



SAMPLE TEACHING AND LEARNING OUTLINE

INDONESIAN: SECOND LANGUAGE

YEAR 4

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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 3 Indonesian: Second Language, students interacted with their teacher and peers to exchange information about friends and family members. They participated in class experiences and everyday transactions that involved following instructions, asking questions and making statements. Students located specific points of information in a range of short texts to complete guided tasks and conveyed factual information about their personal worlds. They engaged with, created and performed a range of short imaginative texts.

Students became familiar with the systems of the Indonesian language, making connections between Indonesian and English sounds. They recognised and wrote high-frequency words and expressions in familiar contexts. Students noticed and used context-related vocabulary and applied 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.

Indonesian: Second Language Year 4 Teaching and Learning Outline

Sequence of teaching and learning					
Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–5	<p>Rumah saya Students listen to a story about the rooms of a house. They share information about their personal worlds, including their daily activities at home.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> listen to a story about rooms of a house ask questions and make statements related to their home say the names for the rooms of a house and talk about the activities that take place in each room place sentences in chronological order according to when activities are done compare houses in Indonesia and Australia locate on a map where particular traditional houses can be found in Indonesia participate in group language activities write sentences using the subject-verb-object construction to describe activities people do at home 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal world, including their daily routines at home and school and their interests, for example, <i>Saya pergi ke sekolah pada jam sembilan; Besok saya naik kuda; Pada hari Minggu saya bermain bola net; Saya suka olahraga tetapi adik saya tidak suka; Saya tidak suka makan ikan; Saya pandai; Saya tidak tinggi; Nama guru saya...; Dia ramah dan lucu; Di sekolah ada perpustakaan dan lapangan besar; Di belakang rumah saya ada kolam renang</i></p> <p>Locate and process factual information in a range of written, spoken, digital and multimodal texts related to personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to personal and social worlds</p>	<p>Recognise different intonation for questions, statements and commands</p> <p>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 objects using concrete nouns such as rooms in the house and school, for example, <i>Kamar tidur saya kecil; Di ruang kelas saya ada meja-meja dan kursi-kursi</i> describing objects using simple adjectives, for example, <i>kantor kecil; Ruang kelas saya besar; lapangan hijau</i> seeking information using questions, for example, <i>Kapan?; Dari mana?; Mau ke mana?</i> understanding the rules for subject-verb-object sentence construction, for example, <i>Saya bermain...; Saya makan... and possessive word order, for example, Adik laki-laki saya...; Tas Jake...</i> describing actions using simple verbs, for example, <i>makan, duduk, minum, suka, tidur, bermain</i> (*content from the Year 2 syllabus) describing people and animals using pronouns, gender and adjectives, for example, <i>dia, Teman saya baik hati; Kucing saya lucu dan kecil</i> (*content from the Year 3 syllabus) describing actions using simple base verbs, for example, <i>tinggal, bermain, berjalan, berenang,</i> 	<ol style="list-style-type: none"> Welcome students and revise greetings by singing the song <i>S'lamat pagi Bu!</i> Ask students to recite the <i>Rap Keluarga</i> to revise the names of family members. Provide students with a set of family member cards to revise vocabulary. Working in pairs or in small groups, have students play games such as Memory, Fish or Snap. Read the story <i>Si Gajah Merasa Haus</i> to students. Talk to students about what the elephant does in the story and ask them to offer their suggestions about how they would feel if they were the elephant. Invite students to provide words in Indonesian to describe how the elephant in the story was feeling, for example, <i>sedih, senang, sakit, haus, lapar</i>. Introduce and write on the whiteboard, vocabulary for rooms of the house (nouns) and activities (verbs) which may take place in each room, for example, <i>kamar tidur, ruang makan, kamar mandi, kamar kecil, ruang keluarga, ruang tamu, dapur, memasak, menonton, makan, tidur, mandi, membaca</i>. Have students write this list of words in Indonesian and English into their workbook. Re-read the storybook <i>Si Gajah Merasa Haus</i> with students to review the names of the rooms and the activities that take place in them, and compare these with the list on the whiteboard. Ask students if they can identify what is different between the two lists, and whether they know why some rooms are called <i>ruang</i> and others are called <i>kamar</i>. Tell them that <i>ruang</i> is used when referring to a room that is used as a more communal area, whereas <i>kamar</i> is used when referring to bedrooms and bathrooms which are for private use. Ask students to complete language practice activities using Languages Online Topic 35 and/or Hebat! Provide feedback on their performance. Model how to draw a house plan using a bird's-eye view. Provide students with paper or have them use a page in their workbook to draw their own house from this perspective. Direct them to label the rooms of the house in both Indonesian and English. Ask students to look at and compare pictures of typical Australian and Indonesian houses. As a class, discuss the similarities and differences in the houses. Show students images of rooms in an Indonesian house such as a <i>musholla, ruang tamu</i> and <i>kamar mandi</i>, and discuss the features and activities that take place in each room. Provide students with a Venn diagram activity sheet and have students list the similarities and differences between Indonesian and Australian houses in Indonesian. Show students picture cards of the many styles of traditional Indonesian houses and discuss the differences and similarities between each one. Display a large map of Indonesia at the front of the class. State which island each house is from and show the location of the island on the map. Arrange students in pairs and provide them with a set of small laminated picture cards of the traditional houses shown. Have them sort the picture cards of the houses according to the island where they can be found. Show students one of the picture cards and ask one pair at a time to locate the 	<p>Song <i>S'lamat pagi Bu</i> by Pak Kasur https://youtu.be/fgMoI0N7ojY</p> <p>Rap <i>Rap Keluarga Ibu, Bapak, adik, kakak, nenek, paman, bibi, saya</i></p> <p>Cards Family members</p> <p>Games Memory, Fish or Snap</p> <p>Story book McQualter, G. and Jones, C (1995) <i>Si Gajah Merasa Haus</i>. Bendigo, Paradise Advertising.</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Language practice Languages online Topic 35 Rooms and Furniture https://www.education.vic.gov.au/languagesonline/indonesian/sect35/no_01/no_01.htm</p> <p>Language practice Hebat! My house: contents and parts http://www.scootle.edu.au/ec/viewing/L3751/index.html</p> <p>Activity sheet Venn Diagram Houses similarities and differences https://www.educationworld.com/tools_templates/venn_diagram_templates.shtml or https://www.lucidchart.com/pages/venn-diagram-template</p> <p>Resource Images of rooms in an Indonesian house</p> <p>Resource Map of Indonesia</p>

			<p><i>berselanca</i> (*content from the Year 3 syllabus)</p> <p>Begin to develop a metalanguage in Indonesian for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose</p> <p>Understand that different ways of using Indonesian language reflect different regions, different relationships and different ways of making meaning</p> <p>Make connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>	<p>island on the map of Indonesia where this style of house is found. Repeat this activity for each pair using a different picture card.</p> <ol style="list-style-type: none"> 11. Provide students with an activity sheet where they are required to match two pictures, one that shows the activity with the room of the house, and the other which shows the person (family member) who may be doing the activity. Check student understanding by selecting individual students to read out one of their responses. 12. Model how to ask and respond to the question <i>Di mana?</i> Have students work in pairs to practise asking and responding to each other using the activity sheet for support, for example, <i>Di mana Ibu? Ibu sedang memasak kue di dapur.</i> 13. Involve the whole class in a role play asking and responding to the question <i>Di mana?</i> Provide students with props such as an apron, a book, eating utensils, to help distinguish which activity they are doing. Have students work in small groups and practise asking and responding to the question <i>Di mana Ibu/Bapak/adik/kakak?</i> 14. Direct students to complete an activity sheet writing sentences to match pictures using the subject+verb+object+di+location structure, for example, <i>Ibu memasak nasi goreng di dapur; Bapak membaca buku di ruang keluarga.</i> 15. Make up an original fairy tale similar to <i>Goldilocks and the Three Bears</i>, and recount it for students in Indonesian, where a character goes into a house and does a particular activity in each room. Have different family members doing different activities, for example, <i>Ibu memasak nasi di dapur; Adik menggosok gigi di kamar mandi; Bapak menonton televisi di ruang keluarga.</i> Provide students with a storyboard template. Ask students to listen and draw what they hear and then label the rooms. Ask students to check each other's storyboard in pairs. Ask students questions to ascertain their understanding. <p>Assessment</p> <ul style="list-style-type: none"> • Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> ▪ participate in language games ▪ draw and label the rooms of their house ▪ ask and respond to questions about where someone is ▪ role play activities family members do at home ▪ write sentences using the correct word order ▪ listen to and extract information to complete a storyboard ▪ listen for information from a spoken text about activities that take place in different rooms in the house and answer questions in English. 	<p>Picture cards of Traditional Indonesian houses https://www.bing.com/images/search?q=traditional+indonesian+houses&qpv=traditional+indonesian+houses&FORM=IGRE</p> <p>Resource Laminated picture cards of traditional houses</p> <p>Activity sheet Matching activity with pictures. Each picture has a caption containing part of a sentence in Indonesian to describe the picture. When the two pictures are matched each caption combines to make a sentence.</p> <p>Props for role play</p> <p>Activity sheet Writing sentences to match the picture</p> <p>Resource Teacher developed story similar to <i>Goldilocks and the Three Bears</i></p> <p>Activity sheet Storyboard template</p>
6–10	<p>Hari saya</p> <p>Students listen to the story <i>Rini dan Rusli</i> and then exchange information about their daily routines at home.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • participate in a choral reading of <i>Rini dan Rusli</i> 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal world, including their daily routines at home and school and their interests, for example, <i>Saya pergi ke sekolah pada jam sembilan; Besok saya naik kuda; Pada hari Minggu saya bermain bola net; Saya suka olahraga tetapi adik saya tidak suka; Saya tidak suka makan ikan;</i></p>	<p>Recognise different intonation for questions, statements and commands</p> <p>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>	<ol style="list-style-type: none"> 1. Provide students with the opportunity to revise vocabulary from the topic <i>Rumah Saya</i> by completing Language practice activities using Languages Online Topic 35 and/or <i>Hebat!</i> Provide feedback to students on their performance. 2. Read the story <i>Rini dan Rusli</i> to students and have them predict the meaning from the pictures in the book and the words they may already know. Arrange students in pairs and have them discuss in English the activities in the story. Ask each pair to join with another pair to make a group of four and have them share their responses. 3. Ask students to join in a choral reading of the story <i>Rini dan Rusli</i> to practise vocabulary and pronunciation. 	<p>Language practice Languages online Topic 35 Rooms and Furniture https://www.education.vic.gov.au/languagesonline/indonesian/sect35/no_01/no_01.htm</p> <p>Language practice <i>Hebat! My house: contents and parts</i> http://www.scottle.edu.au/ec/viwing/L3751/index.html</p>

	<ul style="list-style-type: none"> compare their daily activities with those of Indonesian children talk about their daily activities tell the time on the hour use <i>sesudah</i> and <i>sebelum</i> to sequence events discuss activities they like and don't like doing ask and respond to questions about their own and someone else's daily activities include time and place when describing daily activities sing songs to reproduce pronunciation conventions make connections between Indonesian and English language and cultural practice 	<p><i>Saya pandai; Saya tidak tinggi; Nama guru saya...; Dia ramah dan lucu; Di sekolah ada perpustakaan dan lapangan besar; Di belakang rumah saya ada kolam renang</i></p> <p>Locate and process factual information in a range of written, spoken, digital and multimodal texts related to personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to personal and social worlds</p> <p>Translate words, phrases and expressions in simple texts to compare meanings and share understandings about aspects of Indonesian language and culture that are different from English</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p>	<ul style="list-style-type: none"> seeking information using questions, for example, <i>Kapan?; Dari mana?; Mau ke mana?</i> linking ideas using conjunctions, for example, <i>tetapi, atau</i> locating events in time, for example, <i>hari ini, kemarin, besok, sudah, belum</i>, telling the time on the hour, for example, <i>Kemarin saya pergi ke sekolah pada jam tujuh</i> and using days of the week, for example, <i>Pada hari Senin saya bermain bola basket</i> understanding the rules for subject-verb-object sentence construction, for example, <i>Saya bermain...; Saya makan...</i> and possessive word order, for example, <i>Adik laki-laki saya...; Tas Jake...</i> recognising that the same rules of punctuation apply as in English, for example, using capital letters and full stops for sentences <p>Understand that different ways of using Indonesian language reflect different regions, different relationships and different ways of making meaning</p> <p>Understand that Indonesian is a standardised language and is used in official contexts such as government, media and education and that it also borrows from and influences other languages</p> <p>Make connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>	<ol style="list-style-type: none"> Re-read the story <i>Rini dan Rusli</i> to students. Ask students to identify the rooms of the house where each of the activities take place, for example, <i>Rini dan Rusli bangun pagi-pagi</i> would match with <i>kamar tidur</i>. Ask students to think about what <i>Rini</i> and <i>Rusli</i> might be saying to each other on each page of the story, and invite them to contribute their ideas to help write the conversation between the two children. Write the conversation on the whiteboard. Read through the conversation and have students follow by repeating each line. Select two students at a time, one to play <i>Rini</i> and the other to play <i>Rusli</i>, and have them read through the conversation. Arrange students in groups and provide each group with the written text of the story <i>Rini dan Rusli</i> on separate strips of paper. Explain to students that they are to sequence the story by ordering the strips correctly. Check the order by asking students to read out their sentences. Introduce/revise vocabulary for daily activities by using the memory cards from <i>Ini Fenty, A story from Halmahera</i>. Use the memory cards from <i>Saya Anak Timor, A story from West Timor</i> to introduce the vocabulary in the book. Show students the front cover of the book <i>Saya Anak Timor, A story from West Timor</i> and ask them what they think the story might be about. Read the story to students. Arrange students in groups and have them brainstorm what they remember about daily activities from the book <i>Saya Anak Timor, A story from West Timor</i>. Invite students to contribute words and phrases in Indonesian to make a list of the daily activities on the whiteboard. Students may like to offer other daily activities they already know, for example, <i>menggosok gigi, mandi, menyisir rambut, minum susu, makan buah-buahan/nasi, naik sepeda, bangun, menonton televisi, memakai seragam sekolah</i> and <i>bekerja</i>. They may also suggest activities in English. Direct students to write this list in their workbook. Ask students to compare activities that happen in the story <i>Saya Anak Timor, A story from West Timor</i> with activities they do, to complete a Venn diagram. In the middle of the diagram, where the two circles intersect, have them list the activities that they have in common. In the circle on the left have them list the activities only they would do and in the circle on the right have them list the activities that only the boy in West Timor would do. Have students write sentences about three of the activities in their section of the Venn diagram using subject+verb+object+di+location construction. Provide students with an activity sheet which has pictures of activities and a sentence explaining each activity in Indonesian. Ask them to match each picture with the correct explanation of that activity. Check their understanding of the activity. Introduce words for locating events in time, for example, <i>sebelum</i> and <i>sesudah</i>, by writing a sentence on the board such as <i>Sesudah makan pagi, adik menggosok gigi</i>. Have students work in pairs to discuss the meaning of the sentence. Discuss these responses with the rest of the class, and confirm with them the meaning of the words <i>sesudah</i> and <i>sebelum</i>. Ask students to brainstorm other sentences using the verbs from the book <i>Saya Anak Timor, a story from West Timor</i> or from their Matching activities with pictures activity sheet and write these on the whiteboard. Tell them that they are going to make a class book of the daily activities. Provide students with a sheet of A4 paper and allocate an activity to each student. Have them write a sentence and draw a picture to represent the 	<p>Story <i>Rini dan Rusli</i> pp 143–153 in Suara Siswa: Membaca Bersama-sama. (1992) Carlton, Curriculum Corporation.</p> <p>Sentence strips Story sequencing</p> <p>Memory cards <i>Saya Anak Timor, A story from West Timor</i>, and <i>Ini Fenty, A story from Halmahera</i> by Daniel Bradbury Big Book <i>Saya Anak Timor, A story from West Timor</i>, by Daniel Bradbury http://www.inspiredmedia.com.au/inspiredmedia.swf</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Activity sheet Venn Diagram https://www.educationworld.com/tools_templates/venn_diagram_templates.shtml https://www.lucidchart.com/pages/venn-diagram-template</p> <p>Activity sheet Matching activities with pictures</p> <p>Whiteboard</p> <p>A4 white paper</p>
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				<p>activity. Collect students' work and compile into a book to display in the classroom.</p> <p>15. Explain to students that they will need to use their listening and viewing skills when the story <i>Nina dan Adi Bersekolah</i> is read to them as no explanation of the text will be provided. After reading the story, choose one page to discuss with students. Model how to use the language and visual cues to make meaning of the text, for example, ask students to identify any words they know and predict what else might be said in Indonesian. Work together with students to develop an English translation of the page. Show them how to look up the Indonesian words in the dictionary and work together to translate the text.</p> <p>16. Arrange students in pairs and provide a couple of pages of the story <i>Nina dan Adi Bersekolah</i> to each pair. Ask the pairs to discuss what is happening on each page and, using the language and visual cues, to write a brief description in English. Provide students with access to print dictionaries and ask them to translate the Indonesian text for their pages into English, then to compare this with their English translation to check their understanding. Once complete, have students arrange the story in sequence and then retell the story in English with each group reading out their translations.</p> <p>17. Show students page 16 of the story <i>Nina dan Adi Bersekolah</i> and ask them about the activities that are written on the whiteboard. Teach students the lyrics of the song <i>Pergi Belajar</i> and have them watch the two versions, one that is animated and the other performed by two Indonesian children.</p> <p>18. Play the video <i>Si Berti, A Look at Indonesia</i> for students to see the daily routine of an Indonesian boy. As a class, talk about whether the activities Berti does each day are similar to or different from their daily activities.</p> <p>19. Revise the words for locating events in time with students, for example, <i>sesudah</i> and <i>sebelum</i>. As a class, discuss Berti's daily routine and make a list of his activities in Indonesian on the white board. Provide students with an activity sheet and ask them to sequence the events in the video under the headings <i>sebelum</i> and <i>sesudah</i> to reflect what happens before school and after school, or before breakfast and after breakfast.</p> <p>20. Have students watch the video again and this time ask them to look for the activities that Berti liked and didn't like doing. Encourage them to look at visual cues as well as listen for vocabulary to indicate the things he likes and dislikes. With the students' help, write sentences on the whiteboard to indicate Berti's likes and dislikes, for example, <i>Berti suka berenang di pantai</i>. Model how to extend the sentences to include locating events in time, for example, <i>Sesudah sekolah Berti suka berenang di pantai</i>, and also linking ideas using conjunctions, <i>tetapi</i> and <i>dan</i>, for example, <i>Sebelum makan pagi, Berti mandi dan memakai seragam sekolah</i>.</p> <p>21. Provide students with a storyboard template to write about their morning or daily routine. Encourage students to use full sentences that include the activities they like and don't like to do. Have students share their completed storyboard with the class.</p> <p>22. Revise questions for seeking information about a person's likes, for example, <i>Kamu suka makan apa? Kamu suka ...?</i> Arrange students in pairs to ask questions about their storyboard using <i>Kamu suka ...?</i> Encourage students to link ideas by using conjunctions.</p> <p>23. Have students revise cardinal numbers by practising counting from one to thirty. Ask them to use number flashcards to play games such as Memory or Bingo.</p> <p>24. Use an analogue clock to model how to ask and respond to the question <i>Jam berapa?</i> Explain to students that the word <i>jam</i> has four meanings –</p>	<p>Story <i>Nina dan Adi Bersekolah</i> pp 3–19 in <i>Suara Siswa: Cerpen Kita</i>. (1993) Carlton, Curriculum Corporation.</p> <p>Reference Indonesian/English dictionary</p> <p>Song <i>Pergi Belajar</i> by Ibu Sud https://www.youtube.com/watch?v=e6eopGs2Ooc or Song <i>Pergi Belajar</i> by Ibu Sud https://www.youtube.com/watch?v=uselCtRRyko</p> <p>Video <i>A Look at Indonesia, Si Berti</i>, Curriculum Corporation, Northern Territory Department of Education.</p> <p>Activity sheet Sequence of events</p> <p>Activity sheet Storyboard template</p> <p>Number flashcards Game Memory, Bingo</p> <p>Large analogue clock</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>Ayo ke sekolah Students watch a short comic film about an Indonesian girl going to school.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> ask questions and make statements about daily activities and travelling to school ask and respond to a range of short written, spoken and multimodal texts about daily activities tell time on the hour using an analogue clock respond to questions about travelling to school 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal world, including their daily routines at home and school and their interests, for example, <i>Saya pergi ke sekolah pada jam sembilan; Besok saya naik kuda; Pada hari Minggu saya bermain bola net; Saya suka olahraga tetapi adik saya tidak suka; Saya tidak suka makan ikan; Saya pandai; Saya tidak tinggi; Nama guru saya...; Dia ramah dan lucu; Di sekolah ada perpustakaan dan lapangan besar; Di belakang rumah saya ada kolam renang</i></p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p> <p>Locate and process factual information in a range of written, spoken, digital and multimodal texts related to personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to personal and social worlds</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p>	<p>Recognise different intonation for questions, statements and commands</p> <p>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"> seeking information using questions, for example, <i>Kapan?; Dari mana?; Mau ke mana?</i> locating events in time, for example, <i>hari ini, kemarin, besok, sudah, belum</i>, telling the time on the hour, for example, <i>Kemarin saya pergi ke sekolah pada jam tujuh</i> and using days of the week, for example, <i>Pada hari Senin saya bermain bola basket</i> understanding the rules for subject-verb-object sentence construction, for example, <i>Saya bermain...; Saya makan...</i> and possessive word order, for example, <i>Adik laki-laki saya...; Tas Jake...</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>Understand that different ways of using Indonesian language reflect different regions, different relationships and different ways of making meaning</p>	<ol style="list-style-type: none"> Support students to revise days and telling the time by encouraging them to sing the songs <i>Nama-nama hari</i> and <i>Jam berapa?</i> Provide students with an activity sheet with the letters of the days of the week jumbled and direct them to make the words for each day of the week in Indonesian using the song <i>Nama-nama hari</i>. Place students in pairs and, using their analogue clocks, from last term, to set the time, have them ask and respond to the question <i>Jam berapa?</i> Have students swap partners and repeat this activity. Arrange students in small groups and ask them to pay attention to what happens to the main character as they view the audiovisual clip Quirky Comics Aduh! Level 1. Tell students that they have one minute to discuss the clip before they write four things that happened to the main character in their workbook. Have them provide their responses and list these in chronological order on the whiteboard. Ask students to continue working in their group to brainstorm vocabulary used in the clip and have them write this list in their workbook, along with the meaning of each word in English. Invite one student in each group to provide one word from the clip and write it on the whiteboard. Continue in this manner until their list of words is exhausted. Replay the clip and ask students to confirm and add to their list of words. Write additional words provided by students on the whiteboard. Refer back to the list of vocabulary on the whiteboard and ask students what vocabulary they heard in the clip that indicated time, and underline these words. Introduce more words that locate events in time, for example, <i>hari ini, hari Minggu, besok, kemarin, sudah</i> and <i>belum</i> and have them answer questions based on the clip by responding with one of these words, for example, When is the exam?; What day is it today?; Did she eat before going to school?; Has she done the exam? Provide students with access to the language activities from Quirky Comics Aduh! Level 1 to revise and reinforce the language used. Ask students to do the Language practice tasks from Languages Online Topic 26. Read the storybook <i>Guru Kami Pak Budi</i> to students. Discuss what the title means, making particular reference to the word <i>kami</i>. Re-read the storybook <i>Guru Kami Pak Budi</i> and discuss the meaning of the sentences using the language and visual clues. Introduce students to the word <i>kapan</i> to ask and respond to questions about the types of transport <i>Pak Budi</i> uses each day he goes to school, for example, <i>Kapan Pak Budi naik sepeda ke sekolah? Pak Budi naik sepeda ke sekolah pada hari Jumat.</i> Brainstorm types of transport used by <i>Pak Budi</i> with students and write the list on the whiteboard. Expand this list to include other types of transport. Ask students to copy the list from the whiteboard and then use dictionaries to look up the meaning of any new words. Have students revise and learn new vocabulary for modes of transport by participating in a variety of activities using cards to play games, for example, Memory, Fish or Snap. 	<p>Song <i>Nama-nama hari</i> https://www.youtube.com/watch?v=VQVG53eU2gE</p> <p>Song <i>Jam berapa?</i> Activity sheet Jumbled days of the week Clocks made by students last term</p> <p>Audiovisual clip Quirky Comics Aduh! Level 1 www.scootle.edu.au/ec/viewing/L10057/index.html</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Whiteboard</p> <p>Language practice Quirky Comics Aduh! Level 1 www.scootle.edu.au/ec/viewing/L10057/index.html</p> <p>Language practice Languages online Indonesian Topic 26 Days and Months https://www.education.vic.gov.au/languagesonline/indonesian/sect26/index.htm</p> <p>Story book McQualter, G. and Jones, C (1996) <i>Guru Kami Pak Budi</i>. Bendigo, Paradise Advertising.</p> <p>Reference Indonesian/English dictionary</p>

			<p>Make connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>	<p>14. Teach students the song <i>Naik Delman</i>. Discuss the traditional types of transport used in Indonesia with them. The song <i>Naik Becak</i> may also be taught as another example of traditional transport.</p> <p>15. Provide students with a copy of the lyrics to <i>Naik Delman</i> and omit two words from each line, for example, <i>Minggu, ayah, naik, duduk, pak, bekerja, kuda, baik</i>. List these words, in brackets on the page, for them to choose from to complete the cloze exercise. Have students write the meaning of these eight words in English and classify these eight words into one of the following categories, verbs – <i>kata kerja</i>, adjectives – <i>kata sifat</i> and nouns – <i>kata benda</i>.</p> <p>16. Model how to ask and respond to questions about travelling to school. Place students in pairs to practise asking and responding to questions, for example, <i>Kamu naik apa ke sekolah hari ini? Kamu naik apa ke sekolah kemarin? Bagaimana kamu datang ke sekolah hari ini? Hari ini saya naik mobil ke sekolah. Kemarin saya berjalan kaki ke sekolah. Saya naik bis ke sekolah hari ini.</i></p> <p>17. Ask students to consider a mode of transport they would like to travel by to school and write the word on a piece of paper. Students walk around and ask each other the question, <i>Kamu naik apa ke sekolah hari ini?</i> When they find others who are travelling by the same mode of transport they will form a group and sit together.</p> <p>18. Provide students with an activity sheet where they complete a table about the type of transport they use each day of the week. Have students then use the information in their completed table to construct sentences, for example, <i>Pada hari Senin saya naik sepeda ke sekolah.</i></p> <p>19. Arrange students in small groups and provide sentence strips from the storybook <i>Guru Kami Pak Budi</i>. Have them order the sentence strips correctly to retell the story.</p> <p>20. Provide students with a blank mini book and ask them to write a short text about how they get to school each day based on the storybook <i>Guru Kami Pak Budi</i>.</p> <p>21. Revise questions for seeking information about when something happens and the location, for example, <i>Kapan...? Di mana...?</i></p> <p>22. Place students in pairs and have them practise questions and responses to use when introducing and sharing information about themselves, for example, <i>Apa kabar? Siapa namamu? Berapa umurmu?</i></p> <p>Assessment</p> <ul style="list-style-type: none"> • Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> ▪ sing a song about days of the week, telling the time and transport ▪ unjumble letters to spell the days of the week in Indonesian ▪ listen for information from a text ▪ play language games ▪ complete a table and use the information to write sentences ▪ write sentences about how they will get to school each day. • Formal assessment using the following activities: <ul style="list-style-type: none"> ▪ <i>Pembicaraan di halte bis:</i> Part A – write a dialogue between two people who have just met while waiting for the bus to go to school Part B – practise their dialogue with a partner and perform it for the teacher. 	<p>Game Memory, Fish or Snap using a set of transport cards</p> <p>Song <i>Naik Delman</i> https://www.youtube.com/watch?v=OfVmj_QXdJg</p> <p>Activity sheet <i>Naik Delman</i></p> <p>Song <i>Naik becak</i> https://www.youtube.com/watch?v=tUUex7sgpUg</p> <p>Activity sheet Table</p> <p>Resource Sentence strips based on the Storybook McQualter, G. and Jones, C. (1996) <i>Guru Kami Pak Budi</i>. Bendigo, Paradise Advertising.</p> <p>Resource blank mini book</p> <p>Assessment task <i>Pembicaraan di halte bis</i></p>
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<p>7–10</p>	<p>Di Kelas Saya</p> <p>Students describe classroom items and express how to borrow the items they need from a friend.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> ask and respond to questions about classroom items exchange information about classroom objects and the school environment respond to texts about activities at school translate words, phrases and expressions in a range of simple texts use adjectives and prepositions of place to describe their classroom and school 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal world, including their daily routines at home and school and their interests, for example, <i>Saya pergi ke sekolah pada jam sembilan; Besok saya naik kuda; Pada hari Minggu saya bermain bola net; Saya suka olahraga tetapi adik saya tidak suka; Saya tidak suka makan ikan; Saya pandai; Saya tidak tinggi; Nama guru saya...; Dia ramah dan lucu; Di sekolah ada perpustakaan dan lapangan besar; Di belakang rumah saya ada kolam renang</i></p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p> <p>Locate and process factual information in a range of written, spoken, digital and multimodal texts related to personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to personal and social worlds</p> <p>Translate words, phrases and expressions in simple texts to compare meanings and share understandings about aspects of Indonesian language and culture that are different from English</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p>	<p>Recognise different intonation for questions, statements and commands</p> <p>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 objects using concrete nouns such as rooms in the house and school, for example, <i>Kamar tidur saya kecil; Di ruang kelas saya ada meja-meja dan kursi-kursi</i> describing objects using simple adjectives, for example, <i>kantor kecil; Ruang kelas saya besar; lapangan hijau</i> specifying location using prepositions, for example, <i>Ada buku di atas meja saya; di bawah, di dalam, di belakang</i> seeking information using questions, for example, <i>Kapan?; Dari mana?; Mau ke mana?</i> linking ideas using conjunctions, for example, <i>tetapi, atau</i> locating events in time, for example, <i>hari ini, kemarin, besok, sudah, belum</i>, telling the time on the hour, for example, <i>Kemarin saya pergi ke sekolah pada jam tujuh</i> and using days of the week, for example, <i>Pada hari Senin saya bermain bola basket</i> understanding the rules for subject-verb-object sentence construction, for example, <i>Saya bermain...; Saya makan...</i> and possessive word order, for example, <i>Adik laki-laki saya...; Tas Jake...</i> recognising that the same rules of punctuation apply as in English, for example, using capital letters and full stops for sentences referring to things using demonstratives <i>ini</i> and <i>itu</i>, for 	<ol style="list-style-type: none"> Introduce students to vocabulary for classroom items by having them listen to and repeat each question you ask and response you give, for example, <i>Apa ini? Ini pensil. Apa itu? Itu lem</i>. Ask students to take out items from their pencil cases. Repeat the questions and responses again and have them hold up the item and repeat the response. Encourage students to extend their answers by including adjectives of colour, size and shape to describe the item, for example, <i>Ini pensil merah. Itu gunting kuning. Ini buku biru kecil</i>. Walk around the classroom pointing to objects while asking <i>Apa ini? or Apa itu?</i> Have labels ready to stick onto objects, for example, <i>pintu, jendela, papan tulis, meja, meja guru, kursi, dinding</i> and <i>jam dinding</i>. When applying a label to each object, state what the object is in Indonesian, for example, <i>Ini pintu</i>, and have students repeat it. Make a list on the whiteboard of classroom items for students to copy into their workbook, for example, <i>pensil, gunting, lem, buku, tas</i>. Have them also write the questions for asking the name of an item, <i>Apa ini?</i> and <i>Apa itu?</i> Arrange students in pairs and have them ask for and respond with the names of classroom items. Encourage them to extend their answers by including adjectives and pronouns, for example, <i>Apa ini? Itu buku saya. Apa itu? Ini pensil berwarna biru</i>. Provide students with a set of cards for classroom items. Half the cards will have the picture of an item and the other half will have the matching word. Ask students to work with a partner to revise vocabulary for classroom items by playing card games, for example, Memory, Fish or Snap. Provide students with access to Languages online Topic 33 Number 3 to practise listening skills and reinforce vocabulary. Provide students with feedback on their responses. Demonstrate prepositions of location with a ball and a clear container. Start with the prepositions <i>di atas</i> and <i>di bawah</i> by holding a ball above the container and saying <i>di atas</i> and then below the container and saying <i>di bawah</i>. Ask students to repeat the prepositions <i>di atas</i> and <i>di bawah</i>. Introduce the prepositions <i>di dalam</i> and <i>di luar</i> in the same manner and have students repeat the prepositions each time the position of the ball is changed. Re-introduce the first two prepositions and repeat the exercise. Finally introduce <i>di depan</i> and <i>di belakang</i> in the same manner. Provide students with access to the Quizlet activity <i>Di mana?</i> to revise vocabulary. Check for students' understanding when providing feedback. Have students work with a partner to ask and respond to questions about classroom items. Write sample questions and responses which include the use of adjectives, conjunctions and prepositions on the whiteboard, for example, <i>Apa warna gunting kamu? Warna gunting saya biru. Ada berapa pensil di dalam kotak pensil kamu? Ada sebelas pensil di dalam kotak pensil saya. Apa ada pensil merah atau stabilo di atas meja? Ya, ada pensil merah tetapi tidak ada stabilo di atas meja</i>. Have students copy these questions and responses in their workbook. Provide students with a Template/Drawing of a classroom. Ask them to listen to a description of the classroom and to draw the items they hear in the text, for example, <i>Di ruang kelas ada tiga jendela dan satu pintu. Di dalam ruang kelas ada sepuluh meja kecil berwarna biru dan satu meja besar. Guru berdiri di depan kelas</i>. Once students have completed their drawing of the classroom, display a copy of the text on the whiteboard. Have students read the first sentence in Indonesian and then ask if someone can translate the sentence into English. Have students check their drawing and then ask for a show of hands to see how many are 	<p>Pencil case items</p> <p>Labels of classroom objects</p> <p>Whiteboard</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Set of cards Classroom items Games Memory, Fish or Snap https://www.education.vic.gov.au/languagesonline/indonesian/sect33/pdfs/print2.pdf</p> <p>Language practice Languages online Topic 33 Number 3 https://www.education.vic.gov.au/languagesonline/indonesian/sect33/no_03/no_03.htm</p> <p>Resource ball, clear container</p> <p>Quizlet <i>Di mana?</i> https://quizlet.com/7744484/di-mana-flash-cards/</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Template/Drawing of a classroom Listening activity draw the items missing from the classroom</p>
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		<p>Notice and describe how language reflects cultural practices and norms</p>	<p>example, <i>Ini buku (*content from the Year 2 syllabus)</i></p> <p>Begin to develop a metalanguage in Indonesian for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose</p> <p>Understand that different ways of using Indonesian language reflect different regions, different relationships and different ways of making meaning</p> <p>Understand that Indonesian is a standardised language and is used in official contexts such as government, media and education and that it also borrows from and influences other languages</p> <p>Make connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>	<p>correct. Repeat this process for all the sentences. Ask students to use their completed classroom drawing to tell each other what they have drawn.</p> <p>10. Teach students how to ask and respond to the question for borrowing an item, for example, <i>Boleh saya pinjam buku/pensil/gunting? Ya, boleh. Tidak, tidak boleh.</i> Have students work with a partner to ask and respond to questions about borrowing the items in their pencil case.</p> <p>11. Provide students with an activity sheet <i>Boleh saya pinjam?</i> where they can make their own storyboard about a boy or girl who has forgotten their school bag and must ask to borrow everything they will need for school.</p> <p>12. Ask students to complete the language practice task in Languages online Topic 33 Number 9. Provide students with feedback on their responses.</p> <p>13. Arrange students into pairs and provide them with a bag. Ask one student to fill the bag with items from their pencil case while their partner looks away. Once the bag is filled, their partner must try to find out what is in the bag by asking questions, for example, <i>Ada ... di dalam tas kamu?</i> The student who has filled the bag with items responds accordingly until everything in the bag has been taken out. Students can then swap roles and repeat the activity.</p> <p>14. Use images of classrooms in Australia and Indonesia to discuss the similarities and differences between classrooms in both countries with students. Draw their attention to images of the President, the Vice President, the Indonesian flag and the Indonesian Coat of Arms that are displayed in Indonesian classrooms. Ask them to reflect on why these are important features in classrooms in Indonesia and what the important features in their classroom might be and why.</p> <p>15. Provide students with an activity sheet to design an Indonesian classroom. Ask them to label the items in the classroom in Indonesian.</p> <p>16. To revise prepositions of location, arrange students in a large circle and place some classroom items inside the circle, for example, <i>buku, meja, kursi, pensil, gunting, lem</i>. Ask one student at a time to pick up an item and place it next to, above, below, in front of or behind another item in the circle. Then ask the question <i>Di mana ...?</i> Model the answer, for example, <i>Pensil ada di atas meja; Gunting ada di bawah kursi; Buku ada di sebelah tas sekolah</i>. Repeat this activity several times to revise specifying location using prepositions. Have students work with a partner to practise asking and responding to the questions about the position of an item.</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"> ▪ ask and respond to questions about classroom items using adjectives and pronouns ▪ ask and respond to questions about borrowing items from a friend ▪ participate in language games ▪ design a storyboard and write the text ▪ listen for information from a text and draw what they hear ▪ describe where an item is located using prepositions. • Formal assessment using the following activities: <ul style="list-style-type: none"> ▪ <i>Aduh! Tas saya hilang!</i> Part A – participate in an interview with the teacher to describe their lost school bag and its contents Part B – participate in a role play activity. 	<p>Activity sheet Storyboard Boleh saya pinjam?</p> <p>Language practice Languages online Topic 33 Number 9 https://www.education.vic.gov.au/languagesonline/indonesian/sect33/no_09/no_09.htm</p> <p>Resource Class set of small bags</p> <p>Resource Images of classrooms in Australia and Indonesia</p> <p>Activity sheet Indonesian classroom</p> <p>Assessment task <i>Aduh! Tas saya hilang!</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
1–6	<p>Di Sekolah Saya Students label the buildings and rooms in their school. They share information about school subjects, activities and timetables.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> compare the Australian and Indonesian national anthems listen to Indonesia Raya and complete a cloze activity participate in language games talk about the similarities and differences between the schools in Indonesia and Australia name and label places in their school design a big book of places in their school and write sentences to describe what happens in each place ask and respond to questions about their school talk about activities they do at school use print or online dictionaries to translate words into Indonesian write a new verse to the song Di Sekolah 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal world, including their daily routines at home and school and their interests, for example, <i>Saya pergi ke sekolah pada jam sembilan; Besok saya naik kuda; Pada hari Minggu saya bermain bola net; Saya suka olahraga tetapi adik saya tidak suka; Saya tidak suka makan ikan; Saya pandai; Saya tidak tinggi; Nama guru saya...; Dia ramah dan lucu; Di sekolah ada perpustakaan dan lapangan besar; Di belakang rumah saya ada kolam renang</i></p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p> <p>Locate and process factual information in a range of written, spoken, digital and multimodal texts related to personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to personal and social worlds</p> <p>Participate in and respond to a range of imaginative texts, discussing messages and using modelled language to make statements about characters or themes</p>	<p>Recognise different intonation for questions, statements and commands</p> <p>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 objects using concrete nouns such as rooms in the house and school, for example, <i>Kamar tidur saya kecil; Di ruang kelas saya ada meja-meja dan kursi-kursi</i> describing objects using simple adjectives, for example, <i>kantor kecil; Ruang kelas saya besar; lapangan hijau</i> specifying location using prepositions, for example, <i>Ada buku di atas meja saya; di bawah, di dalam, di belakang</i> seeking information using questions, for example, <i>Kapan?; Dari mana?; Mau ke mana?</i> linking ideas using conjunctions, for example, <i>tetapi, atau</i> locating events in time, for example, <i>hari ini, kemarin, besok, sudah, belum</i>, telling the time on the hour, for example, <i>Kemarin saya pergi ke sekolah pada jam tujuh</i> and using days of the week, for example, <i>Pada hari Senin saya bermain bola basket</i> understanding the rules for subject-verb-object sentence construction, for example, <i>Saya bermain...; Saya makan...</i> and possessive word order, for example, <i>Adik laki-laki saya...; Tas Jake...</i> recognising that the same rules of punctuation apply as in English, for example, using 	<ol style="list-style-type: none"> Ask students to listen to the Indonesian National Anthem Indonesia Raya. Inform them that this is played at school assemblies and flag raising ceremonies every Monday and on 17 August, Indonesian Independence Day. Discuss the way Australians and Indonesians sing/play their respective national anthems with students and note what is the same and what is different. Play the audiovisual clips of the Australian national anthem <i>Advance Australia Fair</i> and compare and the Indonesian national anthem <i>Indonesia Raya</i> and compare the two. Talk about activities that take place on Indonesian Independence Day and Australia Day. View footage of Independence Day Ceremonies and discuss the images used to portray national identity. Provide students with a cloze activity sheet with some of the lyrics of the song Indonesia Raya omitted. Ask them to listen to the song and fill in the missing words. Play the audiovisual clip Fun Independence Day Activities to introduce students to games played to celebrate Independence Day in Indonesia. Ask them to think about games that they might play which are similar. Organise some games for students to play that are traditionally played on Independence Day, for example, <i>Tarik Tambang, Balap Karung</i> or <i>Makan Krupuk</i> and teach them the rules. Use a think-pair-share strategy with students to list the names of the rooms, buildings and open spaces that make up their school. Tell them to independently make a list in English of the rooms, buildings and open spaces in their workbook. Then have students share their information with their partner to see if they can add to their list. Ask them for their responses and make a list on the whiteboard. Write the meaning of each word in Indonesian. Have students complete their lists by copying the Indonesian words into their workbook. Show students images of Indonesian primary schools. Have them consider the similarities and differences between different types of schools in Indonesia such as village and city schools and compare this with rural, remote and city schools in Australia. Arrange students in pairs and provide them with a set of cards that have pictures of places in the school and corresponding cards that have the names of the places in the school, for example, <i>kantor, kantor kepala sekolah, perpustakaan, ruang kelas, kamar kecil laki-laki, kamar kecil perempuan, kantin, lapangan</i>. Ask students to play card games, for example, Memory, Fish or Snap, to reinforce the new vocabulary. Provide students with an activity sheet which has a map of the school (bird's eye view). Ask them to use the cards to help label the places they would find in a school. Explain that, as a class, students will design a big book describing their school. Arrange students in pairs or small groups to work together to take a photo of and then write about one room, building or open space at their school. Ask them to think about how they would describe the image in their photo. Brainstorm and model with students how to write sentences, for example, <i>Ini kantor kepala sekolah. Di kantor dia ada komputer, telepon dan meja; Ini perpustakaan. Di perpustakaan ada buku-buku, kursi-kursi dan meja-meja; Ini lapangan. Murid-murid suka bermain sepak</i> 	<p>Song Indonesia Raya https://www.youtube.com/watch?v=5rX1EF_VzeE https://www.youtube.com/watch?v=IXq3ZH2Avvc https://www.youtube.com/watch?v=E0Cjp9bTdWg</p> <p>Song Advance Australia Fair https://www.youtube.com/watch?v=XqcztY1FpSs</p> <p>Activity sheet Indonesia Raya</p> <p>Audiovisual clip Fun independence Day Activities https://www.youtube.com/watch?v=OCNIYosZ-es</p> <p>Audiovisual clip Footage of Independence Day https://www.youtube.com/watch?v=gZOAUrMTOis https://www.youtube.com/watch?v=yGrKK6piUhg</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Images of schools in Indonesia https://www.bing.com/images/search?q=primary+school+indonesia&FORM=HDRSC2</p> <p>Cards with pictures of places in the school and on separate cards the names of the places in the school</p> <p>Games Memory, Fish or Snap</p> <p>Activity sheet School map</p> <p>Resource A4 sheets of paper</p> <p>Workbook, to store student checklists, activities etc.</p>

	<ul style="list-style-type: none"> ask and respond to questions to complete a timetable 	<p>Create and present short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language</p> <p>Translate words, phrases and expressions in simple texts to compare meanings and share understandings about aspects of Indonesian language and culture that are different from English</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Notice and describe how language reflects cultural practices and norms</p>	<p>capital letters and full stops for sentences</p> <ul style="list-style-type: none"> describing quantity using cardinal numbers, for example, <i>puluh</i>, <i>ratus</i> and ordinal numbers using <i>ke-</i> prefix (*content from the Year 3 syllabus) <p>Begin to develop a metalanguage in Indonesian for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose</p> <p>Understand that different ways of using Indonesian language reflect different regions, different relationships and different ways of making meaning</p> <p>Understand that Indonesian is a standardised language and is used in official contexts such as government, media and education and that it also borrows from and influences other languages</p> <p>Make connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>	<p><i>bola di lapangan</i>. Have them write these in their workbook. Support students in writing their description by making available dictionaries.</p> <ol style="list-style-type: none"> Provide students with large coloured card strips and have them make labels for each place in their school, for example, <i>Kantor kepala sekolah, kantin, perpustakaan, ruang kelas</i>. Place students in pairs and have them ask and respond to questions about where places are on their map of the school, for example, <i>Di mana kantor kepala sekolah? Kantor kepala sekolah ada di depan perpustakaan. Di mana lapangan? Lapangan ada di sebelah kantin</i>. Teach students the song Di Sekolah. Have students make a list in their workbook of the activities in the song, for example, <i>belajar, membaca, menulis, menghitung</i> and <i>menggambar</i> and write the English translation for each word. Ask them to add other activities they do at school, for example, eat, play and sing. Provide students with dictionaries to translate the words into Indonesian. List students' English and Indonesian responses on the whiteboard and have them add words they don't have to their list. Ask students to write a new verse to the song Di Sekolah. Place students in small groups and have them share their verse with others in their group and then perform their song together in class. Discuss other activities that they would do during their school day with students, for example, <i>membersihkan ruang kelas, senam pagi, istirahat, bermain dengan teman, makan makanan kecil, makan siang, pulang</i>. Have student write these activities into their workbook with the English translation. Provide students with the rules to play the game Charades. Ask them to write the name of an activity they would do during their school day on a piece of paper. Invite one student at a time to show you what they have written and then ask them to act out the activity in front of the class for students to guess and say what it is in Indonesian. Brainstorm a list of subjects with students that they learn at school, for example, <i>Bahasa Indonesia, Matematika, Kesenian, Olahraga, Bahasa Inggris, Musik</i>. Ask them to match the activities they do on their list with the subjects they learn. Remind students that a subject can involve more than one kind of activity. Model how to write about the activities they do, for example, <i>Saya belajar membaca dan menulis di kelas Bahasa Inggris</i>. Provide students with an activity sheet Jadwal Kelas where they complete the missing information in the timetable. Ask students to listen to a series of sentences which include the day, the time, the subject or the activity that will take place, for example, <i>Pada hari Senin jam tujuh saya dan teman-teman saya membersihkan ruang kelas. Pada hari Selasa jam delapan kami belajar bahasa Indonesia. Sesudah bel berdering kami beristirahat makan siang</i>. Arrange students in pairs and tell them to use the Jadwal Kelas activity sheet to ask and respond to questions about the timetable, for example, <i>Jam berapa kamu belajar Bahasa Inggris? Kamu belajar mata pelajaran apa pada jam sembilan? Pada hari apa kamu belajar Bahasa Indonesia?</i> Explain to students that in Indonesia timetables can be written by using time to indicate each period or by using ordinal numbers, for example, <i>Jam pertama, kedua, ketiga, keempat, kelima, keenam</i> and that rest times will be referred to as either <i>istirahat</i> or <i>makan siang</i>. Place students in pairs, give one student the Jadwal A activity sheet and the other student the Jadwal B activity sheet. Ask students to work with their partner to complete the missing information in their timetable by asking and responding to questions, for example, <i>Pada jam berapa kamu</i> 	<p>Reference Indonesian/English dictionary</p> <p>Resource Large coloured card strips</p> <p>Resource Map of the school</p> <p>Song Di Sekolah https://www.youtube.com/watch?v=1Q8VlybDv4w</p> <p>Reference Indonesian/English dictionary</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Game Charades</p> <p>Activity sheet Jadwal Kelas</p> <p>Activity sheets Jadwal A, Jadwal B</p>
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7–10	<p>Sesudah Sekolah Students discuss activities done after school in Australia and Indonesia.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> sing songs to revise days of the week view the video <i>Ini Fenty, A story from Halmahera</i> and listen for information about daily activities participate in group language activities ask and respond to questions about activities ask for and share information about activities they like and when they are done prepare and perform a role play about activities they like 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal world, including their daily routines at home and school and their interests, for example, <i>Saya pergi ke sekolah pada jam sembilan; Besok saya naik kuda; Pada hari Minggu saya bermain bola net; Saya suka olahraga tetapi adik saya tidak suka; Saya tidak suka makan ikan; Saya pandai; Saya tidak tinggi; Nama guru saya...; Dia ramah dan lucu; Di sekolah ada perpustakaan dan lapangan besar; Di belakang rumah saya ada kolam renang</i></p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p> <p>Locate and process factual information in a range of written, spoken, digital and multimodal texts related to personal and social worlds</p>	<p>Recognise different intonation for questions, statements and commands</p> <p>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 objects using concrete nouns such as rooms in the house and school, for example, <i>Kamar tidur saya kecil; Di ruang kelas saya ada meja-meja dan kursi-kursi</i> describing objects using simple adjectives, for example, <i>kantor kecil; Ruang kelas saya besar; lapangan hijau</i> specifying location using prepositions, for example, <i>Ada buku di atas meja saya; di bawah, di dalam, di belakang</i> seeking information using questions, for example, <i>Kapan?; Dari mana?; Mau ke mana?</i> linking ideas using conjunctions, for example, <i>tetapi, atau</i> locating events in time, for example, <i>hari ini, kemarin,</i> 	<ol style="list-style-type: none"> Ask students to sing Di Sekolah and Nama-nama Hari to practise pronunciation. Revise the days and the time students go to school in Australia and Indonesia. Discuss with students why Indonesian children finish school early on Friday and the types of activities they do at school on Saturday. Talk about after school activities Indonesian students are involved in such as <i>Pramuka</i>. Show pictures of the uniform they wear and what they do while at <i>Pramuka</i>. Ask students to suggest similar groups they may be a part of in their community and the activities they are involved in. Play the last five minutes of Ini Fenty, A story from Halmahera and ask students to focus on what Fenty does after school. Discuss with students what they have seen and learnt about Indonesia and Indonesian children. Ask them to compare what Fenty does with what they do after school. Remind students that the activities Fenty does after school are typical of an Indonesian child living in a village, and that children who live in cities like Jakarta would be involved in other after-school activities. Arrange students in small groups and ask them to brainstorm a list of activities that they do after school and on weekends. Have them write the list in English into their workbook. Invite each group to contribute two activities on their list and write them on the whiteboard. Write the Indonesian translation next to each activity and have students copy this into their workbook, for example, <i>pekerjaan rumah, bermain dengan teman-teman, pergi ke pantai, berenang, bermain bekel, bermain sepak bola</i>. Repeat this activity by asking students to list the activities that Indonesian children might do after school or on the weekend and add these to their list. Ask students to complete the language practice task from Languages online Topic 23 Activity 1. Provide feedback to students on their responses. Provide students with an activity sheet to complete a table with information about the day of the week and the activity they do on each day. Place students in pairs and have them use their activity sheet to ask and respond to questions about what they do after school each day, for 	<p>Song Di Sekolah https://www.youtube.com/watch?v=1Q8VlybDv4w</p> <p>Song Nama-nama Hari https://www.youtube.com/watch?v=VQVG53eU2gE</p> <p>DVD Ini Fenty, A story from Halmahera, a documentary by Daniel Bradbury (Play the DVD from 16.43–22.00 minutes).</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Language practice Languages online Topic 23 Activity 1 https://www.education.vic.gov.au/languagesonline/indonesian/sect23/no_1/no_1.htm</p> <p>Activity sheet Melakukan apa?</p>

		<p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to personal and social worlds</p> <p>Translate words, phrases and expressions in simple texts to compare meanings and share understandings about aspects of Indonesian language and culture that are different from English</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Notice and describe how language reflects cultural practices and norms</p>	<p><i>besok, sudah, belum</i>, telling the time on the hour, for example, <i>Kemarin saya pergi ke sekolah pada jam tujuh</i> and using days of the week, for example, <i>Pada hari Senin saya bermain bola basket</i></p> <ul style="list-style-type: none"> • understanding the rules for subject-verb-object sentence construction, for example, <i>Saya bermain...; Saya makan...</i> and possessive word order, for example, <i>Adik laki-laki saya...; Tas Jake...</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>Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose</p> <p>Understand that different ways of using Indonesian language reflect different regions, different relationships and different ways of making meaning</p> <p>Understand that Indonesian is a standardised language and is used in official contexts such as government, media and education and that it also borrows from and influences other languages</p> <p>Make connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>	<p>example, <i>Kamu melakukan apa pada hari Senin? Pada hari Senin saya bermain sepak bola.</i></p> <ol style="list-style-type: none"> 8. Arrange students in small groups to prepare a role play of an interview about what they like to do after school. Remind them to introduce themselves and include the activity they like, when it takes place, the time, who they do the activity with, how they would get there and any other relevant information. Ask students to use vocabulary they have previously learnt, for example, <i>Selamat pagi. Siapa namamu?; Apa kabar?; Baik-baik saja; Kamu tinggal di mana?; Berapa umur kamu?; Hari apa kamu bermain sepak bola?; Saya suka ...; Saya tidak suka ...; Sampai jumpa.</i> 9. Invite students to perform their role play of an interview for the whole class. Provide students with an activity sheet where they can peer assess each group as they perform with selected criteria. Have students share their feedback at the end of each role play. <p>Assessment</p> <ul style="list-style-type: none"> • Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> ▪ sing songs ▪ play language games ▪ respond to questions about what they do and when ▪ complete a table about when and what activities they do ▪ write sentences about after school activities ▪ write and perform a role play of an interview about activities they like and dislike. • Formal assessment using the following activity: <ul style="list-style-type: none"> ▪ <i>Kegiatan saya sesudah sekolah:</i> listen to a text about an Indonesian student's after school activities and answer questions in English. 	<p>Activity sheet Peer assessment</p> <p>Assessment task Kegiatan saya sesudah sekolah</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>Asyik! Liburan Sekolah Students talk about the activities they do during school holidays and look at traditional activities and games Indonesian children play.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> talk about what Indonesian children do during school holidays talk about hobbies and interests listen for information about someone’s holiday plans ask questions about when activities will happen talk about similarities and differences with children’s holiday activities in Indonesia and Australia complete a survey write sentences about someone’s likes and dislikes make/design a traditional Indonesian game participate in whole class language games 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal world, including their daily routines at home and school and their interests, for example, <i>Saya pergi ke sekolah pada jam sembilan; Besok saya naik kuda; Pada hari Minggu saya bermain bola net; Saya suka olahraga tetapi adik saya tidak suka; Saya tidak suka makan ikan; Saya pandai; Saya tidak tinggi; Nama guru saya...; Dia ramah dan lucu; Di sekolah ada perpustakaan dan lapangan besar; Di belakang rumah saya ada kolam renang</i></p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p> <p>Locate and process factual information in a range of written, spoken, digital and multimodal texts related to personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to personal and social worlds</p> <p>Participate in and respond to a range of imaginative texts, discussing messages and using modelled language to make</p>	<p>Recognise different intonation for questions, statements and commands</p> <p>Know that using the imperative form – <i>lah</i> with appropriate intonation softens its force and shows consideration</p> <p>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 objects using concrete nouns such as rooms in the house and school, for example, <i>Kamar tidur saya kecil; Di ruang kelas saya ada meja-meja dan kursi-kursi</i> describing objects using simple adjectives, for example, <i>kantor kecil; Ruang kelas saya besar; lapangan hijau</i> specifying location using prepositions, for example, <i>Ada buku di atas meja saya; di bawah, di dalam, di belakang</i> seeking information using questions, for example, <i>Kapan?; Dari mana?; Mau ke mana?</i> linking ideas using conjunctions, for example, <i>tetapi, atau</i> locating events in time, for example, <i>hari ini, kemarin, besok, sudah, belum</i>, telling the time on the hour, for example, <i>Kemarin saya pergi ke sekolah pada jam tujuh</i> and using days of the week, for example, <i>Pada hari Senin saya bermain bola basket</i> understanding the rules for subject-verb-object sentence construction, for example, <i>Saya</i> 	<ol style="list-style-type: none"> Revise vocabulary for days of the week and transport with students by inviting them to sing the songs <i>Nama-nama Hari</i>, <i>Naik Delman</i> and/or <i>Naik becak</i>. Arrange students in pairs and provide them with transport cards to revise vocabulary while playing card games, for example, Memory, Fish or Snap. Retell the story <i>Guru Kami Pak Budi</i> with the help of students. Use the story with students to revise asking and responding to questions about <i>Pak Budi</i>, for example, <i>Kapan Pak Budi naik sepeda ke sekolah? Pak Budi naik sekolah pada hari Jumat</i>. Extend the question and answer session by including the words <i>kemarin, hari ini</i> and <i>besok</i>, for example, <i>Besok Pak Budi naik apa? Besok Pak Budi naik sepeda motor</i>. Introduce vocabulary related to places people could visit when on holiday, for example, <i>bioskop, pantai, lapangan, kota, toko, pasar, rumah nenek dan kakek, rumah teman</i>. Make a list on the whiteboard and have students copy this into their workbook and then use dictionaries to look up the meaning of any new words. Allow students to add other places they may visit. Provide students with a place cards activity sheet, where they can label the places discussed and add any places of their own. When complete, ask students to cut out the place cards and use them to play card games, for example, Memory, Snap or Bingo. Arrange students in pairs and explain to them that they will use their place cards and a set of transport cards to play the game <i>Mau ke mana?</i> Ask students to arrange their cards in two piles, one for transport and one for places. Tell them that the game begins when Student A turns over one card from each pile. Model how to play the game and write on the whiteboard the phrases students will need to use, for example, <ul style="list-style-type: none"> Student B: <i>Mau ke mana?</i> Student A: <i>Saya mau ke ...</i> Student B: <i>Kamu naik apa ke ...?</i> Student A: <i>Saya naik ...</i> Student B: <i>Kapan mau ke ...?</i> Student A: <i>Saya mau ke ...pada hari ...</i> Student B: <i>Pada jam berapa mau ke ...?</i> Student A: <i>Pada jam ...</i> Have students swap and repeat the activity. Discuss the things students like to do during their school holidays, for example, <i>bermalas-malasan, mendengarkan musik, bermain Xbox, membantu Ibu, bermain dengan teman, bermain bulu tangkis, bermain layang-layang, bermain bola basket, berenang di pantai, berbelanja di toko, naik sepeda, naik kuda</i>. Ask students to write these activities into their workbook with an English translation. Provide students with an activity sheet where they match the picture to the Indonesian phrase describing the activity. Ask them to draw their favourite school holiday activity and then describe the activity in English. Provide access to dictionaries so that they can translate their description. Play the audiovisual clip <i>Kegiatan Liburan Sekolah, Bermain di Sawah Ndeso</i> and discuss the activities the children are doing. Ask students to 	<p>Song <i>Nama-nama Hari</i> https://www.youtube.com/watch?v=VQVG53eU2gE</p> <p>Song <i>Naik Delman</i> https://www.youtube.com/watch?v=OfVmJ_QXdJg</p> <p>or</p> <p>Song <i>Naik becak</i> https://www.youtube.com/watch?v=tUUex7sgpUg</p> <p>Game Memory, Fish or Snap using a set of transport cards</p> <p>Story book McQualter, G. and Jones, C (1996) <i>Guru Kami Pak Budi</i>. Bendigo, Paradise Advertising.</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Reference Indonesian/English dictionary</p> <p>Activity sheet Place cards</p> <p>Game Memory, Bingo or Snap using a set of place cards</p> <p>Transport cards</p> <p>Game <i>Mau ke mana?</i></p> <p>Workbook, to store student checklists, activities etc.</p> <p>Activity sheet School holiday activities</p>

		<p>statements about characters or themes</p> <p>Create and present short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language</p> <p>Translate words, phrases and expressions in simple texts to compare meanings and share understandings about aspects of Indonesian language and culture that are different from English</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Notice and describe how language reflects cultural practices and norms</p>	<p><i>bermain...; Saya makan... and possessive word order, for example, Adik laki-laki saya...; Tas Jake...</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 recognising imperatives, for example, <i>Angkat tangan!; Buka buku!; Ayo cepat!</i> (*content from the Year 3 syllabus) <p>Begin to develop a metalanguage in Indonesian for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose</p> <p>Understand that different ways of using Indonesian language reflect different regions, different relationships and different ways of making meaning</p> <p>Understand that Indonesian is a standardised language and is used in official contexts such as government, media and education and that it also borrows from and influences other languages</p> <p>Make connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>	<p>consider how the types of holiday activities children participate in can differ depending on where they live, for example, urban/city/town and rural/village.</p> <ol style="list-style-type: none"> Remind students of the videos <i>Si Berti, Ini Fenty, A story from Halmahera</i> and <i>Saya Anak Timor, A story from West Timor</i>. Discuss with them the types of activities these children participated in and make a list of them on the whiteboard. Provide students with a Venn diagram activity sheet and have them list the activities they think they have in common with Indonesian children in the middle of the diagram where the two circles intersect. Ask students to list the activities that they do but are not done by Indonesian children in the circle on the left and the activities Indonesian children do which they do not do in the circle on the right. Have students share one activity from each of the circles, and where they intersect with the class. Inform students that you will read a text, <i>Liburan sekolah Sri</i>, about an Indonesian girl named Sri describing her plans for the school holidays. Tell them that as they listen they will need to complete a cloze activity sheet by writing in the missing information. Ask students to listen carefully for familiar words and phrases, for example, <i>pada hari Senin; di bioskop; Ibu dan adik saya</i>; in sentences like <i>Pada hari Senin saya menonton film di bioskop dengan teman-teman. Pada hari Selasa saya berbelanja di toko dengan Ibu dan adik saya.</i> Model how to ask and respond to questions about activities, for example, <i>Kamu suka pergi ke bioskop? Ya, saya suka pergi ke bioskop. Kamu suka membaca buku? Tidak, saya tidak suka membaca buku. Kamu suka naik sepeda? Ya, saya suka naik sepeda ke rumah teman.</i> Arrange students in pairs to practise asking and answering the questions. Place students in pairs to complete a survey about the activities their partner likes and dislikes. Each survey will include five listed activities all students will respond to as well as allowing students to include two additional things they like or dislike. Remind students to use the language modelled to ask questions and provide responses. Ask students to contribute sentences about what activities their partner liked or disliked. Extend students by modelling how to construct a sentence using conjunctions to link ideas, for example, <i>Susie tidak suka membaca buku atau berenang. Jess suka menonton televisi tetapi tidak suka membaca buku.</i> Direct students to write three or more sentences on their survei aktivitas activity sheet about the activities their partner likes and/or dislikes. Remind them to use conjunctions when listing activities. Have students read their sentences to their partner and then translate their sentences into English. Model how to write a diary entry. Provide students with an activity sheet in the form of a page from a diary, <i>Buku Harian Pribadi</i>. Have students write an entry for each day of the week, which includes the day, the activity, the time and the person with whom they will do the activity. Once complete, ask students to share the information by taking turns in reading their diary entries to their partner. Revise how to ask and respond to bagaimana, apa and di mana questions, for example, <i>Bagaimana liburan sekolah kamu? Liburan sekolah saya..., Kamu melakukan apa pada liburan sekolah? Saya ..., Kamu bermain dengan siapa? Saya bermain dengan... di ..., Di mana kamu bermain sepak bola? Saya bermain sepak bola di ... dengan ...</i> Have students work in pairs to ask and respond to questions about their school holidays and record the 	<p>Audiovisual clip <i>Kegiatan Liburan Sekolah, Bermain di Sawah Ndeso</i> https://www.youtube.com/watch?v=-m2z7u4twfc</p> <p>Activity sheet Venn Diagram https://www.educationworld.com/tools_templates/venn_diagram_templates.shtml or https://www.lucidchart.com/pages/venn-diagram-template</p> <p>Activity sheet <i>Liburan sekolah Sri</i></p> <p>Activity sheet <i>Survei aktivitas</i></p> <p>Activity sheet <i>Buku Harian Pribadi</i></p> <p>Activity sheet <i>Liburan sekolah saya</i></p>
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