, doctoral students are obliged to take a complex exam in order to assess the educational and research phase of the studies. Doctoral students can only continue with the second two-year phase if they pass this exam. The amount of the monthly scholarship is different in the two 2-year phases of the doctoral programmes.

All Stipendium Hungaricum Scholarship Holders are bound by the Operational Regulations of the programme and Scholarship Agreement and they are requested to read it carefully. According to the regulations, the scholarship status is automatically terminated if the Scholarship Holder does not arrive and enrol until the registration date specified by the Host Institution (except in the cases described in the Operational Regulations). All Scholarship Holders are required to sign a scholarship contract with the Host Institution. The actual starting day of the scholarship period is the day when the scholarship contract is signed and comes into force. Students are required to register for an appropriate number of courses to fulfill the academic requirements of the Host Institution.



Mr Gábor Dobos
Director for Study in Hungary
Stipendium Hungaricum Programme

TEMPUS PUBLIC FOUNDATION | STIPENDIUM HUNGARICUM PROGRAMME

Address: H-1077 Budapest, Kéthly Anna tér 1. | Mailing address: H-1438 Budapest 70, Pf. 508. | Phone: (+361) 237 1300 | Fax: (+361) 239 1329
E-mail: stipendiumhungaricum@tpf.hu | Internet: www.tka.hu | www.stipendiumhungaricum.hu | studyinhungary.hu

Candidates for Thai Royal Scholarship
to Continue Higher Education in Thailand (Doctoral Degree)

Rambhai Barni Rajabhat University (RBRU)

Successful Candidate

No.	ID Code	Name	Gender	Date of Birth	Program
1	3007	EM SEREYRATH	M	23.09.1990	Educational

Total: One (1) candidate.

Please immediately contact to Department of Culture Relations and Scholarships of the Ministry of Education, Youth and Sports.

Gen.



(Vichit Yathip)
Chief of Administrative Committee of
Her Royal Highness Princess
Maha Chakri Sirindhorn Education Project
December 9, 2019.



(Dr. HANG CHUON NARON)
Minister
Ministry of Education, Youth and sport
December 9, 2019.



សាកលវិទ្យាល័យកម្ពុជា
The University of Cambodia

ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

បញ្ជីឈ្មោះនាមបេក្ខជន ជាប់ជាស្ថាពរ
ប្រឡូងពហុបទពិសោធន៍វិទ្យាល័យកម្ពុជា ឆ្នាំ២០២០
សម្រាប់ថ្នាក់បណ្ឌិត មហាវិទ្យាល័យអមរិ (I-Track)
សម័យប្រឡូង ថ្ងៃព្រហស្បតិ៍ ទី ០៦ ខែកុម្ភៈ ឆ្នាំ២០២០
មណ្ឌល: សាកលវិទ្យាល័យកម្ពុជា

ល.រ	លេខគុ	ឈ្មោះជាអក្សរខ្មែរ	ឈ្មោះជាអក្សរឡាតាំង	ភេទ	ថ្ងៃខែឆ្នាំកំណើត	ខេត្ត	លទ្ធផល	ផ្សេងៗ
១	៨	សី កាស៊ី	Sey Kassy	ប	០៩- មករា -១៩៩៥	ភ្នំពេញ	ជាប់ស្ថាពរ	
២	៦	បេ បូរី	Be Borey	ប	២៥- កញ្ញា -១៩៨៩		ជាប់ស្ថាពរ	
៣	៩	ប៉ែន ឌីណា	Pen Dina	ប	១៧- មេសា -១៩៧៩	ភ្នំពេញ	ជាប់ស្ថាពរ	
៤	១៧	ហ្វន ថុន	Houn Thon	ប	០៥- សីហា -១៩៨៣	ភ្នំពេញ	ជាប់ស្ថាពរ	
៥	១០	អ៊ឹម សិរីរដ្ឋ	Em SereyRath	ប	២៣- កញ្ញា -១៩៩០	ភ្នំពេញ	ជាប់ស្ថាពរ	
៦	១៨	ហ៊ីង ធារា	Heang Theara	ប	២៩- តុលា -១៩៨០	ភ្នំពេញ	ជាប់ស្ថាពរ	
៧	២	ខាន់ សំភាស	Khan Somphors	ប	១០- តុលា -១៩៧២		ជាប់ស្ថាពរ	

បញ្ចប់បញ្ជីត្រឹម ០៧ (ប្រាំ ពីរ) ខ្ទង់ ០០ នាក់

សម្គាល់:

- បេក្ខជនជ័យលាភីទាំងអស់ ត្រូវបង្ហាញខ្លួន ដើម្បីធ្វើតេស្តភាសាអង់គ្លេស(Speaking Test) និងបំពេញបែបបទចុះឈ្មោះចូលរៀន ចាប់ពីថ្ងៃប្រកាសលទ្ធផលនេះតទៅ រហូតដល់ **ថ្ងៃទី ២១ ខែកុម្ភៈ ឆ្នាំ២០២០ ម៉ោងៈម៉ោង ០៩:០០ ល្ងាច ជាក់លាក់**។ ករណីមិនបង្ហាញខ្លួនតាមកាលកំណត់ទេ មានន័យថាបេក្ខជនបានបោះបង់សិទ្ធិទទួលបានអាហារូបករណ៍នេះ។
- បេក្ខជនជ័យលាភីទាំងអស់ មិនអាចស្នើសុំពន្យារពេលសិក្សាទៅវិញសិក្សាទៀត នៃឆ្នាំសិក្សា២០១៩-២០២០ បានទេ។
- បេក្ខជនជ័យលាភី ត្រូវគោរពតាមគោលការណ៍អាហារូបករណ៍ ដែលកំណត់ដោយសាកលវិទ្យាល័យកម្ពុជា។

ថ្ងៃព្រហស្បតិ៍ ៥ រោច ខែផល្គុន ឆ្នាំឥសាន្ត ព.ស ២៥៦៣
រាជធានីភ្នំពេញ ថ្ងៃទី ២៧ ខែ កុម្ភៈ ឆ្នាំ២០២០



Certificate of Scholarship Position Offer

Dear Mr. Em, Sereyraph,

Congratulations! We are delighted to inform you that you have passed the interview process of the 2021 Chinese Government Scholarship conducted by the Union of Youth Federations of Cambodia. We are pleased to offer you a place in the next step of the scholarship application process. However, the final decision of scholarship will be made by the Embassy of the People's Republic of China in the Kingdom of Cambodia.

Please note that graduate students can register for either Chinese-taught program or English-taught program. All applicants are requested to provide their language proficiency certificates for the scholarship applications. Applicants for Chinese-taught programs must provide a valid Chinese Proficiency Test (HSK) certificate. Postgraduate candidates should have achieved HSK Level IV or above. Applicants for English-taught programs should provide valid English Proficiency Test (IELTS or TOFEL) certificates.

Scholarship recipients of Chinese-taught programs without adequate Chinese proficiency must take Chinese language courses for one to two academic years to reach the language requirements of their host universities before moving on to their major studies. Failure to reach the required language proficiency will lead to the automatic termination of scholarship. Chinese language courses will be one year for majors in Science, Engineering, Agriculture, West Medicine, Economics, Management, Legal Studies and Fine Arts, and be no more than two years for majors in Literature, History, Philosophy and Chinese Medicine.

Scholarship recipients of the English-taught programs or those with adequate Chinese language proficiency do not need to take Chinese language courses.

To accept this offer:

- Candidate must sign the acceptance of scholarship position offer form and submit us the original or scanned signed document **by February 14, 2021 at 23:59 pm.**
- Candidate shall dully perform all conditions and requirements by the Chinese Government Scholarship.

Please note that the Union of Youth Federations of Cambodia reserves the right to withdraw your place should you fail to accept the offer **by February 14, 2021 at 23:59 pm.**

The Union of Youth Federations of Cambodia





ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

ក្រសួងអប់រំ យុវជន និងកីឡា
លេខ: ១០៣២ អយក. ១៤៦

លិខិតឧត្តសនាម

យោង លិខិតលេខ: RELC 3345/A ចុះថ្ងៃទី១២ ខែកក្កដា ឆ្នាំ២០១៩ របស់មជ្ឈមណ្ឌល SEAMEO RELC។

មន្ត្រីរាជការនៃក្រសួងអប់រំ យុវជន និងកីឡា ជូនមានរាយនាមខាងក្រោម ត្រូវបានអនុញ្ញាតឱ្យចូលរួម
វគ្គសិក្សាស្តីពី "Advanced Specialist Certificate in Teaching Listening and Speaking (C111)" ដែល
នឹងប្រព្រឹត្តទៅចាប់ពីថ្ងៃទី០៦ ដល់ថ្ងៃទី២៣ ខែមករា ឆ្នាំ២០២០ នៅប្រទេស សិង្ហបុរី ៖

- | | |
|-----------------------------|--|
| ១. លោក វ៉ឹម សិរីធួ | គ្រូបង្រៀនភាសាអង់គ្លេស នៃវិទ្យាល័យគិតម៉ែងប្រាសាទ (ខេត្តតាកែវ) |
| ២. លោកស្រី សុខ សុវណ្ណារិទ្ធ | គ្រូបង្រៀនភាសាអង់គ្លេស នៃវិទ្យាល័យកំបុល (រាជធានីភ្នំពេញ) |
| ៣. លោក អ៊ុន ស៊ីឡុត | គ្រូបង្រៀនភាសាអង់គ្លេស នៃវិទ្យាល័យហ៊ុនសែនបល្ល័ង្ក (ខេត្តកំពង់ធំ) |

*បេសកកម្មនេះត្រូវប្រើប្រាស់រហូតដល់ឆ្នាំ២០២០ របស់អង្គការយុវជនជាតិមាន និងកិច្ចការអភិវឌ្ឍន៍។

ថ្ងៃ ២២/០៧/២០



នាយករដ្ឋមន្ត្រី ឯកស័ក ព.ស ហ៊ុន ម៉ាណែត
រាជធានីភ្នំពេញ ថ្ងៃទី ២២ ខែ កក្កដា ឆ្នាំ ២០១៩
ជ. រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា
រដ្ឋលេខាធិការ

យក់ ជ័យ

ឯកសារខ្នង

- អនុញ្ញាតឱ្យចូលរួមវគ្គ និងប្រើប្រាស់
- អនុញ្ញាតឱ្យចូលរួម
- "ដើម្បីប្រយោជន៍ជាតិ"
- សាកលវិទ្យាល័យអប់រំ
- កាលប្បវត្តិ
- ឯកសារ ឆ. ២០២០

ស្រុក: បាង ខេត្ត: កំពង់ចាម
លេខ: ០២២ អយក.១៩៩

យោង៖ លិខិតចុះថ្ងៃទី ៤ ខែ មករា ឆ្នាំ២០២១ របស់មជ្ឈមណ្ឌលស៊ីមេអូ RELCA

១. លោក អ៊ឹម សិរីដ្ឋ គ្រូបង្រៀនភាសាអង់គ្លេស វិទ្យាល័យ គិត ម៉េង ប្រាសាទ ខេត្តតាកែវ
 ២. លោកស្រី ស៊ិន ធារី គ្រូបង្រៀនភាសាអង់គ្លេស វិទ្យាល័យ ក្រចេះ ក្រុង ខេត្តក្រចេះ *da*

ថ្ងៃ អង្គារ ១៤ កើត ខែ ឧសភា ឆ្នាំ ជូត ទោស័ក ព.ស. ២៥៦៨
រាជធានីភ្នំពេញ ថ្ងៃ ទី ១២ ខែ ឧសភា ឆ្នាំ ២០២១
រដ្ឋមន្ត្រី ក្រសួងសេដ្ឋកិច្ច និងហិរញ្ញវត្ថុ



បណ្ឌិតសភាចារ្យ ហង់ជួន ណារ៉ុន

- អនុវាយកម្មវិធី និងបរិយាកាស
- មន្ទីរអប់រំ យុវជន និងកីឡា “ដើម្បីជ្រាបជាព័ត៌មាន”
- សាច់ដុំ “ដើម្បីអនុវត្ត”
- កាលប្បវត្តិ
- ឯកសារ នាយកដ្ឋាន ព័ត៌មាន និងកិច្ចការអារម្មណ៍



ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

ក្រសួងអប់រំ យុវជន និងកីឡា

លេខ: ១៥៧ អយក. ១៦

លិខិតអនុញ្ញាត

យោង-លិខិត ចុះថ្ងៃទី១៣ ខែកក្កដា ឆ្នាំ២០២១ របស់ Stipendium Hungaricum នៃប្រទេសហុងគ្រី។

-ចំណុចបញ្ជូនលេខ ១៧៥១ អយក.ត ចុះថ្ងៃទី២០ ខែកក្កដា ឆ្នាំ២០២១ របស់មន្ទីរអប់រំ យុវជន និងកីឡា ខេត្តតាកែវ។

លោក អ៊ឹម សិរីធួ គ្រូបង្រៀនកម្រិតឧត្តម ឯកទេសភាសាអង់គ្លេស បម្រើការនៅវិទ្យាល័យ គិត ម៉េង ប្រាសាទ ខេត្តតាកែវ ត្រូវបានអនុញ្ញាតឲ្យទៅបន្តការសិក្សា ថ្នាក់បណ្ឌិត ផ្នែកវិទ្យាសាស្ត្រអប់រំ រយៈពេល ០៤ឆ្នាំ ដោយគិតចាប់ពីថ្ងៃទី០១ ខែកញ្ញា ឆ្នាំ២០២១ រហូតដល់ថ្ងៃទី៣១ ខែសីហា ឆ្នាំ២០២៥ នៅ Szeged University នៃប្រទេសហុងគ្រី។

ថ្ងៃ ១៣ កក្កដា ឆ្នាំ ២០២១ ខេត្ត តាកែវ ឆ្នាំ ២០២១ ត្រីវិស័យ គិត ស. ២៥៦៥

រាជធានីភ្នំពេញ ថ្ងៃ ១៣ កក្កដា ឆ្នាំ ២០២១

ឧបនាយករដ្ឋមន្ត្រី អប់រំ យុវជន និងកីឡា



បណ្ឌិតសភាចារ្យ ហង់ ជួន ណារ៉ុន

កន្លែងទទួល៖

- រដ្ឋបាលខេត្តតាកែវ
- អគ្គនាយកដ្ឋានរដ្ឋបាល និងហិរញ្ញវត្ថុ
- អគ្គនាយកដ្ឋានឧត្តមសិក្សា
- អគ្គនាយកដ្ឋានអប់រំ
- " ដើម្បីជូនជ្រាប "
- មន្ទីរអប់រំ យុវជន និងកីឡា ខេត្តតាកែវ
- " ដើម្បីមុខការ "
- សាមីជន
- " ដើម្បីអនុវត្ត "
- កាលប្បវត្តិ
- ឯកសារ នា.បុគ្គលិក



MHESI 7433/159

Suranaree University of Technology
111 University Avenue
Muang District
Nakhon Ratchasima 30000
Thailand

August 11th, 2023

Dear Mr. Em Sereyrath,

LETTER OF ADMISSION

Suranaree University of Technology is pleased to inform you that you have been accepted into the Doctor of Philosophy Program in Cooperative Education, Type 2 at the Institute of Social Technology, Suranaree University of Technology, commencing on November 13, 2023.

Please be informed that new graduate student online registration will take place on November 2 – 5, 2023. Assoc. Prof. Dr. Buratin Khampirat will be your advisor. Her e-mail address is buratink@sut.ac.th

I look forward to welcoming you at Suranaree University of Technology.

Yours sincerely,

(Assoc. Prof. Dr. Yupaporn Ruksakulpiwat)
Director, Center for Educational Services

Center for Educational Services
Telephone: +66 4422 3026
Fax: +66 4422 3010

มหาวิทยาลัยเทคโนโลยีสุรนารี
Suranaree University of Technology

111 ถนนมหาวิทยาลัย สุรนารี อ.เมือง จ.นครราชสีมา 30000 Tel. 0-4422-3000 Fax. 0-4422-4070
111 University Avenue, Sub District Suranaree, Muang District, Nakhon Ratchasima 30000, Thailand



សាកលវិទ្យាល័យ ខេមរៈ
KHEMARAK UNIVERSITY
 លេខ ១៦៨/២៣៧.១

ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

លិខិតឧត្តសនាម
គណៈកម្មការនាយកដ្ឋានការពារសាកលវិទ្យាល័យ
ថ្នាក់បណ្ឌិត ជំនាន់១២ នៅសាកលវិទ្យាល័យ ខេមរៈ

យោង៖ - បានឃើញអនុក្រឹត្យលេខ ១៣ អនក្រ.បក ចុះថ្ងៃទី៣០ ខែមេសា ឆ្នាំ២០០៤ស្តីពីការទទួលស្គាល់សាកលវិទ្យាល័យខេមរៈ។
 - យោងច្បាប់ស្តីពីការងារសាធារណៈ និងគោលការណ៍គ្រប់គ្រងនៃសាកលវិទ្យាល័យខេមរៈចុះថ្ងៃទី០១ មករា ឆ្នាំ២០០៤។
 - យោងតាមកាតព្វកិច្ចនៃសាកលវិទ្យាល័យខេមរៈ។
 លោក លោកស្រី ដែលមានឈ្មោះដូចខាងក្រោម ត្រូវបានចាត់តាំងជាគណៈកម្មការវាយតម្លៃការពារសាកលវិទ្យាល័យនៃបទប្បញ្ញត្តិ ជំនាន់ទី១២ នៃសាកលវិទ្យាល័យ ខេមរៈ។

ល.រ	គោត្តនាមនិងនាម	តម្រិតសញ្ញាបត្រ	ឯកទេស	តួនាទីក្នុងគណៈកម្មការ
១	ឌី ពុទ្ធារ៉ា	បណ្ឌិត	វិទ្យាសាស្ត្រនយោបាយ	ប្រធាន
២	សោម សុមុនី	បណ្ឌិតសភាចារ្យ	អក្សរសាស្ត្រ	សាស្ត្រាចារ្យវាយតម្លៃទី១
៣	កង ឌឹម	បណ្ឌិត	គ្រប់គ្រងអប់រំ	សាស្ត្រាចារ្យវាយតម្លៃទី២
៤	ចៅ លិន	បណ្ឌិត	គ្រប់គ្រងអប់រំ	សមាជិក
៥	សេ រ៉ាផែ	បណ្ឌិត	វិទ្យាសាស្ត្រនយោបាយ	សមាជិក

- បេក្ខជនបណ្ឌិត អ៊ឹម សិរីជ័យ ភេទ ប្រុស
- ប្រធានបទ៖ «ការលើកទឹកចិត្តការសិក្សាភាសាអង់គ្លេសនៅគ្រឹះស្ថានឧត្តមសិក្សាកម្ពុជាករណីសិក្សា៖ ខេត្តតាកែវ ២០១២-២០២២»
- កាលបរិច្ឆេទ៖ ថ្ងៃទី ៣០ ខែវិច្ឆិកា ឆ្នាំ២០២៣ ម៉ោង ២ និង០០នាទី
- ជំនាញ៖ វិទ្យាសាស្ត្រអប់រំ
- សាស្ត្រាចារ្យណែនាំ បណ្ឌិត ចៅ លិន
- សាស្ត្រាចារ្យណែនាំ បណ្ឌិត សេ រ៉ាផែ
- លេខាធិការគ្រប់គ្រង លោក តុល សិរី

ថ្ងៃសុក្រ ១២កើត ខែកត្តិក ឆ្នាំថោះ បញ្ចស័ក ព.ស. ២៥៦៧

ថ្ងៃទី ២៤ ខែ វិច្ឆិកា ឆ្នាំ២០២៣



សាកលវិទ្យាល័យ

(Signature)

បណ្ឌិត សេ រ៉ាផែ



ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

ក្រសួងអប់រំ យុវជន និងកីឡា

លេខ: ៧៤៣/១៥៩ អយក.១១៩

លិខិតអនុញ្ញាត

លេខ: -MHESI 7433/159 ចុះថ្ងៃទី១១ ខែសីហា ឆ្នាំ២០២៣ របស់ Suranaree University of Technology
នៃព្រះរាជាណាចក្រថៃ
-ពាក្យស្នើសុំរបស់សាមីជនដែលមានចំណុះបញ្ជូនតាមឯកសារក្រុមគ្រប់គ្រង ។

លោក **វ៉េម សិរីឡៃ** គ្រូបង្រៀនកម្រិតឧត្តម ឯកទេសភាសាអង់គ្លេស បម្រើការនៅវិទ្យាល័យគិត ម៉េង ប្រាសាទ ខេត្តតាកែវ ត្រូវបានអនុញ្ញាតឱ្យទៅបន្តការសិក្សា ថ្នាក់បណ្ឌិត ផ្នែក Cooperative Education រយៈពេល ០៣ឆ្នាំ ដោយគិតចាប់ពីថ្ងៃទី១៣ ខែវិច្ឆិកា ឆ្នាំ២០២៣ រហូតដល់ថ្ងៃទី១២ ខែវិច្ឆិកា ឆ្នាំ២០២៦ នៅ Suranaree University of Technology នៃព្រះរាជាណាចក្រថៃ។

ថ្ងៃ **សៅរ៍ ១២** ខែ **តុលា** ឆ្នាំថោះ បញ្ចស័ក ព.ស.២៥៦៧
រាជធានីភ្នំពេញ ថ្ងៃទី **០៥** ខែ **ធ្នូ** ឆ្នាំ២០២៣



ឧបនាយករដ្ឋមន្ត្រី
រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា

- កន្លែងទទួល:**
- រដ្ឋបាលខេត្តតាកែវ
 - អគ្គនាយកដ្ឋានរដ្ឋបាល និងហិរញ្ញវត្ថុ
 - អគ្គនាយកដ្ឋានអប់រំ
 - ទទួលកាលបរិច្ឆេទបញ្ជាក់សកម្មភាពឧបនាយករដ្ឋមន្ត្រី
"ដើម្បីផ្តល់ជូនជាប្រជាព័ត៌មាន"
 - មន្ទីរអប់រំ យុវជន និងកីឡាខេត្តតាកែវ "ដើម្បីមុខការ"
 - សាមីជន "ដើម្បីអនុវត្ត"
 - កាលប្បវត្តិ
 - ឯកសារ នាយកដ្ឋានបុគ្គលិក

បណ្ឌិតសភាចារ្យ ធីត្ថន ណារ៉ុន



ក្រសួងអប់រំ យុវជន និងកីឡា
នាយកដ្ឋានកិច្ចការប្រឡង
លេខ ០០០៩៥/២២ កប្រឡ

ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

វិញ្ញាបនបត្របណ្តោះអាសន្នបឋមសិក្សាទុតិយភូមិ

ប្រធានគណៈគ្រប់គ្រងនាយកដ្ឋានកិច្ចការប្រឡង បញ្ជាក់ថា ៖



ឈ្មោះ: **ម៉ៅ យូម៉ូយ** ភេទ ៖ ស្រី

កើតនៅថ្ងៃទី ៖ ០៣ កញ្ញា ២០០៥ នៅ ខេត្តតាកែវ

ឪពុកឈ្មោះ ៖ សុខ ចក់ ម្តាយឈ្មោះ ៖ ឈុន ប៉ោល

បានប្រឡងជាប់សញ្ញាបត្របឋមសិក្សាទុតិយភូមិ

សម័យប្រឡង ៖ ០៥ ឆ្នាំ ២០២២

ថ្នាក់ វិទ្យាសាស្ត្រ នៅមណ្ឌល ៖ វិ. សអ លាយមុន

លេខបន្ទប់ ៖ 18 លេខតុ ៖ 428 និទ្ទេសតិច្ចសរុប ៖ **A** លំដាប់តិច្ចសរុប ៖ **99.930**

និទ្ទេសតាមមុខវិជ្ជា ភាសាបរទេស **A**

គណិតវិទ្យា **A** ជីវវិទ្យា **A** គីមីវិទ្យា **A**

អក្សរសាស្ត្រខ្មែរ **C** ប្រវត្តិវិទ្យា **C** រូបវិទ្យា **A**

វិញ្ញាបនបត្រនេះ បានចេញជូនសាមីខ្លួន ដើម្បីប្រើប្រាស់តាមផ្លូវការដែលអាចប្រើបាន។

ថ្ងៃប្រកាសស្តីពី ៧ ខែសីហា ឆ្នាំខាល ចត្វាស័ក ព.ស.២៥៦៦

រាជធានីភ្នំពេញ ថ្ងៃទី ២៩ ខែធ្នូ ឆ្នាំ២០២២

ប្រធានគណៈគ្រប់គ្រងនាយកដ្ឋានកិច្ចការប្រឡង

បណ្ឌិត **ហ៊ុន ឈុនត្រី**

សម្គាល់ ៖

A ល្អប្រសើរ B ល្អណាស់ C ល្អ
D ល្អបន្តិច E មធ្យម F ត្រឹមត្រូវ

- វិញ្ញាបនបត្រនេះប្រើបានស្ថិតក្នុងករណី គ្មានការកាត់សម្រេច ឬ សរសេរបន្ថែម។

- វិញ្ញាបនបត្រនេះពុំអាចចេញជូនបានលើកទី ២ ទេ។

- សាមីខ្លួនអាចផ្ទេរឯកសារច្បាប់ដើម និងបញ្ជាក់ត្រឹមត្រូវ

គឺអាចផ្ទេរបានសមត្ថកិច្ច សម្រាប់ប្រើប្រាស់ផ្ទាល់ខ្លួន។



210209059041121000026



ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

សាកលវិទ្យាល័យកម្ពុជា	
ចូល	លេខ: ១៦៧/២២ សក/លច
	ថ្ងៃ: ១១ កក្កដា ២០២៥
	ម៉ោង: ៣:៣០ ល្ងាច
	មកពី: ៧០៥៩
	បញ្ជូន: លោក ណាង

ក្រសួងអប់រំ យុវជន និងកីឡា
លេខ: ៤៤៤ អយក.១១៩

លិខិតឧត្តេសភាម

យោង: - លិខិតលេខ ៤៤៤ អយក.១១៩ ចុះថ្ងៃទី ១៧ ខែកក្កដា ឆ្នាំ២០២៥ របស់ក្រសួងអប់រំ យុវជន និងកីឡា។
- លិខិតលេខ ២៤០/២៥ សក/លច ចុះថ្ងៃទី ២ ខែឧសភា ឆ្នាំ២០២៥ របស់សាកលវិទ្យាល័យកម្ពុជា។
លោក លោកស្រី ដូចមានរាយនាមខាងក្រោម ត្រូវបានចាត់តាំងជាគណៈកម្មការវាយតម្លៃការពារនិក្ខេបបទបញ្ចប់ការសិក្សារបស់និស្សិតថ្នាក់បណ្ឌិត ជំនាន់ទី១០ ជំនាញរដ្ឋបាលអប់រំ នៃសាកលវិទ្យាល័យកម្ពុជា។

ល.រ	គោត្តនាម-នាម	សញ្ញាបត្រ	មុខងារ	ឯកទេស	តួនាទីគណៈកម្មការ
១	លោក អ៊ី តេនា	បណ្ឌិត	គ្រូ	សង្គមវិទ្យា	ប្រធាន
២	លោក ផុន សុផល	បណ្ឌិត	គ្រូ	ការបង្រៀននិងបច្ចេកវិទ្យា	ត្រូវវាយតម្លៃទី១
៣	លោក ឈួន ប៊ុនហៀន	បណ្ឌិត	គ្រូ	រដ្ឋបាលអប់រំ	ត្រូវវាយតម្លៃទី២
៤	លោក រង់ សំអូន	បណ្ឌិត	គ្រូ	ការអភិវឌ្ឍកម្មវិធីសិក្សានិងវិធីសាស្ត្របង្រៀន	ត្រូវវាយតម្លៃទី៣
៥	លោក ម៉ុក សារ៉ុម	បណ្ឌិត	គ្រូ	គ្រប់គ្រងអប់រំ ភាសាវិទ្យាអនុវត្តន៍អភិវឌ្ឍអន្តរជាតិ	សមាជិក
៦	លោក សំ រ៉ានី	បណ្ឌិត	គ្រូ	អប់រំ	សមាជិក
៧	លោក ប៉ុក វិសាលបុត្ត	បណ្ឌិត	គ្រូ	សង្គមទំនើបនិងវប្បធម៌	សមាជិក

- បេក្ខជនបណ្ឌិត : អ៊ឹម សិរីដ្ឋ ភេទ ប្រុស
- ប្រធានបទ : ប្រសិទ្ធភាពជាអ្នកដឹកនាំបច្ចេកវិទ្យារបស់នាយកសាលាលើកាតជឿជាក់និងការអនុវត្តការងាររបស់គ្រូបង្រៀននៅកម្ពុជា
- កាលបរិច្ឆេទ : ថ្ងៃទី ០៩ ខែ សីហា ឆ្នាំ២០២៥ ម៉ោង: ៧:០០ ព្រឹក
- ជំនាញ : រដ្ឋបាលអប់រំ
- គ្រូណែនាំ : លោកបណ្ឌិត ម៉ុក សារ៉ុម និង លោកបណ្ឌិត សំ រ៉ានី
- លេខាគត់ត្រា : លោកបណ្ឌិត ឡូច តេនា

កន្លែងទទួល:

- អគ្គនាយកដ្ឋានឧត្តមសិក្សា
- អគ្គលេខាធិការដ្ឋាន
- ឧទ្ធរណ៍យឯកឧត្តមបណ្ឌិតសភាចារ្យឧបនាយករដ្ឋមន្ត្រី
"ដើម្បីជូនជ្រាបជាព័ត៌មាន"
- សាកលវិទ្យាល័យកម្ពុជា
- សាមីជន "ដើម្បីអនុវត្ត"
- កាលប្បវត្តិ
- ឯកសារ នាយកដ្ឋានស្រាវជ្រាវនិងនវានុវត្តន៍

ថ្ងៃចន្ទ ១២ ខែកក្កដា ឆ្នាំ២០២៥ សប្តាហ៍ ៣០៦
រាជធានីភ្នំពេញ ថ្ងៃទី ១៧ ខែកក្កដា ឆ្នាំ២០២៥
ឧបនាយករដ្ឋមន្ត្រី
រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា *Kim P*



បញ្ជាក់សភាចារ្យ ហេង ជន់ ណារ៉ុន

អាសយដ្ឋានលេខ៨០ មហាវិថី ព្រះនរោត្តម ភ្នំពេញ កម្ពុជា ទូរស័ព្ទ: (៨៥៥-២៣) ២២០ ៦៧៣ / ២២០ ៣០៤ ទូរសារ: (៨៥៥-២៣) ២១៧ ២៥០ / ២១២ ៥១២

ប្រវត្តិរូបសង្ខេប (Curriculum Vitae)

ព័ត៌មានផ្ទាល់ខ្លួន (Personal Information)

Full Name	• Em Sereyrath	
Title	• Dr.	
Sex	• Male	
Date of Birth	• September 23, 1990	
Place of Birth	• Takeo Province	
Nationality	• Cambodian (Khmer)	
Marital status	• Married	
Current address	• Yuthka Village, Doung Commune, Bati District, Takeo Province, Cambodia	
Phone Numbers	• +85592571902/+85581701193	
Email Addresses	• sereyrathem.edu@gmail.com • em.sereyrath.hs@moeys.gov.kh	
Scopus Author ID	• 58000264900	
W/A	• +85592571902	
Telegram	• +855962763877	

ប្រវត្តិនៃការអប់រំ (Educational Background)

Currently	• Doing Ph.D. in Cooperative Education at the Institute of Social Technology, Suranaree University of Technology (SUT), Nakhon Ratchasima, Thailand
-----------	---

2020-Present	• Ph.D. Candidate in Educational Administration at the College of Education, the University of Cambodia (UC), Phnom Penh, Cambodia
2021-2023	• Earned a Master of Business Administration (MBA) from the National Institute of Entrepreneurship and Innovation, Phnom Penh, Cambodia
2020-2023	• Earned a Ph.D. in Educational Science from the Faculty of Educational Science, Khemarak University, Phnom Penh, Cambodia
2021-2022	• Studied Ph.D. courses in Educational Science at the Doctoral School of Education, Szeged University, Szeged, Hungary
2017- 2019	• Earned a Master of Education in Educational Administration from the National Institute of Education (NIE), Phnom Penh, Cambodia
2017-2018	• Attained a one-year Bachelor+1 Teacher Training Course at the National Institute of Education (NIE), Phnom Penh, Cambodia
2015-2017	• Earned a Master of Arts in Teaching English to Speakers of Other Languages (MA in TESOL) from

	Human Resource University (HRU), Phnom Penh, Cambodia
2013-2015	Earned a Bachelor of Education in English Literature from Angkor Khemara University (AKU), Takeo, Cambodia
2010-2012	Completed Lower-Secondary Teacher Training Courses at Takeo Regional Teacher Training Centre (Takeo RTTC) majoring in English and Khmer Language Teaching, Takeo, Cambodia
2007-2010	Finished General Education at Mouy Methona Upper-Secondary School, Takeo, Cambodia
2004-2007	Finished Diploma's Degree at Kith Meng Brasat Lower-Secondary School, Takeo, Cambodia
1998-2004	Studied at Chork Primary School, Takeo, Cambodia
ការងារបច្ចុប្បន្ន និងបទពិសោធការងារ (Current Work and Work Experiences)	
2024-Present	Founder and Editor-in-Chief of the Cambodian Journal of Educational and Social Sciences (CJESS), Takeo, Cambodia
2023-Present	Serving as an Editor of the Cambodian Education Forum (CEF) and Cambodian Journal of

	Educational Research (CJER), and A Reviewer for many Q1 and Q2 journals
2023- Present	Has Been Working as a Lecturer of BA and MA Courses at the Cambodian University for Specialties (CUS), Kampot Campus, Cambodia
2023- Present	Has Been Working as a Lecturer of BA courses at the Institute of Science and Technology of Cambodia (ISTC), Preah Vihear Campus, Cambodia
2023- Present	Has Been Working as a Lecturer of BA courses at the University of Management and Economics, Kratie Campus, Cambodia
2023- Present	Has Been Working as a Lecturer of BA courses at the University of Management and Economics, Pursat Campus, Cambodia
2023- Present	Has Been Working as a Lecturer of BA Course at the University of Heng Samrin Tbong Khmum, Tbong Khmum, Cambodia
2021- Present	Has Been Working as a Lecturer of BA and MA Courses at the National University of Cheasim Kamchaymear (NUCK), Kampong Cham Campus, Kampong Cham, Cambodia

2021- Present	Has Been Working as a Lecturer of BA Courses at the National University of Cheasim Kamchaymear (NUCK), Prey Veng Campus, Prey Veng, Cambodia
2021- Present	Has Been Working as a Lecturer of BA Courses at the National University of Cheasim Kamchaymear (NUCK), Main Campus, Prey Veng, Cambodia
2018- 2020	Worked as a Lecturer of BA Courses at iKey International Institute, Phnom Penh, Cambodia
2021, December 3	Served as a Guest Speaker at the Sixth Annual Forum for Success with the theme “Sustainable Success- Its Long-term Impact”, held at the University of Cambodia, Phnom Penh, Cambodia
2015-Present	Has Been Working as a Teacher of English and Khmer Language and Economics at Kith Meng Brasat High School (Government School), Takeo, Cambodia
2018, June 07	Worked as an Official of the General Election, Position as the Secretary in the Office, Province 21, Commune 009, Office 0111, Takeo, Cambodia
2018, February 12-13	Worked as an Interpreter at the National Institute of Education (NIE), Phnom Penh, Cambodia

2017, June 02	• Worked as An Official of the General Election, Position as the Secretary in the Office, Province 21, Commune 009, Office 0111, Takeo, Cambodia
2012-2015	• Worked as a Teacher of English and Khmer Language at Darakum Lower-Secondary School (Government School), Takeo, Cambodia
2010-2012	• Worked as a Part-Time Teacher of English at British International School (Private School), Takeo, Cambodia
2007-2010	• Worked as a Part-Time Teacher of English (Self-Employed), Takeo, Cambodia
មុខវិជ្ជាដែលធ្លាប់បង្រៀន (Courses Previously Lectured and Taught)	
PhD in Education	• Research Methodology • Ethical Leadership
MA in TESOL/TEFL	• Writing for Graduates • Research Methodology • Applied Linguistics
MA in Education	• Politics and Education • Developmental and Educational Psychology • Ethical Leadership • Educational Changes

	• Educational Policy and Practice
MA in Business	• Research Methodology • Operations Management • Managerial Economics
MA in Public Administration	• Research Methodology • Statistics for Research
BA in Education	• Ethics in Education • School Leadership • Research Methodology
BA in English	• Core English: Y2.S1, Y2.S2, Y3.S1, Y3.S2 • Cultural Studies, also known as Global Studies: Y2S1, Y2.S2, Y3.S1, Y3.S2 • Literature Studies: Y2.S1, Y2.S2, Y3.S1, Y3.S2 • Writing Skills: Y2.S1, Y2.S2, Y3.S1, Y3.S2 • Environmental Studies: Y2.S1, Y2.S2, Y3.S1, Y3.S.2 • Listening and Speaking Skills (1 &2) • Research Methodology (1 & 2) • Teaching Methodology (1 & 2) • TEFL (1 & 2) • TOEFL and IELTS (1 & 2) • Teaching Practicum

	• Foundation of Education (1 & 2) • Applied Linguistics (1 & 2)
បទពិសោធន៍ដឹកនាំសារណា/និក្ខេបបទ (Report/Thesis Supervising Experiences)	
PhD in Education	• Topic: Management of Self-Study Activities of Undergraduate Students at Cambodian Provincial Universities (Ongoing) • PhD candidate: Chin Pisith • Institution: The National University of Cheasim Kamchaymear (NUCK), Kampong Cham Campus
MA in TESOL	• Topic: Cambodian Students' Motivation to Learn English: A Survey Study at Angkor Lower-Secondary School (Ongoing) • MA candidate: Srim Sreyroth • Institution: The National University of Cheasim Kamchaymear (NUCK), Kampong Cham Campus
	• Topic: Cambodian High School Students' Perceptions of Intrinsic and Extrinsic Motivation on Academic Performance (Ongoing) • MA candidate: Phal Chenda • Institution: The National University of Cheasim Kamchaymear (NUCK), Kampong Cham Campus

	• Topic: Reading motivation to promote students' reading comprehension: A case study of undergraduate students at the National University of Cheasim Kamchaymear (Ongoing) • MA candidate: Kheang Thavy • Institution: The National University of Cheasim Kamchaymear (NUCK), Kampong Cham Campus
	• Topic: Factors Affecting Buddhist Monk Students' English Reading Skills: A Case Study of Choun Nath Buddhist High School, Kampong Cham (Ongoing) • MA candidate: Aht Poosen • Institution: The National University of Cheasim Kamchaymear (NUCK), Kampong Cham Campus
	• Topic: Students' Perception of the Impact of AI Generative Tools in Learning the English Language (Ongoing) • MA candidate: On Sreylet • Institution: The National University of Cheasim Kamchaymear (NUCK), Kampong Cham Campus
BA in English for Education	• Topic: Cambodian Students' Motivation with Regard to Learning English Language: The Case of Hun Sen

	Peam Ro High School, Prey Veng Province (Completed) • BA candidates: Sor Sreynich, Chorn Sreyni, Dean Seynich • Institution: The National University of Cheasim Kamchaymear (NUCK), Prey Veng Campus
	• Topic: Motivation toward English Language Learning: The Case of Hun Neng Buddhist Primary School, Kampong Cham Town (Completed) • BA candidates: Keo Pheaktra, Yoeurn Seylanin, Som Monyroth • Institution: The National University of Cheasim Kamchaymear (NUCK), Kampong Cham Campus
	• Topic: Common factors affecting Cambodian university students' reading fluency: A case study of the first- second-and third-year students at NUCK (Completed) • BA candidates: Seng Visal, Soeurn Pheakdey, Chhean Maserey • Institution: The National University of Cheasim Kamchaymear (NUCK), Kampong Cham Campus

	- Topic: Students' Difficulties in Learning English Speaking Skills (Completed) - BA candidates: Vong You Y, Seng Sreyvith - Institution: The National University of Cheasim Kamchaymear (NUCK), Kampong Cham Campus
	- Topic: University students' difficulties in learning English writing skills. A case study of the first and second year at NUCK (Completed) - BA candidates: Him Sreynit, Eang Vireak, Sean Nary - Institution: The National University of Cheasim Kamchaymear (NUCK), Kampong Cham Campus
វគ្គវិធីសាស្ត្រស្រាវជ្រាវ និងស្ថិតិស្រាវជ្រាវ (Research Methodology and Statistics for Research)	
2023-2024	Research Methodology and Advanced Statistics at SUT, Nakhon Ratchasima, Thailand
2023-2024	How to Develop a Theoretical or Conceptual Framework for Your Research at CEF, Phnom Penh, Cambodia
2023-2024	Research Instrument Development: Psychological Constructs, at ERIC, Kampot, Cambodia

2023-2024	Multiple-Choice Test Development and Validation: General Subjects at ERIC, Kampot, Cambodia
2022-2023	Research Problem, Literature Review, and Research Design at ERIC, Kampot, Cambodia
2022-2023	Research Methodology at KU, Phnom Penh, Cambodia
2022-2023	Research Methodology at NIEI, Phnom Penh, Cambodia
2021-2022	Research Instrument Development: Psychological Constructs, at ERIC, Kampot, Cambodia
2021-2022	How to Write and Publish Scientific Research Articles at ERIC, Kampot, Cambodia
2021-2022	Advanced Statistics and Data Analysis at ERIC, Kampot, Cambodia
2021-2022	Formulation of Research Topics in Education at ERIC, Kampot, Cambodia
2020-2021	Fundamental Statistics and Data Analysis at ERIC, Kampot, Cambodia
2020-2021	Research Methodology at ERIC, Kampot, Cambodia
2020-2021	Sampling, Measurement, and Data Analysis at ERIC, Kampot, Cambodia

2020-2021	How to Write and Publish Scientific Research Articles at ERIC, Kampot, Cambodia
2020-2021	Research Methodology at UC, Phnom Penh, Cambodia
2019-2020	Research Methodology at NIE, Phnom Penh, Cambodia
2018-2019	Research Methodology at NIE, Phnom Penh, Cambodia
2017-2018	Research Methodology and Project Management at HRU, Phnom Penh, Cambodia
2015-2016	Research Methodology and Report Writing at AKU, Takeo, Cambodia
វគ្គបណ្តុះបណ្តាល និងបទពិសោធបន្ថែមមួយចំនួន (Some Additional Training and Experiences)	
2023, September 1-15	Attended the Seminar on “Green Energy Development for Cambodia” in Beijing and Xiamen, China
2021, January 16-February 27	Completed the Training Courses on “Advanced Specialist Certificate in Teaching Reading and Writing”, RELC, Singapore

2021, February 5-7	• Attended the 17th Annual Cam-TESOL Conference on English Language Teaching, Phnom Penh, Cambodia
2020, January 06-23	• Completed the Training Courses on “Advanced Specialist Certificate in Teaching Listening and Speaking”, RELC, Singapore
2019, February- 2018, December	• Trained and Worked as A Volunteer Student Working for the Ministry of Education Youth and Sport, Phnom Penh, Cambodia
2019, October 20- December 15	• Completed the Training Courses Skilled “In Office Administration” at Accounting Tutoring School, Phnom Penh, Cambodia
2019, January 18-20	• Attended A Workshop on How to Use “English Textbooks (Grades 7-9) and English Is Fun (Books 1-6) for Secondary Schools” at Takeo RTTC, Takeo, Cambodia
2018, August 29- September 01	• Completed the Intensive Courses on Educational Reformation in East Asia at the National Institute of Education (NIE), Phnom Penh, Cambodia

2017, September 11-16	Joined A Workshop on the Rights of Girls and Women at the Takeo Provincial Teacher Training Center, Takeo, Cambodia
2013, September-2015, October	Completed the Training for the Introducing Teacher's Guide with the Support of the Project for Educational Resource Development in Science and Mathematics at the Lower-Secondary School Level at Takeo Regional Teacher Training Center, Takeo, Cambodia
2012, February 25-26	Attended the 8th Annual CamTESOL Conference on English Language Teaching Methodology, Phnom Penh, Cambodia

ជំនាញកុំព្យូទ័រ និងភាសា (Computer and Language Skills)

Microsoft Office Word	Good
Microsoft Office Excel	Good
PowerPoint	Good
Internet and Email	Good
Khmer Unicode and Khmer Open Office Application	Good
SPSS	Descriptive Statistics, Inferential statistics, and Advanced Statistics

M-Plus	EFA, CFA, SEM, and Path Analysis
Khmer	Mother Tongue
English	Listening, Speaking, Writing, and Reading (Excellent)
French	Little
Chinese	Little
Thai	Little

ចំណាប់អារម្មណ៍ និងការកំសាន្ត (Interests and Hobbies)

Free time	Listening to Music, Meeting Friends, and Associating with other People
Traveling	Mountains, Seas, Historical Sites, and Site Explorations
Reading	Research and Review Articles, Theses, Historical Documents, and General Knowledge

ប្រភពទំនាក់ទំនង (People in Contact)

Dr. Chan Sokhom	- Director at Education, Research and Innovation Center, Kampot, Cambodia - TEL: +85589270280 - Email: chansokhom.eric@gmail.com
Dr. Heng Kimkong	Chief editor and co-founder of the Cambodian Journal of Educational Research (CJER)

Dr. Neau Vira	• TEL: +85585593115 • Email: kimkongheng@gmail.com • Deputy Director of the National Institute of Education (NIE), Phnom Penh, Cambodia
Mr. Chin Pisith	• TEL: +85511456666 • Email: viraneau@hotmail.com • Executive Director of the National University of Cheasim Kamchaymear (NUCK), Kompong Cham Campus, Kompong Cham, Cambodia
Mr. Sou Savat	• TEL: +85578888178 • Email: pisith.chin@csuk.edu.kh • A Senior Lecturer at IFL (RUPP), Phnom Penh, Cambodia
Mrs. Seng Sacha	• TEL: +85512832536 • Email: iflsavat@gmail.com • Technical Head Trainer of English, National Institute of Education (NIE), Phnom Penh, Cambodia • Email: sachaseng68@gamil.com • TEL: +85577 398 798

អត្ថបទស្រាវជ្រាវ និងការបោះពុម្ពផ្សាយ (Articles and Publication)

1. Ban, B., Pang, S., & Em, S. (2023). Debate: One of the key factors in improving students' English language speaking skills. *Journal of General Education and Humanities*, 2(2), 107-120.
<https://doi.org/10.58421/gehu.v2i2.69>
2. Chin, P., Em, S., & Phann, S. (2023). Enhancing research knowledge and productivity through professorship titles in Cambodia: Striking a balance. *Jurnal As-Salam*, 7(2), 133-143. <https://doi.org/10.37249/assalam.v7i2.653>
3. Chin, P., Em, S., Chau, L., Seng, S., & Pen, D. (2024). Strategies to minimize the application of grammar-translation methods in Cambodian English classrooms: Why is it special ? *Journal of Mathematics Instruction, Social Research and Opinion*, 3(2), 129-144. <https://doi.org/10.58421/misro.v3i2.214>
4. Chin, P., Em, S., Phann, S., & Seng, S. (2023). Education in Cambodia before Angkor Empire: Prehistory, Nokor Phnom, and Chenla periods. *Journal of General Education and Humanities*, 2(4), 323-336.
<https://doi.org/10.58421/gehu.v2i4.153>
5. Chin, P., Sam, R., Serey, M., & Em, S. (2024). Exploring the benefits and drawbacks of directing undergraduates' self-study pursuits: An in-depth analysis through literature review. *Journal of General Education and Humanities*, 3(2), 117-132. <https://doi.org/10.58421/gehu.v3i2.210>

6. Dina, P., Dy, P., Ros, R., Em, S., & Nut, V. (2024). The role of women in political participation in Cambodia: A case study of Svay Rieng province. *Journal of Mathematics Instruction, Social Research and Opinion*, 3(2), 203-220. <https://doi.org/10.58421/misro.v3i2.247>

7. Em, S. (2021). Challenges of online learning during the COVID-19 pandemic: A survey of Cambodian high school students. *Cambodian Journal of Educational Research*, 1(2), 96-108.
<https://doi.org/10.62037/cjer.2021.01.02.09>

8. Em, S. (2021, May 4). *Opinion: Factors to consider education reforms in Cambodia*. Cambodianess. <https://cambodianess.com/article/opinion-factors-to-consider-education-reforms-in-cambodia>

9. Em, S. (2022). Challenges of English language learning and teaching in Cambodia: A case study of Kith Meng Brasat High School. *Cambodian Journal of Educational Research*, 2(1), 62-80.
<https://doi.org/10.62037/cjer.2022.02.01.04>

10. Em, S. (2023). A review of different ideas concerning the characteristics of a good leader and shaping new ideas of an effective 21st-century leader. *Journal of General Education and Humanities*, 2(1), 13-34.
<https://doi.org/10.58421/gehu.v2i1.53>

11. Em, S. (2023). Cambodian students' online learning challenges during the COVID-19 pandemic: A vision for future measures. *International Journal of*

Cambodian Education, 1(1), 1-5. <https://englishacademicessay.org/wp-content/uploads/2023/01/cambodian-students-online-learning-challenges-during-the-covid-19-pandemic.pdf>

12. Em, S. (2023). Two years for an English teacher to become a novice educational researcher: Author's experiences from writing opinion articles to research articles. *Journal of Mathematics Instruction, Social Research and Opinion*, 2(1), 35-54. <https://doi.org/10.58421/misro.v2i1.59>
13. Em, S. (2024). Clarifying the difference between publication and printing in the context of academic research. *Available at SSRN*:
<https://dx.doi.org/10.2139/ssrn.4850182>
14. Em, S. (2024). Exploring experimental research: Methodologies, designs, and applications across disciplines. *Available at SSRN*:
<https://ssrn.com/abstract=4801767>
15. Em, S. (2024). Groundbreaking issue of the Cambodian Journal of Educational and Social Sciences (CJESS). *Cambodian Journal of Educational and Social Sciences (CJESS)*, 1(1), 1-25. <https://doi.org/10.69496/cjess.v1i1.4>
16. Em, S. (2024). The scholarly corpus of a Cambodian author predominantly comprises a selection of works published in 2023, primarily searchable on Google Scholar. *International Journal of Cambodian Education (IJCE)*, 2(1), 1-18. https://englishacademicessay.org/wp-content/uploads/2024/01/article-by-sereyrath-em_pp_1-18.pdf

17. Em, S. (March 7, 2023). *International Women's Day 2023: Its history, celebrations, and celebrations in Australia and Cambodia*. Cambodianess.
<https://cambodianess.com/article/international-womens-day-2023-its-history-celebrations-and-celebrations-in-australia-and-cambodia>
18. Em, S., & Khampirat, B. (2024). Exploring the Motivation for English Reading Among Cambodian University Students: A Cross-Sectional Study. *Available at SSRN*: <https://dx.doi.org/10.2139/ssrn.4816648>
19. Em, S., & Lim, C. (2023). Report of the seminar on “Green Energy Development for Cambodia” conducted at AIBO, Beijing, China. *International Journal of Cambodian Education (IJCE)*, 1(1), 67-100.
<https://englishacademicessay.org/2023/09/18/report-of-the-webinar-on-green-energy-development-for-cambodia-conducted-at-aibo-beijing-china/>
20. Em, S., & Nun, N. (2022). Cambodian grade-12 students' perceptions of public English textbook and exam papers. *PROJECT (Professional Journal of English Education)*, 5(4), 909-917.
<https://journal.ikipsiliwangi.ac.id/index.php/project/article/view/10786>
21. Em, S., & Nun, N. (2022). Cambodian high school students' motivation in learning English: One-way ANOVA analysis. *Journal of Linguistics, Literature, and Language Teaching (JLLLT)*, 2(1), 6-16.
<https://doi.org/10.37249/jlllt.v2i1.451>

22. Em, S., & Phann, S. (2024). Book review: Cooperative and work-integrated education: History, present, and future issues in Asia. *Cambodian Journal of Educational and Social Sciences (CJESS)*, 1(1), 104-110.
<https://doi.org/10.69496/cjess.v1i1.17>
23. Em, S., Chau, L., Ros, R., Dy, P., Pen, D., & Chin, P. (2024). Encouraging English language reading in Cambodia: A case study of Takeo provincial higher educational institutions. *Journal of General Education and Humanities*, 3(2), 85-102. <https://doi.org/10.58421/gehu.v3i2.205>
24. Em, S., Chin, P., Khan, S., & Nun, N. (2022). Teacher education in Cambodia: Formulae, challenges, and suggestions for improvement. *Jurnal As-Salam*, 6(2), 90-104. <https://doi.org/10.37249/assalam.v6i2.401>
25. Em, S., Khan, S., & Nun, N. (2022). Education system in Cambodia: A brief review from the prehistoric period to the present, and an education strategic plan for the future. *FIRE: Forum for International Research in Education*, 7(3), 141-164. <https://doi.org/10.32865/fire202273320>
26. Em, S., Nun, N., & Phann, S. (2021). Qualities, personal characteristics, and responsibilities of qualified teachers in the 21st century. *Cambodian Journal of Educational Research*, 1(2), 49-63. <https://doi.org/10.62037/cjer.2021.01.02.05>
27. Em, S., Phann, S., & Khan, S. (2022). Cambodian EFL university students' perceptions of online learning effectiveness during the COVID-19 pandemic: A

survey study. *Cambodian Journal of Educational Research*, 2(2), 15-34.

<https://doi.org/10.62037/cjer.2022.02.02.02>

28. Em, S., Yun, M., Dorn, B., Sao, V., & Sin, P. (2022). Cambodian students' motivation in learning the English language: A small-scale survey at a private high school in Phnom Penh. *Journal of Research on English and Language Learning (J-REaLL)*, 3(2), 104-114. <https://doi.org/10.33474/j-reall.v3i2.16764>
29. Heng, K., Sol, K., & Em, S. (2023). COVID-19 and digital transformation of Cambodian higher education: Opportunities, challenges, and the way forward. In P. Ordóñez de Pablos, X. Zhang, & M. N. Almunawar (Eds.), *Handbook of research on education institutions, skills, and jobs in the digital era* (pp. 307-327). IGI Global. <http://dx.doi.org/10.4018/978-1-6684-5914-0.ch018>
30. Houn, T., & Em, S. (2022). Common factors affecting grade-12 students' speaking fluency: A survey of Cambodian high school students. *Jurnal As-Salam*, 6(1), 11-24. <https://doi.org/10.37249/assalam.v6i1.360>
31. Keo, P., Yoeurn, S., Prom, M., Chin, P., & Em, S. (2022). Cambodian Buddhist monk students' motivation in learning English: the case of Hun Neng Buddhist primary school, Kampong Cham Town. *Jurnal As-Salam*, 6(2), 105-121. <https://doi.org/10.37249/assalam.v6i2.405>
32. Khan, S., & Em, S. (2022). Private tutoring and traditional classes: A comparison of students' learning achievements in chemistry. *Cambodian*

Journal of Educational Research, 2(2), 63-79.

<https://doi.org/10.62037/cjer.2022.02.02.04>

33. Khan, S., & Em, S. (2023). Book review: Morgan, WJ, & Wu, B. (Eds.).

(2013), Higher education reform in China: Beyond the expansion. Routledge.

190 pp., ISBN: 9780415726160. *FIRE: Forum for International Research in*

Education, 8(1), 17-21.

[file:///C:/Users/AsUS/Downloads/FIRE_Vol8_Iss1_pgs17-](file:///C:/Users/AsUS/Downloads/FIRE_Vol8_Iss1_pgs17-21_KhanEm_2023%20(1).pdf)

[21_KhanEm_2023%20\(1 \).pdf](file:///C:/Users/AsUS/Downloads/FIRE_Vol8_Iss1_pgs17-21_KhanEm_2023%20(1).pdf)

34. Kheang, T., Chin, P., & Em, S. (2024). Reading motivation to promote

students' reading comprehension: A review. *Available at SSRN:*

<https://dx.doi.org/10.2139/ssrn.4760870>

35. Nhor, R., Pang, S., & Em, S. (2022). Teachers' and learners' perceptions of

formative assessment practice in enhancing learning in EFL courses. *Jurnal*

As-Salam, 6(2), 181-201. <https://doi.org/10.37249/assalam.v6i2.434>

36. Ork, Y., Chin, P., Ban, T., & Em, S. (2024). Factors causing students'

challenges in learning English speaking skills: A review of empirical

works. *Cambodian Journal of Educational and Social Sciences (CJESS)*, 1(1),

26-36. <https://doi.org/10.69496/cjess.v1i1.6>

37. Pang, S., Nhor, R., & Em, S. (2022). Cambodian teachers' readiness of using

ICT: The case of rural upper-secondary schools. *Jurnal As-Salam*, 6(2), 145-

162. <https://doi.org/10.37249/assalam.v6i2.432>

38. Pen, D., Em, S., & Huot, S. (2024). Review the advantages and disadvantages of the Funan Techo Canal project in Cambodia. *Available at SSRN:*
<https://dx.doi.org/10.2139/ssrn.4826391>
39. Phann, S., Em, S., & Tep, S. (2023). Cambodian Buddhist Monks' motivation in learning English: Grade level analysis. *PROJECT (Professional Journal of English Education)*, 6(1), 164-175.
<https://journal.ikipsiliwangi.ac.id/index.php/project/article/view/12461>
40. Purnomo, A., Kurniawan, G. F., Em, S., & Mulianingsih, F. (2024). Colonization is opposed to freedom: Anti-Dutch memories and the didactic practice of Indonesian history teachers. *Paramita: Historical Studies Journal*, 34(1), 147-160. <https://doi.org/10.15294/paramita.v34i1.47560>
41. Sey, K., & Em, S. (2023). Attitudes and perceptions of using Zoom: A survey of Cambodian university students. *Jurnal As-Salam*, 7(1), 1-15.
<https://doi.org/10.37249/assalam.v7i1.511>
42. Sim, T., & Em, S. (2023). Blended learning: The way forward for Cambodian higher education in the post-covid-19 pandemic. In K. Heng, K. Sol, S. Kaing, & S. Em (Eds.), *innovations and challenges in Cambodian education: Youth's perspectives* (37-52). Cambodian Education Forum.
<https://cefcambodia.com/books/>
43. Sor, S., Chorn, S., Dean, S., & Em, S. (2022). Cambodian high school students' motivation toward learning English. *PROJECT (Professional Journal*

of English Education), 5(6), 1258-1269.

<https://journal.iipsiliwangi.ac.id/index.php/project/article/view/12131>

44. Thon, H., Em, S., Pang, S., & Nhor, R. (2022). Students' motivational factors behind acquiring shadow education and reasons for creating new generation schools in Cambodia. *Journal of General Education and Humanities*, 1(4), 201-212. <https://doi.org/10.58421/gehu.v1i4.51>

45. Yung, C., Chin, P., Ban, T., & Em, S. (2024). Using different techniques and strategies to improve English reading skills: A review of literature. *Cambodian Journal of Educational and Social Sciences (CJESS)*, 1(1), 37-48.

<https://doi.org/10.69496/cjess.v1i1.13>

 (Find out more works on [Google Scholar](#))

សៀវភៅដែលបានសរសេរ និងបោះពុម្ពផ្សាយ (Written and Published Books)

1. Book Title: **ចិត្តវិទ្យាអប់រំ (Educational Psychology)**
 - Author: **Sereyrath Em**
 - Type: Compiled Book
 - Language: Khmer
 - Pages: 210
 - Publisher: English Academic Essay
 - Accredited by: The National Library of Cambodia
 - ISBN: 978-9924-9956-1-6
 - Year of Publication: 2024
2. Book Title: **The Third Edition of English for Cambodian High School Exams**
 - Authors: **Sereyrath Em, Yumouy Mao**
 - Type: Compiled Book
 - Language: English
 - Pages: 248
 - Publisher: English Academic Essay
 - Accredited by: The National Library of Cambodia
 - ISBN: 978-9924-9956-0-9
 - Year of Publication: 2024
3. Book Title: **The Second Edition of English for Cambodian High School Exams**
 - Authors: **Sereyrath Em, Yumouy Mao**

- Type: Compiled Book
- Language: English
- Pages: 182
- Publisher: English Academic Essay
- Accredited by: The National Library of Cambodia
- ISBN: 978-9924-9535-8-6
- Year of Publication: 2023

4. Book Title: **Innovations and Challenges in Cambodian Education:**

Youth's Perspectives

- Authors: Kimkong Heng, Koemhong Sol, Sopheap Kaing, Sereyrath Em
- Type: Edited Book
- Language: English
- Pages: 240
- Publisher: Cambodian Education Forum
- Accredited by: The National Library of Cambodia
- ISBN: 978-9924-9834-4-6
- Year of Publication: 2023

5. Book Title: **English for Cambodian High School Exams**

- Authors: **Sereyrath Em, Yumouy Mao**
- Type: Compiled Book
- Language: English

- Pages: 160
- Publisher: English Academic Essay
- ISBN: NA
- Year of Publication: 2022