

Scheme of Work – Paper 1 Listening

Cambridge IGCSE™ Malay 0546

For examination from 2022

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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. 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 the learners and size of the class. Length of time allocated to a task is another possible area for differentiation.

Expose learners to as much of the target language as possible. You should try to limit using learners' native language and focus on the target language in your interactions with your learners, and encourage them to use it as much as they can. Immersing your learners in the target language helps them use it more independently, and this can lead to increased confidence and better vocabulary. Learners enjoy listening to 'real people' speaking the target language, so look out for authentic resources. Encourage learners to use the language, even if they make mistakes, and emphasise that communication is the key.

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.

Resource list

Textbooks endorsed by Cambridge International are listed at www.cambridgeinternational.org Endorsed textbooks have been written to be closely aligned to the syllabus, and have been through a detailed quality assurance process. They 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 updated 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

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 Malay 0546 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.

Syllabus reference helps your learners by making clear the skills they will be assessed on in each type of question.

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.

Syllabus ref.	Suggested teaching activities
<p>Assessment objectives:</p> <p>L2 understand clear speech on a range of familiar topics</p> <p>L3 understand the description of events and expression of ideas, opinions and attitudes in simple texts</p> <p>L4 identify and select relevant information in predictable texts</p>	<p>Predicting content</p> <p>Show the learners a picture of a TV screen with someone standing in front of a large map with the symbols of a sun, clouds and thunder. Learners predict what words and phrases they are likely to hear. Most likely, this is going to be a weather forecast, so you can expect to hear words like 'sunny', 'windy' and 'overcast'. You will probably hear the use of the future tense: 'It'll be a cold start to the day'; 'there'll be showers in the afternoon', etc.</p> <p>Use pictures of different contexts to help learners understand that depending on the context you can often predict the kind of words and style of language the speaker will use. Our knowledge of the world helps us anticipate the kind of information we are likely to hear. Moreover, when we predict the topic of a talk or a conversation, the related vocabulary stored in our brains is 'activated' to help us better understand what we are listening to.</p>
<p>Past papers and specimen papers</p>	
<p>0546 Malay – Foreign Language 2022 Specimen Paper 01 0546 Malay – Foreign Language 2022 Specimen Paper 01 Mark Scheme 0546 Malay – Foreign Language 2022 Specimen Paper Supporting File 0546 Malay – Foreign Language 2022 Specimen Transcript 01 Past papers, specimen papers, mark schemes and transcripts are available at www.cambridgeinternational.org/support</p>	

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

Questions 1–8: Multiple-choice questions

Syllabus ref.	Suggested teaching activities
<p>Assessment objective: L1: understand the main points and key information in simple everyday material</p> <p>Task: Candidates listen to short texts and answer eight multiple-choice questions with four options.</p> <p>Text types: Announcements, phone messages, news items, or dialogues</p> <p>Total marks: 8</p>	<p>Questions 1–8 require learners to understand written questions as well as audio text. They must be able to extract the information they need while listening and relate it to the written questions.</p> <p>In preparation, you can help learners by providing some vocabulary practice before the listening task. These may be some key words or phrases that are important to know in order to understand the listening text. Being familiar with these key words or phrases can help learners recognise them when they hear them later.</p> <p>Some pronunciation and spoken work should be carried out throughout the course to aid learners understanding of the spoken text.</p> <p>Use a variety of activities to develop learners' listening skills.</p> <p>Listen and draw a story Read or make up a story and as the learners listen they draw the different scenes. This can be done individually or in small groups on larger paper. This helps you to see if the learners understand. Encourage them to ask questions if they need more information or repetition.</p> <p>Adjectives draw Review adjectives for descriptions (big, small, long, short, tall, high, low, etc.) give each learner a piece of paper. Say an adjective/noun combination and the learners draw it (e.g. draw a small t-shirt, draw a tall tree). You can use this to revise different topic areas.</p> <p>Blindfold walk Review how to give directions, make sure you include phrases learners can use in the classroom such as: go forward, go backwards, take (3) steps, turn right / left. Then place a blindfold on a learner and others give directions so they can pick up an object. You can demonstrate this first with one learner and then learners work in pairs – one blindfolded and one giving directions.</p> <p>Flashcards Scatter around the room flashcards with pictures of vocabulary that learners have used before. Talk about something that you have done (it could be real or invented) and incorporate all of the flashcard pictures. As you say the flashcard word the learner nearest that card must touch it. For example, if learners have learned lots of food vocab you could start 'Last weekend, I went</p>

Syllabus ref.	Suggested teaching activities
	to a restaurant. I asked to have salad (touch) as a starter, but they said they had run out of tomatoes (touch). So I had to look again...’.
Past papers and specimen papers	
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Questions 9–14: Multiple-choice questions

Syllabus ref.	Suggested teaching activities
<p>Assessment objectives: L1 understand the main points and key information in simple everyday material</p>	<p>Questions 9–14 require learners to pick out factual information from a text or conversation. To develop learners' listening skills, use a variety of texts based on conversations, interviews, news items, short stories, etc. Learners complete a range of common format comprehension-based activities. Learners should be guided to use appropriate listening strategies, as described below, to answer questions.</p>
<p>L2 understand clear speech on a range of familiar topics</p> <p>L4 identify and select relevant information in predictable texts</p>	<p>Predicting content Show the learners the start of a video of a weather forecast with someone standing in front of a large map with the symbols of a sun, clouds and thunder. Learners predict what words and phrases they are likely to hear. They should predict this is going to be a weather forecast, so they can expect to hear words like 'sunny', 'windy' and 'overcast'. They will probably hear the use of the future tense: 'It'll be a cold start to the day'; 'there'll be showers in the afternoon', etc.</p>
<p>Task: Candidates listen to a monologue or dialogue containing factual information and answer six multiple-choice questions with four options.</p>	<p>Use videos or pictures of different contexts to help learners understand that depending on the context you can often predict the kind of words and style of language the speaker will use. Our knowledge of the world helps us anticipate the kind of information we are likely to hear. Moreover, when we predict the topic of a talk or a conversation, the related vocabulary stored in our brains is 'activated' to help us better understand what we are listening to.</p>
<p>Text types: Short monologues or dialogues</p>	<p>Practise predicting content: Learners watch or listen to a recorded TV programme or clip from YouTube. Pause after every few sentences. Learners try to predict what is going to happen or what the speaker might say next.</p>
<p>Total marks: 6</p>	<p>Tip: If you are taking a listening test, skim through the questions first and try to predict what kind of information you need to listen out for. A question beginning 'How many...?', for example, will probably require you to listen for a specific number or quantity of something.</p> <p>Listening for gist Introduce the idea of listening for gist. Imagine you are a superhero flying in the sky. From that height, it is possible to see what the entire area is like, how densely populated it is, the kind of houses in each area. When listening, it is also possible to get the 'whole picture' but with one crucial difference: information comes in a sequence. And in that sequence of information, there are content words (the nouns, adjectives and verbs) that can help you form that picture. We often call this listening for gist. For example, the words 'food', 'friends', 'fun', 'park' and 'sunny day' have their own meanings, but when you hear the words in sequence, they help form the context of a picnic.</p>

Syllabus ref.	Suggested teaching activities
	<p>Practise listening for gist: Find a short video on a topic that interests you. Tell learners the title of the video. They predict the content and the words they might hear. Watch and listen to the video and note any key words that were in their list. Learners listen again and note any more key words.</p> <p>Tip: When you learn new words, try to group them with other words used in a similar context. Mind maps are good for this.</p> <hr/> <p>Detecting signposts Introduce the idea of signposting in spoken texts. Just like the traffic lights on roads, there are signposts in language that help us follow what we are listening to. These words, which link ideas, help us to understand what the speaker is talking about and where they are taking us. They are particularly important in presentations and lectures.</p> <p>For example, if a university lecturer says: 'I am going to talk about three factors affecting global warming...' then later on you might hear the phrases 'first of all', 'moving on to' and 'in summary' to indicate the next part of the talk. Other words and phrases can function in a similar way. For instance, to clarify ('in other words', 'to put it another way'); to give examples ('to illustrate this', 'for example'), and so on.</p> <p>Practise detecting signpost language: Find an example of a business presentation or lecture and see how many signpost phrases you can identify (listen more than once, if necessary). Then check your notes with the audio script.</p> <p>Tip: In your notebook, group signpost phrases according to their functions, and continue to add new expressions as you come across them.</p>
<p>Past papers and specimen papers</p>	
<p>0546 Malay – Foreign Language 2022 Specimen Paper 01 0546 Malay – Foreign Language 2022 Specimen Paper 01 Mark Scheme 0546 Malay – Foreign Language 2022 Specimen Paper Supporting File 01 0546 Malay – Foreign Language 2022 Specimen Transcript 01 Past papers, specimen papers, mark schemes and transcripts are available for you to download at: www.cambridgeinternational.org</p>	

Question 15: Multiple matching

Syllabus ref.	Suggested teaching activities
<p>Assessment objectives: L2 understand clear speech on a range of familiar topics</p> <p>L3 understand the description of events and expression of ideas, opinions and attitudes in simple texts</p> <p>L4 identify and select relevant information in predictable texts</p> <p>Task: Candidates listen to a conversation and match the names of people, places, items or activities with the correct statements.</p> <p>Text types: Informal conversations</p> <p>Total marks: 5</p>	<p>Use a variety of strategies and common formats for comprehension-based activities on different listening material to help learners develop their listening skills.</p> <p>Telephone You could use this activity as a warmer to start the lesson:</p> <ol style="list-style-type: none"> Learners sit in a circle. One person starts the 'phone call' by whispering a message in the ear of the person next to him/her. That person then whispers it to the next, and so on. The listener only gets one chance to hear the message correctly; he/she has to pass on whatever was heard. Once the message goes all the way around the circle, the last person repeats the message out loud. <p>Learners have to listen carefully, but usually, it will be a scrambled version of the original message.</p> <p>School routines Select a listening text about school routines. Tell the learners they are going to hear about school routines and ask them to predict some of the words they are likely to hear. The first time they listen they check the words from their list and add any other related key words. Provide learners with some comprehension questions (multiple-choice, matching, gap-fill). Ask the learners, in pairs, to try to complete as much of the exercise as possible from memory. If they don't know an answer, encourage them to make a logical guess. Play the recording again and learners complete the exercise. Ask the learners to compare their answers with their partner's. Go through the answers as a class, repeating any parts of the audio that were problematic.</p> <p>As a follow-up activity, write some questions about school routines on the board or learners write their own. Put learners into small groups and encourage them to talk for 10 minutes answering the discussion questions. While learners are speaking, monitor and make a note of errors and good language use. Once the learners have completed the task, briefly elicit some answers, comment on their progress and focus on areas of language where they made some errors.</p> <p>Share these tips with learners about how to improve their listening skills:</p> <ul style="list-style-type: none"> First, make sure you know the topic and type of text you are listening to, whether it is a conversation, a news report etc. Read all the questions you will have to answer before listening

Syllabus ref.	Suggested teaching activities
	<ul style="list-style-type: none"> • If the activity requires you simply to understand basic information, remember that you don't have to understand every single word. Try to focus on picking out the words you do need to understand. <p>The following practice tasks may also be introduced to develop and test learners' listening skills:</p> <ul style="list-style-type: none"> • True/false exercises • Gap-filling by writing grammatically correct forms of words • Sentence completion • Correcting wrong information • Putting events in order • Matching tasks, e.g. drawing lines between the views expressed and the people who said those things • Separating facts and opinions • Note taking, e.g. making lists • Labelling pictures or diagrams • Multiple-choice questions.
Past papers and specimen papers	
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Questions 16–24: Multiple-choice questions

Syllabus ref.	Suggested teaching activities
<p>Assessment objectives: L2 understand clear speech on a range of familiar topics</p> <p>L3 understand the description of events and expression of ideas, opinions and attitudes in simple texts</p> <p>L4 identify and select relevant information in predictable texts</p> <p>Task: Candidates listen to a dialogue (conversation, discussion or interview) or, alternatively, two shorter dialogues (each with a different person, on a common theme) and answer nine multiple-choice questions with three options.</p> <p>Text types: Conversations, interviews</p> <p>Total marks: 9</p>	<p>Developing listening skills requires not just a good vocabulary, but a strong foundation of all skills to communicate well. Here are some activities to help learners develop their skills.</p> <p>Listen for the hidden phrase An engaging whole class activity is to pair learners up and give each pair a ‘secret’ word or phrase. For easier dialogues, give a simple phrase such as ‘<i>Saya suka permainan bola sepak,</i>’ or ‘<i>Bapa saya seorang arkitek,</i>’ etc.</p> <p>To challenge learners, give a slightly more obscure phrase, such as ‘<i>Bapa saya bermain bola di padang bola sepak.</i>’ or ‘<i>Bapa saya seorang arkitek di sebuah syarikat.</i>’</p> <p>Learners then develop a dialogue with their partner that uses this phrase. Learners may script the dialogue if they wish, but only give them limited planning time (5–10 minutes). After they have prepared their dialogue, learners perform the dialogue in front of the class, and the other learners listen carefully to hear which words or phrases seem extra carefully planned to find the secret phrase.</p> <p>If you have individual white boards, have the learners write down the phrase as they hear it and then show their board after the pair has finished the dialogue. If they found the correct secret phrase, they get a point. If no one finds the pair’s secret phrase, the pair that developed the dialogue gets a point.</p>
	<p>Learner-designed quizzes Make sure learners each have access to a digital device (computer, tablet or mobile phone).</p> <p>Each learner has a dialogue, lecture, or song to listen to. These can be easily found on various free listening websites. Have learners listen to the dialogue/lecture/song multiple times and then create a quiz for another learner to take. Learners take responsibility by creating quiz questions, and they have to rely on their listening skills to write accurate questions.</p>
	<p>Stand up/sit down When working on individual sounds, give learners a target sound and then read a script out loud that contains multiple examples of this sound. For example, if you are practising the /ae/ sound (like in ‘<i>kad</i>’, ‘<i>cat</i>’, etc..., you could read the following script. ‘<i>Semalam, dia cat rumah sambil duduk di atas kad.</i>’ Whenever learners hear this sound for the first time (<i>cat</i>), they should stand. When they hear it again (<i>kad</i>), sit down. Read slowly enough for them to have time to stand up or sit down. This can be a good activity to energise learners.</p>

Syllabus ref. Suggested teaching activities**Past papers and specimen papers**

0546 Malay – Foreign Language 2022 Specimen Paper 01

0546 Malay – Foreign Language 2022 Specimen Paper 01 Mark Scheme

0546 Malay – Foreign Language 2022 Specimen Paper Supporting File 01

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Past papers, specimen papers, mark schemes and transcripts are available for you to download at: www.cambridgeinternational.org

Questions 25–30: Multiple-choice questions

Syllabus ref.	Suggested teaching activities
<p>Assessment objectives: L2 understand clear speech on a range of familiar topics</p> <p>L3 understand the description of events and expression of ideas, opinions and attitudes in simple texts</p> <p>L4 identify and select relevant information in predictable texts</p> <p>Task: Candidates listen to a dialogue (conversation, discussion or interview) and answer six multiple-choice questions with four options.</p> <p>Text types: Conversation, discussion or interview</p> <p>Total marks: 6</p>	<p>Question 25–30 require learners to understand details heard in a longer spoken text. Selected texts based on conversations, interviews, news items, short stories, etc., may be used and learners should be guided to apply suitable listening strategies, such as those described below, to answer questions.</p> <p>Listening tasks that include specific details related to a topic can be selected for the purpose of practice, e.g.</p> <ul style="list-style-type: none"> • locating places on a map • directions for assembling something • cooking recipes • operating instructions for gadgets • commercial announcements • news items • interviews • news reports. <p>Learners need to develop listening strategies to understand long texts and identify relevant details and key vocabulary as they listen. The techniques or activities should contribute directly to understanding the listening text.</p> <p>There are certain goals that should be achieved before learners attempt to listen to a longer text. These are:</p> <ul style="list-style-type: none"> • motivation • contextualisation • preparation. <p>Learners should be motivated to listen, so try to select a text and design tasks that that they will find interesting. You need to design tasks that will help learners to contextualise the listening and access their existing knowledge and expectations to help them understand the text.</p> <p>You should review or introduce specific vocabulary or expressions that learners will need before they start the listening task. So that they can focus on understanding what they are listening to.</p> <p>It is often stated that spoken and written language are different. Some reasons for this include:</p>

Syllabus ref.	Suggested teaching activities
	<ul style="list-style-type: none"> • spoken language is often used for social interaction rather than simply presenting information • spoken language takes place in a context which provides visual and oral cues which help with comprehension • often we listen with a particular purpose in mind, listening for what we want to know and ignoring information which isn't needed. <p>Furthermore, native speakers have unstated preconceived ideas as to how a conversation should proceed, and interpret the conversation on the basis of their contextual knowledge about the speaker and the situation. All of these factors demand well-developed listening skills. You can assist your learners to improve their listening skills through pre-listening and while-listening activities.</p> <p>Example activity: Ask the class questions about a topic, but do not record their responses. Then learners listen to a text on the topic. Ask them the same questions again.</p> <p>Afterward, discuss the effectiveness of the pre-listening questions: Did they help them focus more quickly? Why or why not?</p> <hr/> <p>Use a framework of activities before, during and after listening. For example, to use a song as a listening activity:</p> <p>Before listening: Learners brainstorm kinds of songs. They describe one of their favourite songs and what they like about it. They predict some word or expressions that might be in, for example, a love song.</p> <p>While listening: Learners listen and decide if the song is happy or sad. They listen to it again and order the lines or verses of the song. They listen again to check their answers or read a summary of the song with errors in and correct them.</p> <p>After listening: Discuss what they liked / didn't like about the song. Decide whether they would buy it / who they would buy it for. Write a review of the song for a newspaper or website. Write another verse for the song. Learners look at the lyrics from the song and identify the verb forms. Learners find new words in the song and find out what they mean. Learners make notes of common phrases within the song.</p> <hr/> <p>Here are some more listening activities to use with learners, they range from semi-guided tasks to unstructured tasks:</p> <p>Semi-guided tasks (you may prompt with questions):</p> <ul style="list-style-type: none"> • listen to a paragraph as it is read aloud and summarise it in your own words • listen to a favourite song and summarise its contents • listen to a dialogue, cartoon, or sketch with some of the text missing and complete the missing parts

Syllabus ref.	Suggested teaching activities
	<ul style="list-style-type: none"> • listen to a joke or riddle which reveals something about the culture being studied • listen to a story or rhyme, a fable or proverb and answer some questions about it. <p>Unstructured tasks</p> <p>Learners describe one of the following and record it as an audio file.</p> <p>Learners can make some brief notes to prepare. They listen to each other's recordings and report back on what they have heard:</p> <ul style="list-style-type: none"> • a process such as cooking something or riding a bike • a familiar person • a local landmark. <p>Selective listening skills can be developed by giving learners things to listen for. The objective is to increase learners' awareness of what they hear. Learners listen to any number of the following listening texts and respond to a series of prepared questions:</p> <ul style="list-style-type: none"> • listen to an advertisement on TV or radio • listen to folktales • listen to directions • listen to radio news • invite another teacher into the class and discuss a topic.
<p>Past papers and specimen papers</p>	
<p>0546 Malay – Foreign Language 2022 Specimen Paper 01 0546 Malay – Foreign Language 2022 Specimen Paper 01 Mark Scheme 0546 Malay – Foreign Language 2022 Specimen Paper Supporting File 01 0546 Malay – Foreign Language 2022 Specimen Transcript 01 Past papers, specimen papers, mark schemes and transcripts are available for you to download at: www.cambridgeinternational.org</p>	

Questions 31–33: Multiple-choice questions

Syllabus ref.	Suggested teaching activities
<p>Assessment objectives: L2 understand clear speech on a range of familiar topics</p> <p>L3 understand the description of events and expression of ideas, opinions and attitudes in simple texts</p> <p>L4 identify and select relevant information in predictable texts</p> <p>Task: Candidates listen to a conversation/discussion or interview. In each question there are five options and candidates must select the two options which are true.</p>	<p>Learners need to develop listening skills to respond to different types of questions. While designing questions for detailed comprehension practice, the following areas should be focused on gradually in order to properly monitor and improve learners' ability:</p> <p>Gist questions: Questions about the main idea of the text. These questions are answered in several parts of the text and they need the listener to be attentive to the whole text.</p> <p>Questions asking for specific information: Questions focusing on specific details, for example key words or facts.</p> <p>Questions requiring detailed understanding: Questions requiring complete comprehension of all the information the text provides plus the ability to combine and compare information to phrase the answer properly.</p>
<p>Text types: Conversation, discussion or interview</p>	<p>Selecting the text Learners should listen to a wide range of texts on different topics, monologues and dialogues, longer and shorter. The criteria for text selection should focus on text usefulness for teaching a particular strategy or set of strategies, learner interests, etc.</p>
<p>Total marks: 6</p>	<p>Define the learning objectives for each activity and type of response Each activity should have as the learning objective the improvement of one or more specific listening skill.</p> <p>A listening activity may have more than one objective, but make sure they are relevant to your learners' needs.</p>
	<p>Recognising the purpose for listening in each situation will help learners select appropriate listening strategies, such as:</p> <ul style="list-style-type: none"> • Identification: recognising or discriminating specific aspects of the message, such as sounds, categories of words, morphological distinctions • Orientation: determining the major facts about a message, such as topic, text type, setting • Main idea comprehension: identifying the higher-order ideas • Detail comprehension: identifying supporting details

Syllabus ref.	Suggested teaching activities
	<ul style="list-style-type: none"> • Replication: reproducing the message orally or in writing. <p>Check the level of difficulty of the listening text. The factors listed below can help you judge the relative ease or difficulty of a listening text for a particular purpose and a particular group of learners.</p> <ul style="list-style-type: none"> • How is the information organised? Does the story line, narrative, or instruction conform to familiar expectations? Texts in which the events are presented in natural chronological order, which have an informative title, and which present the information following an obvious organisation (main ideas first, details and examples second) are easier to follow. • How familiar are the learners with the topic? Remember that misapplication of background knowledge due to cultural differences can create major comprehension difficulties. • Does the text contain redundancy? At the lower levels of proficiency, listeners may find short, simple messages easier to process, but learners with higher proficiency benefit from being exposed to the natural redundancy of language. • Does the text involve multiple individuals and objects? Are they clearly differentiated? It is easier to understand a text with a doctor and a patient than one with two doctors, and it is even easier if they are of the opposite gender. In other words, the more marked the differences, the easier the comprehension. • Does the text offer visual support to aid in the interpretation of what the listeners hear? Visual aids such as maps, diagrams, pictures, or the images in a video help contextualise the listening input and provide clues to meaning. <p>Using the listening text Another approach to selecting and using the listening text in the classroom is to follow these stages:</p> <ol style="list-style-type: none"> 1. Lead in by introducing the topic 2. Pre-teach key vocabulary 3. Provide gist question(s), learners predict answers 4. First listening 5. Check answers to the gist question(s) 6. Provide detailed comprehension questions, learners try to answer

Syllabus ref.	Suggested teaching activities
	<p data-bbox="629 236 1355 336"> 7. Second listening for detailed comprehension 8. Check answers to the detailed comprehension questions 9. Language analysis and/or discussion questions </p> <p data-bbox="555 373 1111 403">Teaching detailed listening comprehension</p> <p data-bbox="555 410 1964 472">In order to improve their listening skills, learners may need to apply certain listening strategies that support the listening process. Discuss and practise the following tips in class.</p> <p data-bbox="555 515 770 545">Before listening:</p> <p data-bbox="555 552 1238 582">Think about the topic of the text you are going to listen to.</p> <ul data-bbox="600 588 1832 879" style="list-style-type: none"> • What do you already know about it? • What could possibly be the content of the text? • Which words come to mind that you already know? • Which words would you want to look up? • If you have to do a task on the listening text, check whether you have understood the task correctly. • Think about what type of text you are going to listen to. • What do you know about this type of text? • Relax and make yourself ready to pay attention to the listening text. <p data-bbox="555 919 759 949">While listening:</p> <ul data-bbox="600 957 2027 1171" style="list-style-type: none"> • It is not necessary to understand every single word. Try to ignore those words that you think are less important. • If there are words or issues that you don't understand, use your general knowledge as well as the context to find out the meaning. • Focus on key words and facts. Take notes to support your memory. • Intonation, stress and tone of voice of the speakers can help you to understand what you hear. • Try to think ahead. What might happen next? What might the speakers say, which words might they use? <p data-bbox="555 1211 752 1241">After listening:</p> <p data-bbox="555 1248 875 1278">Think about the text again.</p> <ul data-bbox="600 1284 2042 1498" style="list-style-type: none"> • Have you understood the main points? • Remember the speculations you made before you listened. Did they come true? • Review your notes. • Check whether you have completed the task correctly. • Have you had any problems while listening? Have you had any problems completing the task? Identify your problems and ask another learner or the teacher for help.

Syllabus ref. Suggested teaching activities

Past papers and specimen papers

0546 Malay – Foreign Language 2022 Specimen Paper 01

0546 Malay – Foreign Language 2022 Specimen Paper 01 Mark Scheme

0546 Malay – Foreign Language 2022 Specimen Paper Supporting File 01

0546 Malay – Foreign Language 2022 Specimen Transcript 01

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