



SAMPLE TEACHING AND LEARNING OUTLINE

INDONESIAN: SECOND LANGUAGE

YEAR 7 (PRE-PRIMARY – YEAR 10)

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

This sample teaching and learning outline provides one possible approach through which the Indonesian: Second Language syllabus within the Western Australian Curriculum: Languages can be taught. Consistent with the rationale of the Languages curriculum, this outline supports students' ability to communicate proficiently in a language other than English, with essential communication skills in that language, an intercultural capability, and an understanding of the role of language and culture in human communication.

Time allocation on which the outline is based

Two hours of teaching per week, over one year

Prior knowledge

The sample teaching and learning outline is based on the knowledge, understandings and skills students have learned during two hours per week of Indonesian: Second Language studies from Years 3 to 6. More information related to this curriculum can be found in the Indonesian: Second Language Pre-primary to Year 10 syllabuses at <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/indonesian-p-10>.

This sample teaching and learning outline provides a range of suggested learning activities and assessment tasks, aligned to the curriculum, through which students can apply their acquisition of knowledge, understanding and skills to the focus. The focus provides a broad context through which the content is taught. The outline suggests:

- teaching vocabulary and grammatical elements that show the breadth and depth of language and align with the curriculum
- text types relevant to the learning activities and assessments
- language learning and communication strategies relevant to the focus
- learning activities and assessments from which teachers may choose, according to their class's interests and abilities
- resources suitable to the focus.

It is not expected that teachers administer all learning activities and assessments. It is at the teacher's discretion which of the suggestions are suitable for formative and/or summative assessments. It is also at the teacher's discretion to use other activities and assessments.

Indonesian: Second Language Year 7 (Pre-primary – Year 10 sequence) Sample Teaching and Learning Outline

Focus – <i>Ceritakan tentang diri kamu!</i>			
Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, <i>Saya belajar bahasa Inggris.; Guru yang ideal, bersifat pandai, rajin dan humoris.; Bagaimana pesta hari ulang tahun dia?; Makanan di kantin sekolah enak sekali.; Mudah-mudahan tahun ini sekolah kita juara pertandingan antar sekolah.; Maaf, saya tidak bisa datang ke pesta malam ini.; Saya belum pernah pergi ke Bali sedangkan teman saya sering ke sana.; Seragam sekolah saya tahun ini berbeda dengan tahun lalu.</i></p> <p>Engage in tasks and activities that involve planning such as hosting an Indonesian class or visitor, an excursion to an Indonesian restaurant, the cinema or a music concert considering options, inviting, negotiation of arrangements and solving problems, for example, <i>Mau makan apa?; Kita pergi ke mana?; Hari apa yang paling baik?</i></p> <p>Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds</p> <p>Organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts</p> <p>Translate texts and compare their own translation to those of classmates noticing when it is difficult to transfer meaning from one language to the other</p>	<p>Notice how stress works in polysyllabic words such as <i>mendengarkan, melakukan, pekerjaan, perumahan, dibandingkan, kemauan, kesamaan</i> and notice the use of intonation in subject-focus sentences</p> <p>Extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> describing qualities of people using adjectives of character and appearance, for example, <i>setia, keren, sabar, optimis</i> creating nouns, for example, <i>makan-an, minum-an, masak-an, baca-an</i> describing actions using <i>me-</i> verbs, for example, <i>Saya mau merayakan HUT ...</i> seeking information using a range of question words, for example, <i>Bagaimana?; Di mana?; Apakah?; Kapan?; Mengapa?; Sudah pernah?</i> describing state of actions, for example, <i>sudah, belum, pernah</i> making comparisons, for example, <i>sedangkan</i> and indicating similarities and differences, for example, <i>berbeda, sama dengan</i> <p>Continue to build a metalanguage to describe grammatical concepts and to organise learning resources</p> <p>Understand the structures, conventions and purpose associated with a range of texts created for information exchange or social interaction</p> <p>Recognise that Indonesian, like other languages, continues to change over time due to influences such as globalisation and technology</p> <p>Understand that language use reflects cultural expression, assumptions and</p>	<p>Students exchange information, give opinions, share thoughts and feelings on their own and others' hobbies, collections and pastimes, personalities, when and where they were born (and died), pets, friends and family relationships.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> hobbies and pastimes, for example, <i>Kamu suka melakukan apa pada waktu luang? Pada waktu luang saya bermain permainan di komputer.; Kegemaran apa yang kamu sukai? Saya suka masak makanan Jepang.</i> what instruments and sports they play, for example, <i>Apakah kamu bisa memainkan alat musik?; Berapa lama kamu bermain gitar? Saya bermain gitar di band dengan teman saya.; Pada Sabtu pagi saya belajar pencak silat.; Saya sudah bermain hoki selama tiga tahun.; Hobi saya bermain bulu tangkis, membaca buku dan bersepeda.</i> collections they have, for example, <i>Saya punya koleksi musik/permainan komputer/buku.</i> how often they participate in their hobbies, sports or pastimes, for example, <i>Berapa kali seminggu kamu bermain hoki? Saya bermain hoki tiga kali seminggu.; Saya bermain sepak bola setiap hari Minggu.</i> where they participate in their hobbies, sports or pastimes, for example, <i>Saya bermain bola basket di stadium dekat sekolah saya.</i> why they like their hobbies, sports and pastimes, for example, <i>Saya suka bermain bola basket karena saya bisa bermain dengan teman-teman saya.</i> what they used to play, or collections that they had when they were younger, for example, <i>Ketika saya kecil saya punya koleksi mobil-mobilan/boneka.</i> friends and family, for example, <i>Apakah kamu punya sahabat? Sahabat saya pandai bermain tenis.; Apakah ibu kamu seorang ibu rumah tangga? Ibu saya seorang guru, sedangkan Ayah saya seorang pilot.</i> family relationships and personalities, for example, <i>Saya berbeda dengan kakak saya karena dia suka bermain hoki dan saya suka bermain sepak bola.; Ibu saya lebih sabar daripada Ayah saya.</i> when and where someone was born (and died), for example, <i>Ibu saya lahir pada tahun 1970 di Jakarta.; Hari ulang tahun saya besok tanggal 30 Mei.; Kakek saya meninggal dunia pada tahun 2013.</i> how many and what type of pets they have and used to have, for example, <i>Apakah kamu punya binatang kesayangan? Saya punya dua anjing.; Saya pernah punya kucing berbulu hitam dan putih.</i> <p>Discuss with students:</p> <ul style="list-style-type: none"> popular hobbies, sports and pastimes among young Indonesians popular Indonesian pets. <p>Text types</p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: application, biography, chart, description, email, form, identity card, oral presentation, personal profile, short talk, speech, summary, survey.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> using key words, context, visual clues (including pictures and non-verbal signals) to guess meaning 	<p>Audiovisual texts</p> <p>https://app.education.nsw.gov.au/rap/resource/access/9b8267fc-2c8a-497a-b85c-7d37784c98b5/1 – <i>Basa Basi – Kenalkan</i> – People introduce themselves and give information about their families and hobbies.</p> <p>https://www.youtube.com/watch?v=oma8jK_QL3k – Learning Indonesian – Hobby – How to ask and respond to questions about hobbies.</p> <p>https://www.youtube.com/watch?v=51S1hhEnoLM – Indonesian hobbies – A young Australian teenage boy talks about his hobbies.</p> <p>https://www.youtube.com/watch?v=PZXnMsHN5PM – HOW TO TALK ABOUT YOUR HOBBIES IN INDONESIAN? – View images about activities to do, then listen to a dialogue and respond to questions.</p> <p>https://www.youtube.com/watch?v=vk_euh-jwBv0 – <i>Berhasil! Sepak Takraw Sumbang Emas ke-31 Indonesia Asian Games</i> – News item about Indonesia's sepak takraw team winning gold at the Asian games.</p> <p>Online resources</p> <p>https://quizlet.com/92092351/hobi-hobi-saya-flash-cards/ – Quizlet practise vocabulary and grammar quizzes about hobbies and interests.</p> <p>https://quizlet.com/au/395589745/binatang-peliharaan-saya-flash-cards/ – Quizlet – <i>Binatang Peliharaan Saya</i> – Read about two pet poodles, then practise vocabulary and grammar quizzes about pets.</p>

Focus – *Ceritakan tentang diri kamu!*

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Interact and engage with members of the Indonesian-speaking community to share and compare aspects of culture that affect communication and notice how their own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events</p> <p>Consider how their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and communication</p>	<p>perspectives such as <i>gotong-royong</i> and <i>jam karet</i></p>	<ul style="list-style-type: none"> • developing skills to work with others • check dictionary for meaning of words. <p>Learning activities and assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> • discuss popular Indonesian hobbies, pastimes and sports and reflect on why they are popular • survey a classmate about their hobbies and pastimes • ask and give information about hobbies and pastimes • express opinions, give reasons and understand another’s point of view about hobbies and pastimes • make arrangements and plans with others to work together on their hobbies • give a short talk about their hobbies and pastimes • write an email to a new Indonesian friend, introducing themselves and giving some personal information • access and summarise information from written or spoken texts about hobbies and pastimes • read texts describing people, summarise the information, propose ‘perfect matches’ and justify their choices • describe a family member orally or in writing • listen to or read descriptions of people’s hobbies and pastimes and decide who they would (not) like as a friend and why • write a biography of a (grand) parent or sibling • research a famous Indonesian artist or historical figure and give a presentation about him/her • complete a passport application or identity card from a description of a person • write and/or give a speech as if they were their pet or an imaginary pet • reflect on their life story, including their family origins, and how these influence their world view and the way they communicate • reflect on how their language use, related to the focus of themselves and others, has evolved since primary school. 	

Focus – Ayo ke sekolah!

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, <i>Saya belajar bahasa Inggris.; Guru yang ideal, bersifat pandai, rajin dan humoris.; Bagaimana pesta hari ulang tahun dia?; Makanan di kantin sekolah enak sekali.; Mudah-mudahan tahun ini sekolah kita juara pertandingan antar sekolah.; Maaf, saya tidak bisa datang ke pesta malam ini.; Saya belum pernah pergi ke Bali sedangkan teman saya sering ke sana.; Seragam sekolah saya tahun ini berbeda dengan tahun lalu.</i></p> <p>Engage in tasks and activities that involve planning such as hosting an Indonesian class or visitor, an excursion to an Indonesian restaurant, the cinema or a music concert considering options, inviting, negotiation of arrangements and solving problems, for example, <i>Mau makan apa?; Kita pergi ke mana?; Hari apa yang paling baik?</i></p> <p>Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds</p> <p>Organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts</p> <p>Respond to a range of imaginative texts by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences</p> <p>Create and present simple, individual and shared imaginative texts such as songs, poems, plays or stories that involve</p>	<p>Notice how stress works in polysyllabic words such as <i>mendengarkan, melakukan, pekerjaan, perumahan, dibandingkan, kemauan, kesamaan</i> and notice the use of intonation in subject-focus sentences</p> <p>Extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> describing qualities of people using adjectives of character and appearance, for example, <i>setia, keren, sabar, optimis</i> creating nouns, for example, <i>makan-an, minum-an, masak-an, baca-an</i> describing actions using <i>me-</i> verbs, for example, <i>Saya mau merayakan HUT ...</i> seeking information using a range of question words, for example, <i>Bagaimana?; Di mana?; Apakah?; Kapan?; Mengapa?; Sudah pernah?</i> adding further information using embedded clauses with <i>yang</i> accepting or declining invitations, for example, <i>mau ikut, maaf, sayang</i> well-wishing, for example, <i>mudah-mudahan, semoga</i> describing state of actions, for example, <i>sudah, belum, pernah</i> making comparisons, for example, <i>sedangkan</i> and indicating similarities and differences, for example, <i>berbeda, sama dengan</i> <p>Continue to build a metalanguage to describe grammatical concepts and to organise learning resources</p> <p>Understand the structures, conventions and purpose associated with a range of texts created for information exchange or social interaction</p>	<p>Students exchange information, give opinions, share thoughts and feelings on their school subjects, timetables, the school and its canteen, and before and after school activities. Students also plan for a member of the Indonesian-speaking community to talk about their school experiences and then compare with their own experience.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> school subjects, times and timetables, for example, <i>Ada berapa mata pelajaran di sekolah?; Sekolah kami mulai pada jam sembilan pagi.; Mata pelajaran pertama saya hari ini adalah matematika.; Kapan kamu belajar Bahasa Inggris?; Ari tidak suka pelajaran Fisika karena pelajaran itu sukar baginya.; Saya suka musik karena guru musik baik hati.; Saya lebih suka belajar matematika daripada Bahasa Inggris.; Sekolah kami selesai pada jam tiga sore.</i> before, during and after school activities, for example, <i>Saya bangun pada jam enam pagi terus mandi dan pakai seragam sekolah.; Sebelum sekolah saya berlatih piano.; Di sekolah saya ikut kompetisi catur di klub catur.; Kelas kami akan mengadakan barbeque pada hari Jumat siang.; Sesudah sekolah kamu melakukan apa? Sesudah sekolah saya suka bermain dengan teman.</i> schools, their locations, getting there, buildings and rules, for example, <i>Sekolah kami sekolah SMP di Como.; Saya naik bis ke sekolah, sedangkan teman saya naik kereta.; Di sekolah kami ada perpustakaan di mana kami dapat membaca buku.; Di sekolah kami harus memakai seragam.; Kami tidak boleh makan di ruang kelas.</i> school canteen, menu options for special occasions, for example, <i>Kamu mau makan apa hari ini? Saya mau makan mie goreng.; Makanan favorite saya pie dengan kecap.; Saya belum coba pizza dari kantin.; Apakah ada jus jeruk?; Kue yang manis itu enak sekali.</i> school events like sporting, cooking or music competitions, school plays, movie nights, barbeques or dances, for example, <i>Kapan kamu ikut pertandingan bola basket antar sekolah? Besok saya akan ikut pertandingan bola basket antar sekolah.; Kelas saya akan mengadakan pertandingan memasak hari ini.; Apakah kamu mau ikut menonton sandiwara sekolah besok malam? Maaf, saya tidak bisa.; Mudah-mudahan sekolah kita menang pertandingan sepak bola antar sekolah.</i> past school experiences, for example, <i>Saya masuk Taman kanak-kanak di Manjimup pada tahun 2014. Di sekolah itu ada dua ruang kelas.; Nama guru saya Ibu Martin. Dia guru favorit saya karena dia baik hati.</i> <p>Discuss with students:</p> <ul style="list-style-type: none"> Indonesian school subjects and how the names of some subjects are abbreviated hours and days spent at school the time school starts and finishes in Australia and Indonesia compulsory years of schooling in Australia and Indonesia year levels, age groups and stages of schooling, for example, <i>TK, SD, SMP, SMA</i> the school year and school holidays the role played by <i>Raden Ayu Kartini</i> and <i>Ki Hajar Dewantara</i>, two of Indonesia’s national heroes who supported education for all Indonesians school canteens and food vendors school assemblies and special ceremonies. 	<p>Audiovisual texts</p> <p>https://www.youtube.com/watch?v=Sb_aOE-QXyMo <i>Karyn Putri – Hari Pertama Masuk SMP!</i> – Karyn prepares for, and shares her experience of, her first day at SMP.</p> <p>https://www.youtube.com/watch?v=vG_TeBJaBj6U – <i>Karyn Putri – Jajanan Favorit di Sekolah</i> – Karyn visits a warung and buys some of her favourite foods and drinks during a break at school.</p> <p>https://www.youtube.com/watch?v=PP_PiW7SUfts – <i>Lagu Wajib masuk pertama ke sekolah</i> – The Minister for Education and Culture has made it compulsory for all schools to play the song <i>Hari Pertama Masuk Sekolah</i> on the first day of the school year to welcome new students.</p> <p>https://www.youtube.com/watch?v=yp_SyNoxM3C0 – <i>Lirik lagu hari pertama ke sekolah (MPLS)</i>.</p> <p>https://www.youtube.com/watch?v=A_HnNB2n_Pk <i>Wajib Belajar – Merapti Choir</i> – This national song is played at the National Education Day ceremonies on 2nd May each year to commemorate <i>Ki Hajar Dewantara</i> the founder of the <i>Taman Siswa</i> Education system.</p> <p>https://www.youtube.com/watch?v=1G3_iD2UbcA – <i>Indonesia Raya</i> – The Indonesian National Anthem.</p> <p>https://schoolsequella.det.nsw.edu.au/file/9b8267fc-2c8a-497a-b85c-7d37784c98b5/1/basa-basi.zip/14504_02.htm – <i>Basa basi – Sudah siap?</i> – Nitra and Agus wake up, have breakfast and get ready for the day.</p> <p><i>Basa basi – Sudah siap?</i> activity sheet.</p>

Focus – Ayo ke sekolah!

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>imagined characters, places and experiences, to entertain peers and younger audiences</p> <p>Translate texts and compare their own translation to those of classmates noticing when it is difficult to transfer meaning from one language to the other</p> <p>Interact and engage with members of the Indonesian-speaking community to share and compare aspects of culture that affect communication and notice how their own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events</p> <p>Consider how their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and communication</p>	<p>Recognise that Indonesian has formal and informal forms that reflect varying levels of politeness and familiarity</p> <p>Recognise that Indonesian, like other languages, continues to change over time due to influences such as globalisation and technology</p> <p>Understand that language use reflects cultural expression, assumptions and perspectives such as <i>gotong-royong</i> and <i>jam karet</i></p>	<p>Text types</p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: comic strip, descriptions, Venn diagram, diary entry, email, flow chart, invitation, menu, mind map, narrative, note, plan, poster, presentation, report, role play, script, song, story, survey, table, timetable.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> expressing lack of comprehension and asking how to say something in a variety of ways in Indonesian self-correction, both in spoken and written forms. <p>Learning activities and assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> exchange information on what subjects students study in Indonesia and Australia and their opinions of them listen to descriptions of events in the school day and complete timetables or answer questions describe their daily routine to an Indonesian speaker, orally or in writing view the audiovisual text <i>Basa Basi – Sudah siap?</i> Place students in groups of three and have each student write a summary of their morning routine from the perspective of one of the family members, for example, Ibu, Nitra or Agus. Discuss as a class and compare with their morning routine complete the <i>Basa Basi – Sudah siap?</i> activity sheet prepare a plan of the school and label facilities in Indonesian, then present it to the class, providing information such as where facilities are located and/or people responsible/who work there read texts about school life and write a response to one describing their own situation/experiences view the audiovisual text <i>Karyn Putri – Hari Pertama Masuk SMP!</i> and compare it with their first day at secondary school discuss school assemblies and ceremonies at their school and compare this with schools in Indonesia, for example, playing the national anthem at the beginning of assemblies and ceremonies write a story for a Year 3 to Year 6 student based on ‘A day in the life of ...’ view the audiovisual text <i>Wajib Belajar</i>, then discuss the importance of education and why there is a difference between the compulsory years of schooling in Australia and Indonesia, and how this has changed over time perform a role play where participants exchange opinions about aspects of school compare two similar timetables to see when students have a class/classes in common provide information to someone so they can complete a timetable prepare an invitation to an Indonesian guest speaker to talk to the class about their experiences in an Indonesian-speaking school. This could be an adult or an exchange student at a higher year level in groups, prepare a set of questions for an Indonesian guest speaker about their school experiences and nominate who will present which questions. Students take notes on answers given by the guest speaker and compare information understood with others, then compile details as a class using a think-pair-share activity. They then compare compiled information to their own school situation, personality and interests, decide which system they prefer and justify their choice. They write a thank you note to the speaker, in which they comment on their insights into the two systems view the audiovisual text <i>Karyn Putri – Jajanan Favorit di Sekolah</i> and list the types of food available in the <i>warung</i> and what Karyn purchases for her lunch 	<p>Online resources</p> <p>https://rasabahasa.edu.au/acc/index.html – <i>Rasa Bahasa</i> – an application to support students develop and practise their Indonesian languages skills. The resource includes flashcards with audio to model pronunciation.</p> <p>https://quizlet.com/498450/indonesian-school-subjects-flash-cards/ – Quizlet – Language study sets that include vocabulary flashcards to practise language about school subjects.</p> <p>https://www.educationworld.com/tools_templates/venn_diagram_templates.shtml – Venn diagram templates.</p> <p>https://en.wikipedia.org/wiki/Ki_Hajar_Dewantara – Biographical information about Ki Hajar Dewantara and his role in establishing the Taman Siswa School in Yogyakarta in 1922.</p> <p>https://en.wikipedia.org/wiki/Kartini – Biographical information about Kartini and her role in establishing a school for girls in 1903.</p> <p>http://www.adlit.org/strategies/23277/ – Classroom strategies Think-Pair-Share.</p> <p>https://creately.com/templates/ – Flowchart and mind mapping templates.</p> <p>Assessment</p> <p>Accessible on the School Curriculum and Standards Authority website <i>Selamat datang di Kelas Tujuh</i> Write a profile of one of their teachers for the school newsletter.</p> <p><i>Sekolah saya di Australia</i> Respond to an audio message by recording their response.</p>

Focus – Ayo ke sekolah!

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
		<ul style="list-style-type: none"> • compare lunchtime foods in Indonesian and Australian schools and create a Venn diagram of the results • imagine they are one of the last in line at the canteen at lunchtime and most of their favourite foods have already been sold. Students act out the scene at the canteen for their classmates as they interact with the seller to purchase some items • develop a presentation of school activities they do for each hourly timeslot after school each day and then discuss when to meet their partner and/or invite and convince them to join in the activity • listen to texts related to school life and complete a table which summarises the activities • survey classmates regarding time spent on aspects of daily routine and present information visually in a poster to enable discussion as a class • write an email to an Indonesian speaker describing a typical school day in Australia • read a text of someone’s schooling history and summarise it. Students represent their own schooling history graphically, such as in a flowchart or mind map, and then practise describing it orally in simple terms with a partner, for example, <i>Saya mulai sekolah di Taman kanak-kanak di Margaret River. Saya senang karena pelajarannya mudah dan menarik. Sesudah itu saya masuk sekolah dasar di Bunbury</i> • write a description of their schooling history for reading at a later stage, for example, in a subsequent year of Indonesian studies. Alternatively, the descriptions could be read aloud to the class and everyone could guess whose description it is • make a list of rules for their ideal school, including dos and don’ts • individually translate a text(s) describing a person’s school experience and compare their translation to someone else’s • read and design a comic strip based on a text about after school activities • design a comic strip based on a day at school • read a text based on a day at school and respond to questions about it in English • respond to a text about a day at school by creating a role play based on (a section of) it • design a poster listing the extra-curricular activities available at school, including information on what they will learn by attending the activity. 	

Focus – Ucapan Selamat!

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, <i>Saya belajar bahasa Inggris.; Guru yang ideal, bersifat pandai, rajin dan humoris.; Bagaimana pesta hari ulang tahun dia?; Makanan di kantin sekolah enak sekali.; Mudah-mudahan tahun ini sekolah kita juara pertandingan antar sekolah.; Maaf, saya tidak bisa datang ke pesta malam ini.; Saya belum pernah pergi ke Bali sedangkan teman saya sering ke sana.; Seragam sekolah saya tahun ini berbeda dengan tahun lalu.</i></p> <p>Engage in tasks and activities that involve planning such as hosting an Indonesian class or visitor, an excursion to an Indonesian restaurant, the cinema or a music concert considering options, inviting, negotiation of arrangements and solving problems, for example, <i>Mau makan apa?; Kita pergi ke mana?; Hari apa yang paling baik?</i></p> <p>Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds</p> <p>Organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts</p> <p>Translate texts and compare their own translation to those of classmates noticing when it is difficult to transfer meaning from one language to the other</p> <p>Interact and engage with members of the Indonesian-speaking community to share and compare aspects of culture that affect</p>	<p>Notice how stress works in polysyllabic words such as <i>mendengarkan, melakukan, pekerjaan, perumahan, dibandingkan, kemauan, kesamaan</i> and notice the use of intonation in subject-focus sentences</p> <p>Extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> describing qualities of people using adjectives of character and appearance, for example, <i>setia, keren, sabar, optimis</i> creating nouns, for example, <i>makan-an, minum-an, masak-an, baca-an</i> describing actions using <i>me-</i> verbs, for example, <i>Saya mau merayakan HUT ...</i> seeking information using a range of question words, for example, <i>Bagaimana?; Di mana?; Apakah?; Kapan?; Mengapa?; Sudah pernah?</i> adding further information using embedded clauses with <i>yang</i> accepting or declining invitations, for example, <i>mau ikut, maaf, sayang</i> well-wishing, for example, <i>mudah-mudahan, semoga</i> describing state of actions, for example, <i>sudah, belum, pernah</i> making comparisons, for example, <i>sedangkan</i> and indicating similarities and differences, for example, <i>berbeda, sama dengan</i> <p>Continue to build a metalanguage to describe grammatical concepts and to organise learning resources</p> <p>Recognise that Indonesian has formal and informal forms that reflect varying levels of politeness and familiarity</p> <p>Recognise that Indonesian, like other languages, continues to change over time</p>	<p>Students exchange information, give opinions, share thoughts and feelings on social events at home: celebrating a birthday or family occasion, having a sleepover, themed party or barbeque. They plan events for <i>Idul Fitri</i>, Christmas and New Year and send invitations, negotiate the purchase of gifts, and learn aspects of table etiquette.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> giving directions to a person’s house, for example, <i>Rumah saya ada di Jalan Solo. Ke rumah saya, ikuti jalan ini, pada belokan ketiga ke kiri, belok kiri. Rumah saya ada disebelah kanan jalan.</i> a sleepover, themed party or barbeque, for example, <i>Datanglah ke rumah saya untuk merayakan ulang tahun saya.; Apakah kamu bisa datang ke rumah saya pada Sabtu malam? Kalau bisa, tolong bawa kue coklat! Sayang, saya tidak bisa datang karena Sabtu malam ada acara lain.</i> ideas for suitable Christmas/birthday gifts, for example, <i>Kami akan membeli hadiah apa untuk Nina? Apakah Kamu punya ide hadiah ulang tahun apa untuk Nina? Saya sudah beli kado ulang tahun Nina kemarin. Saya akan memberikan dia ...; Kalung karena lebih praktis dari pada gelang.</i> discussing food and drink customs at social events, for example, <i>Pada saat Idul Fitri biasanya keluarga saya makan ketupat, rendang, gulai, opor ayam dan lodeh.; Ibu saya masak nasi kuning untuk hari ulang tahun saya.; Pada hari natal orang Kristen pergi ke gereja dan menyanyi lagu Natal.; Ketupat adalah makanan khas pada Hari Lebaran.</i> <p>Discuss with students:</p> <ul style="list-style-type: none"> appropriate behaviour when visiting an Indonesian home, for example, shaking hands, removing shoes before entering the house, waiting until being invited to eat or drink, showing respect to elders, using their right thumb to point at things how to answer the phone Indonesian table etiquette, for example, eating with a spoon and a fork or with the right hand only, waiting to be invited to eat, or praying before eating stereotypes relating to eating habits, values and/or experiences during celebrations/commemorations in Australia and Indonesia significance of and customs associated with Indonesian holidays, for example, <i>Hari Kemerdekaan</i>, religious holidays, for example, <i>Hari Raya Idul Fitri, Hari Natal, Paskah</i> and <i>Jumat Agung</i> <i>gotong royong</i>, the significance of and the types of activities undertaken by communities in Indonesia, for example, maintaining irrigation to rice paddies or building a house of worship in a village. Compare this to making pouches for orphaned Australian animals following bushfires. <p>Text types</p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: advertisement, audiovisual text, card, conversation, email, invitation, letter, list, message, poster, role play, script, song, survey.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> cooperating and collaborating with others to solve a problem using graphic organisers, for example, PMI charts and diagrams, to prepare and organise spoken and/or written texts. 	<p>Audiovisual texts</p> <p>https://www.youtube.com/watch?v=anOP_WSsqkl – Selamat Ulang Tahun & Panjang Umurnya.</p> <p>https://app.education.nsw.gov.au/rp/resource/access/9b8267fc-2c8a-497a-b85c-7d37784c98b5/1 – Basa Basi – Suka Pizza? – Find out what happens when Melissa and Endah decide to order pizza.</p> <p>https://www.youtube.com/watch?v=wDWGu6_y_og – Ayah KakIna Pulang di Hari Lebaran Idul Fitri Kartun [2019] #16 KAKINA – Find out how Kakina and her family celebrate Hari Lebaran Idul Fitri.</p> <p>Online resources</p> <p>https://id.wikipedia.org/wiki/Hari_libur_nasional_di_Indonesia – List of public holidays in Indonesia.</p> <p>https://en.wikipedia.org/wiki/Etiquette_in_Indonesia – Etiquette in Indonesia.</p> <p>https://en.wikipedia.org/wiki/Communal_work#Indonesia – Communal work – Provides information on <i>gotong royong</i> in Indonesia.</p>

Focus – Ucapan Selamat!

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>communication and notice how their own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events</p> <p>Consider how their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and communication</p>	<p>due to influences such as globalisation and technology</p> <p>Understand that language use reflects cultural expression, assumptions and perspectives, for example, <i>gotong-royong</i> and <i>jam karet</i></p>	<p>Learning activities and assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> • listen to, learn and participate in Indonesian songs for special days, for example, <i>Selamat Ulang Tahun</i> and <i>Panjang Umurnya</i> • give and respond to spoken invitations and messages to attend a social event • role play telephoning a friend and inviting them to a celebration at their home • write an invitation/email to a friend and/or adult regarding a celebration at home, providing the date and time, directions to get their house, what to bring and wear, and requesting a reply • reply to an invitation, stating whether they can come or not and provide additional details, such as a request for directions to a house or excuse or reason for non-attendance • reflect on how history and beliefs are embedded in a culture’s civil and religious holidays and customs • read or listen to texts related to food and drink customs in Indonesia and Australia and present the information in a visual format • conduct a class survey of favourite foods • discuss the most popular foods served at celebrations like Christmas, <i>Idul Fitri</i> and birthday parties • view an audiovisual imaginative text about Christmas or <i>Idul Fitri</i> and discuss aspects used to engage audiences, and order sentences in Indonesian to reflect the narrative in the story. In groups of 2–3, write a script of part of the audiovisual text, imagining what the characters are saying; perform this for the class or a younger group • design an advertisement/poster for a themed school event • discuss stereotypical Australian values and experiences at holiday times, as depicted in the media at times such as Australia Day and Christmas. Students then reflect on how ‘typical’ their family is and the reasons for this • write a letter to an Indonesian speaker, providing information about their birthday celebrations, school holidays and favourite holiday, and/or customs for civic and/or religious holidays in Australia • listen to a conversation, take notes and write the email or invitation that came before, for example, a conversation in a restaurant, cinema or museum with ‘clues’ about participants’ names, dates and times and meeting place. Students make up any missing information • view a number of possible presents, the associated prices, and descriptions of people and their interests and decide which present/s would be most appreciated. Students propose other suitable presents and the class determines a ‘definitive’ list. Students might also be given a limited amount to spend, from which they have to provide every person with a gift. 	

Focus – Akhir Minggu

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk to give opinions, share thoughts and feelings on people, social events and school experiences, for example, <i>Saya belajar bahasa Inggris.; Guru yang ideal, bersifat pandai, rajin dan humoris.; Bagaimana pesta hari ulang tahun dia?; Makanan di kantin sekolah enak sekali.; Mudah-mudahan tahun ini sekolah kita juara pertandingan antar sekolah.; Maaf, saya tidak bisa datang ke pesta malam ini.; Saya belum pernah pergi ke Bali sedangkan teman saya sering ke sana.; Seragam sekolah saya tahun ini berbeda dengan tahun lalu.</i></p> <p>Engage in tasks and activities that involve planning such as hosting an Indonesian class or visitor, an excursion to an Indonesian restaurant, the cinema or a music concert considering options, inviting, negotiation of arrangements and solving problems, for example, <i>Mau makan apa?; Kita pergi ke mana?; Hari apa yang paling baik?</i></p> <p>Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds</p> <p>Respond to a range of imaginative texts by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences</p> <p>Create and present simple individual and shared imaginative texts that involve imagined characters, places and experiences, to entertain peers and younger audiences</p> <p>Translate texts and compare their own translation to those of classmates noticing</p>	<p>Notice how stress works in polysyllabic words such as <i>mendengarkan, melakukan, pekerjaan, perumahan, dibandingkan, kemauan, kesamaan</i> and notice the use of intonation in subject-focus sentences</p> <p>Extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> describing qualities of people using adjectives of character and appearance, for example, <i>setia, keren, sabar, optimis</i> creating nouns, for example, <i>makan-an, minum-an, masak-an, baca-an</i> describing actions using <i>me-</i> verbs, for example, <i>Saya mau merayakan HUT ...</i> seeking information using a range of question words, for example, <i>Bagaimana?; Di mana?; Apakah?; Kapan?; Mengapa?; Sudah pernah?</i> adding further information using embedded clauses with <i>yang</i> accepting or declining invitations, for example, <i>mau ikut, maaf, sayang</i> describing state of actions, for example, <i>sudah, belum, pernah</i> making comparisons, for example, <i>sedangkan</i> and indicating similarities and differences, for example, <i>berbeda, sama dengan</i> <p>Continue to build a metalanguage to describe grammatical concepts and to organise learning resources</p> <p>Understand the structures, conventions and purpose associated with a range of texts created for information exchange or social interaction</p> <p>Recognise that Indonesian has formal and informal forms that reflect varying levels of politeness and familiarity</p>	<p>Students exchange information, give opinions, share thoughts and feelings on social events outside the home: going to the cinema, a music concert or an Indonesian restaurant. They make arrangements about where and when to meet, how to get there, what to bring, what to wear/not forget and discuss the weather. They negotiate what to see and do, and participate in transactions at a café, <i>warung</i> or restaurant and on public transport.</p> <p>Teaching</p> <p>Teach and reinforce with students the vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> making arrangements to go to the cinema, for example, <i>Apakah kamu mau ikut saya menonton film di bioskop besok malam? Saya menonton film terakhir dengan .../di ...; Film Rumah Merah Putih sangat menyenangkan.; Saya lebih suka menonton film aksi daripada film romantis.; Kami pergi ke bioskop pada hari Sabtu.</i> giving opinions about a film, music or food, for example, <i>Apakah kamu suka film drama atau komedi? Saya suka sekali film aksi Java Heat.; Ario Bayu yang berperan sebagai polisi di film Java Heat ganteng sekali.; Makanan Indonesia pedas tapi enak.</i> dining in a restaurant, for example, <i>Kamu mau pesan apa? Saya mau makan rendang dan sayur lodeh.; Apakah kamu suka makanan pedas? Ibu saya suka ikan goreng dengan sambal dan lalapan.</i> making arrangements to go on an outing, such as to a restaurant, museum, cinema or picnic, for example, <i>Saya pergi ke bioskop tadi malam dan menonton ...; Saya pergi ke restoran Indonesia pada hari Sabtu, saya makan mie goreng dan minum teh panas.</i> public transport, for example, <i>Apakah kamu mau naik bus ke kota?; Bagaimana caranya?</i> the weather, for example, <i>Bagaimana cuaca hari ini? Hari ini panas.; Besok berawan.; Cuaca lebih enak di Perth dari pada di Port Hedland pada musim panas.; Mari kita piknik di taman besok karena cuacanya akan cerah.</i> <p>Discuss with students:</p> <ul style="list-style-type: none"> public transport systems in large Indonesian cities and compare them with systems in Australian cities eating habits at home, food stalls/<i>warung</i> and restaurants in Indonesia and in Australia weather and climate in Indonesia and the effects these have on, for example, lifestyle, clothing and buildings the Indonesian phrase <i>jam karet</i> and compare this with how Australians view the concept of time Indonesian cinema and music stars. <p>Text types</p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: advertisement, blog posting, card, diary entry, email, interview, invitation, letter, map, menu, message, report, role play, script, skit, story, storybook, survey, table.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> explaining their understanding of a grammatical concept to someone else skimming and scanning to locate key words. <p>Learning activities and assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> choose, from a selection of invitations and/or advertisements to events, one they would like to attend and explain why participate in transactions at a <i>warung</i> (set up in the classroom) 	<p>Audiovisual texts</p> <p>https://schoolsequella.det.nsw.edu.au/file/9b8267fc-2c8a-497a-b85c-7d37784c98b5/1/basa-basi.zip/14504_02.htm – <i>Basa basi – Beli tiket</i> – Josh and Eddie make arrangements to see a cricket match together.</p> <p>https://schoolsequella.det.nsw.edu.au/file/9b8267fc-2c8a-497a-b85c-7d37784c98b5/1/basa-basi.zip/14504_03.htm – <i>Basa-basi – Akhir minggu</i> – Two friends discuss their weekend plans.</p> <p>Online resources</p> <p>https://kahoot.com/ – Kahoot! – Teachers can use Kahoot, a game-based learning platform, to make quizzes that reinforce vocabulary and language learning.</p> <p>https://quizizz.com/admin/search/Indonesian – Quizizz is a learning platform to make quizzes that reinforce vocabulary and language learning.</p> <p>https://quizlet.com/subject/Indonesian/ – Quizlet – vocabulary and grammar quizzes.</p> <p>https://www.bbc.co.uk/sounds/play/p06ngv0c – What is <i>Jam Karet</i>? – A journalist interviews several Indonesians and foreigners in Jakarta about <i>jam karet</i>.</p>

Focus – Akhir Minggu

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>when it is difficult to transfer meaning from one language to the other</p> <p>Interact and engage with members of the Indonesian-speaking community to share and compare aspects of culture that affect communication and notice how their own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events</p> <p>Consider how their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and communication</p>	<p>Recognise that Indonesian, like other languages, continues to change over time due to influences such as globalisation and technology</p> <p>Understand that language use reflects cultural expression, assumptions and perspectives such as <i>gotong-royong</i> and <i>jam karet</i></p>	<ul style="list-style-type: none"> • read menu choices and advise someone on what they should choose • make arrangements with friends to visit a restaurant or cinema • perform in a role play in which they telephone a restaurant and make a reservation. Students compare the register of language in the role play with the role play when students discussed an invitation to a friend • leave a telephone message when booking a restaurant visit, stating the number of people, time and date, and special dietary considerations • respond to spoken or written weather reports by drawing symbols on a map or suggesting activities that would be suitable. Students prepare a weather report for a city/area in Indonesia, including information on the previous and/or following day's weather • survey classmates about their plans for the weekend and use the information to complete a simple column graph. Students write a summary of the information • write the script of a role play and perform a scene with friends to discuss an outing on the weekend and its suitability, according to a weather forecast. Students discuss where to meet and directions for getting there • write an email to a friend about plans for the weekend • individually translate a description(s) of a festival/film/music concert/celebration and compare their translation to someone else's • compare menus from similar types of restaurants in Indonesia and Australia • view audiovisual excerpts showing facial and body language and discuss their apparent meaning. Students practise Indonesian body language to express their opinions on films, music and/or food • plan an excursion to a cinema, concert or restaurant, discussing expectations, times, modes of transport, meeting point, appropriate attire and/or obtaining parental permission • view and discuss advertisements for music concerts, or summarise them in a table, making inferences about unknown details • in pairs, write a skit about a disaster date and perform it for the class • take part in a role play buying tickets on public transport or at a cinema, according to prompt cards or realia • read the script of a dialogue in a restaurant, then rewrite it in story form • write a blog posting or a diary entry after viewing restaurant menus and/or cinema posters • listen to a message left on an answering machine and summarise it in English • listen to a message left for another person and leave a message for them in Indonesian • in pairs follow prompts on cue cards related to Who? What? When? Where? Why? to produce the script of a play or a storybook for a younger audience, based on an outing to a restaurant • listen to the interview <i>What is Jam Karet?</i> and discuss the different perspectives on punctuality and how this may be influenced by a person's culture or background • reflect on how their language use has evolved over the year. 	