

Scheme of Work

Cambridge IGCSE™ / Cambridge IGCSE (9–1) First Language Arabic 0508 / 7184

For examination from 2020



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Introduction

This scheme of work has been designed to support you in your teaching and lesson planning. Making full use of this scheme of work will help you to improve both your teaching and your learners' potential. It is important to have a scheme of work in place in order for you to guarantee that the syllabus is covered fully. You can choose what approach to take and you know the nature of your institution and the levels of ability of your learners. What follows is just one possible approach you could take and you should always check the syllabus for the content of your course.

Suggestions for independent study (**I**) and formative assessment (**F**) are also included. Opportunities for differentiation are indicated as **Extension activities**; there is the potential for differentiation by resource, grouping, expected level of outcome, and degree of support by teacher, throughout the scheme of work. Timings for activities and feedback are left to the judgment of the teacher, according to the level of learners and size of the class. Length of time allocated to a task is another possible area for differentiation.

Guided learning hours

Guided learning hours give an indication of the amount of contact time you need to have with your learners to deliver a course. Our syllabuses are designed around 130 hours for Cambridge IGCSE courses. The number of hours may vary depending on local practice and your learners' previous experience of the subject. The table below give some guidance about how many hours we recommend you spend on each topic area.

Scheme of work units	Notes	% of the course	Guided learning hours
Unit 1: Key writing skills	This unit consolidates learners' existing writing skills and is designed to build confidence in the basics of Arabic language: parts of speech, types of sentences and sentence structure, connectives, grammar and spelling, and register.	14%	18 hours
Unit 2: Reading a variety of texts	This unit takes learners through fiction and non-fiction texts and explores the ideas of genre, audience and writer's craft. It is intended to encourage an interest in reading and a desire to read Arabic inside and outside the classroom. It introduces learners to the ideas of audience, tone and register, as well as how writers make use of language through imagery.	5%	7 hours
Unit 3: Descriptive and personal writing	This unit explores examples of good descriptive and personal writing and encourages learners to analyse these. It takes learners through the process of producing their own pieces of descriptive and personal writing.	18%	23 hours
Unit 4: Reading and responding to writing	This unit explains to learners how to identify and respond to the main ideas of a text, such as following a sequence or argument, identifying the conclusion, distinguishing fact from opinion, and giving a personal response to the theme in a text. It explores the conventions of various	18%	23 hours

Scheme of Work

Scheme of work units	Notes	% of the course	Guided learning hours
	types of writing: reports, letters, interviews, articles and speeches, considering objectives, content, layout, audience, tone and register.		
Unit 5: Reading for meaning	This unit looks at the basic components of fiction and how to analyse a text.	18%	23 hours
Unit 6: Narrative writing	This unit explores examples of good narrative writing and encourages learners to analyse these. It takes learners through the process of producing narrative writing.	14%	18 hours
Unit 7: Discursive and argumentative writing	This unit explores examples of good discursive and argumentative writing and encourages learners to analyse these. It takes learners through the process of producing discursive and argumentative writing.	14%	18 hours

Teaching order

The units are planned to be delivered in order to develop balanced reading and writing skills. Some units are designed to support both reading and writing skills while some focus on specific skills. The allocated percentage of skills taught in each unit follows the weighting of assessment objectives as stated in the syllabus (Reading 50%, Writing 50%).

Unit 1 supports Paper 1 Reading and Paper 2 Writing.

Units 2, 4, 5 and 6 support Paper 1 Reading.

Units 3 and 7 support Paper 2 Writing.

The order of the units within the scheme of work follows the development of candidates' skills and not the pattern of the examination. The rationale behind this is that the examination is designed to assess the candidates' skills summatively (i.e. at the end of the course). There is scope for flexibility within the teaching order, depending on the background of the candidates at the start of the course. The scheme of work should be revisited regularly throughout the teaching of the course.

Assessment objectives AO1 Reading

R1 understand and collate explicit meaning

R2 understand, explain and collate implicit meanings and attitudes

R3 select, analyse and evaluate what is relevant to specific purposes

R4 understand how writers achieve effects.

Assessment objectives AO2 Writing

W1 articulate experience and express what is thought, felt and imagined

W2 order and present facts, ideas and opinions

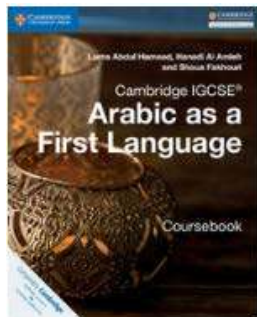
W3 understand and use a range of appropriate vocabulary

W4 use language and register appropriate to audience and context

W5 make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

Resources

The up-to-date resource list for this syllabus, including textbooks endorsed by Cambridge International, is listed at www.cambridgeinternational.org



Endorsed textbooks have been written to be closely aligned to the syllabus they support, and have been through a detailed quality assurance process. As such, all textbooks endorsed by Cambridge International for this syllabus are the ideal resource to be used alongside this scheme of work as they cover each learning objective. In addition to reading the syllabus, teachers should refer to the specimen assessment materials.

School Support Hub

The School Support Hub www.cambridgeinternational.org/support is a secure online resource bank and community forum for Cambridge teachers, where you can download specimen and past question papers, mark schemes and other resources. We also offer online and face-to-face training; details of forthcoming training opportunities are posted online. This scheme of work is available as PDF and an editable version in Microsoft Word format; both are available on the School Support Hub at www.cambridgeinternational.org/support. If you are unable to use Microsoft Word you can download Open Office free of charge from www.openoffice.org

Websites

This scheme of work includes website links providing direct access to internet resources. Cambridge Assessment International Education is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The website pages referenced in this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

How to get the most out of this scheme of work – integrating syllabus content, skills and teaching strategies

We have written this scheme of work for the Cambridge IGCSE First Language Arabic 0508 syllabus and it provides some ideas and suggestions of how to cover the content of the syllabus. We have designed the following features to help guide you through your course.

Learning objectives help your learners by making it clear the knowledge they are trying to build. Pass these on to your learners by expressing them as 'We are learning to / about...'.
Communicate clearly,

Suggested teaching activities give you lots of ideas about how you can present learners with new information without teacher talk or videos. Try more active methods which get your learners motivated and practising new skills.

Learning objectives

Suggested teaching activities

Formative assessment (F) is on-going assessment which informs you about the progress of your learners. Don't forget to leave time to review what your learners have learnt, you could try question and answer, tests, quizzes, 'mind maps', or 'concept maps'. These kinds of activities can be found in the scheme of work.

Main focus area: Being content

Give learners a short passage about 'Happiness' and how important it is to appreciate nature.

Learners write sentences using the words which are not in their own list. Learners can demonstrate their understanding of words shared by other learners and have a note of any words that they have learned. **(I)**

Learners identify a word from their own list and indicate another word with similar meaning word with opposite meaning; synonym and antonym). **(F)**

.....
Ask learners to focus on the type of questions asked when doing elaborative reading or elaborative understanding of an issue. Ask them to look at the WHY, WHO, WHERE, HOW WHEN, WHAT questions.

Extension activity: Learners read another paragraph in Arabic and use the same questions (WHAT, WHEN, WHERE, WHO, HOW & WHY) and in that get use to the elaborative technique.

Independent study (I) gives your learners the opportunity to develop their own ideas and understanding with direct input from you.

Past and specimen papers

Past , specimen papers and mark schemes are available to download at www.cambridge.org

Specimen papers, past papers and **mark schemes** are available for you to download at:
www.cambridgeinternational.org/support

Using these resources with your learners allows you to check their progress and give them confidence and understanding.

Extension activities provide your abler learners with further challenge beyond the basic content of the course. Innovation and independent learning are the basis of these activities.



Key writing skills

Learning objectives	Suggested teaching activities																		
<p>Communicate clearly, effectively and imaginatively</p> <p>Articulate experience and express what is thought, felt and imagined</p> <p>Assessment objective: W1</p>	<p>Main focus area: Being content</p> <p>Give learners the text (ابتسم للحياة) from Reading past paper 0508/01 Jun 2018 about the importance of positive thinking and contentment.</p> <p>Learners have to identify at least three to five words that they understand.</p> <p>The individual learners present the list of words (they understood or familiar with) and explain (articulate and express) the meanings of the words to the class. A class list should be created on the board or in their notebooks.</p> <p>Learners identify a word from their own list and provide another word with similar meaning or a word with opposite meaning; synonym and antonym. (F) Here are some examples:</p> <table border="1" data-bbox="577 711 2002 898"> <thead> <tr> <th>Word</th> <th>Antonym</th> <th>Synonym</th> </tr> </thead> <tbody> <tr> <td>منسجم</td> <td>متوافق</td> <td>متنافر</td> </tr> <tr> <td>يجد</td> <td>يكبح</td> <td>يتخاذل</td> </tr> <tr> <td>المتدفق</td> <td>الجاري</td> <td>الناضب</td> </tr> <tr> <td>سانحة</td> <td>متاحة</td> <td>عسيرة</td> </tr> </tbody> </table> <p>Learners write sentences using the words which are not in their own list. Learners can demonstrate their understanding of words shared by other learners and have a note of any new words that they have learned. (I)</p>	Word	Antonym	Synonym	منسجم	متوافق	متنافر	يجد	يكبح	يتخاذل	المتدفق	الجاري	الناضب	سانحة	متاحة	عسيرة			
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المتدفق	الجاري	الناضب																	
سانحة	متاحة	عسيرة																	
<p>Sequence facts, ideas and opinions</p> <p>Assessment objective: W2</p>	<p>Give learners the article: قصة الصياد from Reading past paper 0508 Paper 1 Jun 2018.</p> <p>Learners read the article and note and understand the sequencing of the arguments or opinions of the writer.</p> <p>The four main points discussed in the article are:</p> <table border="1" data-bbox="577 1118 2063 1315"> <thead> <tr> <th>Points made</th> <th>Order in article</th> <th>Suggested order</th> </tr> </thead> <tbody> <tr> <td>Happiness is not in materialistic gains</td> <td>1</td> <td></td> </tr> <tr> <td>Be content and happy with what you have</td> <td>2</td> <td></td> </tr> <tr> <td>Do not look at what others have</td> <td>3</td> <td></td> </tr> <tr> <td>Enjoy nature and what it has to offer</td> <td>4</td> <td></td> </tr> <tr> <td>Simplicity brings enjoyment and satisfaction</td> <td>5</td> <td></td> </tr> </tbody> </table> <p>In groups learners discuss if they agree with the writer's points. The groups then present the order which they have agreed on (which one of the five points should come first, followed by the consequent points). (F)</p>	Points made	Order in article	Suggested order	Happiness is not in materialistic gains	1		Be content and happy with what you have	2		Do not look at what others have	3		Enjoy nature and what it has to offer	4		Simplicity brings enjoyment and satisfaction	5	
Points made	Order in article	Suggested order																	
Happiness is not in materialistic gains	1																		
Be content and happy with what you have	2																		
Do not look at what others have	3																		
Enjoy nature and what it has to offer	4																		
Simplicity brings enjoyment and satisfaction	5																		

Learning objectives	Suggested teaching activities
	<p>Learners then construct at least one or two sentences using one of the five points; either agreeing or disagreeing with the article. (I)</p> <p>For example Happiness is not in materialistic gains I do not quite agree with the fact that happiness is not in having materialistic gains. I personally believe that owning a good car and being able to travel are a great source of happiness.</p>
<p>Use a range of appropriate vocabulary</p> <p>Assessment objective: W3</p>	<p>Introduce this website to learners: https://aawsat.com/home/international/section/culture</p> <p>In groups of four or five learners identify 15–20 words, from the website, which they are familiar with, or don't understand.</p> <p>The groups present their sets of words and indicate the “degree of familiarity”. (F) Words that they find:</p> <ul style="list-style-type: none"> • very familiar (easy to understand) • not familiar (don't understand) <p>(Example: Supposing all five learners know all the words that they selected from the website the degree of familiarity will be 100%)</p> <p>Individual learners write one or two sentences using the words assigned or identified by the group members. (I)</p>
<p>Use a range of appropriate vocabulary</p> <p>Assessment objective: W3</p>	<p>Illicit examples of prepositions or connectors from learners that they already know or have heard or used before. Learners can create their own lists and compare them with each other.</p> <p>Using the same website, learners find prepositions or connectors and add them to their lists – they should give example sentences to illustrate the preposition so they are clear about the meanings.</p> <p>Learners then identify more prepositions used in the article: ابتسم للحياة. (F)</p>
<p>Make accurate use of spelling, punctuation and grammar</p> <p>Assessment objective: W5</p>	<p>Give learners a set of words (extracted from the articles) and they have to write sentences using the words correctly</p> <p>Example of words and their corresponding sentences</p> <p>i) من عظام الأمور التخطيط الجيد للمستقبل – عظام الأمور (one of the greatest tasks is to plan for the future)</p> <p>ii) كان منظره الذي يرى به الدنيا نقياً. منظره (the perception by which he sees the world would be pure)</p>

Learning objectives	Suggested teaching activities
	<p>iii) <i>أكثر الناس لا يفتحون أعينهم لمباهج الحياة، وإنما يفتحونها للدرهم والدينار – إنما</i> (Most people do not open their eyes to see the beauty of life, however they only open them to see the Dirham and Dinar)</p> <p>Learners spell out and write the words in a quiz (Spelling Bee: a competition where the announcer reads each word out loud, and the competitors then spell the word out loud letter by letter www.en.wikipedia.org/wiki/Spelling_bee, challenging each other and testing each other's accuracy. (F)</p>
<p>Using tone, style and register appropriate to audience and context</p> <p>Assessment objective: W4</p>	<p>Give the same set of words to learners and they have to develop another set of parallel words with same or almost close meanings. By doing this, learners strengthen their comprehension and consumption of the words in different social settings or contexts.</p> <p>After developing the synonyms, learners (in groups) present “sketches” or “mini drama” with a simple plot. Each group presents the same drama (same story line) but they have to creatively use the (original set of) words and the parallel synonyms. (F)</p>
<p>Make accurate use of spelling, punctuation and grammar</p> <p>Assessment objective: W5</p>	<p>Give learners a set of words (extracted from the articles) and they have to pronounce the words correctly with the guidance of the teacher.</p> <p>They spell out and write the words in some competitive manner (Spelling Bee). The competition is for learners to challenge themselves on the spelling accuracy. (F)</p>
<p>Using tone, style and register appropriate to audience and context</p> <p>Assessment objective: W4</p>	<p>Give the same set of words to learners and they have to develop another set of parallel words with same or almost close meanings. By doing this, learners strengthen their comprehension and consumption of the words in different social settings or contexts.</p> <p>After developing the synonyms, learners (in groups of four or five) present “sketches” or “mini drama” with a simple plot. Each group presents the same drama (same story line) but they have to creatively use the (original set of) words and the parallel synonyms. (F)</p>
<p>Past and specimen papers</p>	
<p>Past papers and mark schemes are available to download at www.cambridgeinternational.org/support 0508 Paper 1 Jun 2018 – Text 1 and 2</p>	

Reading a variety of texts

Learning objectives	Suggested teaching activities
<p>Understanding the use of imagery and literary devices</p> <p>Assessment objectives: R1 R2</p>	<p>Main focus area: Being content</p> <p>Give learners an explanation on being happy and content Share this method to help learners express and elaborate on their ideas</p> <ul style="list-style-type: none"> ● COURAGE (شجاعة) is needed to be different ● OBSERVATION (تأمل وتفكر) of nature and its beauty ● NEGOTIATION (تفاوض) is the tool to resolve the differences between yourself and others ● TENACITY (أصرار) is your key to success ● EMPOWERMENT (التمكين) of yourself with the right attitude ● NATURE (الطبيعة) is your best friend ● TRUST (الثقة) your judgment and strengthen your self-confidence. <p>Ask learners to articulate the whole idea of being content in Arabic using the C.O.N.T.E.N.T. pointers</p>
<p>Understanding the use of imagery and literary devices</p> <p>Assessment objectives: R1, R2</p>	<p>Give learners a few pieces of images (related to the concept of being content).</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>

Learning objectives	Suggested teaching activities
	<div data-bbox="495 240 837 499" data-label="Image"> </div> <div data-bbox="853 245 1167 499" data-label="Image"> </div> <p data-bbox="479 552 1688 643">Learners need to study the images and apply a model of visual imagery learning-strategy; RIDER (Clark, Warner, Alley, Deshler, Schumaker, Vetter, & Nolan, 1981) www.specialconnections.ku.edu/?q=instruction/cognitive_strategies/teacher_tools/imagery_strategies :</p> <p data-bbox="479 675 1249 703">A visual imagery strategy for reading comprehension is R.I.D.E.R</p> <ul style="list-style-type: none"> <li data-bbox="528 708 815 737">R = Read a sentence <li data-bbox="528 742 891 770">I = Image (make an image) <li data-bbox="528 775 1460 804">D = Describe how the new image is different from the last sentence <li data-bbox="528 809 1774 837">E = Evaluate (as one makes the image, check to be sure it contains everything necessary) <li data-bbox="528 842 1413 871">R = Repeat (as one reads the next sentence, repeat the steps to RIDE) <p data-bbox="479 908 2018 967">Learners will split into groups and each group then presents their understanding of the images given to them in the context of being happy using the R.I.D.E.R strategy. (F)</p> <p data-bbox="479 999 2047 1027">Learners read a paragraph, which contains repetition of CONTENT related vocabulary and sentence structures in many variations. (I)</p>
<p data-bbox="163 1062 412 1150">Identifying literary devices in fiction and non-fiction</p> <p data-bbox="163 1185 394 1243">Assessment objectives: R1, R2</p>	<p data-bbox="479 1062 1442 1121">Give groups of learners extracts from various types of fiction and non-fiction texts. <i>Modern Arabic Short Stories</i> by Ronak Husni and Daniel L. Newman</p> <p data-bbox="479 1157 2033 1246">Learners identify texts, which are fictional and non-fictional. Guide learners to become familiar with some of the words and proverbs/sayings used in the texts. Ask learners to creatively react some of the fictional plots with their (either individually or by groups) own original script in Arabic.</p>
<p data-bbox="163 1284 501 1313">Past and specimen papers</p>	
<p data-bbox="163 1356 1361 1415">Past papers and mark schemes are available to download at www.cambridgeinternational.org/support 0508 Paper 1 Jun 2018 – Text 1</p>	

Descriptive and personal writing

Learning objectives	Suggested teaching activities
<p>Exploring theme and mood in descriptive and personal writing</p> <p>Assessment objectives: W1, W2, W3, W4, W5</p>	<p>Give learners samples of descriptive and personal writing which have different themes and moods. (Learners may re-use the texts / reading notes from the Reading unit of this scheme of work.)</p> <p>The whole class discuss:</p> <ul style="list-style-type: none"> • Discuss the different moods they felt reading the different text profiles; learners can share they range of favourite books • Analyse the way the texts have been developed and communicated to the readers. <p>Learners describe in writing their personal response to the theme of the text. (I)</p>
<p>Understanding elaborative techniques in descriptive and personal writing</p> <p>Assessment objectives: W1, W2, W3, W4, W5</p>	<p>Ask learners what they understood about the concept or techniques related to being ELABORATIVE?</p> <p>Give learners a simple example using this snapshot (<i>extracted from</i> www.learningscientists.org/blog/2016/7/7-1)</p> <div data-bbox="481 742 1137 1326" style="border: 1px solid black; padding: 10px;"> <p><i>Example from History</i></p> <p><i>Imagine you're studying World War II, and specifically the attack on Pearl Harbor. You could ask yourself, how did this attack happen? On December 7, 1941, the Imperial Japanese Navy attacked the United States Naval Base at Pearl Harbor. The attack included Japanese fighter planes, bombers, and torpedo planes. Why did this happen? The Japanese intended to destroy the United States' Pacific Fleet so that it could not interfere with Japanese operations. Here you could also ask another type of question: What was the result of this historic event? Well, Japanese casualties were light, while they damaged eight U.S. Navy battleships. The Arizona was among those that the Japanese sunk, and was not raised from the shallow water. U.S. aircrafts were also destroyed, and 2,403 Americans were killed (1,178 were injured). Why is this event important? The day after the attack, Roosevelt delivered his Infamy Speech, the United States formally declared war on Japan, and Japanese-Americans were then relocated to internment camps. You could then go on: how did the U.S. enter the war? How did the Pearl Harbor attack lead up to the release of the atomic bomb? How did the war end? And so on. There are so many ways to explain the idea and add details!</i></p> </div> <p>Ask learners to focus on the type of questions asked when doing elaborative reading or elaborative understanding of an issue. Ask them to look at the WHY, WHO, WHERE, HOW, WHEN, WHAT questions.</p>

Learning objectives	Suggested teaching activities
	<p>Extension activity: Learners read another paragraph in Arabic and use the same questions (WHAT, WHEN, WHERE, WHO, HOW & WHY) and in that get use to the elaborative technique.</p>
<p>Understanding opening and ending techniques in descriptive and personal writing</p> <p>Assessment objectives: W1, W2, W3, W4, W5</p>	<p>Ask learners what they understand when it comes to DESCRIPTIVE and PERSONAL writing.</p> <p>Introduce to them the following definitions:-</p> <ul style="list-style-type: none"> • The primary purpose of DESCRIPTIVE WRITING is to describe a person, place or thing in such a way that a picture is formed in the reader's mind. Capturing an event through descriptive writing involves paying close attention to the details by using all of your five senses. Teaching learners to write more descriptively will improve their writing by making it more interesting and engaging to read. Good descriptive writing often makes use of figurative language such as analogies, similes and metaphors to help paint the picture in the reader's mind. www.readingrockets.org/strategies/descriptive_writing • PERSONAL WRITING means “a broad essay that often incorporates a variety of writing styles. Most personal essay assignments ask writers to write about an important person, event or time period in their life. The goal is to narrate this event or situation in a way that the reader can fully experience and understand”. www.aims.edu/learner/online-writing-lab/understanding-writing/personal.php • PERSONAL WRITING means “Personal writing is subjective (<i>based on personal opinions or feelings rather than facts or evidence</i>). When you write personal papers, the content of your writing is based on your own observation, experience, or opinion. Writing assignments that ask you to state your opinion about an issue, to document what you observed, to relate a subject to your own life, to share a story, or to provide a description of a person, place, object, or event are considered personal papers” https://awc.ashford.edu/tocw-personal-writing.html <p>Give learners one sample of the publisher's note in Naguib Mahfouz's novel <i>Al-Maraya</i> المرايا لنجيب محفوظ مكتبة مصر</p> <p>Ask learners to focus on the way the OPENING and ENDING PARAGRAPHS are written. Ask the learners to take note of the choice of words or phrases used in opening statements relative to end statements. Some examples of such words would be:-</p> <ul style="list-style-type: none"> ✓ تعرفت بالأستاذ نجيب محفوظ سنة 1943م (<i>I was first introduced to Naguib Mahfouz in 1943...</i>) ✓ كانت أول معرفتي ... (<i>my first acquaintance with him was ...</i>) ✓ والشيء بالشيء يُذكر ... (<i>Additionally,...</i>) ✓ إن حصول نجيب محفوظ على جائزة نوبل ... (<i>winning the Nobel prize is an admission of</i>)

Learning objectives	Suggested teaching activities
	<p>Get learners to write the same opening paragraph in Arabic.</p> <p>Learners practise writing opening and ending paragraphs. (F)</p>
<p>Exploring imagery in descriptive and personal writing</p> <p>Assessment objectives: W1, W2, W3, W4, W5</p>	<p>Share this guide with learners: www.softschools.com/examples/grammar/imagery_examples/141/</p> <p>“When a writer attempts to describe something so that it appeals to our sense of smell, sight, taste, touch, or hearing; he/she has used imagery. Often, imagery is built on other literary devices, such as simile or metaphor, as the author uses comparisons to appeal to our senses”.</p> <p>Introduce the concept of SENSORY LANGUAGE (Sensory details include sight, sound, touch, smell, and taste. Writers employ the five senses to engage a reader's interest.): www.study.com/academy/lesson/sensory-details-in-writing-definition-examples.html</p> <p>Share these examples from the same website: -</p> <ul style="list-style-type: none"> ➤ I could hear the popping and crackling as mom dropped the eggs into the frying pan, and soon the salty, greasy smell wafted toward me <i>استطعت أن أسمع صوت فرقة البيض وطرقته عندما وضعته أمي في المقلاة فهبت فوراً رائحة الملح والدهن تجاهي.</i> ➤ Glittering white, the blanket of snow covered everything in sight <i>بلمعانها الأبيض، غطت الثلوج كل شيء في الأفق.</i> ➤ Her iron fingers gripped tight around his shirtsleeve; he was caught. <i>قبضت على أكمام قميصه بأصابعها الحديدية. لقد تم الإمساك به.</i> <p>Based on the given samples, ask learners to write imagery paragraphs.</p> <p>Learners practise writing sensory or imagery-orientated paragraphs based on the samples given. (F)</p> <p>Learners select some excerpts from their favourite writers and share the images and metaphors with other learners. (I) A good book with such style is The Sea by Saleh Morsi 1993 مكتبة مديولي الصغير</p>

Learning objectives	Suggested teaching activities
Planning and producing descriptive and personal writing Assessment objectives: W1, W2, W3, W4, W5	Share this website with learners: https://www.alukah.net/كيف_أكتب_مقالاً؟ it is about how to plan and produce different types of descriptive and personal writing. Learners produce a PLAN (points only) using these formula (F): <ul style="list-style-type: none"> • opening; المقدمة • content; العرض • Ending; الخاتمة
Drafting Assessment objectives: W1, W2, W3, W4, W5	Check the writing plan of learners and get them to draft their stories. Learners use a previous plan to turn into a first draft consisting of approximately 70 words for the opening, 300-400 words for content and 40 words for closing paragraphs. They should be conscious of paragraph usage as a structural device. They should count the number of words in their completed draft. (I) (F)
Editing	Correct or help edit the draft writings of learners'. Edit or highlight issues or discrepancies related to the spelling, grammar and sentence structure. Return the edited version to learners.
Checking	Establish a simple checklist for learners to check their work. Get learners to work individually or in pairs to correct or revise each other's work based on the checklist or criteria. Learners learn constructively using the edited or corrected version of the teacher and the peers. (F)
Improving expression	Ask learners to identify words or phrases which are often repeated in their final piece. Ask them to analyse if they have a good command of vocabulary or a weak one. By analysing, learners get to recognise their vocabulary's strength and work towards improving them with a given set of self-help techniques or guided remedies www.verywellhealth.com/elaborative-rehearsal-a-better-way-to-memorize-98694 (I)
Past and specimen papers	
Past and specimen papers, and mark schemes are available to download at www.cambridgeinternational.org/support (F)	

Reading and responding to writing

Learning objectives	Suggested teaching activities
<p>Selecting main ideas and necessary information</p> <p>Assessment objectives: R3, R4, W2</p>	<p>Ask the learners to google and save short texts from some internet based news, articles or short stories. Ask them to identify main points or ideas from the corresponding texts.</p> <p>Ask them to link the ideas with the given titles of the texts.</p> <p>Ask the learners to RE-organise their points and recompose the texts using their own words.</p>
<p>Identifying facts and opinions</p> <p>Assessment objectives: R3, R4</p>	<p>Share with learners some critical information to distinguish facts from mere opinions.</p> <p>Facts:</p> <ul style="list-style-type: none"> ✓ The Moon is an astronomical body that orbits planet Earth. ✓ Snakes can predict earthquakes. Studies reveal that snakes can sense an emerging earthquake from 121 kilometres away up to five days before it happens. ✓ 1 Meter equals to 100 Centimetre or 3.3 feet <p>Opinions:</p> <ul style="list-style-type: none"> ✓ Tall people are normally lazy because they cannot move fast with their body mass. ✓ Children from squatter settlements would not be able to do well in their studies because they don't have the right environment to study. <p>Learners then go back to their earlier points (from the reading materials) and decide which ones are facts and otherwise.</p> <p>Learners relate the significance of linking facts with opinions (or otherwise). (F)</p>
<p>Preparing a personal response</p> <p>Assessment objectives: R3, R4, W1, W2, W5</p>	<p>It is important for learners to write persuasive writing and in that they should be able to respond (agree, disagree or provide alternative ideas) to given sets of texts.</p> <p>Persuasive Writing Tips www.transkills.admin.cam.ac.uk/resources-staff/mml-supervisor-package/part-ib-seminar-5-speaking-versus-writing/persuasive-writing</p> <p>Persuasive writing is always clear writing. Here are some tips to improve the clarity of your writing:</p> <ul style="list-style-type: none"> • Use the first sentence of each paragraph to introduce the main point of the paragraph. • Make clear transitions between points. Linking words and phrases shows the logic between one point and another.

Learning objectives	Suggested teaching activities				
	<ul style="list-style-type: none"> Write concisely, eliminating unnecessary words and phrases. The inclusion of words which do not serve a specific purpose ultimately detracts from your argument. Using subordinate clauses allows you to emphasise certain ideas more than others, thus making clear the hierarchical relationships between information in your sentences. <p>Learners will master ways to produce a persuasive personal response.</p>				
<p>Identifying a sequence or argument and conclusion</p> <p>Assessment objectives: R3, R4, W2</p>	<p>It is important for learners to identify “introductions”, “supporting points” and “conclusions” from any reading materials or written compositions.</p> <p>For this, give learners reading materials, which are brief/short in length. Giving them articles from curated magazines or newspapers.</p> <p>Ask learners to distinguish points clustered under INTRO, CONTENT and CONCLUSION. For the points under the CONTENT cluster, encourage learners to explore the possibility of rearranging them, and if possible, get learners to re-organise.</p> <p>Learners ability to organise and arrange points based on some logical flow/sequence will be strengthened</p>				
<p>Exploring different writing formats, registers, purposes and audiences</p> <p>Assessment objectives: R3, R4, W1, W2, W3, W4, W5</p>	<p>Explain to learners the details about FORMATS and REGISTERS and how important it is to write with the ultimate reader(s) in mind:</p> <table border="1" data-bbox="539 831 1964 1193"> <thead> <tr> <th data-bbox="539 831 1249 868">Formats</th> <th data-bbox="1249 831 1964 868">Registers</th> </tr> </thead> <tbody> <tr> <td data-bbox="539 868 1249 1193"> <p>Writing formats here refer to different details or requirements such as type of fonts to be used, size of the font, alignment of the words or paragraphs (i.e., centred, right-aligned, left-aligned or justified alignment, etc.)</p> </td> <td data-bbox="1249 868 1964 1193"> <p>Register here refers to the degree of formality used in the writing expressions; i.e., High formal is the level of language that one uses to address the president or prime minister; Formal is used to when one relates with those in higher position or authority; Neutral is the level used in report writing and business presentations and Informal is used when one relates via letters or emails to friends.</p> <p>(source: https://justpublishingadvice.com/control-register-in-your-writing/)</p> </td> </tr> </tbody> </table> <p>Reinforce the necessity to keep within the word count limit of the compositions.</p> <p>Newspaper reports الجزيرة/بوابة الشروق/الشرق الأوسط</p> <p>Ask learners to read some newspaper reports. Discuss aspects related to headings, summary / synopsis / highlights, main paragraphs and other details normally found in newspaper reports. Ask them to identify common formats or style of presentations across many newspaper articles.</p>	Formats	Registers	<p>Writing formats here refer to different details or requirements such as type of fonts to be used, size of the font, alignment of the words or paragraphs (i.e., centred, right-aligned, left-aligned or justified alignment, etc.)</p>	<p>Register here refers to the degree of formality used in the writing expressions; i.e., High formal is the level of language that one uses to address the president or prime minister; Formal is used to when one relates with those in higher position or authority; Neutral is the level used in report writing and business presentations and Informal is used when one relates via letters or emails to friends.</p> <p>(source: https://justpublishingadvice.com/control-register-in-your-writing/)</p>
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<p>Writing formats here refer to different details or requirements such as type of fonts to be used, size of the font, alignment of the words or paragraphs (i.e., centred, right-aligned, left-aligned or justified alignment, etc.)</p>	<p>Register here refers to the degree of formality used in the writing expressions; i.e., High formal is the level of language that one uses to address the president or prime minister; Formal is used to when one relates with those in higher position or authority; Neutral is the level used in report writing and business presentations and Informal is used when one relates via letters or emails to friends.</p> <p>(source: https://justpublishingadvice.com/control-register-in-your-writing/)</p>				

Learning objectives	Suggested teaching activities																
	<p>Letters: الرسائل والخطابات Introduce the concept of writing formal and informal letters. Show learners samples of letters written in different formats and styles (colloquial / semi-colloquial).</p> <table border="1" data-bbox="869 389 1787 938"> <thead> <tr> <th data-bbox="869 389 1326 427">Formal</th> <th data-bbox="1326 389 1787 427">Informal</th> </tr> </thead> <tbody> <tr> <td data-bbox="869 427 1326 491">Would you mind ...?</td> <td data-bbox="1326 427 1787 491">Will you ...?</td> </tr> <tr> <td data-bbox="869 491 1326 555">I've got ...</td> <td data-bbox="1326 491 1787 555">I have ...</td> </tr> <tr> <td data-bbox="869 555 1326 619">Hi</td> <td data-bbox="1326 555 1787 619">Dear</td> </tr> <tr> <td data-bbox="869 619 1326 683">بحسب الأبحاث العلمية</td> <td data-bbox="1326 619 1787 683">في رأي الناس</td> </tr> <tr> <td data-bbox="869 683 1326 746">ستقوم بالأعمال كلها</td> <td data-bbox="1326 683 1787 746">أنت ستعمل كل الأعمال</td> </tr> <tr> <td data-bbox="869 746 1326 810">هل يمكنك أن...؟</td> <td data-bbox="1326 746 1787 810">هل تستطيع...؟</td> </tr> <tr> <td data-bbox="869 810 1326 938">يجب عليك أن تلتزم بالزي الرسمي في مسيرة الغد</td> <td data-bbox="1326 810 1787 938">كل ما عليك القيام به هو ارتداء الزي الرسمي خلال المسيرة غدا</td> </tr> </tbody> </table> <p>Give learners a piece of prepared text with neutral use of language (limited in tone and mood) to rewrite into a form of letter for different readers; i.e. a friend in colloquial style, a respected relative in a semi-colloquial style, or to an official in a formal style.</p> <p>Teach learners on how write good letters which are appropriate in format and register. Show them different formats of letters(letters of complaint, fund-raising letters, proposals)</p> <p>Also show them examples of poorly constructed letters.</p> <p>Give sample letters (of request or instruction) and get learners to respond.</p> <p>Learners redraft the example of a poorly written letter into an improved response. (F)</p>	Formal	Informal	Would you mind ...?	Will you ...?	I've got ...	I have ...	Hi	Dear	بحسب الأبحاث العلمية	في رأي الناس	ستقوم بالأعمال كلها	أنت ستعمل كل الأعمال	هل يمكنك أن...؟	هل تستطيع...؟	يجب عليك أن تلتزم بالزي الرسمي في مسيرة الغد	كل ما عليك القيام به هو ارتداء الزي الرسمي خلال المسيرة غدا
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	<p>Magazine articles (المقالات المنشورة في الصحف والمجلات)</p>																

Learning objectives	Suggested teaching activities
	<p>Introduce to learners articles from popular magazines. Get them to explore the intended audience of the magazine.</p> <p>Ask learners to identify the key differences in the style of writing in magazines (relative to the styles of writing as seen in the newspaper reports and letters as discussed earlier on).</p> <p>Ask learners to name magazines they are familiar with. Ask them which ones they like most and what are the features of the magazines that attract them.</p> <p>Ask learners to identify one newspaper report and convert the points/the story into a magazine format.</p>
	<p>Interviews (المقابلات والأحاديث الصحفية)</p> <p>Introduce the main components or dimensions (interviewer, interviewees, etc.) of an interview; show them examples of written text of an interview www.cambridge.org/elt/blog/2016/02/02/teaching-speaking-2-styles-functions-speaking-talk-interaction/ Ask them to differentiate the context of the interviews (who, what, where, when and how the interview took place).</p> <p>Get learners to identify who the interviewer and the interviewee was, how knowledgeable was the interviewer and the interviewee, etc.)</p> <p>Ask learners to identify the type of questions and the corresponding answers. Ask them if they agree with the way the interviewer asks or presents his / her questions and the way the questions are responded.</p> <p>Set an interview based scenario. Get learners to pair up and play the role of interviewer and interviewee based on a given set of subjects / topics. Get them to prepare the interview scripts before they assume the roles (host vs. guest)</p> <p>Learners rewrite the interview based on the oral communication that took place between the pairs. (F)</p>
<p>Past and specimen papers</p>	
<p>Past and specimen papers, and mark schemes are available to download at www.cambridgeinternational.org/support (F)</p>	

Reading for meaning

Learning objectives	Suggested teaching activities
<p>Understanding components of fiction</p> <p>Assessment objectives: R1. R2</p>	<p>Main focus area: Being engaged</p> <p>Ask learners what they understand the main differences between fiction and non-fiction writing are. Show them this image www.bookriot.com/2017/11/02/difference-between-fiction-and-nonfiction</p> <div data-bbox="1182 544 1435 970" data-label="Image"> </div> <p>Introduce the main features or components of FICTION; use the following extract www.scribophile.com/blog/the-seven-elements-of-fiction/ explaining the seven components of a FICTIONAL writing.</p> <p>i. Character: الشخص These are the beings who inhabit our stories. Sometimes they are actual people but, just as often, they are animals, dragons, faeries (gotta love those fantasy folks and their creative spellings!), or even inanimate objects (consider the spoon, dish, and clock from Disney’s Beauty and the Beast). Characters are necessary because we need someone to invest in, to care about, and to root for (or against). It doesn’t matter where your story is set, what the point-of-view is, or how exciting the plot—without characters, no one will care and the other six elements quickly become irrelevant.</p> <p>ii. Plot: الحبكة</p>

Learning objectives	Suggested teaching activities
	<p>Plot is what happens in the story, the series of events. This happened, then this happened, then this happened.</p> <p>iii. Setting: البيئة: الزمان والمكان The setting is where your story takes place. But some settings are so powerful, they almost seem like characters themselves. Settings can be large and all-encompassing (A hospital, a jungle, inner city centre) or more intimate (a kitchen, an alley, a park bench). Setting also includes season and time of day (Summer, 5 p.m.), climate (sultry, bucolic), and era (Pharaonic period, World War II, The Arab Spring). Instead of merely describing setting, though, smart writers impart setting through the filter of their characters' feelings about that setting.</p> <p>iv. Point-of-view: الفكرة أو المغزى To figure out the point-of-view, ask yourself "Whose story is it?" and then tell the story from that character's perspective. Point-of-view includes first person ("I" and "me"), second person ("you"—this is very rarely used in fiction) and third person ("He,"and "she," "نور" و"سعيد مهران" في رواية اللص والكلاب لنجيب محفوظ). Third person is further split into omniscient (the reader accesses all of the characters' heads and hearts, a conceit that's now considered somewhat old-fashioned) and limited (where we see the entire story through a single character's perspective).</p> <p>v. Style: الأسلوب Style is like a fingerprint, no two are alike. A function of diction, syntax, and voice, style tends to emerge from how you write rather than from a concerted effort to control it.</p> <p>vi. Theme: الموضوع Theme refers to "The Big Ideas" that bubble up from what you've written. Is your story about Betrayal, Love, Friendship, Justice, Family, Honor, Violence, Hypocrisy? You may have a theme in mind when you sit at the keyboard but, like it or not, readers will carve their own idea of theme out of what you write. And that's as it should be.</p> <p>vii. Literary devices: الأدوات الأدبية Literary devices are the true tools of the writer. A partial list of literary devices includes simile, metaphor, personification, symbolism, alliteration, hyperbole, figurative language, humor, onomatopoeia, and irony.</p>
	<p>Alternatively, show the image below for a quick understanding of (key) elements that constitutes FICTION.</p>

Learning objectives	Suggested teaching activities										
	<div data-bbox="712 240 1906 719" data-label="Diagram"> <pre> graph TD A[Elements of Fiction] --> B[Character] A --> C[Setting] A --> D[Events] A --> E[Problem] A --> F[Solution] B --- B1[The people or animals the story is about] C --- C1[Where and When the story takes place] D --- D1[The actions that happened in the story] E --- E1[A difficulty the characters are trying to overcome] F --- F1[How the problem is solved] </pre> </div> <p data-bbox="539 762 1778 826">Give them a few titles of fiction based stories and ask them to identify these seven (or more) components www.wilsonplays.weebly.com/writing-class.html</p> <p data-bbox="539 868 2029 932">Ask learners to write these key elements and get them to understand the main differences between the elements. The learners could also attempt to understand or relate to the similarities between the elements in context.</p>										
<p data-bbox="163 970 472 1002">Exploring theme and tone</p> <p data-bbox="163 1042 472 1106">Assessment objectives: R1, R2</p>	<p data-bbox="539 970 1794 1002">Give learners some examples of different themes generally used in FICTION or NON-FICTIONAL writings.</p> <div data-bbox="752 1038 1868 1353" data-label="Table"> <table border="1"> <thead> <tr> <th colspan="2" data-bbox="752 1038 1868 1078">Thematic questions</th> </tr> <tr> <th data-bbox="752 1078 1308 1145">Fiction</th> <th data-bbox="1308 1078 1868 1145">Non-fiction</th> </tr> </thead> <tbody> <tr> <td data-bbox="752 1145 1308 1214">How did the main character feel?</td> <td data-bbox="1308 1145 1868 1214">When did the event take place?</td> </tr> <tr> <td data-bbox="752 1214 1308 1283">Why did he/she reacted this or that way?</td> <td data-bbox="1308 1214 1868 1283">Who said what?</td> </tr> <tr> <td data-bbox="752 1283 1308 1353">What were the emotions involved?</td> <td data-bbox="1308 1283 1868 1353">Where was the event?</td> </tr> </tbody> </table> </div> <p data-bbox="539 1393 1413 1425">https://bookriot.com/2017/11/02/difference-between-fiction-and-nonfiction/</p>	Thematic questions		Fiction	Non-fiction	How did the main character feel?	When did the event take place?	Why did he/she reacted this or that way?	Who said what?	What were the emotions involved?	Where was the event?
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Learning objectives	Suggested teaching activities
	<p>Ask learners to always relate to the text they read by answering key questions which start with WHAT, WHO, WHEN, WHERE, WHY and HOW.</p> <p>Or</p> <p>Divide them into pairs and one learner asks their partner the WHAT, WHO, WHEN, WHERE, WHY and HOW questions.</p>
<p>Exploring characterisation</p> <p>Assessment objectives: R1, R2</p>	<p>Ask learners what they understand about CHARACTERS.</p> <p>Ask learners to think of more questions related to the character(s) involved in the story; ask them to go beyond the WHO question. Introduce the following chart:</p> <div data-bbox="817 590 1657 1412" data-label="Diagram"> <p>The diagram is a circular flow chart. At the center is a black circle with the text "WHO IS (ARE) THE MAIN CHARACTER (S)?". Five white circles are arranged in a ring around the center, connected by a thick black line. Starting from the top and moving clockwise, the circles contain the following text: "what are their characteristics?", "supporting characters", "can the learner relate to the character in the story", "relationship / support between characters?", and "does (do) the character (s) change over the plot?".</p> </div>

Learning objectives	Suggested teaching activities
<p>Exploring settings</p> <p>Assessment objectives: R1, R2</p>	<p>After understanding the characters and their characterisation, get learners to explore the settings of the story / the backdrop of the story.</p> <p>Ask learners to explore the relationship between the settings and:</p> <ol style="list-style-type: none"> 1) The theme 2) The characters 3) The mood / tone 4) The impact or final outcomes of the story 5) The reader
<p>Understanding point of view</p> <p>Assessment objectives: R1, R2</p>	<p>Learners should also be able to digest the importance of 'Point of View': they should be able to identify who is the first, second, third person and the omniscient person in the story.</p> <p>Learners should be able to articulate how appropriate the use of the Point of View in the story was.</p>
<p>Exploring plot development</p> <p>Assessment objectives: R1, R2</p>	<p>Learners should be able to identify or answer the Who, What, Where, When, Why, How questions and in that answer how the answers to these questions change over time?</p> <p>Learners should be able to answer:-</p> <ul style="list-style-type: none"> • When and where it began? • What were the emotions involved? • How were the emotions managed? • What were the main milestones in the story / change of events from one point to the other? • What were the conflicts? • How were the conflicts handled? • Where it ends?
<p>Improving use of language by increasing vocabulary, understanding synonyms, idioms and their effects</p>	<p>Reinforce the fact that learners can improve the use of the language by mastering more words, idioms and synonyms.</p> <p>Share some tips of simple but effective methodologies to strengthen their mastery of these words, phrases, idioms, proverbs and synonyms.</p>

Learning objectives	Suggested teaching activities
Assessment objectives: R1, R2	<p>Give learners a series of short sentences. In pairs, learners change selected words with synonyms and discuss the change in inferential meaning. The whole class discusses the importance of inferential meaning represented by different words.</p> <p>Ask learners to master some good techniques by reading some of the sample composition from the Reading past paper 0508 Paper 1 Jun 2017 "أثر تدهور البيئة في الحيوانات"</p> <p>Assign learners into different groups to research and collect synonyms of specific words. (I)</p> <p>Assign learners with tasks or activities related to proverbs / idioms; like matching the idioms with their corresponding meanings. (I)</p>
Past and specimen papers	
Past and specimen papers, and mark schemes are available to download at www.cambridgeinternational.org/support (F) 0508 Paper 1 Jun 2018 – Text 2	

Narrative writing

Learning objectives	Suggested teaching activities												
<p>Understanding mood, tone and plot in narrative writing</p> <p>Assessment objectives: R1, R2, R3, W1, W2, W3, W4, W5</p>	<p>Main focus area: Being ENGAGED and INNOVATIVE</p> <p>Introduce the concept of narrative writing. Introduce some of the pointers in “List of narrative techniques” as found in: https://en.wikipedia.org/wiki/List_of_narrative_techniques</p> <p>Tell them the key differences in a narrative writing relative to other types/styles of writing.</p> <p style="text-align: center;">Examples of Narrative Writing Styles vs. Other Types</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Narrative style</th> <th style="width: 50%; text-align: center;">Expository style</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">في ذلك اليوم بالتحديد شعرتُ بالتعب حقاً حتى بعد نمومي أكثر من 8 ساعات متواصلة.</td> <td style="text-align: center;">تعتمد لياقة المرء إلى حد كبير على الطريقة التي يقوم بها الشخص بالتدريب لتحسين مستوى اللياقة البدنية وفقاً لتقنيات التمارين المختلفة والعادات الغذائية المتبعة وساعات النوم الكافية.</td> </tr> <tr> <th style="text-align: center;">Narrative style</th> <th style="text-align: center;">Persuasive Style</th> </tr> <tr> <td style="text-align: center;">صديقي حُسام لديه رأي مختلف عن رأيي، أعتقد أنه متأثر بخلفيته الدينية، وبرغم احترامي الكامل لحسام إلا أنني لا أستطيع تجاهل معتقداتي الخاصة.</td> <td style="text-align: center;">يجب علينا دائماً أن نمارس التسامح وأن نضمن أن عقيدة المرء تُحترم.</td> </tr> <tr> <th style="text-align: center;">Narrative style</th> <th style="text-align: center;">Descriptive style</th> </tr> <tr> <td style="text-align: center;">في ذلك اليوم وأنا على الشاطئ الجميل، أحسستُ أنني لا أستطيع أن أميز نفسي عن الآخرين المتواجدين على شاطئ البحر. الكل كان سعيداً حقاً كما لو كنا ننتمي إلى نفس العائلة.</td> <td style="text-align: center;">المدينة المتاخمة للبحر جميلة جداً. ساحلها ممتد وسكانها أفراد من أعراق مختلفة. والأنشطة الأكثر رواجاً هي للتجار الصغار الذين يبيعون الطعام والمشروبات للمواطنين.</td> </tr> </tbody> </table> <p>Reinforce their understanding of MOOD, TONE and PLOT of a story.</p>	Narrative style	Expository style	في ذلك اليوم بالتحديد شعرتُ بالتعب حقاً حتى بعد نمومي أكثر من 8 ساعات متواصلة.	تعتمد لياقة المرء إلى حد كبير على الطريقة التي يقوم بها الشخص بالتدريب لتحسين مستوى اللياقة البدنية وفقاً لتقنيات التمارين المختلفة والعادات الغذائية المتبعة وساعات النوم الكافية.	Narrative style	Persuasive Style	صديقي حُسام لديه رأي مختلف عن رأيي، أعتقد أنه متأثر بخلفيته الدينية، وبرغم احترامي الكامل لحسام إلا أنني لا أستطيع تجاهل معتقداتي الخاصة.	يجب علينا دائماً أن نمارس التسامح وأن نضمن أن عقيدة المرء تُحترم.	Narrative style	Descriptive style	في ذلك اليوم وأنا على الشاطئ الجميل، أحسستُ أنني لا أستطيع أن أميز نفسي عن الآخرين المتواجدين على شاطئ البحر. الكل كان سعيداً حقاً كما لو كنا ننتمي إلى نفس العائلة.	المدينة المتاخمة للبحر جميلة جداً. ساحلها ممتد وسكانها أفراد من أعراق مختلفة. والأنشطة الأكثر رواجاً هي للتجار الصغار الذين يبيعون الطعام والمشروبات للمواطنين.
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	<p>MOOD and TONE is always used interchangeably but they are actually two different things. MOOD refers to the climate or the atmosphere of the story being told but TONE relates to the personal perception or attitude of the author towards the subject/story.</p> <p>PLOT is about the chronology of events and the structure of the story's episodes from the beginning to the end. It is about the arrangement or sequencing of the entire storyboard or flow of the story from one point to the other.</p> <p>Ask learners to research types of narrative texts and share the mood, tone and plot of the texts.</p> <p>Whole class discussion (F):</p> <ul style="list-style-type: none"> • What is the importance of mood, tone and plot in a story? • How does the writer organise the content? • What are the details of the narrative texts? 																
<p>Understanding plot development techniques in narrative writing</p> <p>Assessment objectives: R1, R2, R3, W1, W2, W3, W4, W5</p>	<p>Share concepts or techniques related to narrative writings:</p> <ul style="list-style-type: none"> • points of views • flash back • flash forward • chronological order • foreshadowing • repetition • cliff hanger • Self-fulfilling prophecy • story within story, etc. <p>Learners select a piece of narrative writing to read and explore these techniques.</p> <p>Ask learners to prepare a chart and produce a table to distinguish the key features (in terms of tone, mood, setting) between these techniques. Learners could also indicate the closeness or similarities of features between these different techniques.</p> <table border="1" data-bbox="524 1270 1944 1417"> <thead> <tr> <th colspan="4">Key features</th> </tr> </thead> <tbody> <tr> <td>Tone</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Mood</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Settings</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Key features				Tone				Mood				Settings			
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Analysing literary components Assessment objectives: R1, R2, R3, W1, W2, W3, W4, W5	Introduce new examples of narrative writing and get learners to analyse: <ul style="list-style-type: none"> • the characters • settings and • points of view Get learners to analyse using the 5W1H (WHAT, WHERE, WHO, WHEN, WHY and HOW?) technique, i.e., what happened to the hero? who was the villain? Why was there such spike of emotions, how did the villain manipulate the situation or how did the hero resolve the whole issue?
Analyse imagery and literary devices	Reinforce the elements of imagery and literary devices (what are they and why are they important). Based on the earlier sets of narrative texts learners have read, ask them to identify the key imagery and literary devices.
Planning and producing narrative writing	For learners to produce their work effectively or in an organised way (with enough time allocated for planning, drafting, editing, checking and improving the expressions) introduce good tools/techniques, e.g. <ul style="list-style-type: none"> • mind-maps • timelines • diagrams Show or share sample narrative texts which are good and bad with learners; ask learners' opinion of the given narratives. Ask them which one they prefer/like and which they don't like. Explain why some of those are good and some are not. Learners produce a piece of text to consolidate processes and techniques discussed. (I) (F)
Drafting Assessment objectives: R1, R2, R3, W1, W2, W3, W4, W5	Introduce this "model of drafting" to learners: <ul style="list-style-type: none"> • DETAILS: ask learners to focus on DETAILS of the story they are going to write • RICH: ask learners to build a story line which is RICH with emotions powered by choice of words and idioms • AMPLIFICATIONS: ask learners to think of ways to amplify the mood, tone and plot within the chosen theme • FINE-TUNE: as they draft ask them to also fine-tune their pointers by eliminating pointers which may not be relevant in the context of the entire theme

Learning objectives	Suggested teaching activities
	<ul style="list-style-type: none"> • TIME-CONSCIOUSNESS: reinforce to learners that, ultimately, time counts and that learners should train themselves to write within the given/allowed time frames
Editing	<p>Learners should give particular attention and edit their work to enhance:</p> <ul style="list-style-type: none"> • EMOTIONAL ENGAGEMENT with the target readers • DECORATIVES; hence they should edit their work reasonable number of connectors / adverbs / proverbs / idioms / catchy phrases. Sample list of Arabic adverbs & proverbs/idioms: https://mawdoo3.com/حکم وأقوال من ذهب www.rowadalaamal.com/أقوال وحكم www.muhtwa.com/أمثال عربية مشهورة • INTRODUCTION with powerful opening pointers <p>TONE of the story with good choices of words and sentence-structure variations. Provide good samples from magazines or newspapers.</p> <ul style="list-style-type: none"> • TECHNICAL aspects such as the length of the texts (350–400 words)
Checking	<p>Always tell learners the importance of checking and rechecking their work thoroughly. Ask them to avoid careless mistakes.</p> <p>Ask them to double check their spelling and grammar accurateness.</p> <p>Introduce criteria for checking and get learners to check each other's work in groups or in pairs. In pairs, learners read through a piece of each other's writing and annotate in pencil as appropriate according to relevant, agreed criteria.</p> <p>Ensure learners learn from their mistakes by taking extra measures/putting extra efforts to correct or improve their work.</p>
Improving expression	<p>Introduce a set of proverbs in Arabic to learners.</p> <p>Go through the idioms / proverbs (أمثال وجمل تعبيرية) and other related expressive phrases in Arabic language from any of the previously mentioned sites.</p> <p>Get learners to check the work of their peers in groups or in pairs. Ask them to compare the choice of words used to express the chosen themes, the ideas, the setting, the tone/mood.</p>

Learning objectives	Suggested teaching activities
	Learners should be able to learn from each other and get the best narrative writer (among learners) to share his or her techniques of mastering the narrative writing.
Past and specimen papers	
Past and specimen papers, and mark schemes are available to download at www.cambridgeinternational.org/support (F) 0508 Paper 1 Jun 2018 – Text 2	

Discursive and argumentative writing

Learning objectives	Suggested teaching activities
<p>Exploring discursive and argumentative writing</p> <p>Assessment objectives: R1, R2, R3, W1, W2, W3, W4, W5</p>	<p>Main Focus Area: Being REFLECTIVE & INNOVATIVE</p> <p>Give learners samples of discursive and argumentative writing related to fast food. http://mramrbastawy.blogspot.com/2014/12/blog-post.html</p> <p>Learners read and highlight the main ideas of each paragraph from the text.</p> <p>Whole class discussion (F):</p> <ul style="list-style-type: none"> • What is the article about? • Who made the statements in the article? • How important is government related funding for education? <p>Learners relate the idea of Modernity (عصر السرعة/الحدائثة). (I)</p>
<p>Exploring elaborative techniques</p> <p>Assessment objectives: R1, R2, R3, W1, W2, W3, W4, W5</p>	<p>Introduce the idea of THINKING to learners;</p> <p>What is thinking? ما المقصود بالتفكير؟</p> <ul style="list-style-type: none"> • Human beings are unique because of their ability or desire to know or explore things or meanings. • يُعد الإنسان كائناً فريداً بسبب قدرته أو رغبته في معرفة أو استكشاف الأشياء والمعاني. • Intellectual ability has to be encouraged to enhance one's quality of thinking. • يجب تشجيع القدرة الفكرية لتعزيز ملكة التفكير وجودتها. • The process of thinking is about using existing data and from there on new data is realized. • تدور عملية التفكير حول استخدام البيانات الموجودة ومن ثم الحصول على بيانات جديدة. <p>Learners read the points above and discuss among themselves.</p> <p>Introduce PEE (Point, Evidence, Explanation) or PEEL (Point, Evidence, Explanation, Link) www.tutorfair.com/resource/206/taking-the-pee...-the-point-evidence-explanation-method</p>

Learning objectives	Suggested teaching activities
	<ul style="list-style-type: none"> • P is for Point This is where you make a statement about the text. • E is for Evidence This is where you use the text to back up your statement by quoting from the passage you've been given or from the text if you're working on an essay from home (don't forget your quotation marks). • E is for Explanation This is where you let loose creatively (not so loose that you forget what you want to say) and explain how the evidence backs up your point. Here you can explain the meaning of the quote, discuss the subtext/your inferences and bring in some of the technical terms you've learned that will boost your score. <p>Learners relate the given article about the duty of hospitality from past paper 0508/01 Reading Oct/Nov 2018, and organise the points, evidences and explanations using their own words.</p> <p>Extension activity: Learners do homework on three short paragraphs related to critical thinking. They share what they understood with the members of the class. The other members of the class elaborate their take (whether they can link with other evidences from their own lives).</p>
<p>Understanding opening and ending techniques in discursive and argumentative writing</p> <p>Assessment objectives: R1, R2, R3, W1, W2, W3, W4, W5</p>	<p>Introduce learners to a 5-minutes video from www.youtube.com/watch?v=oAUKxr946SI The video is about techniques to write effective discursive essay.</p> <p>(F) Whole class discussion (F):</p> <ul style="list-style-type: none"> • Planning • Structure • Method: spider diagram, flow chart or positive and negative table
<p>Planning and producing discursive and argumentative writing</p> <p>Assessment objectives: W1, W2, W3, W4, W5</p>	<p>Give a title and get learners to write a fresh composition either using the PEE / PEEL techniques.</p> <p>Learners relate/REFLECT with the importance of having a good mastery of Arabic vocabulary to be highly expressive in their writing skills.</p>

Learning objectives	Suggested teaching activities
Planning, Drafting, Editing and Checking Checking	<p>Ask learners on how they usually plan, draft, edit and check their compositions.</p> <p>Learners plan their elaboration using various techniques such as 'PEE' and 'PEEL' appropriate to the purpose of the text. Groups/class consider the strengths and weaknesses of responses generated by each approach. (Can use marking criteria for writing from Paper 2 Section 1 to inform discussion.)</p> <p>Simulate an examination scenario for the class. Give learners 15 minutes to complete the exam. Observe the behaviour of the learners and make a list of critical pointers to share later.</p> <p>Share the critical pointers (the DOs and DONTs when checking "answers" during examinations).</p> <p>Learners take note of the observation and share their challenges or limitation when it comes to examinations.</p>
Improving expression	<p>Give learners five sentences. For each sentence, learners re-write using their own sentence without losing the original meaning.</p> <p style="text-align: center;"><i>or</i></p> <p>Learners do two sentences each. They share their sentences with the members of the class. The other learners relate to the expressions used and suggest better words which are more appropriate to the given context.</p> <p style="text-align: center;"><i>or</i></p> <p>Learners do a research on Arabic proverbs or sayings and share their understanding of at least two or three sayings, two sentences each. They share their sentences with members of the class. The other learners relate to the expressions used and suggest better words which are more appropriate to the given context.</p>
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