



SAMPLE TEACHING AND LEARNING OUTLINE

INDONESIAN: SECOND LANGUAGE

YEAR 3

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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.



The sample teaching and learning outline provides a sequential series of content areas 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.

The sample teaching and learning outline includes an array of focus areas through which students can apply their acquisition of knowledge, understanding and skills. These key focus areas are suggested as mediums for teaching and learning.

Time allocation on which the outline is based

Two hours of teaching per week, over one year

Prior knowledge

In Year 2 Indonesian: Second Language, students interacted with their teacher and peers in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year. They participated in guided group activities, taking turns, exchanging and negotiating, or responded to teacher talk and instruction in Indonesian. Students identified key points of information from simple texts to complete guided tasks. They engaged with a range of imaginative texts, created stories and performed imaginative scenarios.

Students became familiar with the systems of the Indonesian language, reproducing the sounds and spoken Indonesian. They recognised and began to write high-frequency words and expressions in familiar contexts. Students noticed and used context-related vocabulary and understood some first elements of grammar to generate language for a range of purposeful interactions.

Suggested assessments are provided throughout the outline for teachers to select the timing, type and number of assessments in line with the school assessment policy.

Sequence of teaching and learning

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–5	<p>Kenalkan Students introduce themselves and interact with others in Indonesian.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • greet teachers and peers appropriately • respond to simple classroom instructions • respond to and use phrases of praise, gratitude and encouragement • introduce themselves and ask someone their name and how they are feeling • ask and respond to questions about age • ask for and give information using numbers 1 – 31 • count numbers from 100 - 999 • join in classroom routines by repeating modelled words, phrases and classroom expressions • participate in language games • sing songs about greetings, numbers, days, months and birthdays • name the days of the week 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures to exchange information about friends and family members, for example, <i>Teman saya baik hati dan lucu; Dia berumur sembilan tahun; Kakak laki-laki saya senang berselancar; Nama anjing saya Charlie; Charlie suka bola; Umur Charlie 7</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p> <p>Notice what looks or feels similar or different to their own language and culture when interacting in Indonesian</p> <p>Interact with the teacher and peers through action-related talk and structured play, to exchange greetings such as</p>	<p>Recognise and reproduce pronunciation conventions, making connections between Indonesian and English sounds, for example, c (ch); g is the hard g in ‘gum’ but never soft as in ‘germ’; k is a soft sound if it appears at the end of a word as in <i>tidak, kakak</i></p> <p>Recognise and write high-frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • describing quantity using cardinal numbers, for example, <i>puluh, ratus</i> and ordinal numbers using <i>ke-</i> prefix • making plurals by duplicating, for example, <i>buku-buku</i> • recognising imperatives, for example, <i>Angkat tangan!; Buka buku!; Ayo cepat!</i> • giving praise, gratitude and encouragement, for example, <i>Coba; Bagus sekali!, Terima kasih banyak</i> • recognising that the same rules of punctuation apply as in English, for example, using capital letters and full stops for sentences • greeting and fare-welling others, for example, <i>Selamat pagi/siang/sore/</i> 	<ol style="list-style-type: none"> 1. Teach the lyrics of the greeting song <i>S’lamat pagi Bu</i> by Pak Kasur. Discuss with students that the song can also be used to greet a male teacher by changing <i>Bu</i> to <i>Pak</i>. 2. Read the class roll of student names and ask students to respond in Indonesian. 3. Discuss with students behaviour expectations when entering and leaving the class, transitioning between activities and participating in games. 4. Revise classroom instructions by playing <i>Simon says</i>, for example, <i>Duduklah! Lipat tangan.</i> 5. Revise greeting words and phrases <i>Selamat pagi, Selamat siang, Selamat sore, Selamat malam, Apa kabar? Baik-baik saja/Biasa saja/Kurang baik, Sampai jumpa.</i> Quiz the students by asking what the phrases mean in English, or alternatively say the equivalent phrases in English and then ask them how to say them in Indonesian. 6. Introduce students to phrases giving praise, gratitude and encouragement. Model these phrases when working with students and encourage students to use these phrases with one another. 7. Model with students a role play where two people greet each other, say their name and ask the other person their name, ask how the other person is feeling and say farewell. Place students in pairs and have them perform the role play. Have students perform their role play in front of the class. 8. Teach the game Raja monyet. Ask students to sit in a circle and select one student to be the <i>Pemburu</i>. Ask the <i>Pemburu</i> to face away from the circle and close their eyes. Choose another student to be the <i>Raja monyet</i>. It is essential that the <i>Pemburu</i> does not know who has been chosen to be the <i>Raja monyet</i>. Students in the circle must not let the <i>Pemburu</i> know who has been selected as <i>Raja monyet</i>. The role of the <i>Pemburu</i> is to find out who has been selected as <i>Raja monyet</i> by selecting a student and asking the question ‘<i>Siapa nama Anda?</i>’ If the student selected is not the <i>Raja monyet</i> they will respond by saying their name using the Indonesian sentence <i>Nama saya ...</i>. The <i>Pemburu</i> continues asking the question until a student responds with <i>Nama saya Raja monyet</i>. <i>Raja monyet</i> then stands and walks quickly in a clockwise direction and must try to return to where he/she was sitting before being caught by the <i>Pemburu</i>. If the <i>Raja monyet</i> is able to return to where he/she were sitting without being caught he/she wins, if the <i>Pemburu</i> catches the <i>Raja monyet</i> then he/she wins. 9. Teach the lyrics of the song Selamat pagi to the tune of <i>Frère Jacques</i>. Add additional verses by changing the greeting. Alternatively ask students if they could change any words to create another verse for this song. 10. Introduce the game Siapa nama saya? Ask students to close their eyes. Tell students that you will choose one student by tapping them on the shoulder. This student will say in Indonesian the greeting for the time of day and ask <i>Siapa nama saya?</i> Select one of the students who has put up their hand to respond to the question with the student’s name using the phrase ‘<i>Nama dia ...</i>’. 11. Teach the lyrics of the number song Sepuluh bunga. Ask students to continue singing the song and add the numbers 11 – 20 in Indonesian. 12. Introduce the game Racun Sebelas. Ask students to stand in a circle. Explain to students that they are playing a counting game from 0 – 20. Explain that whoever says the number <i>sebelas</i> is out of the game. Starting at <i>nol</i>, students may say numbers up to <i>tiga angka</i>, for example, <i>nol, satu, dua</i>. The next student must say the number that comes next, for example, <i>empat</i> and may choose to say <i>lima</i> and or <i>enam</i> if they wish. 13. Revise the logic of counting in Indonesian, and how the addition of <i>belas</i> or <i>puluh</i> after the numbers 1-9 will be equivalent to teens or tens in English. Remind students that <i>satu</i> becomes <i>se</i> when saying ten and eleven, and that this rules also applies when saying 100. Introduce <i>ratus</i> and ask students to count in 100’s from 100 to 900. Practise with students how to say random numbers between 100 and 999. 	<p>Song <i>S’lamat pagi Bu</i> by Pak Kasur https://youtu.be/fgMoI0N7ojY</p> <p>Song Selamat Pagi Bu http://www.education.vic.gov.au/languages/online/indonesian/sect01/no_3/no_3.htm</p> <p>Game Simon Says, to revise classroom instructions</p> <p>Quiz, using greeting words and phrases</p> <p>Language Learning Space 1.1 - Greetings poster http://indospired.com/template-freebies/ and/or Flashcards</p> <p>Game Raja monyet</p> <p>Song Selamat pagi sung to the tune of <i>Frère Jacques</i></p> <p>Game Siapa nama saya?</p> <p>Song Sepuluh bunga http://www.education.vic.gov.au/languages/online/indonesian/sect03/no_2/no_2.htm</p> <p>Game Racun Sebelas</p>

<ul style="list-style-type: none"> name the months of the year ask and respond to questions about the day and month they were born participate in a role play write a simple profile. 	<p><i>Selamat pagi Ibu/Bapak; Sampai jumpa!; Apa kabar? Baik-baik saja</i> (*content from the Pre-primary syllabus)</p> <p>Introduce and share information about themselves, for example, <i>Nama saya...; Umur saya...; Saya tinggal di...; Apa kabar? Saya senang/sedih/cape/marah/sakit; Berapa umurmu? Umur saya lima</i> (*content from the Pre-primary syllabus)</p>	<p><i>malam; Sampai jumpa!</i> (*content from the Pre-primary syllabus)</p> <ul style="list-style-type: none"> using imperatives to tell others to do something, for example, <i>Duduklah; Lipat tangan; Tepuk tangan</i> (*content from the Year 1 and Year 2 syllabus) understanding different question words and the anticipated answer, for example, <i>Siapa?; Apa?; Berapa?; Di mana?</i> (*content from the Pre-primary, Year 1 and Year 2 syllabus) describing actions using simple verbs, for example, <i>makan, duduk, minum, tidur</i> (*content from the Pre-primary syllabus) <p>Begin to build a metalanguage in Indonesian for talking about language, using terms similar to those used in English</p>	<ol style="list-style-type: none"> Ask students to practise with a partner introducing themselves, asking and responding to questions about how they are feeling, their age and where they live. Teach the game Berhenti. Explain to students that they will walk around the classroom while listening to music. When the music stops students will find a partner and look at the flashcard showing the greeting in English. They will then turn to the person and greet each other with the Indonesian greeting on the flashcard. They then ask and respond to questions about how they are feeling and their age. Make a class set of bingo cards with five numbers across and five numbers down in Indonesian using numbers one to thirty one. Each card should have the numbers ordered in a different manner. Provide each student with a bingo card and counters to place on the numbers. Explain to students that you will call out a number in Indonesian and ask students to look for the number on their bingo card. Students then place a counter on top of the number called. Once students have a line covered of either four or five numbers either vertically, horizontally or diagonally, students can <i>angkat tangan</i> and say <i>dapat</i>. Ask students to participate in a variety of activities using cards to ask about numbers in Indonesian by playing games such as Memory, Fish or Snap. Introduce the game Colour bingo with students. Ask students to write down five colours in Indonesian in their work book. Remind students that the colour words must be spelt correctly in order to win points. Call out a colour and ask students to check if they have written the word for that colour. Students place a tick next to the word for that colour. Once they have ticks next to each of their colour words, students can <i>angkat tangan</i> and say <i>dapat</i>. Teach the game Tebak kata to revise vocabulary, for example, simple verbs such as <i>makan, duduk, tidur, minum, mandi</i> or imperatives such as <i>angkat tangan, tepuk tangan, lipat tangan</i>. Invite one student at a time to come up to the front of the class. Give the student a card with a word/s written in Indonesian and its meaning in English. The student will silently read the word/s and then act out its meaning in front of the class. Give students up to one minute to write the word/s being acted out in their work book in Indonesian and in English. After one minute ask students to raise their hand if they know the answer. Select a student to give their answer. If their answer is wrong select another student. If the answer is correct, ask the student to write their answer on the board. Answers in Indonesian earn two points and answers in English earn one point. Provide students with access to Languages Online Units 1-6 to revise learning. Students keep track of their learning by ticking the tasks completed on a checklist. Teach the lyrics of the song Nama-nama hari to revise the days of the week. Ask students what the title of the song means and why the word <i>nama</i> is repeated in the title. Talk about how plural words can be made by duplicating and ask if they can think of an example they already know in Indonesian. Provide students with a calendar from the year in which they were born. Ask them to find out which day they were born. Place on the wall a poster titled <i>Hari apa saya lahir?</i> with balloons to represent each day of the week. Ask student to write their name in the balloon corresponding to the day on which they were born. At the bottom of the poster have the phrase <i>Saya lahir pada hari _____ tanggal _____</i>. Teach the lyrics of the song Nama-nama bulan to revise the months of the year. Discuss the similarities and differences in how the months are pronounced and spelt. Ask students to survey classmates to find out which month of the year their birthday falls. Ask students to collate the information from the survey into a simple column graph showing the number of people that have birthdays in each month. Place on the wall a poster with balloons to represent each month of the year. Ask students to write their name in the balloon corresponding to their birthday month and to put the date in brackets behind their name. Teach the lyrics of the birthday songs Panjang umurnya and Selamat ulang tahun. Tell students that these two songs will be sung whenever a student in the class has a birthday. 	<p>Game Berhenti</p> <p>Game Bingo Laminated bingo cards with numbers written in Indonesian Counters for use by students Counters with numbers 1-31 in a jar for playing bingo</p> <p>Games Memory, Fish, Snap using Black-line master number cards from Aktivitas Bahasa Indonesia (Indonesian language activities) Angka (number)</p> <p>Game Colour Bingo, using counters with a different colour name on each one</p> <p>Game Tebak kata, using laminated cards</p> <p>Languages practice Languages Online Indonesian Units 1 - 6 http://www.education.vic.gov.au/languagesonline/indonesian/indonesian.htm</p> <p>Song Nama-nama hari https://www.youtube.com/watch?v=VQVG53eU2gE</p> <p>Hari apa saya lahir? poster</p> <p>Website Find any date calendar http://www.arthurlloyd.co.uk/FindAnyDate.htm, to create poster Hari apa saya lahir?</p> <p>Song Nama-nama bulan – Lagu Anak Indonesia https://www.youtube.com/watch?v=iuKH7pFZlzl</p> <p>Balloon poster</p>
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				<p>27. Model how to write a simple profile. Ask student to include their name, age, the day and month they were born and where they live. Then ask students to write their own profile. Students may draw a picture of themselves or use a photograph. Remind students that the same rules of punctuation apply as in English when starting and finishing sentences. Display student profiles in the classroom.</p> <p>28. Assign students to pairs to role play interviewing each other. They will need to ask and respond to questions about their name, how they are feeling, their age, the day and month they were born and where they live. Ask students to perform their role play in front of the class.</p> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> use appropriate greetings for the time of the day introduce themselves and ask someone their name, how old they are and how they are feeling ask and answer questions about themselves share information with peers are able to say and use numbers from 1-999 correctly perform a role play, to ask and respond to questions about their name, how they are feeling, their age, the day and month they were born, and where they live write a simple profile. 	<p>Song <i>Panjang umurnya</i> https://www.youtube.com/watch?v=C9WCnROq5xw</p> <p>Song <i>Selamat ulang tahun</i> https://www.youtube.com/watch?v=ZYOXcO0MySU</p>
6–10	<p>Tentang saya Students share personal information about themselves with others.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> introduce themselves say when they were born say where they live say their eye colour say their hair colour describe themselves and others sing songs about the body say a rhyming chant about the body participate in language games say what they like and dislike 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures to exchange information about friends and family members, for example, <i>Teman saya baik hati dan lucu; Dia berumur sembilan tahun; Kakak laki-laki saya senang berselancar; Nama anjing saya Charlie; Charlie suka bola; Umur Charlie 7</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Locate specific points of information in a range of short written,</p>	<p>Recognise and reproduce pronunciation conventions, making connections between Indonesian and English sounds, for example, c (ch); g is the hard g in ‘gum’ but never soft as in ‘germ’; k is a soft sound if it appears at the end of a word as in <i>tidak, kakak</i></p> <p>Recognise and write high-frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> describing people and animals using pronouns, gender and adjectives, for example, <i>dia, Teman saya baik hati; Kucing saya lucu dan kecil</i> describing quantity using cardinal numbers, for example, <i>puluh,</i> 	<ol style="list-style-type: none"> Revise greetings and numbers by singing the songs <i>Selamat pagi Bu!, Selamat pagi</i> and <i>Sepuluh bunga-bunga</i>. Arrange students in a circle. Tell students that you will hold a soft ball while you model what you want them to say and then pass the ball to the student sitting next to you to say the sentences using their own personal details. Start by modelling three sentences, for example, a greeting, saying their name and how old they are. Once every one has had a turn, increase the level of difficulty by adding information for the students to say in Indonesian such as the day and month they were born. Repeat the process, having each student giving five pieces of information about themselves. Repeat the process one more time and ask students to include where they live, for example, <i>Saya tinggal di Geraldton</i>. Introduce vocabulary to talk about and describe the body using the lyrics of the traditional Indonesian children’s song, <i>Dua mata saya</i>. Ask students to copy you as you point to the parts of the body referred to in the song. Ask students to write the lyrics of the song in their work book and illustrate the song labelling the parts of the face and body referred to in the song. Teach the lyrics of the song and actions to <i>Kepala Pundak Lutut Kaki</i>. Ask students to copy you by touching or pointing to their <i>kepala, pundak, lutut</i> and <i>kaki</i>. Provide students with the lyrics of the song to put into their workbook. Provide students with an activity sheet and ask them to label the parts of the body in Indonesian. Teach the rhyming chant <i>Rambut pipi</i> from the book <i>Selamat pagi, Bu Indonesian for Junior Primary</i>. Point to the parts referred to while doing the chant. Start the chant slowly and increase the pace of the chant also increase and decrease the volume. Revise vocabulary for parts of the body by playing the game Simon says. Perform the songs <i>Dua mata saya</i> and <i>Kepala Pundak Lutut Kaki</i> at a school assembly. Introduce pronouns and adjectives to describe what people look like, for example, <i>Dia tinggi dan ganteng. Rambut saya berwarna hitam dan rambut kamu berwarna pirang</i>. Include adjectives to describe hair, body size and face, for example, <i>lurus, keriting, pirang, panjang, pendek, tinggi, besar, kecil, lonjong, bulat</i>. Make a set of flash cards using adjectives to describe people, hair, body and face. Place the cards face down on the table. Invite a student to select a card and read the word on the card. Place the card on the whiteboard at the front of the room where students can see the word. Ask students to make a sentence using the word on the flash card selected. Give students about one minute to 	<p>Activity <i>Tentang saya</i>, using a soft ball</p> <p>Song <i>Dua mata saya</i> https://www.youtube.com/watch?v=kGcp7V85sKc</p> <p>Song <i>Kepala Pundak Lutut Kaki</i> https://www.youtube.com/watch?v=J0-aeGITgmE</p> <p>Activity sheet <i>Label the body in Indonesian</i></p> <p>Rhyming chant <i>Rambut pipi</i> from the Book <i>Selamat pagi, Bu Indonesian for Junior Primary</i> by Carmel Winkler</p> <p>Game <i>Simon says</i>, to revise vocabulary</p> <p>Language practice Languages online Topic 19. Colours. Describing hair and eyes</p>

	<ul style="list-style-type: none"> • write a description of themselves • describe someone's character. 	<p>spoken, multimodal and digital texts related to their personal world</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p> <p>Notice what looks or feels similar or different to their own language and culture when interacting in Indonesian</p>	<p><i>ratus</i> and ordinal numbers using <i>ke-</i> prefix</p> <ul style="list-style-type: none"> • describing actions using simple base verbs, for example, <i>tinggal, bermain, berjalan, berenang, berselancar</i> • recognising imperatives, for example, <i>Angkat tangan!; Buka buku!; Ayo cepat!</i> • giving praise, gratitude and encouragement, for example, <i>Coba; Bagus sekali!, Terima kasih banyak</i> • recognising that the same rules of punctuation apply as in English, for example, using capital letters and full stops for sentences • understanding different question words and the anticipated answer, for example, <i>Siapa?; Apa?; Berapa?; Di mana? (*content from the Pre-primary, Year 1 and Year 2 syllabus)</i> • recognising joining words or phrases using conjunctions, for example, <i>dan, tetapi (*content from the Year 2 syllabus)</i> • negating verbs and adjectives using <i>tidak (*content from the Year 2 syllabus)</i> 	<p>write down their sentence, then select a student to read out their sentence. Ask the other students in the class if they can translate the sentence into English. Enquire if anyone has a different sentence and if they do to read it out loud and provide a translation. Repeat this process until all flash cards have been used.</p> <ol style="list-style-type: none"> 11. Teach the game Ingat a variation of Chinese whispers. Ask students to form a line. Begin by whispering to the first student in line a descriptive phrase, for example, <i>Mata saya hijau, rambut saya keriting</i>. The first student then turns and whispers the phrase to the next student, who then whispers it to the next, and so on. The last student to hear the whispered phrase says the phrase out loud. Variation: Split students in two or more groups and groups play against each other. 12. Select five large coloured pictures of different people, for example, celebrities or cartoon characters and write a brief description for each one. Put these pictures on display with their name below the picture. Tell students that you will read aloud the descriptions of each character twice. At the end of the second reading, students must write in their workbook, the name of the character which corresponds to the description. Once students have finalised their answers check their understanding and read the descriptions one more time to confirm which description matches each character. 13. Introduce adjectives to describe character, for example, <i>baik-hati, sabar, lucu, pandai, manis</i>. Ask students to describe their own character using two or more adjectives, for example, <i>Saya baik-hati dan pandai</i>. 14. Make a class set of cards which describes appearance and character in Indonesian, and a matching card with either a pictorial representation of the word or its equivalent in English. Allocate students to pairs to play the game memory. When students find a pair, they will write a short question and sentence using the word. 15. Arrange students in a circle and introduce the game Saya suka. Explain to students that there will be a set of cards with a pictorial representation and the Indonesian word describing the action using simple base verbs, for example, <i>makan, berenang</i>. This set of cards will be placed face down. Placed face up around the set of cards will be picture cards with the Indonesian words included, naming the type of food, an object or an activity. Model the game by selecting a card from the set of cards placed face down. Say the word on the card. Then select one of the picture cards and make a sentence starting with <i>Saya suka</i>, for example, <i>Saya suka berenang di laut</i>. Provide a translation in English of the sentence. Remind students that the sentence must make sense. Start playing <i>Saya suka</i> by selecting a student and continue clockwise until all students have had a turn. Play the game again and this time have students say what they don't like, Saya tidak suka. 16. Read the story Apa yang saya sukai? Ask students what the punctuation indicates and if they recognise any of the words in the title. Encourage student to use the illustrations to guess the meaning of the text. 17. Ask students to design a poster introducing themselves and include at least one animal, activity, food and drink they like. They then write a sentence for each item based on the language in the story Apa yang saya sukai? 18. Brainstorm with students a list of questions to use when seeking information about a person, for example, <i>Siapa nama dia? Berapa umur dia? Bagaimana rambut dia? Apa warna mata dia? Bagaimana sifat dia? Dia tinggal di mana?</i> 19. Model how to write a physical description using an image of a cartoon character or a celebrity. Encourage students to participate by asking them questions in Indonesian, for example, <i>Bagaimana rambut dia? Apa warna mata dia?</i> 20. Ask students to write a description of themselves following the model provided. They include their name, their age, their size, hair, eyes and their character. Remind students that they will need to use the pronoun for 'I' when writing about themselves. During the writing activity ask students to read out what they have written. Have students draw a picture of themselves and label it in Indonesian. 	<p>http://www.education.vic.gov.au/languages/online/indonesian/sect19/index.htm</p> <p>Description, using flashcards, using adjectives to describe people</p> <p>Game Ingat</p> <p>Five large pictures of different people</p> <p>Game Memory, using a set of cards that describe appearance and character</p> <p>Game Saya suka One set of pictorial and word verb cards and one set of cards naming the type of food, an object or an activity</p> <p>Story Apa yang saya sukai in the book Membaca bersama-sama National Indonesian Language Curriculum Project Curriculum Corporation</p> <p>Activity Design a poster Apa yang saya sukai?</p> <p>Activity Tentang saya Description writing and labelling</p>
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				<p>21. Arrange students in a circle. Tell students that they will say one sentence in Indonesian describing something about themselves, for example, <i>Mata saya biru, Rambut saya panjang, Saya pandai, Badan saya tinggi</i>. When six students have had a turn, stop the game and ask the group up to three questions based on what has been said, for example, <i>Siapa katakan, 'Mata saya biru'?</i> Students who know the answer can raise their hand. Select three students to answer the three question. Start the game again with the next student in line.</p> <p>22. Ask students to watch an instructional audio visual clip on how to fold a chatterbox. Provide assistance to students where required. On the first layer students write a colour in Indonesian using a pencil of that colour. On the second layer they write a number in Indonesian between 1 and 10. Inside the chatterbox they write questions in Indonesian, for example, <i>Siapa namamu? Apa kabar? Berapa umurmu, Apa warna matamu? Kamu tinggal di mana? Bagaimana rambutmu? Apa warna rambutmu? Bagaimana sifatmu?</i> Students play the game in pairs and store their chatterboxes in their work book.</p> <p>23. Assign students to groups for Language Practice 1 - Group Rotations, to practise the vocabulary that has been presented so far: A Group splits in pairs, and plays with the chatterbox. B Group splits in pairs, and plays games with the cards, for example, Memory or Fish. C Group works individually to complete Languages Online Chapters 1-6. D Group splits in pairs, and interacts in social play. They model a dialog where two characters meet each other for the first time and then they have a conversation, for example, <i>Selamat pagi. Apa kabar?</i> Assist this group.</p> <p>24. Display six pictures of people that are different in appearance. Talk about the appearance of each character, asking students to say a sentence in Indonesian to describe something about the character, for example, <i>Dia seorang perempuan. Mata dia biru dan rambut dia pendek</i>. Prompt students by asking questions in Indonesian.</p> <p>25. Play the game Guess who. Select one student to come to the front of the class and choose one of the six people displayed. The students must find out which person the student has chosen by asking questions in Indonesian, for example, <i>Apa warna mata dia?</i> The student must respond in Indonesian.</p> <p>26. Arrange students in a circle to play a counting game revising numbers 100 and above. Ask students to start counting in hundreds, returning back to one hundred after nine hundred has been said. Vary the game by asking the students to count in tens up to nine hundred and ninety. Select one student to start by saying the first number in the sequence, the second student in the circle then says the second number in the sequence. Continue in this manner until all students have had at least one turn. The sequence can be varied, for example, counting in twenties or fifties to increase the level of difficulty and maintain student concentration.</p> <p>Assessment</p> <ul style="list-style-type: none"> • Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> ▪ describe what they look like ▪ describe what someone looks like ▪ ask and respond to questions about their character ▪ participate in language games ▪ listen for information from a spoken text ▪ write a description of themselves ▪ play number sequence games using <i>ratus</i>. • Formal assessment using the following activities: <ul style="list-style-type: none"> ▪ complete a table to provide personal information ▪ use the information in their profile to support their oral presentation. 	<p>Origami chatterbox – Step by Step Guide https://www.youtube.com/watch?v=33dNfGqh9L8 https://www.youtube.com/watch?v=OGVKlVWJ0i8</p> <p>Languages practice Languages Online Indonesian Units 1 - 6 http://www.education.vic.gov.au/languagesonline/indonesian/indonesian.htm</p> <p>Six large pictures of different people</p> <p>Game Guess who</p> <p>Game Counting 100 – 990</p>
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Sequence of teaching and learning

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–6	<p>Keluarga saya</p> <p>Students read a story about an Indonesian family and share personal information about their own family.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • listen to a story about a family in Indonesian • talk about family relationships • sing and compare two variations of a song about family • write about their family • listen to spoken texts in Indonesian • participate in group language activities • gather data and represent the information in a simple column graph • use ordinal numbers to say their position in the family. 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures to exchange information about friends and family members, for example, <i>Teman saya baik hati dan lucu; Dia berumur sembilan tahun; Kakak laki-laki saya senang berselancar; Nama anjing saya Charlie; Charlie suka bola; Umur Charlie 7</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p> <p>Participate in and respond to a range of imaginative texts, acting out events, identifying and</p>	<p>Recognise and reproduce pronunciation conventions, making connections between Indonesian and English sounds, for example, c (ch); g is the hard g in ‘gum’ but never soft as in ‘germ’; k is a soft sound if it appears at the end of a word as in <i>tidak, kakak</i></p> <p>Recognise and write high-frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • describing people and animals using pronouns, gender and adjectives, for example, <i>dia, Teman saya baik hati; Kucing saya lucu dan kecil</i> • describing quantity using cardinal numbers, for example, <i>puluh, ratus</i> and ordinal numbers using <i>ke-</i> prefix • recognising imperatives, for example, <i>Angkat tangan!; Buka buku!; Ayo cepat!</i> • giving praise, gratitude and encouragement, for example, <i>Coba; Bagus sekali!; Terima kasih banyak</i> • recognising that the same rules of punctuation apply as in English, for example, using capital letters and full stops for sentences 	<ol style="list-style-type: none"> 1. Ask students to sing the Greeting song and revise greetings, numbers, colours, days and months. 2. Have students sing the songs <i>Kepala Pundak Lutut Kaki</i> and <i>Dua mata saya</i> and say the rhyming chant <i>Rambut pipi</i>. 3. Model introductions and hand shaking. Explain that it is customary, regardless of age, to shake hands when being introduced for the first time. It is also customary to shake hands when meeting at subsequent times as a sign of respect and affection. 4. Place students in pairs to role play introductions in Indonesian. Provide each pair with a scenario where an older person greets a younger person, asks and responds to how the person is feeling and bids farewell. Ask students to perform their role play in front of the class. Talk about the importance of showing respect to people older than yourself by using a title in front of the person’s name when addressing them, for example, <i>Ibu Sri, Pak Antonio, Kak Jack, Dik Aleesha, Paman Chris, Bibi Rani</i>. 5. Introduce the new theme Keluarga saya and vocabulary for family, for example, <i>Bapak, Ayah, Ibu, kakak, adik, nenek, kakek, paman/om, bibi/tante</i>. 6. Teach the Rap Keluarga ‘<i>Ibu, Bapak, adik, kakak, nenek, kakek, paman, bibi, saya.</i>’ Ask students to stand and form a circle. Tell them that they will say the rap three times with their arms folded over their chest and tapping each upper arm alternatively with their hands to the rhythm of saying the words. Select one student to start the rap by saying the first word <i>Ibu</i> the next student will say <i>Bapak</i> and so on till the last word said is <i>saya</i>. The student who says <i>saya</i> remains in the circle and sits. If a student makes an error, for example, saying the incorrect word they must also sit. Students sitting continue to tap the rhythm of the rap. Every time the word <i>saya</i> is said the student saying the word must sit. Continue in this manner until only one person is left standing. 7. Read the book Keluarga Saya and discuss with the class. Ask students about the title and how this would be said in English, then discuss how the word order in Indonesian is different from English. See if they can provide any examples from the text, for example, <i>Ibu saya</i>. Reread the story and discuss the meaning of the sentences using the language and visual cues. 8. Use the book Keluarga Saya to reinforce asking and responding to questions related to describing others, for example, name, what they look like and what they like. 9. Use the sentences from the book Keluarga Saya for a jumbled sentence activity. Place students in pairs and give both students an activity sheet containing the sentences from the book, with the words in each sentence jumbled. Students are required to reorder the words to form correct sentences and then write them in the correct order in the space provided. 10. Provide students with a reading and writing activity, where they complete a cloze activity based on the book Keluarga Saya. They will need to complete the text by selecting the correct vocabulary provided. 11. Assign students to groups and ask them to use the story of Keluarga Saya to perform a role play. Each student in the group selects one of the characters in the story Keluarga Saya. Inform the groups that they will need to include an additional member of the family, one that is not portrayed in the book, for example, an uncle, aunt or new baby. Ask students to perform their role play in front of the class. 12. Teach the lyrics to the songs Satu-satu aku sayang ibu and Satu satu. Ask students to listen to the lyrics of the first verse for both songs and find what is different. Then provide the words for both songs on a large piece of paper. Ask students to sing the song Satu satu and substitute the word <i>suka</i> with the word <i>sayang</i> as in the song Satu-satu aku sayang ibu. 13. Use a large image of an Australian family, preferably one which includes a pet, to guide and encourage students to provide sentences in Indonesian to describe the family. Write the sentences on the whiteboard. Model how to write a description of the family using the sentences 	<p>Song Kepala Pundak Lutut Kaki https://www.youtube.com/watch?v=J0-aeGITgmE</p> <p>Song Dua mata saya https://www.youtube.com/watch?v=kGcp7V85sKc</p> <p>Rhyming chant Rambut pipi from the Book Selamat pagi, Bu Indonesian for Junior Primary by Carmel Winkler</p> <p>Rap Rap Keluarga</p> <p>Big book Keluarga Saya by Nyoman Sri Utami. Published by Yayasan Literasi Anak Indonesia.</p> <p>Activity sheet Jumbled sentences</p> <p>Activity sheet Cloze reading and writing</p> <p>Song Satu Satu aku sayang ibu https://www.youtube.com/watch?v=TNDnBv7Ymvs</p> <p>Song Satu, satu http://www.education.vic.gov.au/languages/online/indonesian/sect04/no_1/no_1.htm</p> <p>A large image of an Australian family</p>

		<p>comparing favourite elements and making simple statements about characters or themes</p> <p>Create and perform short imaginative texts that use familiar expressions and modelled language, as well as simple visual supports</p> <p>Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret</p> <p>Notice what looks or feels similar or different to their own language and culture when interacting in Indonesian</p>	<ul style="list-style-type: none"> greeting and fare-welling others, for example, <i>Selamat pagi/siang/sore/malam; Sampai jumpa!</i> (*content from the Pre-primary syllabus) understanding different question words and the anticipated answer, for example, <i>Siapa?; Apa?; Berapa?; Di mana?</i> (*content from the Pre-primary, Year 1 and Year 2 syllabus) describing possession using word order in familiar phrases, for example, <i>Nama saya...; Ibu saya...</i> (*content from the Year 2 syllabus) referring to things using demonstratives <i>ini</i> and <i>itu</i>, for example, <i>Ini buku</i> (*content from the Year 2 syllabus) interacting using auxiliary verbs, for example, <i>ada, mau, boleh, bisa</i> (*content from the Year 2 syllabus) <p>Begin to develop a metalanguage in Indonesian for talking about language, using terms similar to those used in English</p> <p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Indonesian texts</p> <p>Understand that and demonstrate how language use varies according to the participants' age, gender and relationship and the context of use</p> <p>Notice differences between Indonesian, Australian and other cultures' practices and</p>	<p>provided by the students. Discuss the order of the information and have students participate by providing input. Compare the image provided with the front cover of the book <i>Keluarga Saya</i> and talk about the similarities and the differences. Talk about the place of pets in Australian families and how this might be different in Indonesia.</p> <ol style="list-style-type: none"> Have students use the model provided to write a description of their family. Explain to students how vocabulary in the model can be changed to reflect information about their own family. Check their progress by asking students to read aloud what they have written. Ask students to read their description to the person sitting next to them. Display three images of different family structures at the front of the class and number each image in Indonesian. Read aloud a description of each family and have students write in their work book the number which corresponds to the images. Model how to ask and respond to questions about how many members are in the three images of the families. Expand the question and answer session to include asking students how many members are in their family <i>Ada berapa orang di keluargamu?</i> Assign students to groups and provide each group with an image of a family and a sheet of A4 paper. Each group will have a different family. Ask students to paste the image of the family on to the paper provided and write a description about the family in the image. Introduce ordinal numbers to discuss with students their position in their family. Ask students the question <i>Kamu anak keberapa di keluargamu?</i> Use the students' responses to the question to model how to collate the information in a table. Use the information in the table to model how to draw a simple column graph on a large sheet of paper and display in the class. Include the first name of each student in the column to indicate their position in the family. Provide access to the Scootle resource <i>Kenalkan keluarga saya</i> and complete the exercises online for <i>Kenalkan keluarga saya, Ini silsilah saya</i> and <i>Kenalkan keluarga teman saya</i>. Display <i>Ini silsilah saya</i> from the Scootle resource <i>Kenalkan keluarga saya</i> and ask students to make their own family tree based on this model. Students must include drawings of members of their family. Ask students to use their <i>silsilah keluarga</i> to write a brief description of their family. Arrange students in groups and ask students to use their <i>silsilah keluarga</i> to introduce their family members to others in their group. Provide students with an activity sheet that has a table with two columns, one column for the questions and one column for students to record their responses. Ask students to use the activity sheet to survey members in their group about the number of members in their family, for example, <i>Ada berapa orang di keluargamu? Ada berapa anak di keluargamu?</i> Ask students to use the information in the table to complete two simple column graphs, one column graph showing the number of family members and one column graph showing the number of children. Each group will take turns in presenting the information to the class. Model how to make a small book and then have students make one about their family. For each family member they will need to include the person's name, age, describe what they look like, something they like and their character. Provide assistance where required. Arrange students in pairs and have them read their books to each other. Then place two pairs together and have them read their books to each other. Provide students with an activity sheet that has images of three families and an empty box. Tell students that you will read aloud four descriptions. Three of the descriptions will match the images of the three families on the sheet. Students will need to select which image matches the description and write the family name below the image. Students will need to listen to the fourth description and draw the family in the empty box provided. <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> greet someone in a culturally appropriate manner participate in language games 	<p>Activity Write a description</p> <p>Three large images of different families</p> <p>Images of different families Paper</p> <p>Language practice Languages online Topic 10 Ordinal Numbers 1st – 10th http://www.education.vic.gov.au/languagesonline/indonesian/sect10/index.htm</p> <p>Scootle <i>Kenalkan keluarga saya</i> http://www.scootle.edu.au/ec/viewing/L1455/index.html</p> <p>Activity Silsilah keluarga</p> <p>Activity sheet for survey</p> <p>Activity Develop a small family book</p> <p>Activity sheet Family descriptions</p>
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			how these are reflected in language	<ul style="list-style-type: none"> ▪ use family-related vocabulary ▪ ask and respond to questions about family members ▪ complete a cloze activity ▪ write a description of their family ▪ complete online activities ▪ draw and complete information in their family tree ▪ complete a survey and use the information to draw a simple column graph ▪ write a book about their family ▪ listen for information and respond in English. <ul style="list-style-type: none"> • Formal assessment using the following activity: <ul style="list-style-type: none"> ▪ listen to a simple text about a family and respond to questions in English. 	
7–10	<p>Binatang kesayangan keluarga</p> <p>Students share information about their family pet.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • ask and respond to questions about pets • describe their pet • say an animal has skin, fur, scales or feathers • create a new verse to song • play animal bingo • sing a song about animals • create a new verse for a song about animals • perform a song (at the school assembly) • design and label a poster of their pet • draw a picture and write a description of their missing pet. 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures to exchange information about friends and family members, for example, <i>Teman saya baik hati dan lucu; Dia berumur sembilan tahun; Kakak laki-laki saya senang berselancar; Nama anjing saya Charlie; Charlie suka bola; Umur Charlie 7</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds</p> <p>Convey factual information about their personal worlds in</p>	<p>Recognise and reproduce pronunciation conventions, making connections between Indonesian and English sounds, for example, c (ch); g is the hard g in ‘gum’ but never soft as in ‘germ’; k is a soft sound if it appears at the end of a word as in <i>tidak, kakak</i></p> <p>Recognise and write high-frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • describing people and animals using pronouns, gender and adjectives, for example, <i>dia, Teman saya baik hati; Kucing saya lucu dan kecil</i> • describing quantity using cardinal numbers, for example, <i>puluh, ratus</i> and ordinal numbers using <i>ke-</i> prefix • making plurals by duplicating, for example, <i>buku-buku</i> • describing actions using simple base verbs, for example, <i>tinggal, bermain, berjalan, berenang, berselancar</i> 	<ol style="list-style-type: none"> 1. Have students sing the songs <i>Selamat pagi bu!</i> and <i>Satu-satu aku sayang ibu.</i> 2. Revise numbers with students by playing the counting game. 3. Revise simple verbs with students by playing the game <i>Saya suka.</i> 4. Introduce the theme of family pets. Use flashcards that have the picture of the animal and the Indonesian word to introduce the vocabulary. As each animal is introduced display the flashcard on the board. Discuss the sounds they make, for example, <i>anjing – gong gong, kucing–ngeong, ayam – kotek.</i> 5. Introduce the game Animal bingo. Display the animal flashcards so that students can choose four animals. Ask students to write in Indonesian the names of four animals in their workbook. Students are to place a tick next to the animal when it is read aloud. When students have ticked all four animals they can <i>angkat tangan</i> and say ‘<i>dapat.</i>’ Students then read aloud the four animals in their workbook. 6. Teach the lyrics to the song <i>Helly!! Guk Guk Guk</i>, and have students sing along. 7. Ask students to complete a cloze exercise based on the song <i>Helly!! Guk Guk Guk</i>. Students will need to write in the words <i>anjing, kecil, berlari, Helly</i> and in one line only <i>guk guk guk</i>. Repeat the song again so students can check their answers. Discuss writing a new verse for the song by changing some of the lyrics to describe a different animal. Get students to create a new verse to the song by substituting the name of the animal the way it moves and the sound it makes. 8. Have students perform the song <i>Helly!! Guk Guk Guk</i> incorporating new verses at the school assembly. 9. Provide students with an activity sheet where they are required to match the drawing of animals with the sound they make. Students will also need to choose whether the animal has skin, fur, feathers or scales and describe its colour. 10. Ask students to design a poster of their pet. Students will need to label its body parts and write a brief description, stating its name, age, colour and something it likes. Students to discuss their poster with the person sitting next to them. Display posters in the class. 11. Arrange students in pairs and ask them to complete an activity sheet about family pet/s. Students will need to ask what the pet is, its name, age, colour, size and something the pet likes to do in Indonesian. Ask students to use the information to write a brief description about their classmate’s pet. Students can illustrate their work with a drawing of their pet. 12. Invite students in their pairs to present the information about family pet/s on their activity sheet to the class. 13. Assign students to groups for Language Practice 2 - Group Rotations, to practise the vocabulary that has been presented so far: <ul style="list-style-type: none"> A Group splits in pairs and makes a word sleuth using animals, numbers and colours. When complete they swap their sleuths with their partner. B Group splits in pairs, and plays games with the cards, for example, Memory or Fish. C Group works individually to complete Languages Online Chapter 15. 	<p>Game <i>Saya suka</i> One set of pictorial and word verb cards and one set of cards naming a type of food, an object or an activity</p> <p>Flash cards Animals</p> <p>Game Animal Bingo</p> <p>Song <i>Helly!! Guk Guk Guk</i> https://www.youtube.com/watch?v=hCScoJ8st_Q</p> <p>Activity sheet Cloze exercise based on the song <i>Helly!! Guk Guk Guk</i></p> <p>Activity sheet Skin, fur, feathers or scales</p> <p>Activity Design a poster for a family pet</p> <p>Activity sheet Family pets</p> <p>Game Memory using Black-line master animal cards from <i>Aktivitas Bahasa Indonesia (Indonesian language activities) Binatang (animals)</i></p> <p>Language practice Languages online Chapter 15 Do you have a pet? http://www.education.vic.gov.au/LANGUAGESONLINE/indonesian/sect15/answers.htm</p>

		<p>simple statements, short descriptions and modelled texts</p> <p>Participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes</p> <p>Create and perform short imaginative texts that use familiar expressions and modelled language, as well as simple visual supports</p> <p>Notice what looks or feels similar or different to their own language and culture when interacting in Indonesian</p>	<ul style="list-style-type: none"> recognising imperatives, for example, <i>Angkat tangan!; Buka buku!; Ayo cepat!</i> recognising that the same rules of punctuation apply as in English, for example, using capital letters and full stops for sentences <p>Begin to develop a metalanguage in Indonesian for talking about language, using terms similar to those used in English</p> <p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Indonesian texts</p> <p>Notice differences between Indonesian, Australian and other cultures' practices and how these are reflected in language</p>	<p>D Group splits in pairs, and interacts in social play. They model a dialogue where they describe their pet to each other for the first time. Assist this group.</p> <p>14. Arrange students in two groups to play the game <i>Apa artinya dalam Bahasa Indonesia/English?</i> Place a set of card face down in the centre of the first group. Each card has the name of an animal written in Indonesian. Select a person in the first group to pick up a card and say the word written on their card. The student holding the card must not show their word to anyone else in their group. Select a student in the second group to provide a translation in English of the Indonesian word. If the student is correct their group earns a point. If the student is incorrect then students in the first group have the opportunity to steal a point by raising their hand if they know the correct answer. If the person in the first group is incorrect, then the second group have the last turn to earn a point by providing a correct answer. If both groups are not able to provide a correct answer, the teacher has the opportunity to earn a point by providing the correct answer. Continue in this manner until each person has had a turn. Remind students that if they call out an answer the other group will earn a point. Alternatively use cards with the English word and ask students to give the Indonesian translation of the word.</p> <p>15. Ask students to design a poster for a missing pet. They will need to say what type of animal it is, its name, where it lives, describe what it looks like and provide an illustration of their pet. Invite students to use their poster to describe their missing pet to their partner.</p> <p>16. Give students access to Quizlet to revise vocabulary related to pets.</p> <p>17. Provides students with an activity sheet where they are required to read the descriptions of five animals and select one of the four images of animals to match the description. One of the descriptions will not have a matching image. Students are required to read that description and draw an image of the animal based on the text.</p> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> sing a song about animals play language games create a new verse to a song describe an animal complete a survey design and label a poster of their pet design a poster describing their missing pet read and match a description to an animal write a brief description about an animal. Formal assessment using the following activity: <ul style="list-style-type: none"> <i>Binatang kesayangan saya:</i> Part A – participate in an interview with the teacher to describe their model <i>cicak</i> Part B – write a description of a dog and the things he likes. 	<p>Game <i>Apa artinya dalam Bahasa Indonesia/English?</i></p> <p>Activity Design a poster for a Missing pet</p> <p>Quizlet Pets https://quizlet.com/en-gb</p> <p>Activity sheet Animal descriptions</p> <p>Assessment task <i>Binatang kesayangan saya</i>, accessible on the School Curriculum and Standards Authority website</p>
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Sequence of teaching and learning

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–5	<p>Teman saya Students describe their friends and the activities they like to do together.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> describe what your friend looks like say what you like about your friend talk about the activities you like to do with your friends seek permission to visit a friend say what your friend likes ask for permission to attend a party ask and respond to questions about your friend listen to spoken texts in Indonesian and respond to questions in English. 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures to exchange information about friends and family members, for example, <i>Teman saya baik hati dan lucu; Dia berumur sembilan tahun; Kakak laki-laki saya senang berselancar; Nama anjing saya Charlie; Charlie suka bola; Umur Charlie 7</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p> <p>Translate high-frequency words and expressions in simple texts such as captions, story titles or</p>	<p>Recognise and reproduce pronunciation conventions, making connections between Indonesian and English sounds, for example, c(ch); g is the hard g in ‘gum’ but never soft as in ‘germ’; k is a soft sound if it appears at the end of a word as in <i>tidak, kakak</i></p> <p>Recognise and write high-frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> describing people and animals using pronouns, gender and adjectives, for example, <i>dia, Teman saya baik hati; Kucing saya lucu dan kecil</i> describing quantity using cardinal numbers, for example, <i>puluh, ratus</i> and ordinal numbers using <i>ke-</i> prefix making plurals by duplicating, for example, <i>buku-buku</i> describing actions using simple base verbs, for example, <i>tinggal, bermain, berjalan, berenang, berselancar</i> recognising imperatives, for example, <i>Angkat tangan!; Buka buku!; Ayo cepat!</i> recognising that the same rules of punctuation apply as in English, for example, 	<ol style="list-style-type: none"> Introduce the theme Teman saya. Talk to students about how they make friends and what they can do when a new person joins their class. Model how to introduce yourself to a person you are meeting for the first time. Ask for two volunteers to come to the front of the class to model introductions. Model how this would be done in Indonesia. Revise vocabulary for family and pets by playing <i>Apa katanya dalam Bahasa Indonesia/English?</i> Place students in pairs and ask them to interview each other to find out how many people are in their family, their names and if they have a pet. Teach the lyrics of the song <i>Wahai sahabat</i>. Ask students to watch the clip of the song. Ask students what they think the song is about and how they felt when listening to the song. Provide students with a copy of the lyrics in Indonesian and ask them to paste the lyrics on the left hand side page. Play the song again and encourage students to sing along. Provide a translation of the lyrics in English, with each verse translation on a separate piece of paper, there are six verses in total. Ask student to put the six verses in the same order as the Indonesian lyrics. Check that students have the correct order and then ask them to paste the English lyrics opposite the Indonesian lyrics in their work book. Revise adjectives to describe people’s character and make a list of these words on the board. Ask students to write a sentence in their work book to describe their friend. Ask students to read their sentence to the class. Keep a tally of the words most commonly used to describe their friends. Discuss the importance of friendship. Revise how to describe another person such as a family member. Model how to write a description of a friend. Include information about how old they are, what they look like and their character. Ask students to write a description of their friend based on the model provided. Invite students to read their description to the class. Model how to ask permission from your parent/s to visit a friend. Provide students with two alternatives so that they may, or may not give their permission. Place students in pairs to role play asking and giving permission, for example, <i>Boleh saya ke rumah Adam? Untuk apa? Untuk bermain bola. Ya boleh./Tidak, tidak boleh.</i> Introduce vocabulary about activities the students like to do with their friends, for example, <i>bermain bola, berenang di laut, makan es krim</i>. Ask students the question, <i>Kamu suka apa?/Kamu suka main apa?</i> Have students respond in Indonesian. If they don’t know how to say the word then have students say <i>Apa kata untuk ...?</i> Say the word and write it on the board in Indonesian with the English translation. Ask students again <i>Kamu suka apa?/Kamu suka main apa?</i> Provide students with an activity sheet where they match the description of an activity with the person who likes to do the activity. Discuss the answers in Indonesian. Revise numbers, months and question words. Model how to ask and respond to questions that require the use of numbers and months, for example, <i>Tanggal berapa hari ulang tahun kamu? Berapa umurmu? Kamu lahir pada bulan apa?</i> Have students work in pairs to ask and respond to these questions. Place students in groups of four and have students complete an activity sheet where they ask the questions, <i>Tanggal berapa hari ulang tahun kamu? Berapa umurmu? Kamu lahir pada bulan apa? Kamu suka apa?</i> At the top of the sheet provide the questions and modelled responses for students to adapt. Ask students to listen to members of a family say the date and the month they were born and respond by completing an activity sheet where they draw a line from the family member to the date and month they were born. Ask students to listen to a short description about a person’s upcoming birthday and respond to questions in English. 	<p>Game <i>Apa artinya dalam Bahasa Indonesia/English?</i></p> <p>Song <i>Wahai sahabat</i> https://www.youtube.com/watch?v=M6PH Ct57wT4</p> <p>Indonesian lyrics to the song <i>Wahai sahabat</i></p> <p>English translation of the lyrics to the song <i>Wahai sahabat</i></p> <p>Activity Write a description of their friend</p> <p>Activity sheet Matching the activity to the person</p> <p>Activity sheet Questions to ask your friend</p> <p>Activity How old are you?</p> <p>Activity Someone’s having a birthday</p>

		<p>recurring lines in a story, noticing which ones are difficult to interpret</p> <p>Notice what looks or feels similar or different to their own language and culture when interacting in Indonesian</p>	<p>using capital letters and full stops for sentences</p> <ul style="list-style-type: none"> interacting using auxiliary verbs, for example, <i>ada, mau, boleh, bisa</i> (*content from the Year 2 syllabus) <p>Begin to develop a metalanguage in Indonesian for talking about language, using terms similar to those used in English</p> <p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Indonesian texts</p> <p>Understand that and demonstrate how language use varies according to the participants' age, gender and relationship and the context of use</p> <p>Notice differences between Indonesian, Australian and other cultures' practices and how these are reflected in language</p>	<p>14. Model giving and accepting an invitation to a friend's birthday party. Place students in pairs and have one student inviting the other student to their birthday party. Provide each student with a prompt card with phrases to support the conversation.</p> <p>15. Model asking permission from a parent to attend a friend's birthday party. Place students in pairs and have students role play asking and giving permission.</p> <p>16. Ask students to design a birthday card for their friend.</p> <p>17. Have students sing the songs <i>Panjang umurnya</i> and <i>Selamat ulang tahun</i>.</p> <p>18. Model the language and body language for giving and receiving gifts in Indonesian. Divide the class into two groups and have students line up and face each other. Ask students to practise giving and receiving gifts, remembering to incorporate the appropriate body language. Discuss with students the similarities and any differences they noticed about gift giving between people in Australia and people in Indonesia.</p> <p>19. Play a variation of the game <i>Saya suka</i>, using the phrase <i>Teman saya suka</i>.</p> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> sing a song about friends play language games match Indonesian lyrics to an English translation of the lyrics describe their friend complete a survey ask for permission to do something say something they like to do ask and respond to questions about birthdays listen for information from a text give and receive gifts design a birthday card. Formal assessment using the following activity: <ul style="list-style-type: none"> <i>Ini teman saya</i>: <ul style="list-style-type: none"> Part A – interview a class mate to complete a survey Part B – write a booklet about their friend. 	<p>Activity Invitations</p> <p>Activity Asking permission</p> <p>Activity Design a birthday card</p> <p>Song <i>Panjang umurnya</i> https://www.youtube.com/watch?v=C9WCnROq5xw</p> <p>Song <i>Selamat ulang tahun</i> https://www.youtube.com/watch?v=ZYOXcOOMySU</p> <p>Game <i>Saya Suka</i></p> <p>Assessment task <i>Ini teman saya</i>, accessible on the School Curriculum and Standards Authority website</p>
6–10	<p>Teman baru saya dari Indonesia</p> <p>Students make a new friend and share experiences.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> listen to the story <i>Ini Fenty</i> listen for information respond to true and false statements design a poster write a letter to Fenty 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures to exchange information about friends and family members, for example, <i>Teman saya baik hati dan lucu; Dia berumur sembilan tahun; Kakak laki-laki saya senang berselancar; Nama anjing saya Charlie; Charlie suka bola; Umur Charlie 7</i></p>	<p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> describing people and animals using pronouns, gender and adjectives, for example, <i>dia, Teman saya baik hati; Kucing saya lucu dan kecil</i> describing quantity using cardinal numbers, for example, <i>puluh, ratus</i> and ordinal numbers using <i>ke-</i> prefix 	<ol style="list-style-type: none"> Use the memory cards from <i>Ini Fenty, A story from Halmahera</i> to introduce the vocabulary in the book. Arrange students in a circle. Show students the front cover of the book <i>Ini Fenty</i> and ask students what the title means and what the story might be about. Read the story to the students and use the visual cues to reinforce the language heard. Assign students to groups and ask them to write a list of the <i>orang-orang/people, tempat-tempat/places</i> and <i>binatang-binatang/animals</i> they remembered from the book <i>Ini Fenty</i>. The list can be in both Indonesian and English. Give students a few minutes to work independently and write down in their work book as many <i>orang-orang/people, tempat-tempat/places</i> and <i>binatang-binatang/animals</i> as they can remember. In their groups, ask students to talk about what they have written down. Select one person from each group to give one thing that they remembered from the book and write these on the board under each heading. Continue in this manner until there are no more responses. If a group only knows the word in English, ask each group in turn if they know what the word is in Indonesian. Tally the list of words remembered and draw a line under the last word in each column. Read the story again and at the end of each page ask students if there is a word they can add to the list. Write any additional words in a different colour. Get students to check and add to their list if they have a missing word/s. Arrange students in groups and review comprehension of the book <i>Ini Fenty</i> by asking students the questions at the back of the book. Tell students to write down the answers in their workbooks. Check for understanding by asking students to share their answers. 	<p>Memory cards <i>Ini Fenty, A story from Halmahera</i>, by Daniel Bradbury</p> <p>Big Book <i>Ini Fenty, A story from Halmahera</i>, by Daniel Bradbury http://www.inspiredmedia.com.au/inspiredmedia.swf</p>

	<ul style="list-style-type: none"> describe one of the characters in the book <i>Ini Fenty</i> ask for and share personal information view the DVD <i>Ini Fenty</i> for information play a traditional Indonesian game. 	<p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p> <p>Participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes</p> <p>Create and perform short imaginative texts that use familiar expressions and modelled language, as well as simple visual supports</p>	<ul style="list-style-type: none"> making plurals by duplicating, for example, <i>buku-buku</i> describing actions using simple base verbs, for example, <i>tinggal, bermain, berjalan, berenang, berselancar</i> recognising imperatives, for example, <i>Angkat tangan! Buka buku!; Ayo cepat!</i> giving praise, gratitude and encouragement, for example, <i>Coba; Bagus sekali! Terima kasih banyak</i> recognising that the same rules of punctuation apply as in English, for example, using capital letters and full stops for sentences <p>Begin to develop a metalanguage in Indonesian for talking about language, using terms similar to those used in English</p>	<ol style="list-style-type: none"> Model how to write a new sentence based on one of the sentences in the book <i>Ini Fenty</i> by changing one or two words. Provide students with four of the sentences from the book <i>Ini Fenty</i> to write new sentences by changing one or two words in the sentence. Provide students with access to Quizlet to complete the activities for <i>Ini Fenty</i>. Ask students to design a poster and write about one of the things Fenty talks about in the book <i>Ini Fenty</i>. Display the posters in the classroom. Reinforce vocabulary from the book <i>Ini Fenty</i> by having students use the memory cards to match the word with the picture. Read to students a number of statements based on the book <i>Ini Fenty</i> and ask them to respond by indicating whether the statements are true or false. Provide students with jumbled sentences for them to reorder based on the book <i>Ini Fenty</i>. Provide students with a short introductory letter from Fenty. Discuss the letter with the class and then use it to model a response. Ask students to write a letter to Fenty in which they introduce themselves, say where they live, talk about something they like and ask Fenty a question. Assign students to groups for Language Practice 3 – Group rotations, to practise the vocabulary that has been presented so far: A Group splits into pairs and use the readers to read to each other the story <i>Ini Fenty</i>. B Group works individually to complete the Quizlet activities for <i>Ini Fenty</i>. C Group splits into pairs to play games with the cards, for example, Memory, Fish or Snap. D Group splits into pairs to interact in social play. They model a dialog between two friends, who talk about the members of their family. Assist this group. Arrange students in pairs and provide them with two envelopes, one that contains a cut up copy of the Indonesian text from each page and one that contains a cut up copy of the English translations from the story <i>Ini Fenty</i>. Ask students to match the Indonesian text to its corresponding English translation and place each text/translation in the order that it appears in the story. Once students have completed this task, select a pair to read out their first matching pair, one student reading the Indonesian text and the other student reading the English translation. Use the book to check that the order is correct. Continue in this manner until complete. Provide students with A4 paper to paste the text and its corresponding translation. Students can draw an illustration for each page. Collect and assemble the work of each pair of students into a book format. Ask students to write about one of the people or animals in the book <i>Ini Fenty</i>. They can describe their character and talk about something their character likes. Invite students to present their work to the class. Involve students in making a storybook to send to Fenty. Ask students to design a page telling Fenty something about themselves. Revise questions for seeking information about a person, for example, <i>Siapa namamu? Berapa umurmu? Kamu tinggal di mana? Kamu suka main apa? Kamu suka apa?</i> Arrange students in pairs. Tell students that they will perform a short sketch, where one student will play the role of Fenty and the other student will be themselves. Remind students that they will need to introduce themselves and share personal information. Provide students with an activity sheet to complete a personal profile of Fenty and then use the information in the profile to write a description of Fenty. Inform students that they are going to watch an Indonesian DVD based on the book they have been reading <i>Ini Fenty</i>, using the version with English subtitles. Ask them to pay attention to what Fenty does during the day. Once they have finished viewing the DVD, allow students two minutes to write down the activities Fenty did. Allow one minute for students to discuss, with the person sitting next to them, the activities they have written down and to see if they can add to their list. Ask students to share one activity on their list with the class and write it on the whiteboard. Play the DVD again, pausing at intervals to tick, or add to, the list of activities. Assign students to groups for Language Practice 4 – Group rotations, to practise the vocabulary that has been presented so far: A Group work individually to complete a crossword from the <i>Ini Fenty</i> resources B Group works individually to complete an activity sheet matching pictures to sentences and then provide a translation in English C Group splits into pairs to read the reader <i>Ini Fenty</i> 	<p>Quizlet <i>Ini Fenty</i> https://quizlet.com/46695056/ini-fenty-i-flash-cards/</p> <p>Activity Design a poster about Fenty</p> <p>Game Memory cards <i>Ini Fenty, A story from Halmahera</i>, by Daniel Bradbury</p> <p>Activity Jumbled sentences</p> <p>Activity Introductory letter</p> <p>Readers, worksheets and resources <i>Ini Fenty, A story from Halmahera</i>, by Daniel Bradbury</p> <p>Activity Re-organise the story</p> <p>Activity Descriptions</p> <p>Activity Storybook</p> <p>Activity sheet Personal profile</p> <p>DVD <i>Ini Fenty, A story from Halmahera</i>, a documentary by Daniel Bradbury</p>
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				<p>D Group works with the teacher to talk about and exchange information about photos from <i>Ini Fenty</i>.</p> <p>21. Introduce students to the traditional Indonesian game <i>Bekel</i> played by children like Fenty in Indonesia. Talk about the similarities and differences between <i>bekel</i> and the western game Jacks.</p> <p>Assessment</p> <ul style="list-style-type: none"> • Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> ▪ change a word/s in a sentence to create a new sentence ▪ respond to questions about the story <i>Ini Fenty</i> ▪ respond to statements by indicating if they are true or false ▪ play language games ▪ write a short letter of introduction to Fenty ▪ describe one of the characters in the book <i>Ini Fenty</i> ▪ ask and respond to questions seeking personal information ▪ role play making a new friend ▪ listen for information in an audio visual text. • Formal assessment using the following activity: <ul style="list-style-type: none"> ▪ <i>Ini Fenty</i>: Task C – listen to sentences and circle the correct word to match what they hear and then write the correct word in the space provided to complete each sentence. 	<p>Readers, worksheets and resources <i>Ini Fenty, A story from Halmahera</i>, by Daniel Bradbury</p> <p>Traditional Indonesian game <i>Bekel</i> http://www.expatriot.or.id/info/games.html</p>
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Sequence of teaching and learning

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–10	<p>Kumpul bersama keluarga</p> <p>Students talk about family gatherings and special occasions. They talk about the types of food eaten on these occasions.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> talk about family gatherings design a calendar describe special days say the date and month of significant days design a celebration card talk about food likes and dislikes design a menu create a new verse for a song sing a song about Christmas summarise information locate places in Indonesia on a map. 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures to exchange information about friends and family members, for example, <i>Teman saya baik hati dan lucu; Dia berumur sembilan tahun; Kakak laki-laki saya senang berselancar; Nama anjing saya Charlie; Charlie suka bola; Umur Charlie 7</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p> <p>Participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making</p>	<p>Recognise and reproduce pronunciation conventions, making connections between Indonesian and English sounds, for example, <i>c (ch); g</i> is the hard <i>g</i> in ‘gum’ but never soft as in ‘germ’; <i>k</i> is a soft sound if it appears at the end of a word as in <i>tidak, kakak</i></p> <p>Recognise and write high-frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> describing people and animals using pronouns, gender and adjectives, for example, <i>dia, Teman saya baik hati; Kucing saya lucu dan kecil</i> describing quantity using cardinal numbers, for example, <i>puluh, ratus</i> and ordinal numbers using <i>ke-</i> prefix making plurals by duplicating, for example, <i>buku-buku</i> describing actions using simple base verbs, for example, <i>tinggal, bermain, berjalan, berenang, berselancar</i> recognising imperatives, for example, <i>Angkat tangan! Buka buku!; Ayo cepat!</i> giving praise, gratitude and encouragement, for 	<ol style="list-style-type: none"> Revise vocabulary for family and pets by singing the songs <i>Selamat pagi bu! Satu-satu aku sayang ibu</i> and <i>Helly!! Guk Guk Guk</i>. Introduce the card game <i>Keluarga</i> to revise the names of members of the family. Each set of cards will contain four families, and each family will contain five members, for example, <i>Keluarga Joko</i> consists of <i>Bapak Joko, Ibu Joko, kakak Joko, Joko, adik Joko</i>. Arrange the students into groups of four. Select one person in each group to shuffle and deal the cards evenly amongst the group members. Tell students they need to collect all the members of one family. Students take turns to question another player in order to collect all the missing family members. Once a student has all five members of their family they place the cards face up for the group to see. Students must have one of the family members in the hand in order to ask for members of that family. Have students sing the song <i>Nama-nama hari</i> to revise days of the week. Ask students to reflect on the reasons why families come together throughout the year, for example, birthdays, Mother’s Day, Father’s Day, religious celebrations, New Year, national days and family events such as weddings or welcoming a new family member. Talk about how these occasions may be similar or different to family gatherings in Indonesia. Introduce vocabulary related to special occasions, for example, <i>hadiah, hiasan, kartu</i>. Have students design a calendar which includes the special days their family celebrates. Students include a short description for each of the special days, for example, <i>Hari ulang tahun Ibu saya tanggal 23 Mei</i>. They may include a drawing, for example, a birthday cake. Once complete invite students to share some of the information in their calendar with the class. Place students in pairs and provide them with a list of the major celebrations in Australia and Indonesia. Teach the greetings for each of the major celebrations and ask students to write the greeting next to the relevant celebration. Ask students to design a greeting card for one of the celebrations. Invite students to present their card to the class. Talk with students about the types of food eaten at family celebrations. Introduce the foods eaten at family celebrations using flash cards which have a picture of the food and the Indonesian word. Instruct students to make a placemat with a drawing of the foods and the Indonesian names for them. Introduce the game Food bingo to revise vocabulary. Ask students to select five foods on their placemat and write the five food words in their workbook. Students to tick the word said if it appears on their list. Students to raise their hands and say dapat when they have all five foods. Teach students how to describe what foods taste like, for example, <i>enak, manis, asin, asam, pahit, pedas, tidak enak</i>. Place students in pairs and ask students to use their placemat to ask about the taste of different foods, for example, <i>Bagaimana rasanya kue coklat? Rasa kue coklat enak sekali. Rasanya enak sekali</i>. Introduce and show pictures of Indonesian food typically eaten at family gatherings in Indonesia when celebrating a special occasion, for example, <i>nasi kuning tumpeng, ketupat, opor ayam, rendang, gulai, sambal goreng hati, semur daging, sayur lodeh, kue kering</i>. Provide students with a set of cards with images of Indonesian food and the words for each of the foods on a separate card. Ask students to match the image with the corresponding word. Introduce the game Suitan – Semut, Orang, Gajah a version of <i>Paper, scissors, rock</i> to practise food vocabulary. Explain to students that <i>Semut</i> (ant) wins over <i>Gajah</i> as it can crawl into <i>Gajah</i>’s ear and drives him crazy; <i>Orang</i> (person) wins over <i>Semut</i> as <i>Orang</i> can stomp on <i>Semut</i>; <i>Gajah</i> (elephant) wins over <i>Orang</i> as it can trample on <i>Orang</i>. Arrange students in groups and allocate each group a particular family gathering, for example, birthdays, Mother’s Day, Father’s Day, religious celebrations, New Year, national days and family 	<p>Game Keluarga</p> <p>Song Nama-nama hari https://www.youtube.com/watch?v=VQVG53eU2gE</p> <p>Activity Design a calendar</p> <p>Activity Design a greeting card</p> <p>Flash cards depicting a variety of Indonesian foods</p> <p>Activity Make a placemat</p> <p>Game Food Bingo</p> <p>Pictures of Indonesian food</p> <p>Set of cards Indonesian food</p> <p>Game Suitan – Semut, Orang, Gajah, a version of Paper, scissors, rock</p>

	<p>simple statements about characters or themes</p> <p>Create and perform short imaginative texts that use familiar expressions and modelled language, as well as simple visual supports</p> <p>Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret</p> <p>Notice what looks or feels similar or different to their own language and culture when interacting in Indonesian</p>	<p>example, <i>Coba; Bagus sekali! Terima kasih banyak</i></p> <ul style="list-style-type: none"> recognising that the same rules of punctuation apply as in English, for example, using capital letters and full stops for sentences <p>Begin to develop a metalanguage in Indonesian for talking about language, using terms similar to those used in English</p> <p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Indonesian texts</p> <p>Notice differences between Indonesian, Australian and other cultures' practices and how these are reflected in language</p>	<p>events such as weddings or welcoming a new family member. Ask each person in the group to design a menu based on the type of food their family would prepare for such an occasion. Ask each group to present their work to the class.</p> <ol style="list-style-type: none"> Teach the lyrics of the song Hamburger dan Martabak. Ask students to complete a cloze exercise based on the lyrics of the song. Omit the food words from the lyrics and have students listen to the song and fill in the missing words. Repeat the song and have students check their answers. Place students in groups and have them write a new verse to the song Hamburger dan Martabak. Have each group perform their verse in front of the class. Collect the students' work and share the verses with the class. Each group could perform their verse of the song for another year group or at a school assembly. Model expressions used at the dining table, for example, <i>Selamat makan, silakan makan, terima kasih, boleh saya minta...</i> Play the role of host and invite students to role play sitting down to eat at a special family gathering. Students can use their placemats as a prompt for the food that would be served. Encourage students to ask for food and express likes and dislikes of food. Assign students to groups for Language Practice 4 – Group rotations, to practise the vocabulary that has been presented so far: <ul style="list-style-type: none"> A Group works individually to complete a crossword about food and flavours of food. B Group works individually to complete the Quizlet activities for Indonesian Food and Indonesian Food Flavours. C Group splits into pairs to play games with the cards, for example, Keluarga, Memory, Fish and Snap. D Group splits into pairs to interact in social play. They model a dialog about the foods they like to eat. Assist this group. Introduce the vocabulary for places where family celebrations may take place, for example, <i>rumah, restoran, taman, pantai, kebun binatang</i>. Ask students to design an invitation to celebrate a family occasion. They will need to include the type of celebration, when it will occur and where it will take place. Assign students to pairs and have them use their invitations to role play inviting each other to the family occasion. Teach the song Selamat Hari Natal dan Tahun Baru and perform the song Selamat Hari Natal dan Tahun Baru at the school assembly. Arrange students in groups and provide them with information about the Christmas celebrations and traditions of a particular region/ethnic group, for example, Papua, Ambon, Jogjakarta, Manado, Toraja, Flores, North Sumatra, Bali and Jakarta. Ask each group to read through the information on their ethnic group and give a short presentation. Students will need to indicate on a map where in Indonesia their group is located. Have students revise colours and numbers by playing Colour and Number bingo. Teach students how to make a kartu ketupat with tear ribbon and card. Display cards in the classroom. Provide students with paper to make an Indonesian Christmas card to give to a friend or family member. <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> change a word/s in a sentence to create a new sentence respond to questions about food play language games design a menu complete a cloze activity write a verse to a song 	<p>Activity Design a menu</p> <p>Song Hamburger dan Martabak http://www.dailymotion.com/video/x1uz759</p> <p>Activity Cloze exercise based on the song Hamburger dan Martabak</p> <p>Quizlet Indonesian Food https://quizlet.com/17108374/indonesian-food-flash-cards/</p> <p>Quizlet Indonesian Food Flavours https://quizlet.com/42985775/indonesian-food-flavours-flash-cards/</p> <p>Activity Design an invitation</p> <p>Song Selamat Hari Natal dan Tahun Baru https://www.youtube.com/watch?v=HetlyTheW28</p> <p>Activity Christmas celebrations and traditions Website Christmas in Indonesia – Celebrations and Traditions https://factsofindonesia.com/christmas-in-indonesia</p> <p>Map of Indonesia</p> <p>Game Colour and Number Bingo</p> <p>Activity Kartu ketupat Website How to make Ketupat ribbons for Raya cards https://www.youtube.com/watch?v=AAZvtFBEKml</p> <p>Tear ribbon</p>	<p>Activity Design a menu</p> <p>Song Hamburger dan Martabak http://www.dailymotion.com/video/x1uz759</p> <p>Activity Cloze exercise based on the song Hamburger dan Martabak</p> <p>Quizlet Indonesian Food https://quizlet.com/17108374/indonesian-food-flash-cards/</p> <p>Quizlet Indonesian Food Flavours https://quizlet.com/42985775/indonesian-food-flavours-flash-cards/</p> <p>Activity Design an invitation</p> <p>Song Selamat Hari Natal dan Tahun Baru https://www.youtube.com/watch?v=HetlyTheW28</p> <p>Activity Christmas celebrations and traditions Website Christmas in Indonesia – Celebrations and Traditions https://factsofindonesia.com/christmas-in-indonesia</p> <p>Map of Indonesia</p> <p>Game Colour and Number Bingo</p> <p>Activity Kartu ketupat Website How to make Ketupat ribbons for Raya cards https://www.youtube.com/watch?v=AAZvtFBEKml</p> <p>Tear ribbon</p>
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				<ul style="list-style-type: none">▪ complete online activities▪ role play asking for food▪ make an Indonesian Christmas card.	Activity Indonesian Christmas card
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