

## Scheme of Work

# Cambridge IGCSE™ First Language Malay 0696

For examination from 2021



In order to help us develop the highest quality resources, we are undertaking a continuous programme of review; not only to measure the success of our resources but also to highlight areas for improvement and to identify new development needs.

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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
<b>Unit 1:</b> Key writing skills	This unit consolidates learners' existing writing skills and is designed to build confidence in the basics of Malay language: parts of speech, types of sentences and sentence structure, connectives, grammar and spelling, and register.	14%	18 hours
<b>Unit 2:</b> 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 Malay 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
<b>Unit 3:</b> 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
<b>Unit 4:</b> 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 types of writing: reports, letters, interviews, articles and speeches, considering objectives, content, layout, audience, tone and register.	18%	23 hours

Scheme of work units	Notes	% of the course	Guided learning hours
<b>Unit 5:</b> Reading for meaning	This unit looks at the basic components of fiction and how to analyse a text.	18%	23 hours
<b>Unit 6:</b> 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
<b>Unit 7:</b> 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 40%, Writing 60%).

Unit 1 supports Paper 1 Reading and Directed Writing and Paper 2 Composition.

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

Units 3 and 7 support Paper 2 Composition.

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 demonstrate understanding of explicit meaning

R2 demonstrate understanding of implicit meaning and attitude

R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text

R4 demonstrate understanding of how writers achieve effects and influence readers

R5 select and use information for specific purposes.

### Assessment objectives AO2 Writing

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

W2 organise and structure ideas and opinions for deliberate effect

W3 use a range of vocabulary and sentence structures appropriate to context

W4 use register appropriate to context

W5 make accurate use of spelling, punctuation and grammar.

Scheme of Work

## Resources

The up-to-date resource list for this syllabus, including textbooks endorsed by Cambridge International, is listed at [www.cambridgeinternational.org](http://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](http://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](http://www.cambridgeinternational.org/support). If you are unable to use Microsoft Word you can download Open Office free of charge from [www.openoffice.org](http://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 Malay 0696 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...'

**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

Communicate clearly, effectively and imaginatively

Articulate experience and express what is thought, felt and

### Suggested teaching activities

#### Main focus area: Being confident

Give learners a short passage about "building self-confidence" (yakin, keyakinan; keyakinan diri) and how important it is to build one's confidence.

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 a 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 Malay about the same topic (WHAT, WHEN, WHERE, WHO, HOW & WHY) and in that

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

**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.

**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.

### Specimen papers

**Specimen papers** and **mark schemes** are available for you to download at: [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

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

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## 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><b>Assessment objective: W1</b></p>	<p><b>Main focus area: Being confident</b></p> <p>Give learners a short passage (an article in a local daily newspaper: <i>Kepentingan Membina Keyakinan Diri</i> <a href="http://eprints.ums.edu.my/8479/1/nc0000003927.pdf">http://eprints.ums.edu.my/8479/1/nc0000003927.pdf</a>) about “building self-confidence” (yakin, keyakinan; keyakinan diri) and how important it is to build one’s confidence.</p> <p>Learners have to identify at least three to five words that they understand. Learners may use this link (KAMUS DEWAN) for guidance;</p> <ul style="list-style-type: none"> <li>• <a href="http://www.academia.edu/37603988/Kamus_Dewan_Bahasa_Edisi_Keempat.pdf">www.academia.edu/37603988/Kamus_Dewan_Bahasa_Edisi_Keempat.pdf</a></li> <li>• <a href="http://prpm.dbp.gov.my/Cari1?keyword=kamus+online">http://prpm.dbp.gov.my/Cari1?keyword=kamus+online</a></li> </ul> <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><b>(F)</b> Learners identify a word from their own list and provide another word with similar meaning or a word with opposite meaning; synonym and antonym. Here are some examples:</p> <table border="1" data-bbox="577 890 2002 1054"> <thead> <tr> <th>Word</th> <th>Antonym</th> <th>Synonym</th> </tr> </thead> <tbody> <tr> <td>Manusia</td> <td>Binatang</td> <td>Insan</td> </tr> <tr> <td>Bina</td> <td>Runtuh</td> <td>Mendirikan</td> </tr> <tr> <td>Ibarat</td> <td>Tidak seperti</td> <td>Umpama</td> </tr> <tr> <td>Yakin</td> <td>syak</td> <td>Pasti, Percaya, beriktikad</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. <b>(I)</b></p>	Word	Antonym	Synonym	Manusia	Binatang	Insan	Bina	Runtuh	Mendirikan	Ibarat	Tidak seperti	Umpama	Yakin	syak	Pasti, Percaya, beriktikad
Word	Antonym	Synonym														
Manusia	Binatang	Insan														
Bina	Runtuh	Mendirikan														
Ibarat	Tidak seperti	Umpama														
Yakin	syak	Pasti, Percaya, beriktikad														
<p>Sequence facts, ideas and opinions</p> <p><b>Assessment objective: W2</b></p>	<p>Give learners the article: <i>Keyakinan Diri Rahsia Kejayaan Hidup : Empat amalan penting dalam membina kepercayaan dalam diri.</i> <a href="https://leaderonomics.com/bm/artikel/membina-keyakinan-diri">https://leaderonomics.com/bm/artikel/membina-keyakinan-diri</a>.</p> <p>Learners read the article and note and understand the sequencing of the arguments or opinions of the writer. The four main points discussed in the article are:</p>															

Learning objectives	Suggested teaching activities															
	<table border="1" data-bbox="577 240 2018 435"> <thead> <tr> <th>Points made</th> <th>Order in article</th> <th>Suggested order</th> </tr> </thead> <tbody> <tr> <td>Amalkan postur yang betul (have good posture)</td> <td>1</td> <td></td> </tr> <tr> <td>Bercakap dengan jelas dan meyakinkan (talk or communicate clearly)</td> <td>2</td> <td></td> </tr> <tr> <td>Pentingkan penampilan diri (give importance to self-appearance)</td> <td>3</td> <td></td> </tr> <tr> <td>Bersyukur dengan apa yang ada (be grateful for what one has)</td> <td>4</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 four points should come first, followed by the consequent points). <b>(F)</b></p> <p>Learners then construct at least one or two sentences using one of the four points; either agreeing or disagreeing with the article. <b>(I)</b></p> <p><b>For example</b>  <b>Amalkan postur yang betul:</b>          Saya tidak setuju dengan pendapat ini. Bagi saya, KEYAKINAN DIRI bermula dengan kejujuran seseorang. Seseorang yang jujur akan sentiasa mempunyai keyakinan diri yang kental.</p> <p><b>Have good posture:</b>          I do not quite agree with the fact that having good posture is important to relate one's level of confidence. I personally believe that it is a person's honesty or integrity that drives or enhances one's self-confidence.</p>	Points made	Order in article	Suggested order	Amalkan postur yang betul (have good posture)	1		Bercakap dengan jelas dan meyakinkan (talk or communicate clearly)	2		Pentingkan penampilan diri (give importance to self-appearance)	3		Bersyukur dengan apa yang ada (be grateful for what one has)	4	
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Bersyukur dengan apa yang ada (be grateful for what one has)	4															
<p>Use a range of appropriate vocabulary</p> <p><b>Assessment objective: W3</b></p>	<p>Introduce this website to learners: (<a href="http://mylanguages.org/malay_vocabulary.php">http://mylanguages.org/malay_vocabulary.php</a>)</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". Words that they find:</p> <ul style="list-style-type: none"> <li>• very familiar (easy to understand)</li> <li>• not familiar (don't understand)</li> </ul> <p><b>(F)</b></p> <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. <b>(I)</b></p>															

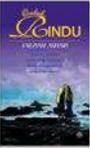
Learning objectives	Suggested teaching activities
<p>Use a range of appropriate vocabulary</p> <p><b>Assessment objective:</b> W3</p>	<p>Illicit examples of prepositions from learners that they already know or have heard or used before. Learners can create their own lists and compare them with each other.</p> <p>Introduce a website to learners: <a href="http://www.mylanguages.org/malay_prepositions.php">www.mylanguages.org/malay_prepositions.php</a></p> <p>Learners find prepositions 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: <i>Kepentingan Membina Keyakinan Diri</i>  <a href="http://eprints.ums.edu.my/8479/1/nc0000003927.pdf">http://eprints.ums.edu.my/8479/1/nc0000003927.pdf</a> <b>(F)</b></p>
<p>Make accurate use of spelling, punctuation and grammar</p> <p><b>Assessment objective:</b> 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> <ul style="list-style-type: none"> <li>i) <i>Ansur</i> – <i>Dia ansur pulih</i> (He is recovering gradually)</li> <li>ii) <i>Kebolehan</i> – <i>Dia mempunyai kebolehan luar biasa</i> (He has abilities which are supernatural)</li> <li>iii) <i>Seterusnya</i> – <i>Ali sampai di rumahnya pada pukul 7 petang. Seterusnya, dia mandi dan bersiap untuk mengikuti kelas muzik.</i> (Ali reached home at 7pm and then he took his shower and prepared for his music class.)</li> </ul> <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 <a href="http://www.en.wikipedia.org/wiki/Spelling_bee">www.en.wikipedia.org/wiki/Spelling_bee</a>), challenging each other and testing each other's accuracy. <b>(F)</b></p>
<p>Using tone, style and register appropriate to audience and context</p> <p><b>Assessment objective:</b> 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. <b>(F)</b></p>
<p>Make accurate use of spelling, punctuation and grammar</p> <p><b>Assessment objective:</b> 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. <b>(F)</b></p>

Learning objectives	Suggested teaching activities
<p>Using tone, style and register appropriate to audience and context</p> <p><b>Assessment objective:</b> 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. <b>(F)</b></p>
Specimen paper and mark scheme	
<p>Specimen papers and mark schemes are available to download at <a href="http://www.cambridgeinternational.org/support">www.cambridgeinternational.org/support</a> <b>(F)</b></p> <ul style="list-style-type: none"> <li>• 0696 Specimen Paper 01 (Text A)</li> </ul>	

## Reading a variety of texts

Learning objectives	Suggested teaching activities
<p>Understanding the use of imagery and literary devices</p> <p><b>Assessment objectives:</b> R1 R2</p>	<p><b>Main focus area: Being responsible</b></p> <p>Give learners an explanation on being responsible or <i>bertanggungjawab</i>.</p> <p>Share this acronym based model of learning (one form of IMAGERY learning).</p> <ul style="list-style-type: none"> <li>• <b>RIGHTS</b> (<i>hak</i>) - You should know your rights well; rights as a citizen, rights as a learner, rights as Muslims / Hindus / Christians / Know other people's rights as well</li> <li>• <b>EMPOWER</b> (<i>perkasa atau beri kuasa</i>) You should empower yourself with the right COMPETENCIES (right SKILLS + ATTITUDE + KNOWLEDGE) to protect, execute and enhance your rights</li> <li>• <b>SOLUTIONS</b> (<i>penyelesaian</i>) Look for responsible solutions &amp; do not create or recreate problems</li> <li>• <b>PRACTICE</b> (<i>amalan</i>) Make sure you have good habits / behaviors which do not undermine your life / rights as well as the lives / rights of other); (including animals)</li> <li>• <b>OBSERVE</b> (<i>menghormati</i>) the stipulated rules, regulations and constitutions but if they are against your rights / basic human rights</li> <li>• <b>NEGOTIATE</b> (<i>berunding</i>) through the right channels and with the right authorities</li> <li>• <b>SPEAK &amp; STAND FOR</b> (<i>berdiri &amp; bersuara untuk keadilan</i>) for those who are not able to defend for themselves</li> <li>• <b>INTEGRITY</b> (<i>integriti atau jujur</i>) is the key value in being self responsible; be honest and fair all time (just like you have your rights, others too have their own rights)</li> <li>• <b>BELIEVE</b> (<i>percaya</i>) in your capabilities and make sure your capabilities are useful NOT ONLY FOR YOU and YOUR LOVED ONES but useful for the whole nation!!</li> <li>• <b>LET-GO</b> (<i>abaikan pemikiran dan amaln negative</i>) Let go of your thoughts and behaviors which are counterproductive (irresponsible); Erase them!!</li> </ul>

Learning objectives	Suggested teaching activities
	<ul style="list-style-type: none"> <li>• <b>ENCOURAGE &amp; EDUCATE</b> (<i>didik atau ajar yang lain</i>) others to be responsible too.</li> </ul> <p>Ask learners to articulate the whole idea of being responsible in Malay using the <b>R.E.S.P.O.N.S.I.B.L.E</b> pointers</p>
<p>Understanding the use of imagery and literary devices</p> <p><b>Assessment objectives:</b> R1, R2</p>	<p>Give learners a few pieces of images (related to the concept of being responsible).</p> <div data-bbox="510 411 1487 1018" style="display: flex; flex-wrap: wrap; justify-content: space-around;">     </div> <p>Learners need to study the images and apply a model of visual imagery learning-strategy; RIDER (Clark, Warner, Alley, Deshler, Schumaker, Vetter, &amp; Nolan, 1981)  <a href="http://www.specialconnections.ku.edu/?q=instruction/cognitive_strategies/teacher_tools/imagery_strategies">www.specialconnections.ku.edu/?q=instruction/cognitive_strategies/teacher_tools/imagery_strategies</a> :</p> <p>A visual imagery strategy for reading comprehension is <b>R.I.D.E.R</b></p> <p><b>R = Read a sentence</b>  <b>I = Image (make an image)</b>  <b>D = Describe how the new image is different from the last sentence</b>  <b>E = Evaluate (as one makes the image, check to be sure it contains everything necessary)</b>  <b>R = Repeat (as one reads the next sentence, repeat the steps to RIDE)</b></p>

Learning objectives	Suggested teaching activities
	<p>Learners will split into groups and each group then presents their understanding of the images given to them in the context of being responsible using the R.I.D.E.R strategy. <b>(F)</b></p> <p>Learners read a paragraph, which contains repetition of RESPONSIBLE related vocabulary and sentence structures in many variations. <b>(I)</b></p>
<p>Identifying literary devices in fiction and non-fiction</p> <p><b>Assessment objectives:</b> R1, R2</p>	<p>Give groups of learners extracts from various types of fiction and non-fiction texts.</p> <ol style="list-style-type: none"> <li>1) <a href="http://www.goodreads.com/book/show/18273875-13-jam-a380">www.goodreads.com/book/show/18273875-13-jam-a380</a></li> <li>2) <a href="http://www.goodreads.com/book/show/2229030.Ombak_Rindu">www.goodreads.com/book/show/2229030.Ombak_Rindu</a></li> <li>3) <a href="http://www.goodreads.com/book/show/339251.The_Malay_Dilemma?">www.goodreads.com/book/show/339251.The_Malay_Dilemma?</a></li> <li>4) <a href="http://www.goodreads.com/book/show/13447962-kampung-girl">www.goodreads.com/book/show/13447962-kampung-girl</a></li> </ol> <div data-bbox="483 644 1370 991">  <p><b>13 Jam A380</b> by Evelyn Rose ★★★★ 4.32 Rating details · 1,460 Ratings · 152 Reviews</p> <p>13 jam di dalam penerbangan ke London menaiki MAS A380, takdir menemukan HANA SOFEA dan Syed HAYDAR, jejak idamannya. Mencipta kenangan terindah di langit biru.</p> <p>Mereka bergelut kekasih kayangan untuk empat jam, menari tango bersama, menjelajah seluruh pesawat bersama, merasai enaknya Caramel Latte bersama... Tap i tatkala MAS A380 mencecah lantai bumi., segalanya pergi bagai wap di udara.</p> <p>Want to Read</p> </div> <div data-bbox="981 644 1370 991">  <p><b>Ombak Rindu</b> (Ombak Rindu #1) by Fauziyah Ashari ★★★★ 4.53 Rating details · 1,330 Ratings · 81 Reviews</p> <p>"Rinduku umpama ombak yang tak berhenti... Kasihmu bagai pantai yang setia menanti..."</p> <p>Sinopsis - <b>Ombak Rindu</b> Izzah adalah seorang gadis yatim piatu yang faham orang tua mereka akibat kemalangan jalan raya. Justeru itu, pak saudaranya, Taha mengambil tugas memelihara Izzah. Isteri Taha tidak senang dengan kehadiran Izzah dan mesodub Izzah membawa bencana dalam keluarga.</p> <p>Puk cik Taha banyak berutang. Disebabkan kesempatan wang dia sanggup menjual anak saudaranya itu kepada seorang tauke kelab malam. Izzah terpaksa mengikut kehendak pak saudaranya walaupun hatinya tidak rela.</p> <p>Di situ dia telah berkenalan dengan seorang pelanggan bernama Hariz. Hariz telah membeli Izzah dengan harga yang mahal dari tauke kelab itu dan membawa dia keluar dari neraka jahannam itu. Di atas permintaan Izzah, akhirnya Hariz berkahwin dengan Izzah tetapi dengan syarat semuanya mesti dirabalkan.</p> <p>Want to Read</p> </div> <div data-bbox="483 999 972 1410">  <p><b>The Malay Dilemma</b> by Mahathir Mohamad, مهاتير محمد ★★★★ 3.89 Rating details · 431 Ratings · 49 Reviews</p> <p>In <i>The Malay Dilemma</i>, former prime minister Mahathir Mohamad examines and analyses the make-up of the Malays and the problem of racial harmony in Malaysia. First published in 1970, the book seeks to explain the causes for the 13 May 1969 riots in Kuala Lumpur.</p> <p>Dr Mahathir sets out his view as to why the Malays are economically backward and why they feel they must insist upon immigrants becoming real Malaysians speaking in due course nothing but Malay, as do immigrants to America or Australia 'speak nothing but the language of what the author calls "the definitive people". He argues that the Malays are the rightful owners of Malaya. He also argues that immigrants are guests until properly absorbed, and that they are not properly absorbed until they have abandoned the language and culture of their past. (less)</p> <p>Want to Read</p> </div> <div data-bbox="981 999 1370 1410">  <p><b>Kampung Girl</b> by Umi Kalsom ★★★★ 3.97 Rating details · 594 Ratings · 38 Reviews</p> <p>PERKAHWINAN diaturkan oleh keluarga? Ashraf langsung tidak menyangka! Lebih memeningkan kepala, apabila dia mengetahui nama calon yang disebutkan oleh mummynya, Paan Mazlin. Aimmur! Si budak kampung itu? Tidak mungkin.</p> <p>"Orang tak nak kahwin dengan budak kampung tu... mummy jangan paksa Ash!" - Ashraf Khairi.</p> <p>"Ain akan kahwin dengan abang Ash!" - Aimmur.</p> <p>Dan jawapan itu cukup untuk membuatkan Ashraf kehilangan kata.</p> <p>Bergaduh mulut? Itu merupakan perkara biasa bagi Ashraf jika Aimmur ada di depan mata. Pasti ada sahaja perkara yang hendak diperbincangkan.</p> <p>"Dekat kampung kau tu dah pupus populasi lelaki ke sampai kau kena ke bandar nak cari calon suami?" - Ashraf Khairi.</p> <p>Dan nada yang sinis itu cukup untuk membuatkan Aimmur naik darah.</p> <p>Benarlah kata orang, kerana pulut santan bitasa... kerana mulut? Jerat terbena diri pemangsa. Rancangan untuk menolak diri Aimmur merupakan titik tolak yang 'menjambanankn' diri Ashraf.</p> <p>Want to Read</p> </div>

Learning objectives	Suggested teaching activities
	<p>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.</p> <p>Ask learners to creatively react some of the fictional plots with their (either individually or by groups) own original script in Malay.</p>
Specimen paper and mark scheme	
<p>Specimen papers and mark schemes are available to download at <a href="http://www.cambridgeinternational.org/support">www.cambridgeinternational.org/support</a> <b>(F)</b></p> <ul style="list-style-type: none"><li>• 0696 Specimen Paper 01 (Text A)</li></ul>	

## Descriptive and personal writing

Learning objectives	Suggested teaching activities
<p>Exploring theme and mood in descriptive and personal writing</p> <p><b>Assessment objectives:</b> 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"> <li>• Discuss the different moods they felt reading the different text profiles; learners can share they range of favourite books</li> <li>• Analyse the way the texts have been developed and communicated to the readers.</li> </ul> <p>Learners describe in writing their personal response to the theme of the text. <b>(I)</b></p>
<p>Understanding elaborative techniques in descriptive and personal writing</p> <p><b>Assessment objectives:</b> 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> <a href="http://www.learningscientists.org/blog/2016/7/7-1">www.learningscientists.org/blog/2016/7/7-1</a>)</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><b>Extension activity:</b> Learners read another paragraph in Malay and use the same questions (WHAT, WHEN, WHERE, WHO, HOW &amp; WHY) and in that get use to the elaborative technique.</p>
<p>Understanding opening and ending techniques in descriptive and personal writing</p> <p><b>Assessment objectives:</b> 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"> <li>• 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. <a href="http://www.readingrockets.org/strategies/descriptive_writing">www.readingrockets.org/strategies/descriptive_writing</a></li> <li>• 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”. (<a href="http://www.aims.edu/learner/online-writing-lab/understanding-writing/personal.php">www.aims.edu/learner/online-writing-lab/understanding-writing/personal.php</a>)</li> <li>• PERSONAL WRITING means “Personal writing is <b>subjective</b> (<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” (<a href="https://awc.ashford.edu/tocw-personal-writing.html">https://awc.ashford.edu/tocw-personal-writing.html</a>)</li> </ul> <p>Give learners one sample personal essay  <a href="https://cdmsmedia.bridgepointeducation.com/MediaService/MediaService.svc/constellation/book/AUWC.12.4/%7Bhandouts%7Da.7_sa_mple_reflective_paper.pdf">https://cdmsmedia.bridgepointeducation.com/MediaService/MediaService.svc/constellation/book/AUWC.12.4/%7Bhandouts%7Da.7_sa_mple_reflective_paper.pdf</a>; <b>My Past, Present, and Future</b>)</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"> <li>✓ <i>Terlebih dahulu....</i>(On the onset; First and foremost)</li> <li>✓ <i>Sebagai mukadimah....</i>(As an introduction...)</li> <li>✓ <i>Pada dasarnya...</i> (In actual context)</li> <li>✓ <i>Kesimpulannya...</i>(As the conclusion)</li> <li>✓ <i>Akhir kata...</i>(Last but not the least)</li> <li>✓ <i>Sebagai penghujung kata.....</i>(Finally....)</li> </ul>

Learning objectives	Suggested teaching activities
	<p>Get learners to write the same opening paragraph in Malay.</p> <p>Learners practise writing opening and ending paragraphs based on the sample given. <b>(F)</b></p>
<p>Exploring imagery in descriptive and personal writing</p> <p><b>Assessment objectives:</b> W1, W2, W3, W4, W5</p>	<p>Share this guide with learners: <a href="http://www.softschools.com/examples/grammar/imagery_examples/141/">www.softschools.com/examples/grammar/imagery_examples/141/</a></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 <b>imagery</b>. Often, <b>imagery</b> 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.): <a href="http://www.study.com/academy/lesson/sensory-details-in-writing-definition-examples.html">www.study.com/academy/lesson/sensory-details-in-writing-definition-examples.html</a></p> <p>Share these examples from the same website:</p> <ul style="list-style-type: none"> <li>➤ <b>I could hear the popping and crackling as mom dropped the bacon into the frying pan, and soon the salty, greasy smell wafted toward me</b> <i>Saya dapat mendengar bunyi ratak dan pecah ketika ibu memasukkan daging ke dalam kual, yang kemudiannya menghasilkan bau masin, berminyak yang menuju saya</i></li> <li>➤ <b>Glittering white, the blanket of snow covered everything in sight</b> <i>Berkilauan putih, selimut salji menutupi segala-galanya.</i></li> <li>➤ <b>Her iron fingers gripped tight around his shirtsleeve; he was caught.</b> <i>Jari besinya mencengkam dengan ketat dan dia tertangkap</i></li> </ul> <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. <b>(F)</b></p>
<p>Planning and producing descriptive and personal writing</p> <p><b>Assessment objectives:</b> W1, W2, W3, W4, W5</p>	<p>Share these screenshots with learners: <a href="http://azwiraariwana.blogspot.com/p/format-bahagian-b.html">http://azwiraariwana.blogspot.com/p/format-bahagian-b.html</a> they are about some given formula to plan and produce descriptive and personal writing.</p>

Learning objectives	Suggested teaching activities
	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p style="text-align: center; background-color: #f0f0f0; margin: 0;">Pendahuluan = PU/DEFINISI + AH + AC + AA</p> <p><b>Penyataan Umum (PU) / Definisi</b> Terdiri daripada <b>satu ayat</b> sahaja. Ditulis berdasarkan tajuk.</p> <p><b>Ayat Huraian (AH)</b> Terdiri daripada <b>satu hingga tiga ayat</b>. <b>AH1</b> : Senario / perkembangan isu yang dibincangkan pada masa ini. <b>AH2</b> : Faktor / Kepentingan / Kesan kepada individu / keluarga / masyarakat / negara (bergantung kepada dimensi soalan). <b>AH3</b> : Kesenambungan daripada ayat huraian 2 dan boleh menggunakan formula <b>SW 1H 1I / MASSBBD (Mengapaa, Apa, Siapa, Sekiranya, Bagaimana, Bila, Di mana)</b></p> <p><b>Ayat Contoh (AC)</b> Anda boleh memberikan satu atau melebihi satu contoh. Pastikan contoh yang diberi sesuai dan relevan dengan keadaan dan bertepatan dengan kehendak soalan.</p> <p><b>Ayat Arah (AA)</b> Menyatakan pendirian anda sama ada bersetuju atau tidak dengan soalan secara umum. Perlu menyatakan fokus arahan yang diberikan. Anda boleh menulis dalam bentuk ayat penyata atau ayat tanya bergantung kepada kreativiti anda.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p style="text-align: center; background-color: #f0f0f0; margin: 0;">Isi = AT + AH + AC + AP</p> <p><b>Ayat Topik (AT)</b> Terdiri daripada <b>satu ayat</b> sahaja dan mestilah ringkas, padat dan jelas. Ditulis pada permulaan ayat. Menjadi pencetus idea untuk pengembangan ayat seterusnya.</p> <p><b>Ayat Huraian (AH)</b> Terdiri daripada <b>satu hingga lima ayat</b>. Dihuraikan secara mendalam menggunakan formula <b>SW 1H 1I / MASSBBD (Mengapaa, Apa, Siapa, Sekiranya, Bagaimana, Bila, Di mana)</b> Setiap ayat huraian mestilah menunjukkan <b>kesinambungan</b> dengan cara menggunakan <b>penanda wacana</b> yang sesuai.</p> <p><b>Ayat Contoh (AC)</b> Anda boleh memberikan <b>sekurang-kurangnya satu</b> contoh. Pastikan contoh yang diberi sesuai dan relevan dengan keadaan dan bertepatan dengan kehendak soalan. Kedudukan AC boleh di mana-mana sahaja tetapi mestilah sebelum AP.</p> <p><b>Ayat Penegas (AP)</b> Merupakan ayat kesimpulan kecil bagi setiap isi. AP menegaskan semula AT dengan menggunakan ayat berbeza tetapi masih mengekalkan maksud yang sama dengan AT.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p style="text-align: center; background-color: #f0f0f0; margin: 0;">Penutup = AK + AC + AH</p> <p><b>Ayat Kesimpulan (AK)</b> Terdiri daripada <b>satu hingga dua ayat</b> . Merumuskan keseluruhan karangan. Tidak menyenaraikan isi yang telah ditulis dalam perenggan isi (dikira salah).</p> <p><b>Ayat Cadangan (AC)</b> Terdiri daripada <b>satu hingga dua ayat</b>. Memberi cadangan yang relevan dan mengaitkan dimensi dengan fokus arahan yang diberikan. Tidak memerlukan huraian panjang.</p> <p><b>Ayat Harapan (AH)</b> Menyatakan harapan sekiranya cadangan yang diberikan dalam AC diguna pakai dalam usaha menangani isu yang dibincangkan. Menggunakan kata hubung <b>agar / supaya / demi</b> untuk menyambungkan AC dengan AC. Kaitkan dengan dasar-dasar negara atau Wawasan 2020.</p> </div> </div> <p>Learners produce a PLAN (points only) using these formula:</p> <ul style="list-style-type: none"> <li>• opening; PENDAHULUAN</li> <li>• content; ISI</li> <li>• ending PENUTUP</li> </ul> <p><b>(F)</b></p>
<p>Drafting</p> <p><b>Assessment objectives:</b> W1, W2, W3, W4, W5</p>	<p>Check the writing plan of learners and get them to draft their stories.</p> <p>Learners use a previous plan to turn into a first draft consisting of approximately 70 + 300-400 + 40 words for the opening, content and closing paragraphs. They should be conscious of paragraph usage as a structural device. They should count the number of words in their completed draft. <b>(I) (F)</b></p>
<p>Editing</p>	<p>Correct or help edit the draft writings of learners'. Edit or highlight issues or discrepancies related to the spelling, grammar and sentence structure.</p> <p>Return the edited version to learners</p>
<p>Checking</p>	<p>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.</p> <p>Learners learn constructively using the edited or corrected version of the teacher and the peers. <b>(F)</b></p>

Learning objectives	Suggested teaching activities
Improving expression	<p>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.</p> <p>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 <a href="http://www.verywellhealth.com/elaborative-rehearsal-a-better-way-to-memorize-98694">www.verywellhealth.com/elaborative-rehearsal-a-better-way-to-memorize-98694</a> <b>(I)</b></p>
Specimen papers	
Specimen papers and mark schemes are available to download at <a href="http://www.cambridgeinternational.org/support">www.cambridgeinternational.org/support</a> <b>(F)</b>	

## Reading and responding to writing

Learning objectives	Suggested teaching activities
Selecting main ideas and necessary information  <b>Assessment objectives:</b> R3, R4, W2	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.  Ask them to link the ideas with the given titles of the texts.  Ask the learners to RE-organise their points and recompose the texts using their own words.
Identifying facts and opinions  <b>Assessment objectives:</b> R3, R4	Share with learners some critical information to distinguish facts from mere opinions.  Facts: <ul style="list-style-type: none"> <li>✓ Christmas is celebrated on 25<sup>th</sup> December every year.</li> <li>✓ Snakes can predict earthquakes. Studies reveal that snakes can sense an emerging earthquakes from 121 kilometers away up to five days before it happens.</li> <li>✓ 1 Meter equals to 100 Centimetre or 3.3 feet</li> </ul> Opinions: <ul style="list-style-type: none"> <li>✓ Tall people are normally lazy because they cannot move fast with their body mass.</li> <li>✓ Children from squatter settlements would not be able to do well in their studies because they don't have the right environment to study.</li> </ul> Learners then go back to their earlier points (from the reading materials) and decide which ones are facts and otherwise.  Learners relate the significance of linking facts with opinions (or otherwise). <b>(F)</b>
Preparing a personal response  <b>Assessment objectives:</b> R3, R4, W1, W2, W5	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.  Persuasive Writing Tips <a href="http://www.transkills.admin.cam.ac.uk/resources-staff/mml-supervisor-package/part-ib-seminar-5-speaking-versus-writing/persuasive-writing">www.transkills.admin.cam.ac.uk/resources-staff/mml-supervisor-package/part-ib-seminar-5-speaking-versus-writing/persuasive-writing</a>  Persuasive writing is always clear writing. Here are some tips to improve the clarity of your writing: <ul style="list-style-type: none"> <li>• Use the first sentence of each paragraph to introduce the main point of the paragraph.</li> <li>• Make clear transitions between points. Linking words and phrases shows the logic between one point and another.</li> </ul>

Learning objectives	Suggested teaching activities				
	<ul style="list-style-type: none"> <li>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.</li> </ul> <p>Learners will master ways to produce a persuasive personal response.</p>				
<p>Identifying a sequence or argument and conclusion</p> <p><b>Assessment objectives:</b> 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 <b>INTRO</b>, <b>CONTENT</b> and <b>CONCLUSION</b>. For the points under the <b>CONTENT</b> 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><b>Assessment objectives:</b> R3, R4, W1, W2, W3, W4, W5</p>	<p>Explain to learners the details about <b>FORMATS</b> and <b>REGISTERS</b> and how important it is to write with the ultimate reader(s) in mind:</p> <table border="1" data-bbox="539 890 1962 1283"> <thead> <tr> <th data-bbox="539 890 1249 927">Formats</th> <th data-bbox="1249 890 1962 927">Registers</th> </tr> </thead> <tbody> <tr> <td data-bbox="539 927 1249 1283"> <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., centered, right-aligned, left-aligned or justified alignment, etc.)</p> </td> <td data-bbox="1249 927 1962 1283"> <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 Queen, an archbishop, 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: <a href="https://justpublishingadvice.com/control-register-in-your-writing/">https://justpublishingadvice.com/control-register-in-your-writing/</a>)</p> </td> </tr> </tbody> </table> <p>Reinforce the necessity to keep within the word count limit of the compositions.</p> <p><b>Newspaper reports (LAPORAN / KERATAN AKHBAR)</b></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., centered, 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 Queen, an archbishop, 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: <a href="https://justpublishingadvice.com/control-register-in-your-writing/">https://justpublishingadvice.com/control-register-in-your-writing/</a>)</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., centered, 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 Queen, an archbishop, 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: <a href="https://justpublishingadvice.com/control-register-in-your-writing/">https://justpublishingadvice.com/control-register-in-your-writing/</a>)</p>				

Learning objectives	Suggested teaching activities																
	<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> <p><b>Letters (SURAT)</b> 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="848 504 1767 1051"> <thead> <tr> <th data-bbox="853 507 1308 539">Formal</th> <th data-bbox="1308 507 1762 539">Informal</th> </tr> </thead> <tbody> <tr> <td data-bbox="853 539 1308 604">Would you mind ...?</td> <td data-bbox="1308 539 1762 604">Will you ...?</td> </tr> <tr> <td data-bbox="853 604 1308 670">I've got ...</td> <td data-bbox="1308 604 1762 670">I have ...</td> </tr> <tr> <td data-bbox="853 670 1308 735">Hi</td> <td data-bbox="1308 670 1762 735">Dear</td> </tr> <tr> <td data-bbox="853 735 1308 801">Saya</td> <td data-bbox="1308 735 1762 801">Aku</td> </tr> <tr> <td data-bbox="853 801 1308 866">Anda</td> <td data-bbox="1308 801 1762 866">Engkau</td> </tr> <tr> <td data-bbox="853 866 1308 932">Boleh anda....?</td> <td data-bbox="1308 866 1762 932">Engkau boleh.....?</td> </tr> <tr> <td data-bbox="853 932 1308 1048">Anda semua harus berpakaian seragam untuk perhimpunan hari esok.</td> <td data-bbox="1308 932 1762 1048">Semua engkau kena pakai pakaian seragam masa perhimpunan esok.</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. <b>(F)</b></p>	Formal	Informal	Would you mind ...?	Will you ...?	I've got ...	I have ...	Hi	Dear	Saya	Aku	Anda	Engkau	Boleh anda....?	Engkau boleh.....?	Anda semua harus berpakaian seragam untuk perhimpunan hari esok.	Semua engkau kena pakai pakaian seragam masa perhimpunan esok.
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Learning objectives	Suggested teaching activities
	<p><b>Magazine articles (KERATAN MAJALAH)</b></p> <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><b>Interviews (TEMUBUAL)</b></p> <p>Introduce the main components or dimensions (interviewer, interviewees, etc.) of an interview; show them examples of written text of an interview <a href="http://www.cambridge.org/elt/blog/2016/02/02/teaching-speaking-2-styles-functions-speaking-talk-interaction/">www.cambridge.org/elt/blog/2016/02/02/teaching-speaking-2-styles-functions-speaking-talk-interaction/</a> . 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. <b>(F)</b></p>
<p><b>Specimen papers</b></p>	
<p>Specimen papers and mark schemes are available to download at <a href="http://www.cambridgeinternational.org/support">www.cambridgeinternational.org/support</a> <b>(F)</b></p>	

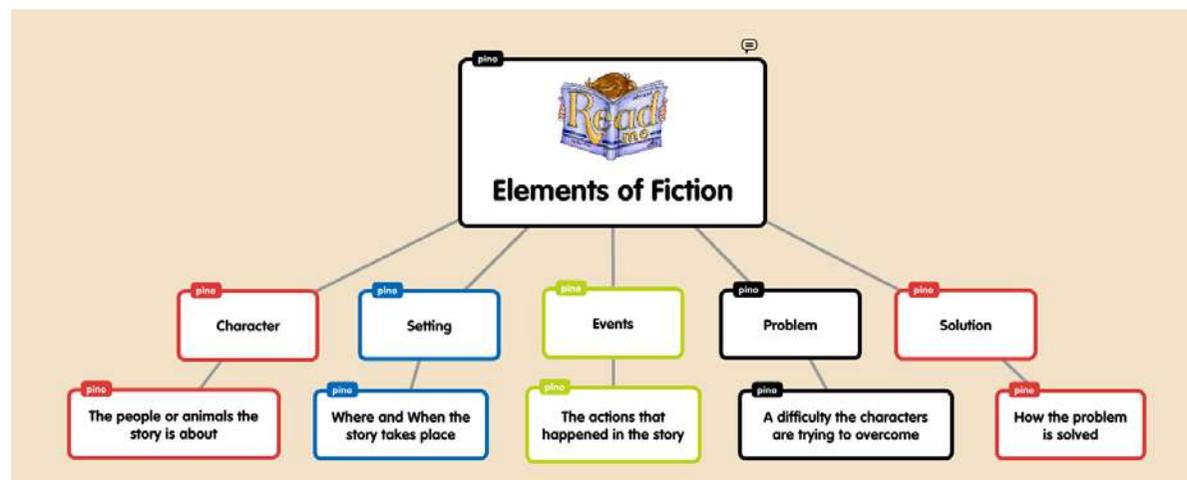
## Reading for meaning

Learning objectives	Suggested teaching activities												
<p>Understanding components of fiction</p> <p><b>Assessment objectives:</b> R1. R2</p>	<p><b>Main focus area: Being engaged</b></p> <p>Ask learners what they understand the main differences between fiction and non-fiction writing are. Show them this image <a href="http://www.bookriot.com/2017/11/02/difference-between-fiction-and-nonfiction">www.bookriot.com/2017/11/02/difference-between-fiction-and-nonfiction</a></p> <div data-bbox="1182 544 1435 970" data-label="Image"> <table border="1"> <thead> <tr> <th>FICTION</th> <th>NON-FICTION</th> </tr> </thead> <tbody> <tr> <td>Fictional literature is imagined</td> <td>Non-fiction literature is based on fact</td> </tr> <tr> <td>Often based on actual events</td> <td>Loses credibility if fabricated</td> </tr> <tr> <td>Subjective</td> <td>Objective</td> </tr> <tr> <td>Can be different points of view</td> <td>Authorial point of view</td> </tr> <tr> <td>Deeply interior</td> <td>Focused on exterior</td> </tr> </tbody> </table> </div> <p>Introduce the main features or components of FICTION; use the following extract <a href="http://www.scribophile.com/blog/the-seven-elements-of-fiction/">www.scribophile.com/blog/the-seven-elements-of-fiction/</a> explaining the seven components of a FICTIONAL writing.</p> <ol style="list-style-type: none"> <li><b>Character.</b> 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.</li> <li><b>Plot.</b> Plot is what happens in the story, the series of events. This happened, then this happened, then this happened. .</li> </ol>	FICTION	NON-FICTION	Fictional literature is imagined	Non-fiction literature is based on fact	Often based on actual events	Loses credibility if fabricated	Subjective	Objective	Can be different points of view	Authorial point of view	Deeply interior	Focused on exterior
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Learning objectives	Suggested teaching activities
	<p>iii. <b>Setting.</b> The setting is where your story takes place. But some settings are so powerful, they almost seem like characters themselves (Think Tara, Hogwarts, the island in Lord of the Flies). Settings can be large and all-encompassing (A hospital, a jungle, an inner city rec center, The Death Star) 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 (The 70s, post-Watergate, World War II, The Great Depression). Instead of merely describing setting, though, smart writers impart setting through the filter of their characters' feelings about that setting.</p> <p>iv. <b>Point-of-view.</b> 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, take that Jay McInerney) and third person ("He," "she," "Nick" and "Abby"). 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. <b>Style.</b> 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. <b>Theme.</b> 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. <b>Literary devices.</b> Like the hammer and nail mentioned earlier, literary devices are the true tools of the writer. A partial list of literary devices include 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



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](http://www.wilsonplays.weebly.com/writing-class.html)

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.

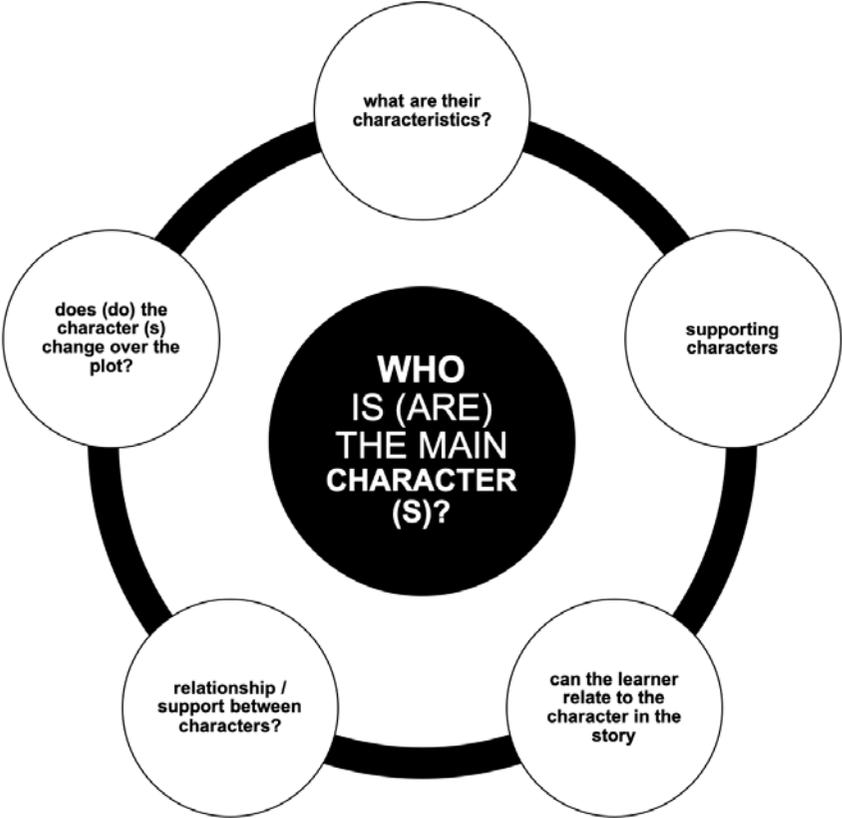
Exploring theme and tone

Give learners some examples of different themes generally used in FICTION or NON-FICTIONAL writings.

**Assessment objectives:**  
R1, R2

Thematic questions	
Fiction	Non-fiction
How One Felt?	When did the event take place?
Why one reacted this or that way?	Who said what?
What were the emotions involved?	Where was the event?

<https://bookriot.com/2017/11/02/difference-between-fiction-and-nonfiction/>

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><b>Assessment objectives:</b> 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> 

Learning objectives	Suggested teaching activities
<p>Exploring settings</p> <p><b>Assessment objectives:</b> 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"> <li>1) The theme</li> <li>2) The characters</li> <li>3) The mood / tone</li> <li>4) The impact or final outcomes of the story</li> <li>5) The reader</li> </ol>
<p>Understanding point of view</p> <p><b>Assessment objectives:</b> 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><b>Assessment objectives:</b> R1, R2</p>	<p>Learners should be able to identify or answer the <b>Who, What, Where, When, Why, How</b> 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"> <li>• When and where it began?</li> <li>• What were the emotions involved?</li> <li>• How were the emotions managed?</li> <li>• What were the main milestones in the story / change of events from one point to the other?</li> <li>• What were the conflicts?</li> <li>• How were the conflicts handled?</li> <li>• Where it ends?</li> </ul>
<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 or simple but effective methodologies to strengthen their mastery of these words, phrases, idioms, proverbs and synonyms.</p>

Learning objectives	Suggested teaching activities
<p><b>Assessment objectives:</b> R1, R2</p>	<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 discuss the important of inferential meaning represented by different words.</p> <p>Ask learners to master some good techniques by reading some sample compositions from the link below <a href="http://midieja.blogspot.com/p/contoh-contoh-karangan.html">http://midieja.blogspot.com/p/contoh-contoh-karangan.html</a> <b>(I)</b></p> <p>Assign learners into different groups to research and collect synonyms of words. <b>(I)</b></p> <p>Assign learners with tasks or activities related to proverbs / idioms; like matching the idioms with their corresponding meanings <b>(I)</b></p>
Specimen papers	
<p>Specimen papers and mark schemes are available to download at <a href="http://www.cambridgeinternational.org/support">www.cambridgeinternational.org/support</a> <b>(F)</b></p> <ul style="list-style-type: none"> <li>• 0696 Specimen Paper 01 (Question J) and Paper 02 (Question 1c)</li> </ul>	

## Narrative writing

Learning objectives	Suggested teaching activities												
<p>Understanding mood, tone and plot in narrative writing</p> <p><b>Assessment objectives:</b> R1, R2, R3, W1, W2, W3, W4, W5</p>	<p><b>Main focus area: Being <u>ENGAGED and INNOVATIVE</u></b></p> <p>Introduce the concept of narrative writing. Introduce some of the pointers in “List of narrative techniques” as found in: <a href="https://en.wikipedia.org/wiki/List_of_narrative_techniques">https://en.wikipedia.org/wiki/List_of_narrative_techniques</a></p> <p>Tell them the key differences in a narrative writing relative to other types / styles of writing.</p> <p style="text-align: center;"><b>Examples of narrative writing styles versus other styles</b></p> <table border="1" data-bbox="524 662 1944 911"> <thead> <tr> <th data-bbox="524 662 1234 703">Narrative style</th> <th data-bbox="1240 662 1944 703">Expository style</th> </tr> </thead> <tbody> <tr> <td data-bbox="524 708 1234 911">Pada hari itu, saya rasa sungguh penat. Saya rasa sungguh penat walaupun telah tidur lebih 8 jam sebelumnya.</td> <td data-bbox="1240 708 1944 911">Kecergasan dan keletihan seseorang adalah sangat subjektif. Ianya banyak bergantung kepada cara seseorang itu diasuh untuk melatih dan meningkatkan tahap kecergasan mengikut pelbagai teknik senaman dan tabiat pemakanan.</td> </tr> </tbody> </table> <table border="1" data-bbox="524 948 1944 1197"> <thead> <tr> <th data-bbox="524 948 1234 989">Narrative style</th> <th data-bbox="1240 948 1944 989">Persuasive Sstyle</th> </tr> </thead> <tbody> <tr> <td data-bbox="524 994 1234 1197">Ali mempunyai pendapat yang berbeza berbanding pendapat saya. Saya rasa pendapat Ali itu dipengaruhi oleh kelas agamanya. Saya menghormati pegangan Ali tetapi saya tidak mungkin abaikan kepercayaan saya sendiri.</td> <td data-bbox="1240 994 1944 1197">Kita harus sentiasa amalkan sikap toleransi dan pastikan kepercayaan seseorang itu tidak diperkecilkan.</td> </tr> </tbody> </table> <table border="1" data-bbox="524 1233 1944 1390"> <thead> <tr> <th data-bbox="524 1233 1234 1275">Narrative style</th> <th data-bbox="1240 1233 1944 1275">Descriptive style</th> </tr> </thead> <tbody> <tr> <td data-bbox="524 1279 1234 1390">Saya berketurunan Melayu tetapi pada hari itu dalam suasana pantai dengan pemandangan indah, saya tidak dapat bezakan diri saya dengan orang lain. Semua orang</td> <td data-bbox="1240 1279 1944 1390">Pemandangan tepi laut itu sangat indah. Pantainya padat dengan individu pelbagai bangsa. Pemandangannya lebih menarik dengan kegiatan jual-beli oleh peniaga-</td> </tr> </tbody> </table>	Narrative style	Expository style	Pada hari itu, saya rasa sungguh penat. Saya rasa sungguh penat walaupun telah tidur lebih 8 jam sebelumnya.	Kecergasan dan keletihan seseorang adalah sangat subjektif. Ianya banyak bergantung kepada cara seseorang itu diasuh untuk melatih dan meningkatkan tahap kecergasan mengikut pelbagai teknik senaman dan tabiat pemakanan.	Narrative style	Persuasive Sstyle	Ali mempunyai pendapat yang berbeza berbanding pendapat saya. Saya rasa pendapat Ali itu dipengaruhi oleh kelas agamanya. Saya menghormati pegangan Ali tetapi saya tidak mungkin abaikan kepercayaan saya sendiri.	Kita harus sentiasa amalkan sikap toleransi dan pastikan kepercayaan seseorang itu tidak diperkecilkan.	Narrative style	Descriptive style	Saya berketurunan Melayu tetapi pada hari itu dalam suasana pantai dengan pemandangan indah, saya tidak dapat bezakan diri saya dengan orang lain. Semua orang	Pemandangan tepi laut itu sangat indah. Pantainya padat dengan individu pelbagai bangsa. Pemandangannya lebih menarik dengan kegiatan jual-beli oleh peniaga-
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	<div data-bbox="524 240 1234 331" style="border: 1px solid black; padding: 5px;"> <p>di suasana pantai hari itu rasa sungguh gembira seolah-olah semua dari satu keluarga yang sama.</p> </div> <div data-bbox="1234 240 1944 331" style="border: 1px solid black; padding: 5px;"> <p>peniaga kecil yang menjual makanan dan minuman kepada golongan penghuni pantai itu.</p> </div> <p>Reinforce their understanding of MOOD, TONE and PLOT of a story.</p> <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:</p> <ul style="list-style-type: none"> <li>• What is the importance of mood, tone and plot in a story?</li> <li>• How does the writer organise the content?</li> <li>• What are the details of the narrative texts?</li> </ul> <p><b>(F)</b></p>
<p>Understanding plot development techniques in narrative writing</p> <p><b>Assessment objectives:</b> 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"> <li>• points of views</li> <li>• flash back</li> <li>• flash forward</li> <li>• chronological order</li> <li>• foreshadowing</li> <li>• repetition</li> <li>• cliff-hanger</li> <li>• self-fulfilling prophecy</li> <li>• story within story, etc.</li> </ul> <p>Learners select a piece of narrative writing to read and explore these techniques.</p>

Learning objectives	Suggested teaching activities																
	<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="524 331 1944 480"> <thead> <tr> <th colspan="4" data-bbox="524 331 1944 368">Key features</th> </tr> </thead> <tbody> <tr> <td data-bbox="524 368 878 405"><b>Tone</b></td> <td data-bbox="878 368 1232 405"></td> <td data-bbox="1232 368 1585 405"></td> <td data-bbox="1585 368 1944 405"></td> </tr> <tr> <td data-bbox="524 405 878 442"><b>Mood</b></td> <td data-bbox="878 405 1232 442"></td> <td data-bbox="1232 405 1585 442"></td> <td data-bbox="1585 405 1944 442"></td> </tr> <tr> <td data-bbox="524 442 878 480"><b>Settings</b></td> <td data-bbox="878 442 1232 480"></td> <td data-bbox="1232 442 1585 480"></td> <td data-bbox="1585 442 1944 480"></td> </tr> </tbody> </table>	Key features				<b>Tone</b>				<b>Mood</b>				<b>Settings</b>			
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<p>Analysing literary components</p> <p><b>Assessment objectives:</b> R1, R2, R3, W1, W2, W3, W4, W5</p>	<p>Introduce new examples of narrative writing and get learners to analyse:</p> <ul style="list-style-type: none"> <li>• the characters</li> <li>• settings and</li> <li>• points of view</li> </ul> <p>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 manipulated the situation or how did the hero resolved the whole issue?</p>																
<p>Analyse imagery and literary devices</p>	<p>Reinforce the elements of imagery and literary devises (what are they and why are they important).</p> <p>Based on the earlier sets of narrative texts learners have read, ask them to identify they key imagery and literary devices.</p>																
<p>Planning and producing narrative writing</p>	<p>Introduce good tools / techniques</p> <ul style="list-style-type: none"> <li>• mind-maps</li> <li>• timelines</li> <li>• diagrams</li> </ul> <p>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).</p> <p>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.</p> <p>Explain why some of those are good and some are not.</p>																

Learning objectives	Suggested teaching activities
	<p>(I) (F) Learners produce a piece of text to consolidate processes and techniques discussed.</p>
<p>Drafting</p> <p><b>Assessment objectives:</b> R1, R2, R3, W1, W2, W3, W4, W5</p>	<p>Introduce this “model of drafting” to learners:</p> <ul style="list-style-type: none"> <li>• DETAILS: ask learners to focus on DETAILS of the story they are going to write</li> <li>• RICH: ask learners to build a story line which is RICH with emotions powered by choice of words and idioms</li> <li>• AMPLIFICATIONS: ask learners to think of ways to amplify the mood, tone and plot within the chosen theme</li> <li>• 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</li> <li>• TIME-CONSCIOUSNESS: reinforce to learners that, ultimately, time counts and that learners should train themselves to write within the given / allowed time frames</li> </ul>
<p>Editing</p>	<p>Learners should give particular attention and edit their work to enhance:</p> <ul style="list-style-type: none"> <li>• EMOTIONAL ENGAGEMENT with the target readers</li> </ul> <p>DECORATIVES; hence they should edit their work reasonable number of connectors / adverbs / proverbs / idioms / catchy phrases</p> <p><u>Sample list of Malay adverbs &amp; proverbs / idioms</u></p> <ul style="list-style-type: none"> <li>• <a href="https://prezi.com/1-5zxpqcbjbf/kata-hubung-gabungan">https://prezi.com/1-5zxpqcbjbf/kata-hubung-gabungan</a></li> <li>• <a href="http://www.slideshare.net/mohamednaim/kata-hubung-pancangan-keterangan">www.slideshare.net/mohamednaim/kata-hubung-pancangan-keterangan</a></li> <li>• <a href="http://peribahasa-spm.blogspot.com/p/simpulan-bahasa.html">http://peribahasa-spm.blogspot.com/p/simpulan-bahasa.html</a></li> </ul> <p>INTRODUCTION with powerful opening pointers TONE of the story with good choices of words and sentence-structure variations</p> <p><u>Sample of good compositions</u></p> <ul style="list-style-type: none"> <li>• <a href="http://midieja.blogspot.com/p/contoh-contoh-karangan.html">http://midieja.blogspot.com/p/contoh-contoh-karangan.html</a></li> </ul> <p>TECHNICAL aspects such as the length of the texts (350–400 words)</p>
<p>Checking</p>	<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>

Learning objectives	Suggested teaching activities
	<p>Introduce criteria for checking and get learners to check each other's work in groups or in pairs.</p> <p>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 Malay) to learners.</p> <p>Go through the idioms / proverbs (peribahasa / simpulan bahasa) and other related expressive phrases in Malay language;  <a href="http://peribahasa-spm.blogspot.com/p/simpulan-bahasa.html">http://peribahasa-spm.blogspot.com/p/simpulan-bahasa.html</a></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> <p>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.</p>
<b>Specimen papers</b>	
<p>Specimen papers and mark schemes are available to download at <a href="http://www.cambridgeinternational.org/support">www.cambridgeinternational.org/support</a> <b>(F)</b></p> <ul style="list-style-type: none"> <li>• 0696 Specimen Paper 01 (Question J) and Paper 02 (Question 1c)</li> </ul>	

## Discursive and argumentative writing

Learning objectives	Suggested teaching activities
<p>Exploring discursive and argumentative writing</p> <p><b>Assessment objectives:</b> R1, R2, R3, W1, W2, W3, W4, W5</p>	<p><b>Main Focus Area: Being <u>REFLECTIVE &amp; INNOVATIVE</u></b></p> <p>Give learners samples of discursive and argumentative writing related to the concept of reflection. <a href="http://www.malaysiakini.com/news/449884">www.malaysiakini.com/news/449884</a> <i>MARA Teruskan Pinjaman Pelajaran Ke Luar Negara</i></p> <p>Learners read and highlight the main ideas of each paragraph from the text.</p> <p>Whole class discussion:</p> <ul style="list-style-type: none"> <li>• What is the article about?</li> <li>• Who made the statements in the article?</li> <li>• How important is government related funding for education?</li> </ul> <p><b>(F)</b></p> <p>Learners relate the idea of educational funding. <b>(I)</b></p>
<p>Exploring elaborative techniques</p> <p><b>Assessment objectives:</b> R1, R2, R3, W1, W2, W3, W4, W5</p>	<p>Introduce this paragraph of THINKING to learners;</p> <p><b>APA ITU PERMIKIRAN?</b> (What is thinking?) <a href="http://fizarahim1991.blogspot.com/">http://fizarahim1991.blogspot.com/</a></p> <ul style="list-style-type: none"> <li>• <i>keunikan manusia terletak pada keinginan untuk mengetahui sesuatu;</i> (human is unique because of the ability or desire to know or explore something)</li> <li>• <i>keupayaan intelek perlu dipupuk untuk mengingatkan kualiti berfikir seseorang</i> (intellectual ability has to be encouraged to enhance one's quality of thinking)</li> <li>• <i>proses berfikir adalah seperti operasi yang menggunakan fakta-fakta lain supaya fakta yang baru dapat dipercayai berdasarkan fakta yang sedia ada.</i> (the process of thinking is about using existing data and from there on new data is realized)</li> </ul> <p>Learners read the points above and discuss among themselves.</p> <p>Introduce <b>PEE (Point, Evidence, Explanation) or PEEL (Point, Evidence, Explanation, Link)</b></p>

Learning objectives	Suggested teaching activities
	<p><a href="http://www.tutorfair.com/resource/206/taking-the-pee...-the-point-evidence-explanation-method">www.tutorfair.com/resource/206/taking-the-pee...-the-point-evidence-explanation-method</a></p> <ul style="list-style-type: none"> <li>• <b>P is for Point</b> This is where you make a statement about the text.</li> <li>• <b>E is for Evidence</b> 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).</li> <li>• <b>E is for Explanation</b> 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.</li> </ul> <p>Learners relate the given article (<i>APA ITU PEMIKIRAN</i>) and organise the points, evidences and explanations using their own words.</p> <p><b>Extension activity:</b> 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><b>Assessment objectives:</b> R1, R2, R3, W1, W2, W3, W4, W5</p>	<p>Introduce learners to a 5-minutes video from you tube <a href="http://www.youtube.com/watch?v=J5Or05ePUnI">www.youtube.com/watch?v=J5Or05ePUnI</a> The video is about techniques to write effective composition (<i>karangan</i>).</p> <p>The video presenter (CIKGU SUGUZ; one leading coach for Malay language among O Level learners in Malaysia) talks about / sharing tips on writing "<i>pendahuluan yang bagus</i>", "<i>isi yang terancang</i>" dan "<i>penutup yang berkesan</i>"; attractive opening, organized content and effective closing.</p> <p>Different set of abbreviations are introduced in this video: "UNIK", "PREPP" and "KINU".</p> <p>Whole class discussion:</p> <ul style="list-style-type: none"> <li>• What is PEE / PEEL?</li> <li>• What is UNIK, PREPP &amp; KINU?</li> </ul> <p>(F)</p>

Learning objectives	Suggested teaching activities
Planning and producing discursive and argumentative writing  <b>Assessment objectives:</b> W1, W2, W3, W4, W5	Give a title and get learners to write a fresh composition either using the PEE / PEEL or the UNIK, PREPP & KINU techniques.  Learners relate / <b>REFLECT</b> with the importance of having a good mastery of Malay vocabulary to be highly expressive in their writing skills.
Planning, Drafting, Editing and Checking Checking	Ask learners on how they usually plan, draft, edit and check their compositions.  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.)  Simulate an examination scenario for the class. Give them 15 minutes to complete the exam. Observe the behaviour of the learners and make a list of critical pointers to share later.  Share the critical pointers (the DOs and DONTs when checking “answers” during examinations).  Learners take note of the observation and share their challenges or limitation when it comes to examinations.
Improving expression	Give learners five sentences. For each sentence, learners re-write using their own sentence without losing the original meaning. <i>or</i> 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. <i>or</i> Learners do a research on Malay PERIBAHASA / SIMPULAN BAHASA (“proverbs or sayings”) and share their understanding of at least two or three sayings 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.
<b>Specimen papers</b>	
Specimen papers and mark schemes are available to download at <a href="http://www.cambridgeinternational.org/support">www.cambridgeinternational.org/support</a> (F) <ul style="list-style-type: none"> <li>• 0696 Specimen Paper 01 (Question J) and Paper 02 (Question 1c)</li> </ul>	

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