



SAMPLE TEACHING AND LEARNING OUTLINE

INDONESIAN: SECOND LANGUAGE

YEAR 5

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

Time allocation on which the outline is based

Two hours of teaching per week, over one year

Prior knowledge

In Year 4 Indonesian: Second Language, students communicated in Indonesian, interacting and socialising with their teacher and peers to exchange information about aspects of their personal worlds, including their daily routines at home and school, and their interests. They participated in collaborative class activities and transactions that involved solving problems and sharing decisions. Students located and processed factual information in a range of texts and gathered and conveyed factual information and short descriptions from familiar texts related to their personal and social worlds. They engaged with a range of imaginative texts, discussed messages and made statements about characters or themes. Students created and performed short imaginative texts that allowed for exploration and enjoyment of language and cultural expression.

Students became familiar with the systems of the Indonesian language, recognising different intonation for questions, statements and commands. They wrote high-frequency words and expressions in familiar contexts. Students noticed and used context-related vocabulary and applied elements of grammar in simple spoken and written texts to generate language for a range of purposeful interactions

The sample teaching and learning outline provides a range of suggested learning activities and assessment tasks, aligned to the curriculum, through which students can apply their acquisition of knowledge, understanding and skills. In order to provide schools with choice, in some focus areas, the number of suggested learning activities is more than what can be expected to be undertaken in the time allocated.



Indonesian: Second Language Year 5 Teaching and Learning Outline

Sequence of teaching and learning					
Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–6	<p>Ini rumah saya Students listen to stories about a person’s house and bedroom and then perform a role play.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> ask and share personal information talk about their house listen to spoken texts in Indonesian play language games ask and respond to questions about where an item is located direct or invite someone to do an action use information acquired to design a poster write and perform a role play listen for information and complete a table draw a plan of their neighbourhood write a new version of a story by adapting the events use prepositions to explain the position of an object give and follow directions 	<p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>Dia tinggal di Perth dengan keluarganya; Rumah saya di atas bukit; Saya tinggal dekat Geraldton; Ada taman dekat rumah kami; Sesudah makan siang kita pergi ke pasar; Di sekolah ada perpustakaan dan lapangan besar; Di belakang rumah saya ada kolam renang</i></p> <p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with their own experience and feelings</p> <p>Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapting events, characters or settings</p>	<p>Notice pronunciation of phonemes such as <i>ng/ngg/ny</i> in the middle of words (<i>dengan, tangan, tinggal, tanggal</i>)</p> <p>Notice the difference in pronunciation of loan words from English, for example, <i>komputer, pensil</i></p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using prepositions to specify the location of places and objects in the home, neighbourhood and local community, for example, <i>Ada banyak mainan di kamar saya; Teman saya tinggal dekat rumah saya; Saya tinggal jauh dari stasiun kereta api; Di belakang sekolah kami ada sungai</i> using prepositions, for example, <i>dari, ke, dengan, pada; Saya naik bis dari pasar ke rumah</i> understanding words and expressions indicating direction or means of transportation, for example, <i>Saya berjalan kaki dari rumah saya ke stasiun bis; Ibu saya naik kereta api ke kota</i> referring to people and things using pronouns, for example, <i>kami, kita, kamu</i> indicating possession using <i>-nya, mereka, kami/kita</i>, for example, <i>Di depan rumahnya ada lapangan untuk bermain olahraga</i> directing others using imperatives, for example, 	<ol style="list-style-type: none"> Welcome students to the new school year. Invite students to talk about some of the things they learnt about in Indonesian last year. Play the audiovisual text of the online reader Siapa Saya? to students. Read the text with students and have them write the questions and responses in their workbook. Remind students that the pronoun changes when asking and responding to a question, for example, <i>Siapa nama kamu? Nama saya Jack.</i> Provide students with the activity sheet Kegiatan dalam kelas to ask and respond to questions seeking information about themselves and others. Ask them to complete the sentences with their personal information and then write questions in Indonesian to ask their classmates. Have students work with their partner to ask and respond to the questions on the activity sheet. Place students in pairs. Ask them to talk about their house in English and make a list of vocabulary items, for example, the names of rooms in their house and items of furniture, in their workbook. Invite students to share an item on their list and write it on the whiteboard. Have students check their list and add any new words. Provide students with dictionaries to look up the Indonesian equivalent. Revise vocabulary for rooms of the house and prepositions to specify the location of places and objects in the home by completing the language practice activities using Languages Online Topic 35. Revise vocabulary for daily activities at home, for example, <i>menggosok gigi, menyisir rambut, memasak, makan, minum, mandi, tidur, menonton televisi</i> and <i>membaca buku</i>. Divide the class into two groups and have one person from each group mime an action and then ask their peers <i>Saya melakukan apa?</i> Invite the first person with their hand up, from either group, to guess the action in Indonesian. Keep score and announce a winning group. Play the audiovisual text of the online reader Kamar tidur saya for students to revise prepositions specifying the location of items in the bedroom. Invite them to participate by following the instructions to complete the online activities. Discuss with students how the girl in the story directs others using imperatives, for example, <i>Letakkan</i> and <i>Tolong ambilkan</i>. Ask them to suggest other imperatives they know that either direct or invite an action. Make a list of these in Indonesian and English on the whiteboard and have students write these in their workbook. Have students work with a partner to adapt some of the phrases from the online reader Kamar tidur saya to organise the items on their desk, for example, <i>Letakkan buku di samping kotak pensil.</i> Discuss with students the use of imperatives to give instructions that either direct or invite an action. Encourage them to think about the types of instructions they hear at home or school, for example, <i>Jangan lari di dalam ruang kelas!; Cepat masuk ke dalam rumah sebelum hujan!; Silahkan makan.; Tolong ambilkan buku itu untuk saya.</i> Ask students to design a poster using an imperative to instruct or invite others to do something. Ask them to include an 	<p>Online reader Siapa saya? from the theme <i>Dunia saya</i> Activity Kegiatan dalam kelas from <i>Siapa saya?</i> from the theme <i>Dunia saya</i> http://www.asiaeducation.edu.au/public/sites/readers/main.htm</p> <p>Workbook, to store student checklists, activities etc. Reference Indonesian/English dictionary</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>Online reader Kamar tidur saya from the theme <i>Dunia saya</i> http://www.asiaeducation.edu.au/public/sites/readers/main.htm</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Online reader Kamar tidur saya from the theme <i>Dunia saya</i> http://www.asiaeducation.edu.au/public/sites/readers/main.htm</p> <p>Activity Design a poster</p> <p>Game Di mana?</p>

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
		<p>Translate simple texts from Indonesian to English and vice versa, noticing which words or phrases require interpretation or explanation</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts</p> <p>Compare ways of communicating in Australian and Indonesian-speaking contexts and identify ways in which culture influences language use</p>	<p><i>Jangan!</i>; <i>Cepat!</i> and inviting others using polite forms, for example, <i>Duduklah, Silahkan</i></p> <ul style="list-style-type: none"> • seeking information and explanation using question words, for example, <i>Dengan siapa?</i>; <i>Naik apa?</i>; <i>Untuk apa?</i> • indicating location in time using <i>pada</i> and place using <i>di</i> with <i>atas, dalam, belakang</i> <p>Build a metalanguage in Indonesian to describe patterns, grammatical rules and variations in language structures</p> <p>Recognise that spoken, written and multimodal Indonesian texts have certain conventions and can take different forms depending on the context in which they are produced</p> <p>Understand that there are variations in Indonesian as it is used in different contexts by different people, such as formal/informal register and regional variations</p> <p>Notice how Indonesian contains influences from other languages such as regional and foreign languages</p> <p>Reflect on how own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others</p>	<p>English translation of their instruction and illustrate their work. Invite students to present their poster to the class. Display the posters in the classroom.</p> <p>10. Model how to play the guessing game Di mana? Place a classroom object, such as a book, where everyone can see it and then ask the question <i>Di mana buku saya?</i> Explain to them that they will need to answer where the item is using prepositions to specify its location, for example, <i>Buku itu terletak di atas meja.</i> Arrange students in small groups to play the game Di mana? Have students take turns to place an object somewhere in the classroom and then ask the question <i>Di mana ...?</i> Encourage all students to take a turn by responding in a full sentence, using prepositions to specify the location.</p> <p>11. Provide students with access to the audiovisual text of the online reader Rumah Saya. Ask them to listen to the text and complete the online activities to revise vocabulary about the house. Tell students that the meaning of some words are displayed by placing the mouse over the word. Allow students to look up new words in the dictionary. Give students the activity sheet Kegiatan dalam kelas from the reader Rumah Saya to complete. Invite students to share their responses to the questions.</p> <p>12. Arrange students in pairs and have them write a list of places in their neighbourhood in their workbook. Invite students to share an item on their list and write it on the whiteboard. Have students check their list and add any new words. Provide students with dictionaries to look up the Indonesian equivalent.</p> <p>13. Provide students with card to make their own set of flashcards for the places in their neighbourhood, for example, <i>lapangan, perpustakaan, toko, sekolah, sungai, pantai, gedung, rumah teman, rumah nenek dan kakek, rumah makan, pompa bensin, kolam renang, stasiun kereta api, bank and kantor polisi.</i> Have the students play games with their cards, for example, Memory, Fish or Snap.</p> <p>14. Work with students to develop a conversation where one person invites a friend to visit their house to play. Have them include questions to seek information and explanation about the day, time, address and location in the neighbourhood, for example, <i>Di mana rumah kamu? Rumah saya di depan sekolah.</i> Write the conversation on the whiteboard and ask them to copy it in their workbook. Place students in pairs and ask them to practise the conversation. Check pronunciation and provide feedback to students.</p> <p>15. Place students in pairs to write and perform a role play about visiting a friend's house for the first time. Tell them to include questions seeking information and explanation, for example, <i>Kamu tinggal di mana?; Kapan kamu bisa main ke rumah saya?; Jam berapa ...?</i> Ask them to specify a landmark near their house, for example, <i>Saya tinggal di dekat taman.; Di samping rumah saya ada banyak pohon.</i> Remind them to use imperatives when welcoming their guest, for example, <i>Silahkan masuk.</i> Model for them how to exchange information and indicate possession when discussing their home, the people in their family and their neighbourhood, for example, <i>Keluarga kamu suka bermain apa? Keluarga saya suka bermain ke pantai pada musim panas. Rumah tetangga kami besar sekali. Di depan rumah mereka ada lapangan tenis.</i></p> <p>16. Provide students with an activity sheet and ask them to complete it with information about each role play. Invite each pair to perform their role play for the class and, as they perform, have the other students complete the activity sheet by writing information in a table, for example, the address, day and time of the visit; a landmark near the house; number and types of rooms in the house; people that were mentioned; and any other information.</p>	<p>Activity sheet Kegiatan dalam kelas in <i>Rumah Saya</i> from the theme <i>Dunia Manusia</i> http://www.asiaeducation.edu.au/public/sites/readers/main.htm</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Reference Indonesian/English dictionary</p> <p>Flashcards for Places in the neighbourhood</p> <p>Game Memory, Fish or Snap</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Activity Role play</p> <p>Activity sheet Role play</p>

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>17. Play the audiovisual text of the online reader <i>Ke Rumah Edi</i> to students. Invite them to retell the story and discuss the language used. Ask students to work with their partner to list prepositions, and words or expressions indicating direction or modes of transport they heard in the text <i>Ke Rumah Edi</i> in their workbook. Play the audiovisual text again, and ask them to listen for the places that Edi's friend visited on the way to Edi's house and the types of transport he used. Allow students to discuss the places visited and transport used with their partner, and then write this information in their workbook.</p> <p>18. Play the audiovisual text of the online reader <i>Ke Rumah Edi</i> again, and ask students to listen to the directions that Edi's friend mentioned. Invite students to share the information and write it on the whiteboard. Have them write this list in their workbook.</p> <p>19. Inform students that they are to write their own version of the story <i>Ke Rumah Edi</i> and will need to change as many details as they can to make their story unique. Discuss how they could change the ending by adding extra characters, such as friends or family members, or have Edi missing from his room and having to look for him in each room of the house. Model for students how to include conjunctions to create cohesion, for example, <i>Sebelum ke rumah Edi ...</i> Provide students with a storyboard template, where they can write their own version of the story <i>Ke Rumah Edi</i>. Direct students to use their workbook and dictionaries to help them with any vocabulary they may need. Have them present their storyboard to the class.</p> <p>20. Provide students with the activity sheet <i>Kegiatan dalam kelas</i> from the reader <i>Ke Rumah Edi</i>. Ask students to read the instructions and underline new words. Tell them to use dictionaries to look up the words they have underlined. Model on the whiteboard how to follow the instructions in the example by drawing the route given and the items to be collected. Have students use the model provided to write their own instructions and draw the route and the items to collect in their workbook. Invite students share their example with the class.</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"> ▪ participate in language games ▪ use vocabulary for activities in and around the home ▪ use prepositions to indicate where an object is located ▪ give instructions that either direct or invite an action ▪ use information about imperatives to design a poster ▪ role play visiting a new friend's house ▪ listen for information and complete a table based on role plays they've viewed ▪ draw a plan of a neighbourhood ▪ write a new version of a story by adapting events and/or characters ▪ write instructions giving directions to collect items. • Formal assessment using the following activities: <ul style="list-style-type: none"> ▪ Part A – listen for information regarding a missing item in a house to complete a table ▪ Part B – listen for information about a house and then design and label the rooms. 	<p>Online reader <i>Ke Rumah Edi</i> from the theme <i>Dunia Saya</i> http://www.asiaeducation.edu.au/public/sites/readers/main.htm</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Online reader <i>Ke Rumah Edi</i> from the theme <i>Dunia Saya</i> http://www.asiaeducation.edu.au/public/sites/readers/main.htm</p> <p>Storyboard template Workbook, to store student checklists, activities etc. Reference Indonesian/English dictionary</p> <p>Activity sheet <i>Kegiatan dalam kelas</i> in <i>Ke Rumah Edi</i> from the theme <i>Dunia Saya</i> http://www.asiaeducation.edu.au/public/sites/readers/main.htm Reference Indonesian/English dictionary</p> <p>Workbook, to store student checklists, activities etc.</p>

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7–10	<p>Selamat datang ke desa saya Students exchange information about places in their neighbourhood. They also learn about a village community called Kalumpang in Indonesia.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> complete online language activities talk about their neighbourhood ask and describe where places are located in the neighbourhood ask and respond to questions about who they go with and how they get there write a brief description about a place in the neighbourhood, the type of activity that takes place there, and why it is enjoyable to go there draw a map of their neighbourhood and use it to ask and describe where places are located listen to a spoken text for information about places in the neighbourhood sing a song about the islands of Indonesia view <i>Desaku bagus! A story from Sulawesi</i> for information write and illustrate a mini book to summarise the information in the documentary write a letter introducing themselves and describing some of the places they visit and activities they like to do in their neighbourhood 	<p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>Dia tinggal di Perth dengan keluarganya; Rumah saya di atas bukit; Saya tinggal dekat Geraldton; Ada taman dekat rumah kami; Sesudah makan siang kita pergi ke pasar; Di sekolah ada perpustakaan dan lapangan besar; Di belakang rumah saya ada kolam renang</i></p> <p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Translate simple texts from Indonesian to English and vice versa, noticing which words or phrases require interpretation or explanation</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts</p> <p>Compare ways of communicating in Australian and Indonesian-speaking contexts and identify ways in which culture influences language use</p>	<p>Notice pronunciation of phonemes such as <i>ng/ngg/ny</i> in the middle of words (<i>dengan, tangan, tinggal, tanggal</i>)</p> <p>Notice the difference in pronunciation of loan words from English, for example, <i>komputer, pensil</i></p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using prepositions to specify the location of places and objects in the home, neighbourhood and local community, for example, <i>Ada banyak mainan di kamar saya; Teman saya tinggal dekat rumah saya; Saya tinggal jauh dari stasiun kereta api; Di belakang sekolah kami ada sungai</i> using prepositions, for example, <i>dari, ke, dengan, pada; Saya naik bis dari pasar ke rumah</i> understanding words and expressions indicating direction or means of transportation, for example, <i>Saya berjalan kaki dari rumah saya ke stasiun bis; Ibu saya naik kereta api ke kota</i> referring to people and things using pronouns, for example, <i>kami, kita, kamu</i> indicating possession using <i>-nya, mereka, kami/kita</i>, for example, <i>Di depan rumahnya ada lapangan untuk bermain olahraga</i> directing others using imperatives, for example, <i>Jangan!; Cepat!</i> and inviting others using polite forms, for example, <i>Duduklah, Silahkan</i> seeking information and explanation using question words, for example, <i>Dengan siapa?; Naik apa?; Untuk apa?</i> 	<ol style="list-style-type: none"> Provide students with access to Languages Online Topic 14 Number 6 to revise vocabulary relating to where people live and adjectives to describe location, for example, <i>dekat</i> and <i>jauh</i>. Provide students with a map of a neighbourhood which includes places, for example, <i>lapangan, perpustakaan, toko, sekolah, sungai, pantai, gedung, rumah teman, rumah nenek dan kakek, restoran, pompa bensin, kolam renang, stasiun kereta api, bank, kantor polisi</i> and <i>bioskop</i>. Discuss with students the location of the places on the map. Model how to ask and describe where places are located in relation to each other, for example, <i>Di mana kolam renang?; Kolam renang di dekat sekolah kami</i>. Write these examples on the whiteboard and have students copy them into their workbook. Ask students which words they would change in the examples to ask about and describe another place in the neighbourhood. Have them highlight the words they would change in the question and the sentence. Encourage students to provide further details, for example, <i>Kolam renang dekat sekolah tetapi jauh dari bioskop</i>. Use the map of the neighbourhood to model how to write a brief description about one of the places, the type of activity, and why it is enjoyable to go there, for example, <i>Di Jalan Raya ada gedung bioskop. Di dalam gedung bioskop itu ada empat teater, dua kafe dan satu restoran. Pada hari Sabtu sore saya dan keluarga saya mau pergi ke bioskop untuk menonton film. Saya suka pergi ke bioskop karena Ayah saya membelikan saya popcorn</i>. Have students work in pairs to write a description of one of the places and its location on the map. Assist students with their writing as required. Invite each pair to read their description to the class. Ask students to draw a map of their neighbourhood and label the places, in Indonesian, in their workbook. Have students work with a partner to ask and respond to questions about the places they go to in their neighbourhood. Write questions to ask who they go with and how they get there on the whiteboard, for example, <i>Kamu pergi ke bioskop dengan siapa?; Kamu naik apa ke bioskop?</i> Provide students with access to the Languages Online Topic 32 Number 5 to revise vocabulary relating to modes of transport and places in the neighbourhood. Tell students that they will listen to a short text about the route a student takes when leaving school to return home. Provide them with an activity sheet that has a map and cloze sentences to complete. Ask students to plot the journey taken by the student and then complete the cloze exercise by selecting the correct word to complete each sentence. Provide students with a copy of the lyrics of the song Indonesia. Play the audiovisual clip of the song several times and encourage students to sing along to revise the names of the main islands of Indonesia. Discuss with the class how the geography of our near neighbour Indonesia has resulted in a country that has a great diversity of languages, traditions and beliefs, and whose official national motto is <i>Bhinneka Tunggal Ika – Unity in Diversity</i>. Ask students to compare this with Australia. Inform students that they will watch Desaku Bagus! A Story from Sulawesi, a documentary about two children, Nada and Rizal, who live in Kalumpang, a village in Sulawesi, on one of the islands of Indonesia. Show students a map of Indonesia and the location of the village. Ask them to make a list of the activities, places and animals in their workbook. Place students in small groups and allow them five minutes to discuss the things on their list and add anything 	<p>Language practice Languages Online Topic 14 Number 6 https://www.education.vic.gov.au/languagesonline/indonesian/sect14/no_6/no_6.htm</p> <p>Map of neighbourhood</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Activity Map of the neighbourhood</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Language practice Languages Online Topic 32 Number 5 https://www.education.vic.gov.au/languagesonline/indonesian/sect32/no_05/no_05.htm</p> <p>Activity Cloze activity</p> <p>Song Indonesia https://www.youtube.com/watch?v=H_iBX-SUa3o</p> <p>Documentary Desaku Bagus!, A Story from Sulawesi, a documentary by Daniel Bradbury https://www.yumpu.com/user/inspiredmedia.com.au</p>

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
			<ul style="list-style-type: none"> indicating location in time using <i>pada</i> and place using <i>di</i> with <i>atas, dalam, belakang</i> creating cohesion using conjunctions, for example, <i>lalu, sebelum, sesudah; Sesudah makan pagi saya pergi ke sekolah dengan adik saya</i> <p>Build a metalanguage in Indonesian to describe patterns, grammatical rules and variations in language structures</p> <p>Recognise that spoken, written and multimodal Indonesian texts have certain conventions and can take different forms depending on the context in which they are produced</p> <p>Understand that there are variations in Indonesian as it is used in different contexts by different people, such as formal/informal register and regional variations</p> <p>Notice how Indonesian contains influences from other languages such as regional and foreign languages</p> <p>Reflect on how own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others</p>	<p>that they may have missed. Invite each group to share one thing on their list and write these on the whiteboard. As a class, discuss the places visited and the activities of the two children and have them compare these with their own lives.</p> <p>9. Provide students with a blank mini book and ask them to write a short text to summarise the documentary <i>Desaku Bagus! A Story from Sulawesi</i>. Have them illustrate and write a sentence or two on each page to describe part of the story in the documentary.</p> <p>10. Model how to write a letter of introduction, sharing some personal information about themselves, their family, and their neighbourhood for students. Have them copy the letter into their workbook.</p> <p>11. Provide students with an envelope that has a letter from Nada inside, in which she introduces herself, describes her daily life and her village. Draw their attention to the layout and conventions used in addressing an envelope and writing a letter. Ask students to read the letter and then write a summary of the letter in English in their workbook. Discuss the letter and invite students to read their summary.</p> <p>12. Ask students to write a letter to Nada, introducing themselves and sharing some personal information. Get them to describe some of the places they visit and the activities they like to do in their neighbourhood, for example, <i>Sesudah sekolah kami naik sepeda ke taman</i>. Observe students as they work and provide feedback on their writing. Invite students to read their letter to the class. Alternatively, let students share their letter with the person sitting next to them who will make a list of all the things they learnt from reading the letter.</p> <p>13. Provide students with access to Languages Online Topic 18 Numbers 1–4 to revise how to address an envelope and write simple letters.</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"> participate in online language activities ask and describe the location of places in the neighbourhood using a map ask and respond to questions about who they go with and how they get there write a description about one of the places in their neighbourhood draw a plan of their neighbourhood listen to a spoken text for information to plot the route on a map and complete a cloze exercise view <i>Desaku Bagus! A story from Sulawesi</i> and summarise the story in a mini book write a letter, sharing personal information and describing places to visit and activities to do in their neighbourhood. Formal assessment using the following activity: <ul style="list-style-type: none"> prepare and present a welcome speech to a new student about their neighbourhood. 	<p>Map of Indonesia</p> <p>Resource Blank mini book</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Resource Addressed envelope and letter from Nada</p> <p>Language practice Languages Online Topic 18 Numbers 1–4 https://www.education.vic.gov.au/languagesonline/indonesian/sect18/index.htm</p>

Sequence of teaching and learning

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–6	<p>Kami pergi ke kota Students talk about places they can visit in their city, suburb or town and describe where they are located.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • view <i>Kotaku Hebat! An Adventure in Jakarta</i> for information about places, types of transport and activities • place in chronological order the places visited, types of transport used and activities done by Iwan and Fena • ask and respond to questions about places, types of transport and activities • participate in group language activities • give directions and locate places on a map • design a city map, indicating direction with a compass and labelling the places and streets • use a map to ask and respond to questions about the location of places • write a description of places to visit in the city • indicate that sentences are true or false by using a map to verify information 	<p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>Dia tinggal di Perth dengan keluarganya; Rumah saya di atas bukit; Saya tinggal dekat Geraldton; Ada taman dekat rumah kami; Sesudah makan siang kita pergi ke pasar; Di sekolah ada perpustakaan dan lapangan besar; Di belakang rumah saya ada kolam renang</i></p> <p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Translate simple texts from Indonesian to English and vice versa, noticing which words or phrases require interpretation or explanation</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts</p> <p>Compare ways of communicating in Australian and Indonesian-speaking contexts and identify ways in which culture influences language use</p>	<p>Notice pronunciation of phonemes such as <i>ng/ngg/ny</i> in the middle of words (<i>dengan, tangan, tinggal, tanggal</i>)</p> <p>Notice the difference in pronunciation of loan words from English, for example, <i>komputer, pensil</i></p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using prepositions to specify the location of places and objects in the home, neighbourhood and local community, for example, <i>Ada banyak mainan di kamar saya; Teman saya tinggal dekat rumah saya; Saya tinggal jauh dari stasiun kereta api; Di belakang sekolah kami ada sungai</i> • using prepositions, for example, <i>dari, ke, dengan, pada; Saya naik bis dari pasar ke rumah</i> • understanding words and expressions indicating direction or means of transportation, for example, <i>Saya berjalan kaki dari rumah saya ke stasiun bis; Ibu saya naik kereta api ke kota</i> • referring to people and things using pronouns, for example, <i>kami, kita, kamu</i> • indicating possession using <i>-nya</i>, <i>mereka, kami/kita</i>, for example, <i>Di depan rumahnya ada lapangan untuk bermain olahraga</i> • directing others using imperatives, for example, <i>Jangan!; Cepat!</i> and inviting others using polite forms, for example, <i>Duduklah, Silahkan</i> 	<ol style="list-style-type: none"> 1. Use flashcards to revise the vocabulary for places in the neighbourhood and types of transport with students. 2. Inform students that they will view the documentary <i>Kotaku Hebat! An Adventure in Jakarta</i>, a story about two young men named Iwan and Fena. Ask them to listen for information about the places visited and the types of transport used by the two young men. Arrange students in groups to discuss the story and ask students to make a list of the places visited and types of transport mentioned in their workbook. Have each group contribute the name of a place visited and a mode of transport used and list these on the whiteboard. Discuss with them the places and types of transport they would find in their town/city. 3. Arrange students in groups and ask them to place in chronological order the places visited, the type of transport used, and the activity Iwan and Fena did at each place in their workbook. Play the documentary <i>Kotaku Hebat! An Adventure in Jakarta</i> again, and ask students to check the chronological order of the places visited, transport used, and the activity. 4. Revise question words with students and make a list of these on the whiteboard. Model how to use these question words to seek information about Iwan and Fena, for example, <i>Siapa pergi ke Jakarta?; Iwan pergi dengan siapa?; Mereka naik apa ke Taman Mini?; Mengapa mereka pergi ke Taman Mini?</i> Ask students how they would respond to each question, and write a modelled response on the whiteboard, for example, <i>Iwan pergi ke Jakarta.; Iwan pergi dengan Fena.; Mereka naik mobil ke Taman Mini.; Mereka pergi ke Taman Mini untuk melihat rumah-rumah adat dari berbagai propinsi di Indonesia.</i> Have students copy these questions and responses into their workbook. Tell them to underline or highlight the question word and the word/s that replace the question word in each response. 5. Place students in pairs to practise asking and responding to questions about the places Iwan and Fena visited, the transport they used, and the activities they participated in. Remind them to refer to the chronological order of events in their workbook and use <i>lalu, sebelum</i> and <i>sesudah</i> when asking and responding to questions. Listen to students and provide feedback as required. Invite each pair of students to present a dialogue based on one of the things Iwan and Fena did in the documentary <i>Kotaku Hebat! An Adventure in Jakarta</i>. 6. Assign students to groups for Language practice – group rotations activities and games to revise vocabulary related to transport and places in the neighbourhood as follows: Group A – in pairs, students play games with their places in the neighbourhood cards, for example, Memory, Fish or Snap. Group B – students work individually to complete Language practice Languages Online Topic 32 Modes of transport. Group C – students work in pairs to interview one another using the questions modelled in the previous activity. Assist this group if necessary. 7. Show students the map of the city from the online reader <i>Di Kota Saya</i>. Highlight the compass displayed in the bottom left hand corner of the map and ask them about what this represents. Have students read the words in Indonesian and guess the meaning. Discuss other compass terms used to give direction, for example, <i>timur laut, barat daya, barat laut</i> and <i>tenggara</i>. Remind 	<p>Flashcards Places in the neighbourhood and types of transport</p> <p>Documentary <i>Kotaku Hebat! An Adventure in Jakarta</i>, a documentary by Daniel Bradbury https://www.yumpu.com/user/inspire/dmedia.com.au</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Documentary <i>Kotaku Hebat! An Adventure in Jakarta</i>, a documentary by Daniel Bradbury https://www.yumpu.com/user/inspire/dmedia.com.au</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Game Memory, Fish or Snap</p> <p>Language practice Languages Online Topic 32 https://www.education.vic.gov.au/languagesonline/indonesian/sect32/index.htm</p> <p>Map of the city from <i>Di Kota Saya</i> from the theme <i>Dunia Manusia</i></p>

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
		<ul style="list-style-type: none"> seeking information and explanation using question words, for example, <i>Dengan siapa?; Naik apa?; Untuk apa?</i> indicating location in time using <i>pada</i> and place using <i>di</i> with <i>atas, dalam, belakang</i> creating cohesion using conjunctions, for example, <i>lalu, sebelum, sesudah; Sesudah makan pagi saya pergi ke sekolah dengan adik saya</i> <p>Build a metalanguage in Indonesian to describe patterns, grammatical rules and variations in language structures</p> <p>Recognise that spoken, written and multimodal Indonesian texts have certain conventions and can take different forms depending on the context in which they are produced</p> <p>Understand that there are variations in Indonesian as it is used in different contexts by different people, such as formal/informal register and regional variations</p> <p>Notice how Indonesian contains influences from other languages such as regional and foreign languages</p> <p>Reflect on how own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others</p>	<p>them of other direction words they already know, for example, <i>kiri</i> and <i>kanan</i>. Click on each place on the map of the city from the online reader <i>Di Kota Saya</i> and listen to the explanation provided. Discuss the types of activities that happen at each place, for example, <i>Orang menonton film di bioskop</i>.</p> <p>8. Inform students that they will play the <i>Compass game</i> to reinforce compass directions. Arrange students in a large circle and have one student stand in the middle. Place flashcards with the names of the compass directions on the floor inside the circle and remind them that <i>utara</i> is north. Give a ball to one student and ask them to roll it to another student in the circle. The students who receives the ball calls out a compass direction, and the person in the middle uses their arm to indicate the direction. If the person in the middle indicates the correct direction, then they swap places with the person with the ball. Remove some of the flashcards indicating direction, to increase the level of difficulty.</p> <p>9. Use the map of the city from the online reader <i>Di Kota Saya</i>, to prompt students to think about the places in their city or town. Places students in groups and ask them to make a list of these places in their workbook in Indonesian and English. Provide them with dictionaries to look up new words. Provide students with paper to design their own city or town. Have them label the places in Indonesian, write names for the streets, and use a compass to indicate direction.</p> <p>10. Place students in pairs and have them practise asking and responding to questions seeking information about places on their partner's map, for example, <i>Di mana letaknya bioskop? Bioskop terletak di Jalan Raya di depan Restoran Indonesia</i>. Assist students and provide feedback as required.</p> <p>11. Ask students to write a description about three places on their map. Model sentences for them to use, for example, <i>Di Kota Saya ada bioskop besar di dekat pusat pertokoan. Kami suka menonton film di sana. Di dalam bioskop ada banyak kursi merah</i>. Invite students to share their description with the class.</p> <p>12. Provide students with the activity sheet <i>Kegiatan dalam kelas</i> from the online reader <i>Di Kota Saya</i> to complete. Allow them to use a dictionary to check the meaning of words. Invite students to share their responses with the class.</p> <p>13. Place students in groups to play the game <i>Di mana saya?</i> Tell them that they will listen to three clues, in English, describing a place. Allow students to confer with members of their group. Select a group to respond with the name of the place in Indonesian.</p> <p>14. Arrange students in groups of four. Provide each group with an A, B, C and D die template. Explain that die template A has the name of a place on each side; die template B has the name of a mode of transport on each side; die template C has the times of the day on each side; and die template D has the days of the week on each side. Show them how to make their die. Model how to play the rolling dice game by inviting one group to roll their dice. Explain to them that together they will construct a sentence with the words displayed on the face of the die, for example, <i>Pada hari Senin jam tujuh saya pergi ke sekolah naik mobil</i>. Ask students to write each sentence they make into their workbook. Stop the game after 10 minutes and have a member from each group read aloud their sentences. Give a point for each correct sentence.</p> <p>15. Provide students with the map <i>Kota Fantasi</i> and 10 sentences about the map. Read the first sentence to students and ask them to refer to the map to decide whether it is true (<i>betul</i>) or false (<i>salah</i>). Ask students to read the nine</p>	<p>http://www.asiaeducation.edu.au/public/sites/readers/main.htm</p> <p>Game Compass Flashcards Compass direction Small soft ball</p> <p>Map of the city from <i>Di Kota Saya</i> from the theme <i>Dunia Manusia</i> http://www.asiaeducation.edu.au/public/sites/readers/main.htm</p> <p>Workbook, to store student checklists, activities etc. Reference Indonesian/English dictionary</p> <p>Activity sheet <i>Kegiatan dalam kelas</i> in <i>Di Kota Saya</i> from the theme <i>Dunia Manusia</i> http://www.asiaeducation.edu.au/public/sites/readers/main.htm Reference Indonesian/English dictionary Game <i>Di mana saya?</i></p> <p>Resource Die template A – Places; Die template B – Transport; Die template C Time; Die template D – Days of the week Game Rolling dice</p> <p>Workbook, to store student checklists, activities etc. Map <i>Kota Fantasi</i></p>	

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>remaining sentences while referring to the map to decide if they are <i>betul</i> or <i>salah</i>. Have them write <i>betul</i> or <i>salah</i> next to each sentence. Place students in pairs and have them write sentences about the location of five places on the map <i>Kota Fantasi</i>, using places and prepositions to specify location, for example, <i>Kantor Pariwisata ada di Jalan Bondowoso</i>.</p> <p>16. Talk to students about board games they have played and the features that make a game fun to play. Show students a model of a game you have prepared and explain how it works. Arrange students in pairs and provide them with a board game template with 40 blank large squares. Tell students to number each square and write an Indonesian word, phrase, question or sentence that will require a response from players who land on that square. Ask students to use the vocabulary for places in the community, indicating location, modes of transport, questions and imperatives. Have them write instructions about how to play the game and the items needed to play the game, for example, a die and counters.</p> <p>17. Place pairs together to make groups of four. Provide students with a peer assessment sheet to complete about the board game they have made. Ask students to review their peers' board game to assess whether they've included the following:</p> <ul style="list-style-type: none"> • each square has an instruction • it provides clear instructions • it uses vocabulary for <ul style="list-style-type: none"> ▪ places in the neighbourhood ▪ modes of transport ▪ questions ▪ imperatives ▪ locations. <p>Ask each pair to explain their board game to the other pair in their group. Remind the students to use Indonesian while playing, including counting when rolling the die. Revise the game <i>Sultan – Semut, Orang, Gajah</i> with students, and explain to them that they can use this game to decide who goes first.</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"> ▪ view a text for information about places to visit and types of transport ▪ list in chronological order the places visited, types of transport used and activities of Iwan and Fena ▪ ask and respond to questions about places Iwan and Fena visited, the transport they used, and the activities they participated in ▪ participate in language games ▪ design a map of a city, label the places, and name the streets ▪ ask and respond to questions about places on a map ▪ write a description about places on their map ▪ design a board game about places in the community. 	<p>Book <i>Suara Siswa Stage 1</i>. South Australia. Education Department & Northern Territory. Department of Education & Curriculum Corporation (Australia) and National Indonesian Language Curriculum Project (Australia) (1993) (pp. 30–31) Carlton, Vic: Curriculum Corporation.</p> <p>Board game template</p> <p>Book <i>Suara Siswa: teachers' resources stages 1 & 2</i>. South Australia Education Department & Northern Territory. Department of Education & Curriculum Corporation (Australia) & National Indonesian Language Curriculum Project (Australia) (1993). (p.30). Curriculum Corporation, Carlton, Vic.</p> <p>Peer assessment sheet</p> <p>Game <i>Sultan – Semut, Orang, Gajah</i></p>
7–10	Mau ke mana? Students listen to stories about places in the city and create their own stories.	Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>Dia tinggal di Perth</i>	Notice pronunciation of phonemes such as <i>ng/ngg/ny</i> in the middle of words (<i>dengan, tangan, tinggal, tanggal</i>)	<p>1. Introduce students to the online reader Quirky Comics: Pertemuan Misterius Level 1. Ask them if any words in the title are similar to English, and if, based on the title they have any suggestions what the story might be about.</p> <p>2. Have students listen to the online reader Quirky Comics: Pertemuan Misterius Level 1 and complete an activity sheet based on the text that has 5 columns with the headings: places; time/day; imperatives; location of place; and ordinal</p>	Online reader Quirky Comics: Pertemuan Misterius Level 1 (Indonesian) www.scootle.edu.au/ec/viewing/L10055/index.html

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
	<p>Learning objectives:</p> <ul style="list-style-type: none"> listen to a story for information and complete a table make a crossword or word sleuth create their own version of the story <i>Pertemuan Misterius</i> participate in group language activities say where items are purchased say and use numbers from 1000 to 1 000 000 correctly ask and respond to questions about the price of items in <i>rupiah</i> design an advertisement about items sold at a shop work in groups to write a role play based on their advertisements perform their role play 	<p><i>dengan keluarganya; Rumah saya di atas bukit; Saya tinggal dekat Geraldton; Ada taman dekat rumah kami; Sesudah makan siang kita pergi ke pasar; Di sekolah ada perpustakaan dan lapangan besar; Di belakang rumah saya ada kolam renang</i></p> <p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with their own experience and feelings</p> <p>Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapting events, characters or settings</p> <p>Translate simple texts from Indonesian to English and vice versa, noticing which words or phrases require interpretation or explanation</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts</p> <p>Compare ways of communicating in Australian and Indonesian-speaking</p>	<p>Notice the difference in pronunciation of loan words from English, for example, <i>komputer, pensil</i></p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using prepositions to specify the location of places and objects in the home, neighbourhood and local community, for example, <i>Ada banyak mainan di kamar saya; Teman saya tinggal dekat rumah saya; Saya tinggal jauh dari stasiun kereta api; Di belakang sekolah kami ada sungai</i> using prepositions, for example, <i>dari, ke, dengan, pada; Saya naik bis dari pasar ke rumah</i> understanding words and expressions indicating direction or means of transportation, for example, <i>Saya berjalan kaki dari rumah saya ke stasiun bis; Ibu saya naik kereta api ke kota</i> referring to people and things using pronouns, for example, <i>kami, kita, kamu</i> indicating possession using <i>-nya, mereka, kami/kita</i>, for example, <i>Di depan rumahnya ada lapangan untuk bermain olahraga</i> directing others using imperatives, for example, <i>Jangan!; Cepat!</i> and inviting others using polite forms, for example, <i>Duduklah, Silahkan</i> seeking information and explanation using question words, for example, <i>Dengan siapa?; Naik apa?; Untuk apa?</i> indicating location in time using <i>pada</i> and place using <i>di</i> with <i>atas, dalam, belakang</i> 	<p>numbers. Write a word below each heading from Quirky Comics: Pertemuan Misterius Level 1, for example, <i>restoran, besok, bacalah, di depan</i> and <i>pertama</i>. Discuss with students the headings and examples provided. Tell students they will listen to Quirky Comics: Pertemuan Misterius Level 1 again and ask them to complete the table with information from the text. Ask them to listen for places and complete that column. Play the text again and ask them to listen for the time/day and imperatives to complete these columns. Play the text for a third time and ask them to listen for words indicating location of place and ordinal numbers to complete these columns. Check students' understanding by asking them to share what they have written with their peers. Replicate the activity sheet table on the whiteboard and complete it with students' responses. Play the text for a final time working with students to check the content for each column and adding any missing words.</p> <ol style="list-style-type: none"> Provide students with a crossword/word sleuth template and ask them to either make a crossword or word sleuth using as many words as possible from the activity sheet table. Have students give their crossword or word sleuth to their partner to solve. Discuss the online reader Quirky Comics: Pertemuan Misterius Level 1 with students and enquire if they have had a similar experience. Ask them to consider how the character felt at the beginning, during and end of the story. Ask them to consider how they could change the story. Provide students with a storyboard template to write a simplified version of Quirky Comics: Pertemuan Misterius Level 1. Explain to students that they will create their own version by changing the character, the places visited, adding another character or changing the ending. Remind students to use <i>sebelum, sesudah</i> and <i>lalu</i> to create cohesion, for example, <i>Sesudah Jono membaca surat dia pergi ke salon</i>. Observe students as they work and provide feedback on their language use. Arrange students in small groups and have them read their stories to each other. Ask them to choose one student's story and prepare to retell the story as a role play and perform it for the class. Assign students to groups for Language practice – group rotations activities and games to revise vocabulary relating to clothing, food, places, modes of transport and school items as follows: Group A– Languages Online Topic 31 Number 2 revising clothing items Group B– Languages Online Topic 34 Number 1 revising food items Group C– Languages Online Topic 32 Number 4 and 5 revising places and transport Group D– Languages Online Topic 33 Number 1 revising school items and cost of the items. Provide students with access to the online reader Berbelanja, yuk! Ask them to listen to the reader and complete the first activity for each shop by selecting the correct item. Ask students to write the name of each shop and list the items that can be purchased in their workbook. Discuss with students the places where their family go shopping to buy food, clothes and other items. Make a list of these places on the whiteboard, for example, <i>toko pakaian, apotik</i> and <i>pasar</i>. Have students copy this list into their workbook. Place students in pairs to talk about the items available to buy in each place and make a list of these in their workbook. Provide students with dictionaries to look up words. 	<p>Activity Pertemuan Misterius</p> <p>Activity crossword/word sleuth</p> <p>Storyboard template</p> <p>Language practice Languages Online Topic 31 Section 2 https://www.education.vic.gov.au/languagesonline/indonesian/sect31/no_02/no_02.htm</p> <p>Language practice Languages Online Topic 34 Number 1 https://www.education.vic.gov.au/languagesonline/indonesian/sect34/no_01/no_01.htm</p> <p>Language practice Languages Online Topic 32 Number 4 and 5 https://www.education.vic.gov.au/languagesonline/indonesian/sect32/index.htm</p> <p>Language practice Languages Online Topic 33 Number 1 https://www.education.vic.gov.au/languagesonline/indonesian/sect33/no_01/no_01.htm</p> <p>Online reader Berbelanja, yuk! from the theme <i>Dunia Saya</i> www.asiaeducation.edu.au/public/sites/readers/main.htm</p>

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
		<p>contexts and identify ways in which culture influences language use</p>	<ul style="list-style-type: none"> creating cohesion using conjunctions, for example, <i>lalu, sebelum, sesudah; Sesudah makan pagi saya pergi ke sekolah dengan adik saya</i> <p>Build a metalanguage in Indonesian to describe patterns, grammatical rules and variations in language structures</p> <p>Recognise that spoken, written and multimodal Indonesian texts have certain conventions and can take different forms depending on the context in which they are produced</p> <p>Understand that there are variations in Indonesian as it is used in different contexts by different people, such as formal/informal register and regional variations</p> <p>Notice how Indonesian contains influences from other languages such as regional and foreign languages</p> <p>Reflect on how own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others</p>	<p>10. Model for students how to say where an item is purchased, for example, <i>Saya membeli buku dari toko buku</i>. Have students use their list of shops and items to make a list of the items they, or people in their family, would purchase, for example, <i>Kakak saya membeli pakaian dari toko pakaian.; Ibu saya membeli apel, pisang dan jeruk dari pasar.; Kami membeli roti di pasar swalayan.</i></p> <p>11. Remind students of the logic of counting in Indonesian, then introduce them to <i>ribu</i> and <i>juta</i> to express larger numbers. Play counting games with students to practise saying numbers using <i>ribu</i> and <i>juta</i>, for example, Buzz or Bingo.</p> <p>12. Talk about the Indonesian rupiah and the Australian dollar with students. Discuss the exchange rate between the two currencies with them, noting how much rupiah they would receive if they convert 1, 5, 10, 20, 50 and 100 Australian dollars into Indonesian rupiah.</p> <p>13. Play the first chapter Pasar Swalayan from the audiovisual text of the online reader Berbelanja, yuk! to students. Work with them to complete both activities. Arrange students in pairs, and ask them to take turns to read the three remaining chapters with their partner and discuss the total cost of the items purchased.</p> <p>14. Revise with students how to ask and respond to questions about the cost of an item, for example, <i>Berapa harga sepatu merah? Sepatu merah harganya Rp.235.000</i>. Provide students with an activity sheet that has a variety of items and their cost in rupiah. Have students work in pairs to practise asking and responding about how much something costs.</p> <p>15. Arrange the class into groups and assign to each one a place where people go shopping, for example, <i>toko serba ada, warung, pasar, toko pakaian, apotik</i> and <i>restoran</i>. Have each person in that group design an advertisement for their shopping place which includes the name of the place, the address, the price of each item in rupiah, and the time and the days that the place is open. Remind students to refer to their workbook or use dictionaries to look up words.</p> <p>16. Inform students that each group will use their advertisements to develop a role play about going to a shop with a member/s of their family to buy some items for themselves or their family. They will need to include a role for each person in their group. Remind students to include: greetings; questions seeking information, for example, about the location, size, colour/s and cost of the items; whether they can try on or taste the item they want to buy. Assist students with language as required.</p> <p>17. Invite each group to perform their role play for the class. Alternatively, have students perform their role plays one after the other to create a whole-class performance to use at an assembly.</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"> listen for information to complete a table make a crossword or word sleuth using language from Quirky Comics: Pertemuan Misterius Level 1 create their own version of the story Quirky Comics: Pertemuan Misterius Level 1 complete language practice activities listen to the reader Berbelanja, yuk! and complete the activities say where an item/s can be purchased are able to say and use numbers from 1000 to 1 000 000 correctly 	<p>Workbook, to store student checklists, activities etc.</p> <p>Reference Indonesian/English dictionary</p> <p>Games Buzz or Bingo</p> <p>Exchange-rates.org https://www.exchange-rates.org/Rate/AUD/IDR</p> <p>Online reader Berbelanja, yuk! from the theme <i>Dunia Saya</i> www.asiaeducation.edu.au/public/sites/readers/main.htm</p> <p>Activity Berapa harga barang itu?</p> <p>Activity Advertisement</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Reference Indonesian/English dictionary</p> <p>Activity Role play</p>

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<ul style="list-style-type: none"> ▪ ask and respond to questions about the price of items in rupiah ▪ design an advertisement about items sold at a shop ▪ work as a group to write a role play based on their advertisements ▪ role play shopping at a shop or <i>warung</i>. 	

Sequence of teaching and learning

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–4	<p>Tawar-menawar Students learn to bargain for items at the market.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> play language games to revise <i>ratus</i>, <i>ribu</i> and <i>juta</i> numbers use print or online dictionaries to translate words into Indonesian talk about the differences between shopping in Indonesia and Australia view the audiovisual clip Bargaining stall for information about the cost of items work in pairs to adapt a dialogue about bargaining and present it to the class bargain for and purchase items state what was purchased and how much it cost use greetings and polite forms of address when role playing shopping transactions create their own version of the story <i>Tawar-menawar</i> 	<p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>Dia tinggal di Perth dengan keluarganya; Rumah saya di atas bukit; Saya tinggal dekat Geraldton; Ada taman dekat rumah kami; Sesudah makan siang kita pergi ke pasar; Di sekolah ada perpustakaan dan lapangan besar; Di belakang rumah saya ada kolam renang</i></p> <p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with their own experience and feelings</p> <p>Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapting events, characters or settings</p> <p>Translate simple texts from Indonesian to English and vice versa, noticing</p>	<p>Notice pronunciation of phonemes such as <i>ng/ngg/ny</i> in the middle of words (<i>dengan, tangan, tinggal, tanggal</i>)</p> <p>Notice the difference in pronunciation of loan words from English, for example, <i>komputer, pensil</i></p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using prepositions to specify the location of places and objects in the home, neighbourhood and local community, for example, <i>Ada banyak mainan di kamar saya; Teman saya tinggal dekat rumah saya; Saya tinggal jauh dari stasiun kereta api; Di belakang sekolah kami ada sungai</i> using prepositions, for example, <i>dari, ke, dengan, pada; Saya naik bis dari pasar ke rumah</i> understanding words and expressions indicating direction or means of transportation, for example, <i>Saya berjalan kaki dari rumah saya ke stasiun bis; Ibu saya naik kereta api ke kota</i> referring to people and things using pronouns, for example, <i>kami, kita, kamu</i> indicating possession using <i>-nya, mereka, kami/kita</i>, for example, <i>Di depan rumahnya ada lapangan untuk bermain olahraga</i> directing others using imperatives, for example, <i>Jangan!; Cepat!</i> and inviting others using polite forms, for example, <i>Duduklah, Silahkan</i> 	<ol style="list-style-type: none"> Use the Languages Online Topic 33 Number 1 to revise the names and cost of items in rupiah with students. Arrange students in a large circle and have them play counting games, such as Buzz, to practise <i>ratus</i>, <i>ribu</i> and <i>juta</i> numbers. Play the audiovisual clip Rupiah for students and discuss the different denominations. Ask students to write down the amount of Australian dollars exchanged and the amount of Indonesian rupiah received. Provide current pictures of the new Indonesian rupiah. Ask students who may have been to Bali recently to bring in any rupiah they may have at home to show to their classmates. Brainstorm with students the types of food available at their local market and write these on the whiteboard. Ask students to copy the list from the whiteboard into their workbook and then use dictionaries to look up the meaning of any new words. Provide students with a set of number cards using <i>ratus</i>, <i>ribu</i> and <i>juta</i> numbers to play games such as Memory, Fish or Snap. Discuss with students the difference between shopping in Australia and Indonesia. Inform them that most shops tend to have fixed prices for the items they sell while the price of items at the market can vary. Explain that in Indonesia people bargain or <i>tawar-menawar</i> in order to get the best price for an item at the market. Let them know that it is culturally appropriate to bargain at the market in Indonesia. Revise words and phrases to use when shopping, for example, <i>Selamat pagi Bu, Berapa harga ...? Mau beli apa?</i> with students. Introduce students to additional words and phrases to use when shopping/bargaining for items at the market, for example, <i>Boleh tawar?; Bisa kurang?; Saya rugi.; Harganya Rp 12.000.; Wah mahal sekali.; murah.; habis.; coba.; uang kembali</i>, and have them write these words with their meaning in their workbook. Inform students that they will listen to an audiovisual clip about bargaining for fruit at a <i>warung</i>. Play the audiovisual clip Bargaining stall for them. Discuss the phrases the customer and <i>warung</i> owner use to bargain and write these on the whiteboard. Play the audiovisual clip Bargaining stall again for students and ask them to listen for the original and final price of each item. Invite them to discuss the difference between the original and final price of each item. Talk with students about how the conversation between the customer and the <i>warung</i> owner ended. Talk to students about greeting and addressing shopkeepers, stall holders and sellers when shopping, for example, showing respect by using <i>Bu/Pak</i> to address people older than them. Have students compare how they greet and address people at home, school, shops or restaurants in Australia. Revise the use of imperatives with students, for example, <i>Silahkan!; Cobalah!</i> and how they would be used in a conversation when shopping. Provide the dialogue Boleh Tawar? to students. Ask students to read the dialogue with you and highlight the bargaining vocabulary used. Arrange students in pairs and have them read the dialogue taking turns to be the buyer and seller. Discuss the highlighted words in the dialogue with students. Have 	<p>Language practice Languages Online Topic 33 Number 1 https://www.education.vic.gov.au/languagesonline/indonesian/sect33/no_01/no_01.htm</p> <p>Audiovisual clip Rupiah from Bahasa Bites with Diah & Kevin Language Learning Space https://www.ils.edu.au/teacherspace/embedvideo?mediaid=bxixurbw8m8c4</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Reference Indonesian/English dictionary</p> <p>Game Memory, Fish or Snap</p> <p>Book Berapa 'Nih? South Australia. Education Department & Northern Territory. Department of Education & Curriculum Corporation (Australia) & National Indonesian Language Curriculum Project (Australia) 1993, <i>Suara siswa: teachers' resources Stages 1 & 2</i> (p 58). Curriculum Corporation, Carlton, Vic.</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Audiovisual clip Bargaining stall from Bahasa Bites with Diah & Kevin Language Learning Space https://www.ils.edu.au/teacherspace/embedvideo?mediaid=bxixurbwnoqjb</p> <p>Dialogue Boleh Tawar? in Winder, Betty. (1997). <i>Sudah bisa berbahasa Indonesia Oral communicative activities for junior Indonesian classes</i> (p. 57). South Melbourne: Addison</p>

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
		<p>which words or phrases require interpretation or explanation</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts</p> <p>Compare ways of communicating in Australian and Indonesian-speaking contexts and identify ways in which culture influences language use</p>	<ul style="list-style-type: none"> seeking information and explanation using question words, for example, <i>Dengan siapa? Naik apa? Untuk apa?</i> indicating location in time using <i>pada</i> and place using <i>di</i> with <i>atas, dalam, belakang</i> creating cohesion using conjunctions, for example, <i>lalu, sebelum, sesudah; Sesudah makan pagi saya pergi ke sekolah dengan adik saya</i> <p>Build a metalanguage in Indonesian to describe patterns, grammatical rules and variations in language structures</p> <p>Recognise that spoken, written and multimodal Indonesian texts have certain conventions and can take different forms depending on the context in which they are produced</p> <p>Understand that there are variations in Indonesian as it is used in different contexts by different people, such as formal/informal register and regional variations</p> <p>Notice how Indonesian contains influences from other languages such as regional and foreign languages</p> <p>Reflect on how own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others</p>	<p>them adapt the dialogue by replacing the highlighted words. Assist students with language as required. Have each pair present their dialogue to the class.</p> <p>13. Arrange students in groups of eight, and advise them that four students will play the role of shoppers and the remaining four will play the role of shopkeepers. Provide the shoppers with a shopping list and the shopkeepers with a price list of the goods for sale. Encourage students to shop around to obtain the best price and bargain when they can. Provide play money to enhance this activity.</p> <p>14. Arrange students in a circle to play the memory game <i>Saya ke pasar</i> to revise vocabulary for items to buy at the local market. Inform students they will each copy the previous person and add one more word to the sentence. Select a student to start the game by saying <i>Saya ke pasar untuk membeli apel</i>.</p> <p>15. Arrange students in groups of three, and provide them with A1, B1 and C1 sets of cue cards from <i>The best buys Ayo ke pasar</i>. Inform them that each card requires the student to take on the role of a shopper or a shopkeeper. Tell them to read their card, and then participate in a conversation where they bargain with others in their group to buy or sell their items for a reasonable price. Ask the shoppers in each group to say what they bought and how much they paid. Provide each group with a new set of cards from <i>The best buys Ayo ke pasar</i>, and have students repeat the process. Ensure students have the opportunity to play the role of both the shopkeeper and the shopper. Remind them to use greetings and polite forms of address. Assist students with language as required.</p> <p>16. Read the story <i>Tawar-menawar</i> to students. Ask them questions about the story, for example, <i>Ibu pergi ke pasar dengan siapa? Mereka pergi ke pasar untuk apa? Mereka membeli apa di pasar? Apa Ibu tawar-menawar dengan penjual ikan sebelum membeli ikan? Mereka pulang naik apa?</i> Discuss the time people go to the market in Indonesia and the use of <i>kantong plastik</i> and have them consider alternatives, such as <i>tas kain/tas daur ulang</i>. Provide students with a copy of some of the sentences from the story and have them highlight the prepositions in yellow and the pronouns in green.</p> <p>17. Have students complete a cloze activity omitting the verbs from the sentences in the story <i>Tawar-menawar</i>.</p> <p>18. Provide students with a storyboard template and ask them to add an additional scene to the story <i>Tawar-menawar</i> where they bargain for traditional cakes. Invite students to share their scene with the class.</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"> play language games to revise <i>ratus, ribu</i> and <i>juta</i> numbers view an audiovisual clip Bargaining stall and discuss the original and final price of each item play the role of a shopper and then a shopkeeper to obtain the best price in a shopping game use greetings, polite forms of address and imperatives adapt a dialogue about bargaining and present it to the class ask and respond to questions about how much an item costs perform a role play between a shopkeeper and a shopper create their own version of the story <i>Tawar-menawar</i>. 	<p>Wesley Longman Australia Pty Limited.</p> <p>Book <i>Suara Siswa: teachers' resources stages 1 & 2</i> South Australia. Education Department & Northern Territory. Department of Education & Curriculum Corporation (Australia) & National Indonesian Language Curriculum Project (Australia). (1993). (pp 41–42). Carlton, Vic: Curriculum Corporation.</p> <p>Game <i>Saya ke pasar</i></p> <p>Book <i>Suara Siswa: teachers' resources stages 1 & 2</i> South Australia. Education Department & Northern Territory. Department of Education & Curriculum Corporation (Australia) & National Indonesian Language Curriculum Project (Australia) (1993). <i>Ayo ke pasar</i> (pp 39–40). Carlton, Vic: Curriculum Corporation.</p> <p>Book <i>Suara Siswa: Membaca Bersama-sama</i> South Australia. Education Department & Northern Territory. Department of Education & Curriculum Corporation (Australia) & National Indonesian Language Curriculum Project (Australia) (1992). (pp 129–141). Carlton, Vic: Curriculum Corporation.</p> <p>Activity Cloze activity</p> <p>Storyboard template</p>
5–10	Di Warung	Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange	Notice pronunciation of phonemes such as <i>ng/ngg/ny</i> in the middle of	1. Teach students the song <i>Makan apa?</i> to the tune of Oh my darling Clementine. Arrange students in a circle and have them pass a ball to each other in a clockwise direction as they sing the song. Ask the student holding the ball when	Song <i>Makan apa?</i> South Australia. Education Department & Northern Territory. Department of Education &

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
	<p>Students talk about outings to restaurants with their family and friends.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • sing a song about food • participate in language practice activities • ask and respond to questions about food • complete a survey about someone's food likes and dislikes • write sentences based on the results of their food survey • view the audiovisual clip <i>Let's Makan TV!</i> for information about a food market • discuss Indonesian cuisine, its uniqueness and regional dishes • discuss and compare the etiquette around eating practises in Indonesia and Australia • design a <i>daftar makan</i> for a <i>warung</i> • discuss that Indonesian contains words from other languages • view an audiovisual clip of the role play <i>Di Restoran</i> for information • perform a role play ordering food and drinks from a <i>daftar makan</i> • draw a map of restaurants in their local community • describe the location and types of restaurants in their local community 	<p>information about their home, neighbourhood and local community, for example, <i>Dia tinggal di Perth dengan keluarganya; Rumah saya di atas bukit; Saya tinggal dekat Geraldton; Ada taman dekat rumah kami; Sesudah makan siang kita pergi ke pasar; Di sekolah ada perpustakaan dan lapangan besar; Di belakang rumah saya ada kolam renang</i></p> <p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Translate simple texts from Indonesian to English and vice versa, noticing which words or phrases require interpretation or explanation</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts</p> <p>Compare ways of communicating in Australian and Indonesian-speaking contexts and identify ways in which culture influences language use</p>	<p>words (<i>dengan, tangan, tinggal, tinggal</i>)</p> <p>Notice the difference in pronunciation of loan words from English, for example, <i>komputer, pensil</i></p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using prepositions to specify the location of places and objects in the home, neighbourhood and local community, for example, <i>Ada banyak mainan di kamar saya; Teman saya tinggal dekat rumah saya; Saya tinggal jauh dari stasiun kereta api; Di belakang sekolah kami ada sungai</i> • using prepositions, for example, <i>dari, ke, dengan, pada; Saya naik bis dari pasar ke rumah</i> • understanding words and expressions indicating direction or means of transportation, for example, <i>Saya berjalan kaki dari rumah saya ke stasiun bis; Ibu saya naik kereta api ke kota</i> • referring to people and things using pronouns, for example, <i>kami, kita, kamu</i> • indicating possession using <i>-nya, mereka, kami/kita</i>, for example, <i>Di depan rumahnya ada lapangan untuk bermain olahraga</i> • directing others using imperatives, for example, <i>Jangan!; Cepat!</i> and inviting others using polite forms, for example, <i>Duduklah, Silahkan</i> • seeking information and explanation using question words, for example, <i>Dengan siapa?; Naik apa?; Untuk apa?</i> 	<p>the first verse is finished to answer the question, <i>Makan apa?</i> by saying the name of the food in Indonesian. Repeat the song allowing each student to select a food.</p> <ol style="list-style-type: none"> 2. Assign students to groups for Language practice – group rotation activities and games to revise vocabulary relating to food, as follows: Group A – Quizlet Indonesian Food Flavours Group B – Quizlet Indonesian Food Group C – Languages Online Topic 34 Number 1–5 to revise vocabulary for food and drinks Group D – work with this group to practise bargaining for items at the market. 3. Provide students with a survey sheet with questions and responses about what types of food and drinks they like and dislike, for example, <i>Kamu suka makan/minum apa?; Bagaimana rasanya?; Apakah rasanya enak atau tidak?; Mengapa rasanya tidak enak?; Saya suka makan mie goreng.; Rasanya enak sekali.; Saya tidak suka rasanya karena pedas.</i> Arrange students in groups of four, and have them conduct the survey and record their results. Have students share their results with the class using complete sentences, for example, <i>Susie suka makan es krim karena rasanya manis dan dingin.</i> Ask students to write three sentences based on the results of their survey. Encourage them to use conjunctions <i>dan, tetapi</i> and <i>karena</i>, for example, <i>Mia suka makan pizza karena rasanya lezat tetapi dia tidak suka makan mie karena rasanya tidak enak.</i> 4. Show images of <i>warung</i> to students. Explain that a <i>warung</i> is a small shop/stall or kiosk found throughout Indonesia that sells a variety of things, such as fruit, vegetables, household groceries/items and/or food. Inform them that there are different types of <i>warung</i>, for example, a <i>warung makan</i> is a small family-owned stall/restaurant that sells cheap food and drinks. Ask students to consider what would be similar to a <i>warung</i> in Australia, for example, food trucks and convenience stores. 5. Play the audiovisual clip Let's Makan TV! for students. Discuss how this food market consists of many stalls or <i>warung</i>. Brainstorm with them words and phrases they hear, see or know from the audiovisual clip and write these on the whiteboard, for example, <i>Saya minta daftar makanan.; Saya mau pesan sate.; Saya minta air dingin.</i> Discuss where the food is cooked, how it is presented and where it is eaten. Ask students to compare the food market in the audiovisual clip with places they have eaten that may be similar. 6. Discuss with students the uniqueness of Indonesian cuisine. Explain that some dishes like <i>nasi goreng</i> are common throughout the archipelago, while other dishes are unique to certain regions of Indonesia. Inform them that each region of Indonesia has its own cuisine, for example, <i>masakan Padang, masakan Jawa</i> and <i>masakan Bali</i>. Explain to students that <i>masakan Padang</i> comes from West Sumatra, and is named after the city of <i>Padang</i>. Show the audiovisual clip Padang Food Local Indonesian favourite dish to students. Discuss with students the use of the bowl of water, how the dishes are served and the way the food is eaten. Get them to compare this with what they do when eating out at a restaurant. 7. Provide students with access to images of Indonesian cuisine and the names of Indonesian dishes commonly served in Indonesian restaurants. Talk about the taste of the food, for example, <i>pedas, asin, manis</i> and <i>asam</i>. Ask students to <i>design a daftar makanan</i> for a <i>warung</i> that includes the types of food and drink for sale, the cost of each item, the days and times the <i>warung</i> is open. 	<p>Curriculum Corporation (Australia) & National Indonesian Language Curriculum Project (Australia) (1993). <i>Suara Siswa: Teachers' handbook Stages A, B & 2</i>. Carlton, Vic: Curriculum Corporation.</p> <p>Language practice Languages Online Topic 34 Number 1–5 https://www.education.vic.gov.au/languagesonline/indonesian/sect34/no_01/no_01.htm</p> <p>Quizlet Indonesian Food Flavours https://quizlet.com/42985775/indonesian-food-flavours-flash-cards/</p> <p>Quizlet Indonesian Food https://quizlet.com/17108374/indonesian-food-flash-cards/</p> <p>Activity Survey</p> <p>Images of <i>Warung di Indonesia</i> https://www.bing.com/images/search?q=pictures+of+warung+in+indonesia&qpv=pictures+of+warung+in+indonesia&FORM=IGRE</p> <p>Audiovisual clip Let's Makan TV https://www.youtube.com/watch?v=30i9vHM4XpU</p> <p>Audiovisual clip Padang Food Local Indonesian favourite dish https://www.youtube.com/watch?v=GyCXRjmq2Gk</p> <p>Images of Indonesian cuisine https://www.google.com/search?q=indonesian+cuisine&rlz=1C1CHBF_enGBAU849AU849&source=lnms&tbn=isch&sa=X&ved=0ahUKewimzenwn-</p>

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
			<ul style="list-style-type: none"> indicating location in time using <i>pada</i> and place using <i>di</i> with <i>atas, dalam, belakang</i> creating cohesion using conjunctions, for example, <i>lalu, sebelum, sesudah; Sesudah makan pagi saya pergi ke sekolah dengan adik saya</i> <p>Build a metalanguage in Indonesian to describe patterns, grammatical rules and variations in language structures</p> <p>Recognise that spoken, written and multimodal Indonesian texts have certain conventions and can take different forms depending on the context in which they are produced</p> <p>Understand that there are variations in Indonesian as it is used in different contexts by different people, such as formal/informal register and regional variations</p> <p>Notice how Indonesian contains influences from other languages such as regional and foreign languages</p> <p>Reflect on how own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others</p>	<ol style="list-style-type: none"> Write the word <i>restoran</i> on the whiteboard for students. Have them say what they notice about this word. Talk about the similarities in the pronunciation and spelling of the English word 'restaurant', which is from the French language. Discuss that languages borrow or loan words from other languages, often with little or no modification. Ask students if they know of any borrowed words in the Indonesian language, for example, <i>komputer, pensil</i> and <i>apel</i>. Invite them to suggest other Indonesian words used to mean restaurant, for example, <i>rumah makan</i> and <i>warung makan</i>. Play the audiovisual clip Di Restoran for students about two young men ordering a meal at a restaurant. Provide them with an order form to complete with information about the meals they ordered. Discuss what the two men ordered and the use of borrowed words. Arrange students into small groups and ask them to prepare a role play about ordering food at a restaurant using the <i>daftar makanan</i> they designed. Remind students to use descriptive and expressive language when exchanging information, for example, <i>Silahkan masuk!; Kami mau pesan nasi goreng dan satai ayam.; Silahkan makan!</i> Have each group perform their role play for the class. Provide all students with an order form to complete with information about what each student has ordered. Invite one group at a time to say what food and drinks another group ordered, for example, <i>Mereka pesan soto ayam dan nasi putih.</i> Provide students with a copy of the conversation Di rumah makan. Arrange students in groups of five, and ask them to read the text and complete the <i>nota kontan</i> about what each person ordered. Ask students to draw a map with the names of streets and restaurants in their local community. Tell them to include a legend with the name of each restaurant and a description of the type of cuisine. Have students work with their partner to ask about the location of restaurants on the map. Encourage them to ask about the food/cuisine and what they like to eat, for example, <i>Saya dan keluarga saya suka makan di restoran Ciao.; Di samping restoran itu ada pasar malam.; Di restoran itu ada makanan Itali.; Ayah saya pesan pasta.; Ibu saya dan saya pesan pizza Hawaiian.; Pizza Hawaiian murah sekali, harganya \$10.; Kami suka sekali pergi ke Restoran Ciao karena makanannya murah dan enak.; Restoran ini terletak di dekat rumah kami.</i> <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 food participate in online language activities to revise vocabulary for food and drinks play language games to revise and learn vocabulary complete a survey about food and drinks write sentences from the results of the survey identify some loan words in Indonesian design a <i>daftar makanan</i> for a <i>warung</i> listen for information about food perform a role play with a group read a text for information and complete an order note draw a map and label the streets and restaurants in their local community use their map to give directions and talk about their favourite restaurant. 	<p>PiAhXXKCsKHZu-CmYQ_AUIECgB&biw=929&bih=932</p> <p>Activity Design a daftar makanan</p> <p>Images of <i>Daftar makanan dan minuman di Warung</i> https://www.bing.com/images/search?q=pictures+of+warung+menus&qvt=pictures+of+warung+menus&FORM=IGRE</p> <p>Audiovisual clip Di Restoran https://www.youtube.com/watch?v=OZx6voGMSzM</p> <p>Activity Role play</p> <p>Resource Order form</p> <p>Book <i>Suara Siswa Stage 1</i> South Australia. Education Department & Northern Territory. Department of Education & Curriculum Corporation (Australia) & National Indonesian Language Curriculum Project (Australia) (1993). (p 45). Carlton, Vic: Curriculum Corporation.</p>

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<ul style="list-style-type: none"> • Formal assessment using the following activity: <ul style="list-style-type: none"> ▪ Mau pesan apa? Part A – participate in a role play as a customer and then as a waiter in a restaurant Part B – participate in an exchange with the teacher ordering food at a restaurant. ▪ Di mana restoran yang enak? Part A – research a restaurant in the local area and record the information gathered in Indonesian Part B – use the information from Part A to write a restaurant review. 	<p>Assessment task Mau pesan apa? Accessible on the School Curriculum and Standards Authority website</p> <p>Assessment task Di mana restoran yang enak? Accessible on the School Curriculum and Standards Authority website</p>

Sequence of teaching and learning

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–8	<p>Mau ke mana di Australia Barat Students talk about local attractions and places to visit with students from their sister school in Indonesia.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> use a tourist map of Western Australia or the region where they live and discuss places to visit view iconic places to visit in Perth and Western Australia give details about the types of activities in their area/region participate in online language practice tasks design a brochure about one of the tourist attractions in Western Australia ask and respond to questions about where places are located on a map read the text of a phone conversation and respond to questions adapt the text of a phone conversation into a role play and perform it for the class listen for information in a role play prepare an itinerary for a short three day holiday write an email based on the itinerary for a short three day holiday 	<p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>Dia tinggal di Perth dengan keluarganya; Rumah saya di atas bukit; Saya tinggal dekat Geraldton; Ada taman dekat rumah kami; Sesudah makan siang kita pergi ke pasar; Di sekolah ada perpustakaan dan lapangan besar; Di belakang rumah saya ada kolam renang</i></p> <p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Translate simple texts from Indonesian to English and vice versa, noticing which words or phrases require interpretation or explanation</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts</p> <p>Compare ways of communicating in Australian and Indonesian-speaking contexts and identify ways in which culture influences language use</p>	<p>Notice pronunciation of phonemes such as <i>ng/ngg/ny</i> in the middle of words (<i>dengan, tangan, tinggal, tanggal</i>)</p> <p>Notice the difference in pronunciation of loan words from English, for example, <i>komputer, pensil</i></p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using prepositions to specify the location of places and objects in the home, neighbourhood and local community, for example, <i>Ada banyak mainan di kamar saya; Teman saya tinggal dekat rumah saya; Saya tinggal jauh dari stasiun kereta api; Di belakang sekolah kami ada sungai</i> using prepositions, for example, <i>dari, ke, dengan, pada; Saya naik bis dari pasar ke rumah</i> understanding words and expressions indicating direction or means of transportation, for example, <i>Saya berjalan kaki dari rumah saya ke stasiun bis; Ibu saya naik kereta api ke kota</i> referring to people and things using pronouns, for example, <i>kami, kita, kamu</i> indicating possession using <i>-nya, mereka, kami/kita</i>, for example, <i>Di depan rumahnya ada lapangan untuk bermain olahraga</i> directing others using imperatives, for example, <i>Jangan!; Cepat!</i> and inviting others using polite forms, for example, <i>Duduklah, Silahkan</i> 	<ol style="list-style-type: none"> Explain to students that their sister school in Indonesia has arranged to visit your school next month. Tell them that their family will be hosting one student who they will take on a number of day trips to see some local attractions and for a short holiday to one location in Western Australia. Provide students with a tourist map of Western Australia or of the area/region where they live. Discuss with them the places they have been to, or would like to visit. Have students consider both natural and man-made attractions. Ask them to work in pairs to make a list of these attractions, for example, caves, zoo, Wildlife Park, restaurants, rivers, gold mines, heritage buildings and beaches. Provide students with dictionaries to look up the words and write the Indonesian equivalent in their workbook. Play the audiovisual clip Western Australia Tourist Attractions: 15 Top Places to Visit for students. Discuss why these places were chosen as the top 15 places to visit in Western Australia. Ask students to consider which one of these places they would take their student to visit. Have students work with a partner to list five other attractions they would like to take their student to in their workbook, for example, the Golden Mile, Wave Rock and hot-air ballooning in the Avon Valley. Ask students to share their responses with the class. Play the audiovisual clip Perth, Australia Travel Guide – Must-See Attractions for students. Ask them to: <ul style="list-style-type: none"> list the places mentioned in their workbook discuss the clip with their partner and add more places consider which places they would take their student to visit and why list five other attractions they would like to take their student to in their workbook. Invite students to share their responses with the class. Arrange students in small groups and ask them to brainstorm activities to do when visiting places in their area/region, for example, swimming, camping, exploring, fishing, bike riding and eating. 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>berenang di laut, berkemah di lokasi perkemahan, menjelajahi gua, memancing di sungai, bersepeda di jalur sepeda</i> and <i>makan di restaurant</i>. Assign students to groups for Language practice – group rotation activities and games to revise vocabulary relating to days, months, time and transport, as follows: <ul style="list-style-type: none"> Group A – language practice tasks from Languages Online Topic 26 Group B – language practice tasks from Languages Online Topic 29 Group C – language practice tasks from Languages Online Topic 32 Group D – work with this group to practise asking and responding to questions about where and when they will do an activity and how they will get to their activity. Ask students to design a brochure in Indonesian about one of the tourist attractions in Western Australia. Provide students with an activity sheet to complete that requires them to include information about: <ul style="list-style-type: none"> where the tourist attraction is located how to get there 	<p>Tourist Map of Western Australia or the region where they live Workbook, to store student checklists, activities etc.</p> <p>Audiovisual clip Western Australia Tourist Attractions: 15 Top Places to Visit https://www.youtube.com/watch?v=AQRVcFMdnNA</p> <p>Audiovisual clip Perth, Australia Travel Guide – Must-See Attractions https://www.youtube.com/watch?v=g6lqNPSb9SU</p> <p>Workbook, to store student checklists, activities etc.</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>Language practice Languages Online Indonesian Topic 29 Telling the time https://www.education.vic.gov.au/languagesonline/indonesian/sect29/index.htm</p> <p>Language practice Languages Online Indonesian Topic 32 Modes of transport https://www.education.vic.gov.au/languagesonline/indonesian/sect32/answers.htm</p> <p>Activity Design a brochure Activity sheet</p>

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
	<ul style="list-style-type: none"> make a presentation based on the short three day holiday 		<ul style="list-style-type: none"> seeking information and explanation using question words, for example, <i>Dengan siapa? Naik apa? Untuk apa?</i> indicating location in time using <i>pada</i> and place using <i>di</i> with <i>atas, dalam, belakang</i> creating cohesion using conjunctions, for example, <i>lalu, sebelum, sesudah; Sesudah makan pagi saya pergi ke sekolah dengan adik saya</i> <p>Build a metalanguage in Indonesian to describe patterns, grammatical rules and variations in language structures</p> <p>Recognise that spoken, written and multimodal Indonesian texts have certain conventions and can take different forms depending on the context in which they are produced</p> <p>Understand that there are variations in Indonesian as it is used in different contexts by different people, such as formal/informal register and regional variations</p> <p>Notice how Indonesian contains influences from other languages such as regional and foreign languages</p> <p>Reflect on how own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others</p>	<ul style="list-style-type: none"> the days and times it is open the cost of entry the facilities available things to do and see. <p>Have them illustrate their brochure and include a map of the location. Assist students with language as required. Invite students to present their brochure to their peers. Display the brochures in the class.</p> <ol style="list-style-type: none"> Provide students with a copy of a City of Perth map with the legend in Indonesian. Have students use the legend to find each of the places on the map. Model how to ask and respond to questions about where places are located on the map, for example, <i>Di mana Stasiun kereta? Stasiun kereta ada di Jalan Wellington di dekat Terminal Bus</i>. Have students work in pairs to ask and respond to where places are located on the map. Model for students how to plan a day's outing in Perth using the City of Perth map. Include the times, transport used, places visited, the location and the activity/s to do at each place. Provide students with a cloze exercise of the day's outing in Perth to fill in the missing information. Read the sentences in full and have students check their work. Ask students to use the City of Perth map to plan a day's outing in the city with their Indonesian student. Provide them with a template to complete that includes the time, mode of transport used to get to each place, places visited and the location, and the activity/s to do at each place. Ask students to write a description about two of the places visited. Remind them to use pronouns, such as <i>kami</i>, and conjunctions, such as <i>lalu, sebelum</i> and/or <i>sesudah</i>, to create cohesion and extend writing. Invite students to share their description with the class. Provide students with a text of a phone conversation between an Indonesian student who will be visiting and their Australian friend in Perth. Include in the conversation, information about the time and day they will arrive and questions and responses about: <ul style="list-style-type: none"> who will go where to go how to get there places to see and things to do while in Western Australia. Ask students to respond to questions about the conversation. Check students' understanding by asking students to share their responses with the class. Place students in pairs and have them practise the conversation. Ask them to adapt the conversation by making changes to the text. Assist students with language as required. Have students present their text as a role play. Provide students with an activity sheet with headings for: <ul style="list-style-type: none"> the time and day they arrive the place/s they visit the modes of transport used to get to their destination the things they see and do. Ask students to listen to each role play and record the information they hear on their activity sheet. Tell students that they will prepare an itinerary for a three-day holiday in Western Australia for their Indonesian student. Display the Tourism Australia Trip Planner webpage and show them how to use the Itinerary Planner to obtain information about holiday destinations and the places they can include in 	<p>Website City of Perth Map in Indonesian file:///C:/Users/djanl/Downloads/iCity%20Map%20Indonesian%202019.pdf</p> <p>Activity A day's outing in Perth cloze exercise</p> <p>Activity Template</p> <p>Activity Conversation</p> <p>Activity Role play</p> <p>Activity Role play</p> <p>Website Tourism Australia Trip Planner https://trip-planner.australia.com/</p>

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>their itinerary. Inform students that they are to include two places to visit each day, the activities they will do, the cost and any other information. Provide students with a template to use to complete their itinerary. Encourage them to include as much Indonesian language as possible, for example, words for days, transport, places and activities.</p> <p>15. Have students use their itinerary to write an email to their Indonesian student to inform them where they will go for a short holiday. Ask students to include the days, how they will get there, where they will stay; and describe the activities they have planned, for example, <i>Kita akan berlibur di Busselton dari hari Jumat sampai hari Minggu.; Kita akan naik mobil ke sana.; Kita akan tinggal di Hotel Luxury.; Di depan Hotel Luxury ada toko dan restoran.; Di belakang hotel ada kolam renang.; Pada hari Jumat kita akan berenang di kolam renang sebelum kita pergi ke ...</i> . Remind students to use conjunctions to extend sentences to create cohesion. Assist students with their writing as required.</p> <p>16. Instruct students to develop a presentation about the short three-day holiday they have planned with their Indonesian student. Have them write one or two sentences to describe each image in the presentation. Remind them to use prepositions to specify location, for example, <i>Kami berlibur ke Busselton pada hari Jumat sampai hari Minggu.;</i> words and expressions to indicate direction and means of transport, for example, <i>Kami naik mobil ke sana.;</i> conjunctions to create cohesion, for example, <i>Sesudah makan siang kita pergi ke museum.</i> Assist students with their writing as required.</p> <p>17. Ask students to share their presentations with their classmates. Inform them they will complete a peer assessment sheet for each presentation that asks them to identify the location, the modes of transport, the places visited and the activities participated in.</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"> participate in language practice tasks design a brochure with information about one tourist attraction in Western Australia ask and respond to questions about where places are located on a map complete a cloze exercise about a day's outing in Perth complete a template about a day's outing and write a description read and respond to information in a conversation adapt a conversation and then perform it as a role play listen for information in a role play to complete an activity sheet plan an itinerary for a short three-day holiday write an email to describe the holiday to their Indonesian student present information about their holiday destination. 	<p>Resource Itinerary template</p> <p>Activity Email</p> <p>Presentation</p> <p>Activity Peer assessment</p>
9–10	<p>Selamat jalan Students plan a farewell party for the students from their sister school in Indonesia.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> design an invitation 	<p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>Dia tinggal di Perth dengan keluarganya; Rumah saya di atas bukit; Saya tinggal dekat Geraldton; Ada taman dekat rumah</i></p>	<p>Notice pronunciation of phonemes such as <i>ng/ngg/ny</i> in the middle of words (<i>dengan, tangan, tinggal, tanggal</i>)</p> <p>Notice the difference in pronunciation of loan words from English, for example, <i>komputer, pensil</i></p>	<p>1. Have students design an invitation to invite the students from their sister school to a farewell party. They will need to include the place, location, day, date and time, and what they will need to bring. Let students decide where they would like to hold the party, for example, at the school or another location in their neighbourhood, such as a park or swimming pool.</p> <p>2. Discuss the type of activities, competitions and games that will take place at the party, for example, <i>bermain kriket, bermain layang-layang, kompetisi makan krupuk, menyanyi lagu Makan apa? and bermain Simon says.</i></p>	<p>Activity Invitation</p>

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
	<ul style="list-style-type: none"> make preparations for a farewell party organise a program of events for a farewell party write a farewell card to their Indonesian student write and deliver a thank you speech 	<p><i>kami; Sesudah makan siang kita pergi ke pasar; Di sekolah ada perpustakaan dan lapangan besar; Di belakang rumah saya ada kolam renang</i></p> <p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Translate simple texts from Indonesian to English and vice versa, noticing which words or phrases require interpretation or explanation</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts</p> <p>Compare ways of communicating in Australian and Indonesian-speaking contexts and identify ways in which culture influences language use</p>	<p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using prepositions to specify the location of places and objects in the home, neighbourhood and local community, for example, <i>Ada banyak mainan di kamar saya; Teman saya tinggal dekat rumah saya; Saya tinggal jauh dari stasiun kereta api; Di belakang sekolah kami ada sungai</i> using prepositions, for example, <i>dari, ke, dengan, pada; Saya naik bis dari pasar ke rumah</i> understanding words and expressions indicating direction or means of transportation, for example, <i>Saya berjalan kaki dari rumah saya ke stasiun bis; Ibu saya naik kereta api ke kota</i> referring to people and things using pronouns, for example, <i>kami, kita, kamu</i> indicating possession using <i>-nya, mereka, kami/kita</i>, for example, <i>Di depan rumahnya ada lapangan untuk bermain olahraga</i> directing others using imperatives, for example, <i>Jangan!; Cepat!</i> and inviting others using polite forms, for example, <i>Duduklah, Silahkan</i> seeking information and explanation using question words, for example, <i>Dengan siapa?; Naik apa?; Untuk apa?</i> indicating location in time using <i>pada</i> and place using <i>di</i> with <i>atas, dalam, belakang</i> <p>Build a metalanguage in Indonesian to describe patterns, grammatical rules and variations in language structures</p>	<ol style="list-style-type: none"> Arrange students into groups of four and have them discuss the types of food they will have at the party. Provide each group with a <i>card</i> that tells them the type of food they will need to provide, for example, <i>makanan kecil, makanan asin, makanan manis</i> and <i>buah-buahan</i>. Ask students to make a list of the food or drinks they need in English and provide them with dictionaries to look up words. Discuss the program for the farewell party with the class. Place students in pairs, and have them write a program for the farewell party that includes the type of activities, competitions, food, games and farewell speeches. Ask students to make a <i>farewell card</i> for their Indonesian student. Discuss opening and closing phrases to use, for example, <i>Temanku yang baik</i>, and <i>Semoga terus berteman</i>. Have them talk about an activity they enjoyed doing together and something they will miss about their host student. Inform students that they will write a <i>speech</i> to thank the students from the sister school for visiting them. Assist students with language as required. Have students work with a partner to practise their speech before delivering their speech to their classmates. <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> design an invitation to a farewell party write a program for the farewell party write a farewell card to their Indonesian student prepare and deliver a thank you speech. 	<p>Resource Food cards</p> <p>Reference Indonesian/English dictionary</p> <p>Resource Farewell party program</p> <p>Resource Farewell card</p>

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
			<p>Recognise that spoken, written and multimodal Indonesian texts have certain conventions and can take different forms depending on the context in which they are produced</p> <p>Understand that there are variations in Indonesian as it is used in different contexts by different people, such as formal/informal register and regional variations</p> <p>Notice how Indonesian contains influences from other languages such as regional and foreign languages</p> <p>Reflect on how own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others</p>		