

## Scheme of Work

# Cambridge IGCSE™ Malay 0546

For examination from 2022



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.

We invite you to complete our survey by visiting the website below. Your comments on the quality and relevance of our resources are very important to us.

[www.surveymonkey.co.uk/r/GL6ZNJB](http://www.surveymonkey.co.uk/r/GL6ZNJB)

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Please follow the link below to register your interest.

[www.cambridgeinternational.org/cambridge-for/teachers/teacherconsultants/](http://www.cambridgeinternational.org/cambridge-for/teachers/teacherconsultants/)

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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 the 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.

## Suggested teaching order

The table below gives some guidance about the suggested teaching order of the topic areas.

Topic areas	Suggested teaching order
A. Everyday activities	Second
B. Personal and social life	First
C. The world around us	Third or fourth
D. The world of work	Third or fourth
E. The international world	Fifth

## Resources

Textbooks endorsed by Cambridge International are listed [here](#). Endorsed textbooks have been written to be closely aligned to the syllabus they support, and have been through a detailed quality assurance process. All textbooks endorsed by Cambridge International for this syllabus are the ideal resource to be used alongside this scheme of work. 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](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 teaching and learning 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 Malay 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.

Syllabus ref.	Learning objectives	Suggested teaching activities
Food and drink	Discuss food and meals	<p>Introduce vocabulary needed to refer to food, drink and meals. Learners can practise this vocabulary with games such as bingo, crosswords, word search and pelmanism. The following website provides an explanation and ideas for use in the classroom: <a href="https://busyteacher.org/22375-memory-pelmanism-17-great-ways-to-use.html">https://busyteacher.org/22375-memory-pelmanism-17-great-ways-to-use.html</a></p> <p>Give learners texts in which young people talk about their eating habits and their food/typical food from their region. Learners answer a series of comprehension questions. For an example of a listening comprehension, you can read the text for the audio and provide the questions (MCQ). <b>(F)</b></p> <p><b>Extension activity:</b> Learners ask and answer a series of open-ended questions encouraging opinions and justifications. They can do this as an oral exercise or they can prepare answers in writing and use them as prompts for an extended writing exercise. <b>(I)</b></p>

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

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

### Past and specimen papers

**Past 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.

are available to download at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

**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.

## A: Everyday activities

Syllabus ref.	Learning objectives	Suggested teaching activities
Time expressions	Exchange information about daily life using time expressions	<p>Introduce time expressions, e.g. telling the time, dates, days of the week, months, seasons. Go to <a href="https://quizlet.com/436642148/masa-time-expressions-flash-cards/">https://quizlet.com/436642148/masa-time-expressions-flash-cards/</a> Learners can access lessons, games and tests which can be done on the interactive white board as a whole class activity or on independent devices.</p> <p>Create reading and listening comprehension activities about daily routines. Activities can include listening to an account of a young person's routine and matching actions to times; or reading a text describing a young person's routine and putting pictures in the order of the text.</p> <p>Learners use the comprehension texts to extract key vocabulary to talk about daily life and sort this vocabulary under grammatical headings for example nouns, verbs and adjectives. Create a list of comprehension questions to test the understanding of the text. <b>(F)</b></p> <p>Learners create a chart of daily routine for a day or week and then present it in one minute in the class as a speaking exercise. Make sure learners use time expressions.</p>
	Talk about daily routines and different times of the day	<p>Introduce four times of the day by drawing pictures on the board: <i>pagi</i>, <i>tengah hari</i>, <i>petang</i> and <i>malam</i>.</p> <p>Play 'Times of the day boxes' game. Prepare flashcards for key vocabulary:</p> <ul style="list-style-type: none"> <li>• <i>pagi</i></li> <li>• <i>tengah hari</i></li> <li>• <i>petang</i></li> <li>• <i>malam</i></li> <li>• <i>bangun pagi</i></li> <li>• <i>makan sarapan</i></li> <li>• <i>maka tengah hari</i></li> <li>• <i>makan malam</i></li> <li>• <i>pergi ke sekolah</i></li> <li>• <i>mula belajar</i></li> <li>• <i>pulang ke rumah</i></li> <li>• <i>menonton televisyen</i></li> <li>• <i>membuat kerja rumah</i></li> <li>• <i>masuk tidur</i></li> </ul>

Syllabus ref.	Learning objectives	Suggested teaching activities				
		<p>Draw four equal squares and title each square as below. Use a large sheet of paper stuck to the wall or the whiteboard.</p> <table border="1" data-bbox="1070 252 1675 560"> <tr> <td data-bbox="1070 252 1370 406"><i>pada waktu pagi</i></td> <td data-bbox="1370 252 1675 406"><i>pada waktu tengah hari</i></td> </tr> <tr> <td data-bbox="1070 406 1370 560"><i>pada waktu petang</i></td> <td data-bbox="1370 406 1675 560"><i>pada waktu malam</i></td> </tr> </table> <p>Learners stick the daily routines flashcards onto the board. Demonstrate by taking a flashcard and showing it to the class. Elicit the word (e.g. '<i>bangun pagi</i>') and stick it into the correct section of the board '<i>pada waktu pagi</i>'. Write '<i>Saya bangun pagi</i>' next to it.</p> <p>Learners continue until all cards are in the correct squares. Learners select a card (hold face down, fanned out, like a card trick) and stick the cards onto the board in the correct part of the table.</p> <p>Learners write a sentence with each phrase, using the model provide. Learners check with each other and with the class as a whole to make sure the sentences are correct. Identify any difficulties and support learners. <b>(F)</b></p> <p>Then add times to the chart. '<i>Saya bangun pagi pada pukul 11 pagi</i>'.</p> <p>Finally, learners write a short essay about their daily routine using the simple tense. <b>(I)</b></p>	<i>pada waktu pagi</i>	<i>pada waktu tengah hari</i>	<i>pada waktu petang</i>	<i>pada waktu malam</i>
<i>pada waktu pagi</i>	<i>pada waktu tengah hari</i>					
<i>pada waktu petang</i>	<i>pada waktu malam</i>					
	Ask questions about daily life and use questions words	<p>Introduce question forms. <a href="https://polymath.org/malay_questions.php">https://polymath.org/malay_questions.php</a></p> <p>On individual pieces of paper, write questions related to daily life using a variety of question words, e.g.</p> <ul style="list-style-type: none"> <li>• <i>Apakah rutin harian kamu pada hari Ahad?</i></li> <li>• <i>Dengan siapakah kamu berjoging?</i></li> <li>• <i>Mengapakah kamu suka berjoging?</i></li> <li>• <i>Bagaimanakah perasaan kamu ketika berjoging?</i></li> <li>• <i>Berapa lamakah kamu berjoging?</i></li> <li>• <i>Apakah lagi rutin harian pada hari Ahad?</i></li> </ul> <p>Stick these questions around the walls of the classroom.</p> <p>Give learners a sheet with the corresponding answers. Only one answer should be possible for each question, e.g.</p> <ul style="list-style-type: none"> <li>• <i>Saya berjoging pada pagi hari Ahad.</i></li> </ul>				



Syllabus ref.	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> <li>• <i>Saya berjoging dengan ibu dan bapa saya.</i></li> <li>• <i>Saya suka berjoging kerana menyihatkan badan saya.</i></li> </ul> <p>Using a running dictation, learners match questions and answers. In pairs, one learner goes up to a question on the wall, reads and remember it. They return to their partner and tell them the question. The partner finds the correct answer on the sheet and writes down the question next to it. Continue until all questions and answers are completed. Learners can swap roles after each question and answer. Use these examples to revise and practise question forms.</p> <p>Provide learners with a grid so they can ask and answer questions in groups about daily routines. Create a survey of the whole class and display the results.</p> <p>Learners write an account of their daily routine for a blog or a school magazine. Give guidance and support by specifying the structures learners should aim to include in their writing. <b>(I)</b></p>
Food and drink	Discuss food and meals	<p>Introduce vocabulary needed to refer to food, drink and meals.  <a href="http://ilovelanguages.org/malay_lesson2.php">http://ilovelanguages.org/malay_lesson2.php</a></p> <p>Learners can practise this vocabulary with games such as bingo, crosswords, word searches and pelmanism. The following website provides an explanation and ideas for using this game in the classroom:  <a href="https://busyteacher.org/22375-memory-pelmanism-17-great-ways-to-use.html">https://busyteacher.org/22375-memory-pelmanism-17-great-ways-to-use.html</a></p> <p>Give learners texts in which young people talk about their eating habits and their favourite food/typical food from their region. Learners answer a series of comprehension questions. <b>(F)</b></p> <p>Learners complete a sheet with information with information about:</p> <ul style="list-style-type: none"> <li>• their favourite dish and drink</li> <li>• what they love and hate to eat</li> <li>• what they are allergic to</li> <li>• what they have never eaten</li> <li>• what they would like to try</li> </ul> <p>Learners use this sheet as a support to ask and answer questions about eating habits in pairs or small groups. <b>(F)</b></p> <p><b>Extension activity:</b> Learners ask and answer a series of open-ended questions encouraging opinions and justifications about their favourite/least favourite food and meals. They can do this as an oral exercise or they can prepare answers in writing and use them as prompts for an extended writing exercise.</p>
	Understand recipes, using imperative forms and expressions of quantity	<p>Introduce vocabulary for referring to cutlery and utensils.  For a list of items go here: <a href="https://quizlet.com/457750768/peralatan-dapur-flash-cards/?new">https://quizlet.com/457750768/peralatan-dapur-flash-cards/?new</a></p> <p>Learners practise pronouncing and memorising the words with the help of the vocabulary game in Quizlet.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Introduce verbs typically used in cooking recipes: <i>membancuh, mengacau, memasak, menuang</i>, etc. with illustrations or miming actions.</p> <p>Give learners the name of a typical Malay dish to research. They write the recipe using verbs in the imperative and illustrate it for a class display.</p> <p>Learners highlight the expressions of quantity in the recipe, e.g. <i>satu sudu besar, dua sudu the, 150 gram, secubit garam, secawan tepung</i>, etc. <b>(F)</b></p> <p>For a listening exercise, find a TV cooking programme. Learners listen and identify the ingredients, measurements and action verbs used.</p>
	Discuss healthy eating	<p>Do a class survey to see who has a healthy diet. Learners work first in small groups and then feedback their results to the rest of the class. Lead a class discussion on what learners should do to maintain a healthy lifestyle. Learners report the results in a piece of writing comparing their own eating habits to that of the whole class.</p> <p><b>Extension activity:</b> Learners create posters to promote healthy eating in which they can include examples of modal verbs, verbs used in the imperative and the pronoun. <b>(I)</b></p>
	Order food in a restaurant and use negative expressions	<p>Find advertisements for different restaurants and the menus from each of them. Learners match the menus with the advertisements by looking at the type of food and ingredients.</p> <p>Prepare short descriptions of potential customers. Learners match the customers to the restaurant they think will be the most appropriate, and explain the reason for this.</p> <p>Learners listen to or read conversations in restaurants when there is a problem (something is missing, or a mistake has been made).</p> <p>Set up role play situations in class with learners working in groups and acting out sequences. While one group is acting out a scenario, others can write out the order. Learners complete role play exercises in which they order food and drink and explain their requirements. Listen to and monitor the learners so that you can check understanding.</p> <p>Learners write a (real or imaginary) review of a restaurant where they have eaten in the past.</p> <p>Learners write a description of their dream meal in a restaurant using the conditional tense, including who they would have as guests around the table and why. <b>(I)</b></p> <p><b>Extension activity:</b> They design their own restaurant menu and publicity in poster or brochure form. <b>(I)</b></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
Travel and transport	Ask about and describe places and past events	<p>Revise vocabulary and phrases related to holidays and travel. Do some revision of past tenses, and revise ways of asking questions.</p> <p>Create a worksheet on the topic of holidays with questions for learners such as the kind of holidays they enjoy, places they have visited, family holiday memories, holiday plans, good and bad holiday experiences and so on. Learners ask each other the questions and make a note of the answers.</p> <p>Use a feedback activity to round off the conversation. Groups report views and experiences to other groups and ask follow-up questions across the groups. This provides opportunities to correct language errors tactfully and clarify concepts and vocabulary issues.</p> <p>The conversation questions can be used flexibly, e.g. cut up for pair work. Not all of them need to be used.</p> <p>Consolidate the conversations with some written work based on the individual questions.</p> <p><b>Extension activity:</b> Learners could narrate a good or bad holiday experience in the form of an informal letter. Attention should be paid to an appropriate format and style and register for the recipient. For example, learners in pairs discuss the differences between writing a letter about the holiday to a friend and a letter of complaint to the manager of a hotel. Follow up this activity by feedback to the class, before the learners are invited to write.</p>
	Read about, discuss and write about travel experiences	<p>Learners read a passage about adventure travelling. Learners use the text to explore the different activities people do on holiday and the reasons – personal sense of fulfilment, search for meaning in life, curiosity about one's personal limits, etc. This discussion could take place in pairs or as a class.</p> <p>Using the text as a starting point, learners discuss with their partner their experiences on holiday. Identify topic-based and technical vocabulary in the text.</p> <p>Learners try to work out the meaning of unfamiliar words by looking at context or the way the words are formed.</p> <p>Use the text to study narrative tenses and dramatic words. Learners use highlighter pens to pick out examples.</p> <p>As a follow-up activity, learners use reference material to build vocabulary, e.g. collocations with key words. Synonyms or opposites for adjectives in various degrees of intensity; the connotations of words.</p> <p>Learners brainstorm ideas for writing a letter or email from someone on an adventure holiday to their family describing their adventures or what they might say in a journal entry.</p> <p>When planning and drafting writing, sentence structure (including structure for narrative tenses) can be further explored. Elicit suitable vocabulary and expressions for writing about the holiday. Learners can repeat and practise in example sentences before using them in their writing.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><b>Extension activity:</b> Learners write an essay about their travel experience with their family.</p>
Human body and health	Discuss healthy and unhealthy lifestyles and use the future and conditional tenses	<p>Review vocabulary about the human body and introduce new vocabulary about activities using the body by using this website: <a href="http://partofbody1.blogspot.com/">http://partofbody1.blogspot.com/</a></p> <p>Learners listen to a discussion about a healthy lifestyle. They listen for key words and phrases and use them to give their opinions on about healthy and unhealthy lifestyles.</p> <p>Find a reading text about healthy lifestyle as a student. Before reading, brainstorm the kind of healthy activity we can do during free-time. Then learners read and discuss the text. The text can be used to explore how learners make sure they exercise and do good activities.</p> <p>Introduce useful vocabulary with examples, e.g. <i>makan, berlari, berehat, tidur...</i> Learners can practise this by using an activity where they each add more detail to a sentence. One learner starts with a short sentence, the next learner has to add some more detail. Learners continue until someone cannot extend the sentence further or they make a mistake.</p> <ul style="list-style-type: none"> <li>• <i>Saya berlari di padang.</i></li> <li>• <i>Saya berlari di padang dengan kawan saya.</i></li> <li>• <i>Saya berlari di padang dengan kawan saya untuk bersenam.</i></li> </ul> <p>Do a class survey to see who has a healthy lifestyle. Learners work first in small groups and then feedback their results to the rest of the class. Lead a class discussion on what learners should do to maintain a healthy lifestyle. Learners report the results in a piece of writing comparing their own eating habits to that of the whole class. <b>(I)</b></p> <p><b>Extension activity:</b> Learners create posters to promote a healthy lifestyle in which they can include examples of modal verbs, verbs used in the imperative and the pronoun.</p>
	Discuss healthy and unhealthy food and habits	<p>Elicit vocabulary for explaining what is healthy and unhealthy. Elicit sample basic sentences and then improve with learners' suggestions e.g. '<i>Hari Isnin, saya makan makanan yang berkhasiat</i>' can be made more engaging by further adjectives or verb e.g. '<i>Pada hari Isnin, saya makan makanan yang berkhasiat di kantin sekolah dengan kawan-kawan saya</i>'.</p> <p>Learners brainstorm ideas, plan and draft an outline description of the healthy and unhealthy food and habits. The description can be targeted at explaining their healthy and unhealthy food and habits during the school day.</p> <p>Learners could consider examples of tone and style – writing should sound enthusiastic and positive and negative points should be avoided, balanced or justified. <b>(I)</b></p> <p><b>Extension activity:</b> Learners write an essay about their healthy and unhealthy food and habits.</p>

## Past and specimen papers

Past/specimen papers and mark schemes are available to download at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support) (F)

### Describing daily life:

#### AO2 Reading

0546 Jun 2016 Specimen Paper 02 Section 1 Ex 3  
 0546 Jun 2016 Specimen Paper 02 Section 3 Ex 1  
 0546 Jun 2017 Paper 22 Section 3 Ex 2

### Food and drink:

#### AO2 Reading

0546 Jun 2016 Paper 23 Section 1 Ex 1 Q4  
 0546 Jun 2018 Paper 21 Section 1 Ex 1 Q1  
 0546 Jun 2018 Paper 21 Section 3 Ex 1  
 0546 Jun 2018 Paper 23 Section 1 Ex 3

#### AO3 Speaking

0546 Jun 2016 Specimen Paper 03 Role Play Card A Teacher's Notes p.13  
 0546 Jun 2016 Paper 03 Role Play Card A Teacher's Notes p.13  
 0546 Jun 2017 Paper 03 Role Play Card A Teacher's Notes p.14

#### AO4 Writing

0546 Jun 2016 Paper 43 Section 1 Ex 1 Q2  
 0546 Jun 2017 Paper 43 Section 2 Q3b

### Travel and transport:

#### AO2 Reading

0546 Jun 2016 Specimen Paper 02 Section 2 Ex 2  
 0546 Jun 2016 Paper 23 Section 2 Ex 2  
 0546 Jun 2016 Paper 21 Section 1 Ex 3  
 0546 Jun 2016 Paper 21 Section 2 Ex 2  
 0546 Jun 2017 Paper 23 Section 3 Ex 1  
 0546 Jun 2018 Paper 23 Section 3 Ex 1

#### AO3 Speaking

0546 Jun 2016 Specimen Paper 03 Role Play Card A Teacher's Notes pg. 15  
 0546 Jun 2016 Paper 03 Role Play Card B Teacher's Notes p. 7  
 0546 Jun 2016 Paper 03 Role Play Card A Teacher's Notes p.15

#### AO4 Writing

0546 Jun 2016 Paper 43 Section 1 Ex 1 Q1  
 0546 Jun 2016 Paper 43 Section 2 Q3a  
 0546 Jun 2016 Paper 42 Section 2 Q3b

**Past and specimen papers**

0546 Jun 2017 Paper 42 Section 1 Q1

**Human body and health:****AO2 Reading**

0546 Jun 2017 Paper 23 Section 1 Ex 3

**AO3 Speaking**

0546 Jun 2016 Specimen Paper 03 Role Play Card B Teacher's Notes p.17

0546 Jun 2017 Paper 03 Role Play Card B Teacher's Notes p.18

## B: Personal and social life

Syllabus ref.	Learning objectives	Suggested teaching activities
Self, family and friends	Give and exchange personal information	<p>Learners complete an identity form with personal information such as name, age, birthday, numbers of brothers and sisters, where they live, whether they have a pet etc. <b>(I)</b></p> <p>Take the opportunity to revise numbers and teach vocabulary relating to pets.</p> <p>Pair work opportunity for exchange of information. Display example questions on the board for support, e.g.</p> <ul style="list-style-type: none"> <li>• What is your name?</li> <li>• How old are you?</li> <li>• Do you have any brothers or sisters?</li> <li>• Where do you live?</li> <li>• What's your favourite animal?</li> </ul> <p>Learners create their own family tree with the name of each family member and their relationship to the learner. This can be created as an IT task. Resulting family trees can be displayed or can be the basis for a question / answer session in groups or pairs during which learners exchange information about their families.</p>
	Describe physical characteristics	<p>Revise the vocabulary for physical description.</p> <p>Learners are provided with a text in which a young person describes themselves and their family, and answer comprehension questions on the text. This can provide them with a model for describing their own family, either as a written or oral presentation to be shared with the rest of the class.</p> <p>Create matching exercises where learners match pictures to written physical descriptions.</p> <p>Encourage learners to extend use of verbs beyond the basic to incorporate a range of verbs to describe appearance.</p> <p>Learners choose or are given the name of a Malaysian personality (sportsman, singer, actor, etc.), find out personal information about them (date and place of birth, physical description etc.) and their families (name and nationality of parents, number of brothers and sisters, etc.). This information can be presented as a poster or an oral presentation to the class. <b>(I)</b></p>
	Discuss character traits and friendship	<p>Introduce the vocabulary required for discussing personality and descriptions of people.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Learners write an anonymous self-portrait, including a physical and character description. Provide a writing frame for extra support. Learners work in groups, picking a self-portrait at random, reading it and then guessing which member of the group the author of the description is.</p> <p>Find reading and listening texts about friendship. Review some key vocabulary and useful phrases for expressing opinions.</p> <p>Learners are given the names/pictures of famous people (real or fictional) and are asked to say whether they think that person would make a good friend or not, justifying their opinion. This could lead to a class debate and vote on which personality would be the best 'friend material'.</p> <p><b>Extension activity:</b> Learners read extracts from letters asking and giving advice about friends and family relationships and then write their own letters. This could be adapted to a pair work task where one learner writes a letter asking for advice and their partner writes an answer to it.</p>
In the home	Discuss free time at home	<p>Discuss with learners what they do at home. They could talk about the different activities they do, who likes doing what and what other activities they can think of relating to do at home life.</p> <p>Learners write a list of 10 things they like doing in their free time. When they finish, they ask each other 'What do you like doing in your free time?' and find three people who like doing the same as they do. Learners share their findings in class.</p> <p>Then elicit ideas for things that you would tell a friend about daily routines (e.g. what is your activity, how long, when, where). Prompt as necessary to help. Ask what questions you could ask a friend, again prompting as necessary (e.g. about free time, favourite activity, what he/she does at the weekend).</p> <p>Learners form groups of four and give each group a picture with someone taking part in an activity to talk about. They discuss within the groups and prepare to present it to the whole class. Put all the pictures together. A group representative tells the class the description they have prepared, the other identify which picture is being described.</p>
	Read about house and family	<p>Select a text and a picture about a house and family and write some questions. Ask the class to look at the picture and talk about it trying to guess what the text is about. Point out that this is a very useful technique because it helps you work out what kind of information you are looking for when you read the text.</p> <p>Pre-teach key vocabulary to understand the text. Before your students read the text, write the words on the board and check understanding.</p>



Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>For extra support, distribute a word guessing activity and learners put a tick if they think the word is going to be in the reading text and put across if they think that it is not. They do the task first individually, and then they share their answers with the whole class.</p> <p>Give the learners time to read the text. Ask a question about the text and elicit the answer. Ask learners to explain how they worked it out. The learners then write the answers to all the questions. <b>(I)</b></p>
Colours, clothes and accessories	Discuss clothes and accessories use adjectives to describe them	<p>Introduce vocabulary for colours, clothes and accessories. For a list go to: <a href="https://polymath.org/malay_clothes.php">https://polymath.org/malay_clothes.php</a> <a href="https://quizlet.com/459523720/pakaianakseseori-flash-cards/?new">https://quizlet.com/459523720/pakaianakseseori-flash-cards/?new</a>. <b>(F)</b></p> <p>Learners read a variety of texts in which young people discuss their favourite and least favourite colours and clothes. Learners complete listening and reading comprehension activities in which they identify and select relevant information in texts in which young people describe what they wear. <b>(I)</b></p>
	Discuss fashion choices for different occasions using different tenses	<p>Introduce the near future tense <a href="https://polymath.org/malay_future.php">https://polymath.org/malay_future.php</a></p> <p>Learners revisit adverbs of frequency to talk about what they usually / occasionally / never wear, what they are going to wear at the weekend using the immediate future tense and what they wore last weekend using the perfect tense.</p> <p>Give learners a set of different situations in past, present and future time frames, e.g. <i>Di pantai bercuti pada tahun lepas. Majlis harijadi minggu ini. Pergi ke sekolah setiap hari.</i> Learners discuss what they wore/ wear/are going to wear for each occasion. Learners can do this as a speaking activity in pairs or groups or as an individual writing activity.</p>
	Express opinions on the importance of clothes and fashion	<p>Provided learners with listening and reading activities in which young people express opinions about fashion. Learners complete a series of comprehension exercises and then express their own views on the importance of clothes and fashion. Learners do this as a speaking activity in pairs or groups or as an individual writing activity.</p> <p><b>Extension activity:</b> Learners watch a video about Hari raya sale: <a href="http://www.hmetro.com.my/mutakhir/2017/06/235012/tawaran-jualan-cuci-gudang-maroz-metro/">www.hmetro.com.my/mutakhir/2017/06/235012/tawaran-jualan-cuci-gudang-maroz-metro/</a> and complete a series of comprehension activities. Learners then answer a series of fashion-related oral questions.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
Leisure time	Discuss leisure activities	<p>Introduce vocabulary needed to refer to leisure activities. This can be done with the help of <a href="https://quizlet.com/336363476/jenis-jenis-hobi-flash-cards/">https://quizlet.com/336363476/jenis-jenis-hobi-flash-cards/</a></p> <p>Show learners some examples of young people talking about what they do during their leisure time using the verbs which are connected to hobbies. Encourage learners to notice when the different verbs are used and the prepositions that follow them. Introduce learners to how to talk about what they like and dislike about hobbies. This encourages learners to give simple opinions. For example: <i>Saya suka hobi membaca buku kerana saya dapat banyak ilmu. Saya tidak suka hobi menjahit kerana saya tidak suka kerja seni.</i> <b>(F)</b></p>
	Discuss and write about hobbies	<p>Elicit vocabulary and sample basic sentences about hobbies. These can be improved by learners' suggestions, e.g. '<i>Hobi saya ialah bermain bola sepak</i>' can be made more engaging by further adjectives or verb, e.g. '<i>Pada hari minggu, saya bermain bole sepak di padang dengan kawan-kawan saya</i>'.</p> <p>Learners brainstorm ideas, plan and draft an outline description of the hobby they like. The description can be targeted at explaining their activity during the weekend or weekday.</p> <p>Learners consider examples of tone and style– writing should sound enthusiastic and positive and negative points should be avoided, balanced or justified.</p> <p>It can be helpful to provide a worked example of an essay about this topic for guidance before learners start to put their own description together. You could use a description written previously by another learner (anonymous) so that the example is within the expected language level of the learners.</p> <p>To provide stretch and challenge can do the same process but with a more sophisticated piece of writing, so learners will be looking for more subtle improvements, e.g. varying the lengths of the sentences by joining shorter ones with a conjunction. <b>(I)</b></p>
	Talk about sport	<p>Introduce/revise vocabulary needed to refer to sport. <a href="https://quizlet.com/375128373/sukan-sport-flash-cards/">https://quizlet.com/375128373/sukan-sport-flash-cards/</a></p> <p>Show learners pictures of sportspeople in various contexts and states of fitness with a list of adverbs (<i>lancar, kerap, jarang, cepat, perlahan-lahan, di dalam rumah, di luar rumah</i>). Learners match the adverbs to the pictures. Some adverbs could be used for more than one picture, which could lead to some debate and justification of answers.</p> <p>Learners then write a short article about what sports they do when and where, trying to include as many different adverbs as possible.</p> <p><b>Extension activity:</b> Learners write a longer article by including adjectives related to the sport. <b>(I)</b></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	Express opinions about different sports and use the comparative	<p>Find videos or reading texts in which young people talk about different sports and give their opinion about them. Learners identify and extract relevant information from the texts. Differentiate for higher ability learners by asking for 'any other interesting information'.</p> <p>Provide learners with examples of comparative adjectives, e.g. <i>Saya fikir saya lebih suka bersukan daripada abang saya. Saya rasa saya lebih suka bermain tenis daripada badminton. Pada pendapat saya, bola sepak lebih popular daripada ragbi.</i> Learners do a series of exercises to practise this structure. <b>(F)</b></p> <p>Learners interview each other in pairs or groups using questions, e.g. <i>Apakah sukan yang kamu suka dan tidak suka? Mengapakah kamu tidak suka sukan badminton?</i> Provide learners with a grid so they can do this in the form of a survey.</p> <p>Learners take notes and then write a paragraph comparing their own opinions about sports with those of different members in their group. It is possible to revisit certain grammar points such as adverbs of frequency or the imperfect for learners to compare the sports they used to like with those they like now. <b>(I)</b></p> <p><b>Extension activity:</b> Learners read details about sporting events, such as 'Sports day' and expand their sports-related vocabulary by completing a worksheet and closed and open questions.</p>
	Discuss television programmes and use direct object pronoun	<p>Introduce vocabulary needed to talk about different types of television programmes by showing learners pictures of local programmes they will recognise and labelling them, e.g. <i>program sukan, drama, filem, dokumentari, kartun, berita.</i> Give learners short descriptions of well-known television programmes to identify.</p> <p>Learners read a variety of texts in which young people discuss their favourite and least favourite TV programmes. They then complete a variety of listening and reading comprehension exercises. These texts could include examples of direct object pronouns, e.g. <i>Program televisyen kegemaran saya ialah Majalah TV3. Saya menontonnya pada tiap-tiap hari Isnin.</i></p>
	Compare different TV programmes and use superlative adjectives	<p>Learners choose a popular TV programme and write a short description of it, without naming it. Then in groups or pairs learners take turns to present their programme and the others must guess the title.</p> <p>Learners complete sentences comparing different TV programmes, enabling them to practise comparative and superlative structures. <b>(F)</b></p> <p>Learners conduct a survey in groups to find out what the most and least popular TV programmes are and why. Results can then be shared and a whole class survey produced.</p> <p>Give learners similar activities to discuss films. Learners complete continuous writing tasks such as TV / film reviews or</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>discursive essays comparing types of entertainment, e.g. <i>Apakah filem yang kamu tonton? Dengan siapakah kamu tonton? Mengapakah kamu suka filem ini? (I)</i></p> <p><b>Extension activity:</b> Learners discuss and give their opinion on a recent Malay film.</p>
Leisure time	Make arrangements to go out and practise using the immediate future tense	<p>Learners read advertisements for different types of entertainment (e.g. theatre, cinema, music, exhibitions) and complete a variety of exercises identifying the type of entertainment, date, time, price, etc.</p> <p>Learners listen to phone conversations of people booking entertainment and note relevant information in a grid. They then make up similar dialogues in pairs. Encourage learners to imagine different characters for their dialogues (e.g. an angry customer or a very bored receptionist).</p> <p>Learners read dialogues in which two people are discussing going out and pick out/match/classify useful expressions for agreeing/disagreeing/making suggestions/making excuses. These dialogues could include examples of disjunctive pronouns, e.g. <i>Adakah anda mahu menonton filem ini dengan saya? Saya minta maaf kerana ini ialah filem kegemaran adik saya. Saya sudah menonton filem ini dengan adik saya.</i> They then make up similar dialogues in pairs. These dialogues are performed to the class with the class being given the task of noting the final outcome of the discussion.</p>

### Past and specimen papers

Past/specimen papers and mark schemes are available to download at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support) (F)

#### Self, family and friends:

##### AO2 Reading

0546 Jun 2016 Paper 23 Section 1 Ex 3

0546 Jun 2016 Paper 23 Section 3 Ex 1

0546 Jun 2017 Paper 23 Section 3 Ex 2

0546 Jun 2017 Paper 22 Section 1 Ex 3

##### AO3 Speaking

0546 Jun 2016 Specimen Paper 03 Role Play Card A Teacher's Notes p.14

0546 Jun 2016 Paper 03 Role Play Card A Teacher's Notes p.14

0546 Jun 2017 Paper 03 Role Play Card B Teacher's Notes p.16

##### AO4 Writing

0546 Jun 2016 Paper 42 Section 1 Q2

0546 Jun 2016 Paper 42 Section 2 Q3a

0546 Jun 2016 Paper 43 Section 2 Q3c

**Past and specimen papers**

0546 Jun 2017 Paper 42 Section 1 Q2  
0546 Jun 2017 Paper 42 Section 2 Q3a

**In the home:****AO2 Reading**

0546 Jun 2016 Paper 21 Section 1 Ex 1 Q1  
0546 Jun 2018 Paper 23 Section 1 Ex 1 Q2

**AO4 Writing**

0546 Jun 2017 Paper 43 Section 2 Q3c

**Colours, clothes and accessories:****AO2 Reading**

0546 Jun 2016 Paper 21 Section 1 Ex 1 Q1  
0546 Jun 2016 Paper 21 Section 1 Ex 1 Q5  
0546 Jun 2018 Paper 23 Section 1 Ex 1 Q3 & Q5

**Leisure time:****AO2 Reading**

0546 Jun 2016 Paper 22 Section 1 Ex 1 Q3  
0546 Jun 2017 Paper 23 Section 1 Ex 2 Q8

## C: The world around us

Syllabus ref.	Learning	Suggested teaching activities
The built environment	Describe a town and use negatives	<p>Introduce vocabulary to talk about facilities in towns in Malaysia.  <a href="https://quizlet.com/420166401/kemudahan-di-bandar-saya-facilities-in-my-town-flash-cards/">https://quizlet.com/420166401/kemudahan-di-bandar-saya-facilities-in-my-town-flash-cards/</a></p> <p>Learners work in groups of four. Give each learner a map of a town with numbers instead of names of places. Each learner in the group is given a different set of information they know about the town, e.g. <i>Farmasi berada di hadapan stesen. Anda perlu membeli setem. Saya mahu berjumpa doktor.</i> Learners ask and answer questions to find out where the different places in the town are situated on the map.</p> <p>Learners listen to young people talking about where they live, how they used the facilities in their living place and complete a series of comprehension activities. <b>(F)</b></p> <p>Give learners a text based on peoples' experience and opinion of living in the town and the countryside. Learners extract from the texts a list of advantages and disadvantages of each type of lifestyle. Learners describe their own town orally or in writing.</p> <p>Learners write an article describing their town in which they include positive and negative aspects as well as a general opinion about life in their town.</p>
	Ask for and give directions and use the imperative	<p>Introduce the vocabulary needed for understanding and giving directions:  <a href="https://quizlet.com/459590961/kata-arrah-flash-cards/?new">https://quizlet.com/459590961/kata-arrah-flash-cards/?new</a></p> <p>Learners listen to young people describing their itinerary for going to school and complete a series of comprehension exercises.</p> <p><b>Extension activity:</b> Give learners different versions of a map. They ask each other questions to complete the gaps in their own map.</p> <p>Review the imperative form of present tense verbs. Learners listen to short texts in which people are giving directions using the imperative form of the present tense. Learners note the destination of each person.</p> <p>Place around the classroom labels designating different places in a town. Learners take it in turns to direct each other to different places, using the imperative form of verbs, and move around the room accordingly.</p> <p><b>Extension activity:</b> Learners write out a simple set of directions telling a foreign friend how to get to different places in</p>

Syllabus ref.	Learning	Suggested teaching activities
		<p>a new town. This can be done in the form of a dialogue practising the <i>kamu, awak</i> form of the imperative. To practise the <i>anda, encik, cik, puan</i> form, learners could perform role plays in a tourist office, in which a tourist comes to ask for directions to certain places in the town.</p>
	<p>Use transactional language at the bank, post office, lost property office and at the police station</p>	<p>Give learners the expressions necessary for dialoguing in banks and post offices. This can be in the form of sentence-half matching or reordering jumbled dialogues.</p> <p>Learners perform appropriate role-play tasks and invent their own dialogues. Give them specific roles such as the angry or absent-minded customer/bank manager to make the tasks more engaging.</p> <p>Learners listen to recordings of dialogues in lost property offices or police stations. They note details such as the item lost, its description, where and when it was lost, etc.</p> <p>Learners invent and perform dialogues at the lost property office or the police station. Give them examples of role play situations.</p> <p><b>Extension activity:</b> Learners imagine a situation in which they have lost or found an item and write an account of what happened. This is a good opportunity for revising and practising the difference between perfect and imperfect tenses.</p>
	<p>Travel – book tickets and deal with travel problems</p>	<p>Give learners the expressions necessary for booking train, bus and airline tickets.</p> <p>Learners listen to a typical bus line message and complete a series of comprehension activities. <a href="http://www.facebook.com/saniexpress.malaysia/videos/1984820308201350/?v=1984820308201350">www.facebook.com/saniexpress.malaysia/videos/1984820308201350/?v=1984820308201350</a></p> <p>Learners use the dialogue on the worksheet about buying tickets as a model to make up their own dialogue in pairs.</p> <p>Learners watch a video about road safety and complete a series of comprehension exercises: <a href="http://www.youtube.com/watch?v=N2j1hzdzxbw">www.youtube.com/watch?v=N2j1hzdzxbw</a></p>
	<p>Book a hotel room and make complaints</p>	<p>Learners read a series of hotel reviews and identify key vocabulary: <a href="http://www.masinggah.com/hotel-menarik-di-kuala-lumpur/">www.masinggah.com/hotel-menarik-di-kuala-lumpur/</a></p> <p>Give learners pictures of unusual hotels and ask them to choose one. Learners imagine the details of their chosen hotel, e.g. the type of hotel it is, where it is located, the amenities on offer, the price of the rooms and note them in a grid.</p> <p>Learners write a (real or imaginary) description of a hotel they have stayed in in the past or of their ideal hotel using the conditional tense.</p>

Syllabus ref.	Learning	Suggested teaching activities
		<p>Learners work in pairs. Give each pair a different scenario, e.g. <i>Bilik hotel anda tidak ada air panas. Bilik hotel anda kotor apabila anda tiba di hotel.</i> Learners make up appropriate dialogues.</p> <p>Give learners examples of messages of complaint sent to hotels and messages of response from the hotels. They match message and response. Learners write an email to a hotel complaining about poor service.</p> <p><b>Extension activity:</b> Give learners a longer dialogue to perform and/or use as a model for creating a more extended dialogue in a hotel.</p> <p>Learners watch a video about an environmentally friendly hotel and complete a series of comprehension activities.</p>
	<p>Go shopping and use demonstrative adjectives and pronouns</p>	<p>Introduce vocabulary related to shopping: <a href="https://quizlet.com/420201375/membeli-belah-flash-cards/">https://quizlet.com/420201375/membeli-belah-flash-cards/</a></p> <p>Give learners two minutes to write the names of different shops. They give the list to their partner who writes down a product, which can be found in each shop.</p> <p>Learners listen to and or read a series of dialogues taking place in various shops. Choose dialogues to explore several different situations: talking about preferences, finding out about prices, etc. Give learners comprehension tasks such as gap fills, matching sentence halves, true/false, multiple-choice questions.</p> <p>Introduce demonstrative adjectives and pronouns. In pairs, learners invent their own dialogues, with one learner playing the role of the salesperson and the other learner being the customer. Encourage learners to include examples of demonstratives in their dialogues.</p> <p>Learners compare the advantages and disadvantages of different shopping facilities such as local markets, supermarkets, hypermarkets and shopping centres.</p> <p><b>Extension activity:</b> Learners practise different tenses by writing about past, future or ideal shopping experiences. Or, learners describe a particularly disastrous or successful shopping trip, including opinions and explanations enabling them to employ new vocabulary.</p> <p>Learners watch a video about being a responsible consumer and complete a series of comprehension activities.</p> <p>Learners write an article or make a poster giving advice to young people about managing their budget. (I)</p> <p>Learners discuss the advantages and disadvantages of shopping online and write an article about internet shopping.</p>



Syllabus ref.	Learning	Suggested teaching activities
Measurements and materials	Express opinions about unsatisfactory goods	<p>Show learners a table with clothing and shoe sizes from different countries. Learners exchange information about sizes and invent dialogues in shops between people of different nationalities.</p> <p>Learners write a letter or an email to a shop with a complaint and ask for compensation.</p> <p>Learners write an online review of a shop or an item they have bought. This provides the opportunity to use a variety of tenses.</p>
People and places	Refer to different countries and nationalities	<p>Revise vocabulary for countries and nationalities.</p> <p>Revise use of prepositions with cities and countries. A number of games can be used to practise these. Learners receive cards with famous landmarks and have to say where they are, e.g. the White House is in Washington in the USA; the Eiffel Tower is in Paris in France.</p>
	Speak and write about people and places	<p>Show a video about Malaysia. <a href="http://www.youtube.com/watch?v=oXonU1u0fMI">www.youtube.com/watch?v=oXonU1u0fMI</a> Learners talk about what they have seen and their opinions.</p> <p>In small groups learners take it in turns to describe a town, each adding a sentence to the description. Each member of the group must repeat what has gone before and add a new sentence. The winner is a member of the group who can remember all parts of the description. The teacher will decide how much guidance will be given for this activity.</p> <p>After that, learners listen to their partner and write down what they describe. It is important for students to develop their listening skills.</p> <p>Learners research where they live, looking at various websites. They write an article for a tourism website to introduce their town.</p>
The natural world, the environment, the climate and the weather	Speak about the natural world	<p>Revise vocabulary to do with nature: countryside, mountains, seaside, parks and wildlife.</p> <p>Learners listen to texts about the natural world and answer comprehension questions.</p> <p>Learners ask each other which aspect of nature they prefer and why, justifying their answers as fully as possible. This can be extended to a writing exercise. (I)</p>
	Give and seek information about problems affecting the environment	<p>Key vocabulary is introduced by providing learners with a numbered list of environmental problems.</p> <p>They are asked to classify problems into different categories. This can lead to discussion as some problems may fit more than one category. Learners then match these problems to possible solutions.</p>

Syllabus ref.	Learning	Suggested teaching activities
	such as climate change and pollution and remedial measures such as conservation and recycling	<p>Learners prioritise their top five problems and five possible solutions. This could lead to a class survey in which learners vote for which are the worst problems and what solutions can be offered.</p> <p>Learners read or listen to a series of news reports about natural disasters and do a series of comprehension exercises such as gap-fill/find the Malay/true or false. This can be done as a whole class activity, or in small groups. In this case different news reports can be given to different groups and they can then report back to the class as a whole.</p> <p>Learners read accounts of what young people in Malaysia do to help protect the environment. They then write a paragraph of what they do at present and what they could do to help. <b>(I)</b></p> <p>Learners make environmental awareness posters where they present the dangers of climate change and what should and shouldn't be done using the imperative.</p> <p><b>Extension activity:</b> Learners write an account in the past of an environmental awareness week at school, saying what happened during the week and what their reactions to it were. <b>(I)</b></p>
	Discuss the climate and the weather	<p>Learners revise expressions used to talk about the weather. They are given a series of expressions and sort them into good and bad weather expressions.</p> <p>Learners match weather symbols to the expressions.</p> <p>Learners listen to short statements about the weather and match the statements to different weather symbols. Language for discussing temperatures can also be introduced / revised here.</p> <p>Watch video of weather forecasts, and listen for key terms, which have been given to them on a list beforehand.</p> <p>Learners are given two different weather maps. Working in pairs, they must ask each other questions about the weather to try and find out what the weather is like on each other's maps.</p> <p>Practise weather expressions in the future tense by getting learners to invent a weather forecast for the coming weekend, which they practise and then perform in front of the class.</p> <p><b>Extension activity:</b> Learners read an account of a day out during which the weather changed for the worse. They can be asked to identify the weather expressions in the past or it can be a gap-fill with learners required to complete the text with verbs in the imperfect tense. Learners can then be asked to write their own account of a disastrous weather day, saying what happened and what their reactions to it were. <b>(I)</b></p>

Syllabus ref.	Learning	Suggested teaching activities
	Write a report about the natural world	<p>Assess learners' prior knowledge by discussing the natural world. Questions or prompts you may want to use include:</p> <ul style="list-style-type: none"> <li>• <i>Apakah maksud alam semulajadi?</i></li> <li>• <i>Bagaimana cara pelihara alam semulajadi?</i></li> <li>• <i>Apakah kesan jika hutan terbakar? (I)</i></li> </ul> <p>Show a video of the natural world or ask learners to come to this session prepared to discuss a documentary they have previously watched. Discuss information the reporter focused on.</p> <p>Go through some of the rules of report writing. Ask them what style of writing should be used to write. Learners write a newspaper report based on the documentary. <b>(F)</b></p>
Communications and technology	Speak about communication and technology	<p>Introduce key terms for discussing communications and technology.</p> <p>Many textbooks include reading and listening comprehension activities in which young people talk about their life online. Learners identify and extract relevant information from the texts. Differentiate for higher ability learners by asking for 'any other interesting information'.</p> <p>Learners listen to or are provided with a text in which young people discuss the advantages and disadvantages of social media. They carry out a series of comprehension tasks such as gap-fill, true or false, find the Malay for... <b>(I)</b></p> <p>Learners draw up a list of advantages and disadvantages of social media from the text and their own ideas. <b>(I)</b></p> <p>Watch a YouTube video about technology in Malaysia. Prepare a worksheet about the video with some words missing. Play the audio. Learners listen and write down the missing words. Play the audio again, so learners can check their answers and fill in any that are missing. Learners compare answers with a partner. Play the audio again, pausing before the missing word each time. Elicit the answer from the class, then continue playing the recording to confirm. Ask a different learner to write each answer on the board.</p> <p><b>Extension activity:</b> Learners imagine a world with no technology or social media. They write an account in the past of a technology-free day saying what they did and their reactions. <b>(I)</b></p>
	Read and write about communication and technology	<p>Select a text and a picture about communication and technology in Malaysia. Learners look at the picture and guess the topic of the reading that they are going to read in groups of three. Point out that this is a very useful technique because it helps you work out what kind of information you are looking for when you read the text.</p> <p>Pre-teach <i>komunikasi</i> and <i>teknologi</i>. Before your learners read the text, write the words on the board and check understanding.</p>

Syllabus ref.	Learning	Suggested teaching activities
		<p>For extra support, hand out a word guessing activity and ask learners to put a tick if they think the word is going to be in the reading text and put a cross if they think that it is not. They do the task first individually, and then they share their answers with the whole class. <b>(F)</b></p> <p>Prepare some questions, e.g. true/false, matching, multiple choice. Give the learners time to read the text and answer the questions. They could do this individually, in pairs or in groups of three.</p> <p><b>Extension activity:</b> Learners write about the technology they use in the home and at school.</p>

### Past and specimen papers

Past/specimen papers and mark schemes are available to download at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support) **(F)**

#### The built environment:

##### AO2 Reading

0546 Jun 2017 Paper 23 Section 3 Ex 1

0546 Jun 2017 Paper 22 Section 3 Ex 2

0546 Jun 2016 Paper 23 Section 3 Ex 1

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##### AO3 Speaking

0546 Jun 2017 Paper 03 Role Play Card A Teacher's Notes p.30

##### AO4 Writing

#### Measurements and materials:

##### AO3 Speaking

0546 Jun 2017 Paper 03 Role Play Card A Teacher's Notes p.30

#### People and places:

##### AO2 Reading

0546 Jun 2017 Paper 23 Section 3 Ex 1

0546 Jun 2016 Paper 23 Section 3 Ex 2

0546 Jun 2017 Paper 23 Section 1 Ex 3

0546 Jun 2017 Paper 22 Section 3 Ex 1

##### AO3 Speaking

0546 2021 Specimen Paper 03 Topic Conversation 2 Topic 6 Teacher's Notes p.30

0546 Jun 2017 Paper 03 Role Play Card A Teacher's Notes p.30

0546 Jun 2016 Paper 03 Role Play Card A Teacher's Notes p.30

**Past and specimen papers**

**AO4 Writing**

0546 Jun 2017 Paper 43 Q3a

0546 Jun 2016 Paper 43 Q3b

**The natural world:**

**AO2 Reading**

0546 Jun 2016 Paper 23 Section 3 Ex 2

0546 Jun 2017 Paper 22 Section 3 Ex 3

**AO4 Writing**

0546 Jun 2016 Paper 43 Q3c

**Communication and technology:**

**AO2 Reading**

0546 Jun 2017 Paper 23 Section 3 Ex 1

## D: The world of work

Syllabus ref.	Learning objectives	Suggested teaching activities
Education	Describe school and school routines	<p>Revise school vocabulary <a href="http://www.memrise.com/course/1854508/sekolah-saya-my-school/">www.memrise.com/course/1854508/sekolah-saya-my-school/</a></p> <p>Revise school facilities with flashcards or a simple matching game. Learners are provided with a map of their school and asked to label the different areas of the school. They can then invent a role play in pairs with one learner as a visitor of the school asking questions and the other providing a tour of the school and the answers.</p> <p>Revise school subjects with flashcards or a simple matching game. Learners are provided with a timetable. Working in pairs, learners can describe a day to each other, and their partner must be able to identify the correct day. Learners can then discuss which day on the timetable they would prefer and why.</p> <p>Learners sit in groups and talk to create a short dialogue about their school. Use pictures for learners to refer to. Provide guidance to learners in building their own dialogue.</p> <p>Learners act out the dialogue that has been produced. Learners listen to each other and write three words difficult to understand. Make notes of any common errors and good language or pronunciation for class feedback at the end of the lesson.</p> <p><b>Extension:</b> Provide learners with a short explanation of the school system in Malaysia and another country (it could be their own if they are not in Malaysia). Learners are then invited to discuss similarities and differences in the school systems. This can be followed up with a quiz/series of true or false or multiple-choice questions to check understanding.</p>
	Discuss and write about schools and school rules	<p>Introduce vocabulary for school rules by giving learners a list with pictures and checking understanding.</p> <p>Give learners a text in which a young person describes the rules and regulations in their school. This could be in the form of a gap fill, comprehension questions or note taking on what is and isn't allowed in the school. Learners compare the school in the text with their own school and decide which they think is the fairest.</p> <p>Give learners a list of qualities to describe teachers and ask them to classify the qualities by order of importance. Learners write a description of their ideal teacher or imagine what sort of teacher they would be if they chose teaching as a profession. <b>(I)</b></p> <p>Learners contribute to a class group writing exercise summarising what is good/bad about the school and what could be changed, with each group focusing on one area of school life. Put suggestions together to produce a group version. Learners then write their own version independently in the form of a letter to the head teacher. <b>(I)</b></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
Work	Discuss jobs and career choices and use irregular comparative and superlative adverbs	<p>Introduce vocabulary to refer to different jobs: <a href="https://quizlet.com/356234089/pekerjaan-occupations-flash-cards/">https://quizlet.com/356234089/pekerjaan-occupations-flash-cards/</a> Review the vocabulary of the routine of the jobs. <b>(I)</b></p> <p>Provide learners with different type of tasks to practise the vocabulary. For example, learners match jobs with places or areas of work. Learners match jobs with the actions required to perform the job. Learners match jobs with descriptions.</p> <p>Give learners list of jobs to match with advantages and disadvantages. Include examples of irregular comparatives and superlatives.</p> <p>Learners write descriptions of jobs including tasks, place of work, advantages and disadvantages.</p> <p>Learners watch a video in which a young woman talks about her job and the qualities needed to do that job and complete a series of comprehension activities. <b>(I)</b> <a href="https://ms.routestofinance.com/pharmacist">https://ms.routestofinance.com/pharmacist</a></p> <p>In pairs, learners interview each other about their future plans, what sort of job they hope to have and what sort of job they would not like to have and why.</p> <p>Learners write a paragraph about the career path that interests them, the qualities required, what is important in a job, a job they would particularly like to do or not like to do and why; and the best and worst things about that job.</p> <p>Learners discuss the workplace of the future with the help of a series of comprehension exercises. <b>(F)</b></p> <p><b>Extension activity:</b> Learners find out about a certain job sector in more detail and use specific vocabulary related to it.</p>
	Discuss part-time jobs and pocket money	<p>Introduce the vocabulary needed to discuss part-time jobs and the main tasks involved, e.g. <i>Saya penjaga anak- saya menjaga anak-anak saya. Saya bekerja di sebuah restoran. Saya menyelam di sana setiap hari Sabtu. Saya mendedarkan surat khabar di kawasan saya sebelum pergi ke sekolah.</i></p> <p>Learners read or listen to a series of short texts in which young people explain their motivation for having a part-time job and their opinions. Learners sort the different opinions into positive and negative.</p> <p>Learners write an article about a part-time or summer job they have had. They describe what the job involved and what they thought about it. <b>(F)</b></p>
	Discuss work experience	<p>Introduce vocabulary and expressions to talk about typical work experience tasks.</p> <p>Learners read a text about the importance of work experience and complete a series of comprehension activities. <b>(I)</b></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Learners listen and read about young people talking about work experience they have done. Learners note information about the placement such as where and when it took place, the tasks that were carried out, the young person's opinion of their placement and if they can see themselves in that job in the future. These texts could include examples of the perfect infinitive, e.g. <i>Saya bekerja di pejabat. Selepas menyusun surat, saya membuat salinan fotokopi.</i></p> <p><b>Extension activity:</b> In pairs, learners ask and answer questions about previous or future work experience placements. Questions can be taken from reading or listening resources already used, provided by the teacher or made up by the learners. Learners write a real or imaginary account of a work experience placement, including where it was, what they did and their reaction to it.</p>
	<p>Apply for jobs and use direct object pronouns in the perfect tense</p>	<p>Give learners different job advertisements including details of the type of job, main tasks, salary and main requirements. They complete a series of comprehension exercises, which can include matching candidates to the appropriate job, and identify key vocabulary.</p> <p>Learners classify the advertisements by order of preference, deciding which of the jobs they would most like to apply for and which they would least like to apply for, giving reasons for their choice.</p> <p>In pairs, learners create job interview dialogues, with one person being the interviewer and asking the questions and the other being the interviewee.</p> <p>Give learners examples of job application letters which include examples of direct object pronouns in the perfect tense, e.g. <i>Saya pernah bekerja dengan kanak-kanak di sebuah kelab di mana saya melihat kanak-kanak berenang di kolam renang.</i> Learners complete a series of comprehension exercises and identify key vocabulary and expressions.</p> <p>Give learners the details of a job. Learners write an application for the job including their previous experience, current interests and the qualities they will bring to the job. (F)</p> <p><b>Extension activity:</b> As an alternative writing task, learners can work in pairs, each writing an advertisement for a job and then writing an application letter to the advertisement their partner has written.</p>



## Past and specimen papers

Past/specimen papers and mark schemes are available to download at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support) (F)

### Education:

#### AO2 Reading

0546 Jun 2016 Paper 22 Section 1 Ex 1  
 0546 Jun 2016 Paper 23 Section 2 Ex 2  
 0546 Jun 2017 Paper 22 Section 2 Ex 1  
 0546 Jun 2017 Paper 23 Section 2 Ex 2

#### AO3 Speaking

0546 2021 Specimen Paper 03 Topic Conversation 2 Topic 6 Teacher's Notes p.30  
 0546 Jun 2017 Paper 03 Role Play Card A Teacher's Notes p.30  
 0546 Jun 2016 Paper 03 Role Play Card A Teacher's Notes p.30

#### AO4 Writing

0546 Jun 2017 Paper 43 Q3a

### Work:

#### AO2 Reading

0546 Jun 2016 Paper 22 Section 1 Ex 2  
 0546 Jun 2016 Paper 23 Section 2 Ex 1  
 0546 Jun 2017 Paper 22 Section 2 Ex 1  
 0546 Jun 2017 Paper 23 Section 2 Ex 2

#### AO3 Speaking

0546 2021 Specimen Paper 03 Topic Conversation 2 Topic 6 Teacher's Notes p.30  
 0546 Jun 2017 Paper 03 Role Play Card A Teacher's Notes p.30  
 0546 Jun 2016 Paper 03 Role Play Card A Teacher's Notes p.30

## E: The international world

Syllabus ref.	Learning objectives	Suggested teaching activities
Cultures, customs, faith and celebrations	Talk about a celebration, using intonation and stress to speak clearly and confidently	<p>Some possible topics to discuss:</p> <ul style="list-style-type: none"> <li>• <i>Tahun Baharu Cina bagi masyarakat Cina</i></li> <li>• <i>Sambutan Hari Raya Aidilfitri bagi masyarakat Melayu</i></li> <li>• <i>Sambutan Perayaan Deepavali bagi masyarakat India.</i></li> </ul> <p>Give learners photos of celebrations. Learners ask and answer questions about them in pairs.</p> <p>In pairs, give learners a minute to write all the celebrations they can name. Learners compare their list with a partner. Get feedback and note vocabulary and phrases used.</p> <p>Learners listen to their friend talking about their celebrations.</p> <ul style="list-style-type: none"> <li>• <i>Apakah perayaan utama?</i></li> </ul> <p>Learners listen and then ask questions. 'Tell me about ...'</p>
	Reading about wedding celebrations	<p>Learners look at a picture of a wedding in Malaysia and talk about what they can see. <b>(I)</b></p> <p>Select a text about weddings in Malaysia. Pre-teach key vocabulary and check understanding. For extra support, distribute a word guessing activity and ask learners to tick if they think the word is going to be in the reading text. They do the task first individually, and then they share their answers with the class. <b>(F)</b></p> <p>Ask questions about the text, e.g.:</p> <ul style="list-style-type: none"> <li>• <i>Pernahkah anda pergi ke majlis kenduri kahwin?</i></li> <li>• <i>Di mana?</i></li> <li>• <i>Bila?</i></li> </ul> <p>and elicit answers. Learners explain how they worked it out.</p> <p><b>Extension activity:</b> Ask learners to read a text or dialogue. <b>(I)</b> If you are using a dialogue, after reading for understanding, learners can practise reading the dialogue aloud. Learners switch roles and repeat. Go around the class and help learners with pronunciation, intonation and stress.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
Countries, nationalities and languages	Discuss and write about special occasions	<p>Give learners a list or pictures of religious celebrations from different cultures, e.g. <i>Hari Raya Aidilfitri, Deepavali, Tahun Baru Cina, Hari Gawai, Hari Natal</i>. Learners match the names or pictures of the celebrations to short descriptions and the name of the relevant religion. Include examples of verbs governing an infinitive, e.g. <i>Kami mula merayakan Hari Natal pada petang 24 Disember. Orang Islam akan berpuasa sebulan sebelum menyambut Hari Raya Aidilfitri</i>.</p> <p>Learners listen to some suggestions of how to celebrate New Year's Eve and complete an interactive gap fill exercise.</p> <p>Provide learners with questions so they can interview each other in pairs or small groups about their favourite festival.</p> <p>Learners write an article on their favourite festival, including a description of that festival, why they like it and what they have done in the past to celebrate it. <b>(F)</b></p> <p><b>Extension activity:</b> Learners write a blog about local festivities and how they are celebrated.</p>
	Discuss big events and traditions in different communities	<p>Give learners short descriptions of world festivals and customs and ask them to match the descriptions to the countries in which they take place. <b>(I)</b></p> <p>Learners classify the places and customs in order of preference, justifying their answer. This can be used for a class survey.</p> <p>Learners compare their own country with others and express preferences for different types of events and give justifications. Learners research a festival or custom and present their findings to the class. Give guidance and provide learners with a grid asking for certain information. <b>(F)</b></p> <p><b>Extension activity:</b> Learners write an account of a festival or custom they have witnessed. They describe what happened and what their reactions to it were.</p> <p>Learners listen to a video about a festival in Malaysia. Learners then research a past or little known tradition from their own country or region and prepare an oral or written presentation.</p>

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**Countries, nationalities and languages:****AO2 Reading**

0546 Jun 2016 Paper 23 Section 1 Ex 3

0546 Jun 2017 Paper 22 Section 3 Ex 2

**AO3 Speaking**

0546 2021 Specimen Paper 03 Topic Conversation 2 Topic 6 Teacher's Notes p.30

**Culture, customs, faith and celebrations:****AO2 Reading**

0546 Jun 2016 Paper 23 Section 3 Ex 2

0546 Jun 2017 Paper 22 Section 1 Ex 3

0546 Jun 2017 Paper 22 Section 3 Ex 2

**AO3 Speaking**

0546 Jun 2017 Paper 03 Role play card A Teacher's Notes p.30

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