



SAMPLE TEACHING AND LEARNING OUTLINE

INDONESIAN: SECOND LANGUAGE

YEAR 7 (YEAR 7 – YEAR 10 SEQUENCE)

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

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Disclaimer

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

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

Time allocation on which the outline is based

Two hours of teaching per week, over one year

Prior knowledge

The sample teaching and learning outline is based on the understanding that students begin their study of Indonesian in secondary school with little to no prior experience of the Indonesian language and culture. Many will have learnt an additional language in primary school and bring existing language learning strategies, textual knowledge and intercultural awareness to the new experience of learning Indonesian. Skills in analysing, comparing and reflecting on language and culture in the languages are mutually supportive. More information related to this curriculum can be found in the Indonesian: Second Language Year 7 to Year 10 syllabuses at <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/indonesian-7-10>.

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

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

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

Indonesian: Second Language Year 7 (Year 7 – Year 10 sequence) Sample teaching and learning outline

| Focus – Kenalkan | | | |
|--|---|--|--|
| Communicating | Understanding | Suggested teaching and learning activities and assessments | Resources |
| <p>Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests, for example, <i>Halo kelas. Kenalkan nama saya ...; Siapa namamu?; Berapa umurmu?; Kenalkan ini teman saya, bernama Fadhlán. Teman saya baik hati dan setia.; Ini keluarga saya – namanya Smith. Saya mempunyai dua kakak perempuan dan satu adik laki-laki.; Saya suka berlari dan kurang suka bermain permainan komputer.; Saya paling suka sejarah karena menarik.; Kamu di kelas berapa? Saya di kelas sembilan.</i></p> <p>Participate in classroom routines and interactions by responding to teacher talk, following instructions, asking and answering questions, requesting assistance or permission, asking others how they are and offering wishes, for example, <i>Maaf, saya tidak mengerti.; Apa artinya?; Maaf, sekali lagi, Bu.; Selamat pagi, Pak.; Permisi Bu.; Selamat jumpa.; Sampai besok.; Duduklah!; Berdirilah!; Diamlah!; Lihatlah!; Maju!; Klik di sini.</i></p> <p>Identify topic, gist and specific points of information from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways</p> <p>Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation</p> <p>Translate and interpret phrases and short texts from Indonesian to English and vice versa, noticing which words or phrases translate easily and which do not</p> | <p>Recognise and use the features of the Indonesian sound system, including pronunciation of single and combined sounds and the use of intonation in statements and questions, for example, <i>wah</i> and <i>aduh</i>, noticing Indonesian spelling and pronunciation conventions</p> <p>Recognise that Indonesian is written using the Roman alphabet but with distinctive sounds and sound combinations, for example, <i>a, e, i, o, u, c, r, ng, ngg, ny, au, aa, ai</i></p> <p>Generate language for a range of purposes in simple spoken and written texts, by recognising and using context-related vocabulary and elements of the Indonesian grammatical system, including:</p> <ul style="list-style-type: none"> identifying people using appropriate terms of address, such as <i>Ibu</i> and <i>Bapak</i>, pronouns, such as <i>saya/aku, Anda/kamu, dia, mereka</i> identifying people, places and things using concrete nouns, for example, <i>pena, meja, teman</i>, and some nouns with <i>-an</i> suffix, for example, <i>makanan, minuman, undangan</i> describing the characteristics and qualities of people, places and things using noun-adjective phrases, for example, <i>buku merah, rambut panjang, guru baru</i> and describing possession using possessive pronouns in noun-adjective phrases, for example, <i>Bapak saya tinggi.; Ibu saya cantik.</i> referring to numbers of things using cardinal numbers, such as <i>puluh, belas, ratus, ribu</i>, and things in a sequence using ordinal numbers, for example, <i>pertama</i> and <i>kedua</i> | <p>Students exchange information about self – their name, age, where they live, their birthdate, nationality, family origin, what language(s) they speak, personality and physical appearance. They engage in introductory interactions by exchanging greetings and asking how others are. They follow frequently used classroom instructions.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> greetings and taking leave, for example, <i>Selamat pagi!; Selamat datang!; Halo!; Sampai jumpa lagi!; Selamat malam!; Selamat tinggal.; Selamat jalan.</i> introducing oneself, for example, <i>Kenalkan, nama saya; Halo, saya</i> asking about and giving personal information, for example, <i>Siapa nama Anda/kamu? Nama saya Ben.; Berapa umur Anda/kamu? Umur saya 12 tahun.; Di mana kamu tinggal?/Saya tinggal di Fremantle, di Australia Barat.; Tanggal berapa hari ulang tahun Anda?; Tanggal ulang tahun saya 19 Juli. Apakah kamu orang Indonesia? Bukan, saya orang Australia.; Anda/kamu bisa bicara bahasa apa saja? Saya bicara bahasa Inggris.</i> describing one’s own personality and appearance, for example, <i>Saya baik-hati dan lucu.; Mata saya berwarna biru dan rambut saya berwarna coklat.</i> asking how others are feeling, for example, <i>Apa kabar?/Bagaimana kabarnya?</i> saying what something is, for example, <i>Itu komputer.</i> offering wishes, for example, <i>Selamat!; Selamat Tahun Baru!; Selamat hari ulang tahun!</i> counting to 31 and saying the date, the days of the week and months of the year sequencing, using ordinal numbers, for example, <i>Saya anak kedua di keluarga saya.</i> excusing yourself, apologising, thanking someone and their response, for example, <i>Permisi Bu.; Maaf/Maafkan saya.; Terima kasih.; Kembali.; Sama-sama.</i> saying you don’t understand or don’t know, for example, <i>Maaf, saya tidak mengerti. Maaf, saya tidak tahu.</i> <p>Teach physical responses to classroom routines, for example, <i>Silakan masuk!; Silakan duduk!; Tolong buka bukumu pada halaman tiga!; Jawablah pertanyaan 2 dan 3!; Matikanlah komputer Anda!; Tolong jelaskan ... !</i></p> <p>Discuss with students:</p> <ul style="list-style-type: none"> common Indonesian customs, such as giving and receiving with the right hand popular Indonesian first names situations where formal and informal forms of address in languages are typically used the more frequent use of a person’s title in Indonesian than in English the use of <i>Ibu</i> for adult women who may or may not be married, and the practice of addressing an adult man as <i>Bapak</i> – something that may be considered old-fashioned by English speakers the custom of <i>berjabat tangan</i> (hand-shaking) when greeting and saying goodbye to others in different social contexts Indonesian symbols – their provenance and significance, and compare them to Australian equivalents. <p>Text types</p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: cue card, description, dialogue, form, interview, introduction and table.</p> | <p>Audiovisual texts</p> <p>https://www.youtube.com/watch?v=SbM1i8TyXYE Learn Indonesian – Indonesian in Three minutes – Greetings IndonesianPod101.com.</p> <p>https://www.youtube.com/watch?v=anOP_WSsqkI – Selamat Ulang Tahun & Panjang Umurnya.</p> <p>Online resources</p> <p>https://www.education.vic.gov.au/languagesonline/indonesian/indonesian.htm Interactive tasks and printable worksheets on a variety of topics. Some suitable for this Sample teaching and learning outline include:</p> <ol style="list-style-type: none"> How old are you? How old are you? Family members Where do you live? <p>https://quizizz.com/admin/search/Indonesian – Quizizz is a learning platform to make quizzes that reinforce vocabulary and language learning.</p> <p>https://quizlet.com/subject/Indonesian/ – Quizlet is a learning platform to make and access vocabulary and grammar quizzes.</p> <p>https://www.twinkl.com.au/resource/i-indonesian-coat-of-arms-fact-file-au-t2-l-20 Twinkl – PowerPoint and worksheets about the Indonesian coat of arms: Garuda Pancasila.</p> |

Focus – Kenalkan

| Communicating | Understanding | Suggested teaching and learning activities and assessments | Resources |
|--|--|---|-----------|
| <p>Reflect on own and others' responses to interactions and intercultural experiences, and use these reflections to improve intercultural communication</p> <p>Reflect on experiences of learning and using another language, and share aspects of own identity, such as age, interests and family background, reflecting on how these impact on intercultural communication</p> | <ul style="list-style-type: none"> greeting and farewelling, for example, <i>Selamat ...; Sampai jumpa.</i> telling others to do something using imperatives, for example, <i>Duduklah!; Diamlah!; Ayo!; Mulai!</i> describing simple actions using base word, for example, <i>tahu, suka, mau,</i> and <i>ber-</i> and <i>me-</i> verbs negating using <i>tidak, bukan</i> and <i>belum</i> describing actor, action and object using subject-verb-object construction, for example, <i>Saya suka membaca buku.</i> referring to existence/presence, for example, <i>ada</i> and <i>tidak ada</i> using prepositions, such as <i>di/ke</i> and <i>dari</i>, for example, <i>Saya pergi ke sekolah.</i> locating events in time, for example, days, dates and months, such as <i>hari Sabtu, bulan Juli</i> and <i>pada akhir minggu</i>, and referring to the past and future using time indicators, such as <i>kemarin</i> and <i>besok</i> seeking information and assistance using interrogatives, for example, <i>siapa, apa, bagaimana, berapa, dari mana, di mana, ke mana, apakah, kapan, permisi boleh saya ...</i> joining ideas using simple conjunctions, for example, <i>dan, karena, tetapi, atau.</i> <p>Build metalanguage to talk about vocabulary and grammar concepts</p> <p>Identify and use text structures and language features of common spoken, written and multimodal texts, and compare with structures and features of similar texts in English</p> <p>Examine linguistic features in the texts to develop an understanding that languages</p> | <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> using key words, context, visual cues, (including pictures and non-verbal signals) to guess meaning developing skills to work with people they do not know how to use a bilingual dictionary. <p>Learning activities and/or assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> view the audiovisual text <i>Learn Indonesian – Indonesian in Three minutes – Greetings</i> and practise saying the greetings with the speaker write and/or perform or record introductory dialogues listen to, learn and participate in Indonesian songs that celebrate birthdays, for example, <i>Selamat Ulang Tahun</i> and <i>Panjang Umurnya</i> prepare a set of questions and interview a class member to find out (five) things about them introduce themselves and provide aspects of personal information, orally and/or in writing listen to/read descriptions of people and respond by, for example, drawing, filling in a table or form use cue cards as prompts to speak and/or write as if they were another person prepare a written description of themselves so that when the descriptions are read (aloud) other students can attempt to guess their identity complete language activities and worksheets related to How old are you? Family and Where do you live? respond to classroom instructions. Students should be continually reminded that while <i>saya</i> and <i>aku</i> both mean 'I', and <i>Anda</i> and <i>kamu</i> both mean 'you', they carry different connotations as one is formal and the other is informal. Indicate to them when each is appropriate, as well as the politeness implicit in the correct use of these pronouns. Students reflect on this use compared to other languages, and situations where the use of inappropriate language could cause offence play games involving classroom vocabulary, numbers and/or instructions, for example, <i>Ada apa di dalam kotak? Di dalam kotak ada pensil.</i> record their thoughts on what it means to be Indonesian-speaking and compare them to their own situation, so that in the future they can reflect on them reflect on different social contexts/interactions in their life and what customs they, their friends and family or strangers practise when meeting people, and compare them to what Indonesians often do. | |

Focus – *Kenalkan*

| Communicating | Understanding | Suggested teaching and learning activities and assessments | Resources |
|---------------|---|--|-----------|
| | <p>vary according to elements, such as register</p> <p>Understand that Indonesian, like all languages, varies according to participants, roles and relationships, situations and cultures</p> | | |

Focus – Keluarga

| Communicating | Understanding | Suggested teaching and learning activities and assessments | Resources |
|--|---|--|---|
| <p>Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests, for example, <i>Halo kelas. Kenalkan nama saya ...; Siapa namamu?; Berapa umurmu?; Kenalkan ini teman saya, bernama Fadhlán. Teman saya baik hati dan setia.; Ini keluarga saya – namanya Smith. Saya mempunyai dua kakak perempuan dan satu adik laki-laki.; Saya suka berlari dan kurang suka bermain permainan komputer.; Saya paling suka sejarah karena menarik.; Kamu di kelas berapa? Saya di kelas sembilan.</i></p> <p>Engage in individual and collaborative tasks, such as making arrangements with a friend, planning for a class celebration or performance, or working together to create displays, presentations or performances to showcase their language learning for family, friends or school community</p> <p>Participate in classroom routines and interactions by responding to teacher talk, following instructions, asking and answering questions, requesting assistance or permission, asking others how they are and offering wishes, for example, <i>Maaf, saya tidak mengerti.; Apa artinya?; Maaf, sekali lagi, Bu.; Selamat pagi, Pak.; Permisi Bu.; Selamat jumpa.; Sampai besok.; Duduklah!; Berdirilah!; Diamlah!; Lihatlah!; Maju!; Klik di sini.</i></p> <p>Identify topic, gist and specific points of information from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways</p> <p>Convey information and ideas from a range of texts related to aspects of their personal</p> | <p>Recognise and use the features of the Indonesian sound system, including pronunciation of single and combined sounds and the use of intonation in statements and questions, for example, <i>wah</i> and <i>aduh</i>, noticing Indonesian spelling and pronunciation conventions</p> <p>Recognise that Indonesian is written using the Roman alphabet but with distinctive sounds and sound combinations, for example, <i>a, e, i, o, u, c, r, ng, ngg, ny, au, aa, ai</i></p> <p>Generate language for a range of purposes in simple spoken and written texts, by recognising and using context-related vocabulary and elements of the Indonesian grammatical system, including:</p> <ul style="list-style-type: none"> identifying people using appropriate terms of address, such as <i>Ibu</i> and <i>Bapak</i>, pronouns, such as <i>saya/aku, Anda/kamu, dia, mereka</i> identifying people, places and things using concrete nouns, for example, <i>pena, meja, teman</i>, and some nouns with <i>-an</i> suffix, for example, <i>makanan, minuman, undangan</i> describing the characteristics and qualities of people, places and things using noun-adjective phrases, for example, <i>buku merah, rambut panjang, guru baru</i> and describing possession using possessive pronouns in noun-adjective phrases, for example, <i>Bapak saya tinggi.; Ibu saya cantik.</i> indicating quantity using plurals, for example, <i>teman-teman; tiga buku; banyak buku</i> referring to numbers of things using cardinal numbers, such as <i>puluh, belas, ratus, ribu</i>, and things in a sequence using ordinal numbers, for example, <i>pertama</i> and <i>kedua</i> | <p>Students exchange information about family and friends – relationships, others’ appearance and personalities, occupations, places of work and pets. They learn expressions to request assistance or permission.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> introducing other people, for example, <i>Kenalkan, ini teman saya Daniel.</i> family relationships, for example, <i>Apakah kamu punya kakak atau adik?; Saya punya kakak tiri laki-laki dan dua adik perempuan.; Saya anak tunggal.; Saya tidak punya adik perempuan.; Paman saya bernama Ari.; Di keluarga saya ada lima orang.; Ada Ayah, Ibu, kakak laki-laki, adik perempuan dan saya.</i> asking and giving information about family members and friends, for example, <i>Siapa ini?; Siapa dia?; Ini adik perempuanku.; Siapa nama teman baik kamu/sahabat kamu/Ibumu?; Nama paman saya ...; Mereka bernama ... dan ...; Bagaimana sepupumu?; Dia lucu dan mempunyai selera humor yang tinggi.; Rambut dia berwarna hitam dan mata dia berwarna biru.; Di mana nenek kamu tinggal? Dia tinggal di rumah besar/apartemen.; Saudara sepupu saya tinggal di Sydney/Singapura/Jepang.</i> discussing how people get along, for example, <i>Apakah kamu sayang sama/kepada kakak perempuan kamu? Tidak, saya tidak seberapa dekat karena kami tidak cocok./Ya dia baik sekali.; Teman saya bernama Jono dan Ari. Kami adalah sahabat/teman lama. Nama teman dekat saya Sari.</i> information about what someone does in life, for example, <i>Kakak laki-laki kamu sedang apa? Dia sekolah di SMA.; Sepupu saya bekerja di kantor, tetapi dia tidak suka pekerjaannya.</i> occupations and places of work, for example, <i>Ayahmu bekerja sebagai apa? Ayah saya/Ayahku bekerja sebagai akuntan/pegawai. Dia bekerja di kantor.</i> how many and what type of pets they have, for example, <i>Apakah kamu punya binatang kesayangan? Ya, saya punya tiga kucing./Tidak, saya tidak punya binatang kesayangan.</i> counting to 100 requesting permission or assistance, for example, <i>Boleh saya minta ijin ke kamar mandi?; Boleh saya ke kamar kecil?; Ibu/Pak, bisa tolong saya?</i> requesting people to repeat what is said (more slowly) or to explain again, for example, <i>Tolong ulangi pelan-pelan.</i> asking how to spell something or what a word is in Indonesian, for example, <i>Bagaimana ejaannya ...?; Ejaannya c-e-r-i-t-a.; Apa kata ... dalam bahasa Indonesia?</i> <p>Discuss with students:</p> <ul style="list-style-type: none"> common Indonesian gestures, their meanings and English equivalents how Indonesian speakers pronounce the alphabet and the distinctive sounds and sound combinations, for example, <i>a, e, i, o, u, c, r, ng, ngg, ny, au, aa, ai</i> use of acronyms to describe people and things, such as <i>SMP, SMA, HP</i> and <i>PR</i> idioms, such as <i>Apa kabar?; Cinta monyet; Tidak enak badan</i> aspects of identity, such as ethnic group, language, religion and position in family. <p>Text types</p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: description, email, family tree, identity card, passport application, phone number, picture book, presentation, <i>Dicari</i> poster and speech.</p> | <p>Audiovisual texts</p> <p>https://www.youtube.com/watch?v=WST-B8zQleM Brown Bear, Brown Bear, What do you see Read Aloud.</p> <p>Online resources</p> <p>https://www.education.vic.gov.au/lang-uagesonline/indonesian/indonesian.htm. Interactive tasks and printable worksheets on a variety of topics. Some suitable for this Sample teaching and learning outline include: 7. How old are you? Family members 14. Best friends 15. Do you have a pet? 18. Writing letters 25. Numbers 20–100</p> <p>https://quizlet.com/au/395589745/binatang-peliharaan-saya-flash-cards/ – Quizlet – <i>Binatang Peliharaan Saya</i> – Read about two pet poodles, then practise vocabulary and grammar quizzes about pets.</p> <p>Books</p> <p>Suara Siswa: <i>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.6.) Curriculum Corporation, Carlton, Vic.</p> <p><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)</p> |

Focus – Keluarga

| Communicating | Understanding | Suggested teaching and learning activities and assessments | Resources |
|---|--|--|--|
| <p>and social worlds, using different modes of presentation</p> <p>Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation</p> <p>Respond to imaginative texts by describing aspects, such as characters, events and/or key ideas</p> <p>Create simple own or shared imaginative texts by reinterpreting or adapting familiar texts and/or using modelled structures and language</p> <p>Translate and interpret phrases and short texts from Indonesian to English and vice versa, noticing which words or phrases translate easily and which do not</p> <p>Reflect on own and others' responses to interactions and intercultural experiences, and use these reflections to improve intercultural communication</p> <p>Reflect on experiences of learning and using another language, and share aspects of own identity, such as age, interests and family background, reflecting on how these impact on intercultural communication</p> | <ul style="list-style-type: none"> greeting and farewelling, for example, <i>Selamat ...; Sampai jumpa.</i> telling others to do something using imperatives, for example, <i>Duduklah!; Diamlah!; Ayo!; Mulai!</i> describing simple actions using base word, for example, <i>tahu, suka, mau,</i> and <i>ber-</i> and <i>me-</i> verbs negating using <i>tidak, bukan</i> and <i>belum</i> describing actor, action and object using subject-verb-object construction, for example, <i>Saya suka membaca buku.</i> referring to existence/presence, for example, <i>ada</i> and <i>tidak ada</i> using prepositions, such as <i>di/ke</i> and <i>dari</i>, for example, <i>Saya pergi ke sekolah.</i> locating events in time, for example, days, dates and months, such as <i>hari Sabtu, bulan Juli</i> and <i>pada akhir minggu</i>, and referring to the past and future using time indicators, such as <i>kemarin</i> and <i>besok</i> seeking information and assistance using interrogatives, for example, <i>siapa, apa, bagaimana, berapa, dari mana, di mana, ke mana, apakah, kapan, permisi boleh saya ...</i> joining ideas using simple conjunctions, for example, <i>dan, karena, tetapi, atau</i> expressing emotion, for example, <i>wah, aduh, asyik, sayang, hebat</i> describing people and things using acronyms, such as <i>SMP, SMA, HP</i> and <i>PR</i> <p>Build metalanguage to talk about vocabulary and grammar concepts</p> <p>Identify and use text structures and language features of common spoken, written and multimodal texts, and compare</p> | <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> self-correction in spoken and written forms analysing when the informal or formal form of address is required becoming aware of frequently encountered situations where word-for-word translations are to be avoided. <p>Learning activities and/or assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> spell their names aloud, record other people's names as they are said match descriptions, for example, images to descriptions of people, or professions to places of work draw (fictitious) family trees based on descriptions of relationships describe a family based on a (fictitious) family tree present orally aspects of people, using images displayed as a family tree. Students then question each other about the presentations and/or choose a person from the images and without indicating who it is, describe them and others guess the identity prepare their family tree and use it as the basis of writing an introductory email for possible sending to members of another Indonesian class describe imagined aspects of people based on images. Discuss how appearances may lead to (incorrect) assumptions about cultures, people and/or languages read <i>Dicari</i> posters and identify key information. Identify text structures and language features of <i>Dicari</i> posters and compare them to English 'Wanted' posters using images of 'suspects', students design their own <i>Dicari</i> poster for one, providing additional information as required. Alternatively, students could design a <i>Dicari</i> poster for a member of their family listen to words spelled in Indonesian and write them or complete missing words in a text. As students become more proficient, they could spell words to each other, write spelled words while not viewing the speaker, or view a muted audiovisual text where words are spelled and attempt to write the words by focussing on the shape of the mouth prepare an oral presentation for the class describing an 'odd' family. Students could present their work with images displayed in an electronic slideshow participate in a cute baby photo competition. Students provide a photo of themselves and a written description of it. Only the photos are numbered and displayed, then the descriptions are read out and the class guess the identities of the babies in the photos play games involving numbers to 100, for example, Number Bingo listen to phone numbers read aloud and write them complete an identity card or passport application for themselves or from a description of someone else write and/or give a speech as if they were their (imaginary) pet. Alternatively, students could design a poster about their (imaginary) pet, providing information using the first or third person translate expressions and abbreviations, such as <i>Ibunda; baik hati; PR; SMP; SMA; HP; tidak enak badan; cinta monyet</i>. Notice that word-for-word translations frequently result in incorrect language. Alternatively, view some Indonesian gestures, their literal meanings and compare them to the English equivalents read the picture book <i>Brown Bear, Brown Bear, What Do You See?</i>, and focus on the placement of the adjectives in relation to the nouns. Discuss how this is translated into Indonesian using noun-adjective phrases. Students | <p>(pp. 21–24) Carlton, Vic: Curriculum Corporation.</p> <p>Assessments</p> <p>Accessible on the School Curriculum and Standards Authority website</p> <p><i>Tentang saya!</i> (About me!)</p> <p>Respond to a written text by answering questions in English.</p> <p>Participate in an interview responding to questions about themselves.</p> <p>Respond to a picture book using modelled language to create a simple imaginative text.</p> |

Focus – *Keluarga*

| Communicating | Understanding | Suggested teaching and learning activities and assessments | Resources |
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| | <p>with structures and features of similar texts in English</p> <p>Examine linguistic features in the texts to develop an understanding that languages vary according to elements, such as register</p> <p>Understand that Indonesian, like all languages, varies according to participants, roles and relationships, situations and cultures</p> <p>Recognise that Indonesian is a national language</p> <p>Explore the relationship between language and culture</p> | <p>follow the model to translate the text into Indonesian. Provide students with access to Indonesian/English dictionaries to look up words. Write a list of native Indonesian animals, for example, <i>komodo</i>, <i>orang-utan</i>, <i>kancil</i>, <i>burung cendrawasih</i>, <i>anoa</i> and <i>harimau</i>. Students use Indonesian animals from the list to create new text that could be included in the picture book.</p> | |

Focus – Kegemaran

| Communicating | Understanding | Suggested teaching and learning activities and assessments | Resources |
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| <p>Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests, for example, <i>Halo kelas. Kenalkan nama saya ...; Siapa namamu?; Berapa umurmu?; Kenalkan ini teman saya, bernama Fadhlán. Teman saya baik hati dan setia.; Ini keluarga saya – namanya Smith. Saya mempunyai dua kakak perempuan dan satu adik laki-laki.; Saya suka berlari dan kurang suka bermain permainan komputer.; Saya paling suka sejarah karena menarik.; Kamu di kelas berapa? Saya di kelas sembilan.</i></p> <p>Engage in individual and collaborative tasks, such as making arrangements with a friend, planning for a class celebration or performance, or working together to create displays, presentations or performances to showcase their language learning for family, friends or school community</p> <p>Participate in classroom routines and interactions by responding to teacher talk, following instructions, asking and answering questions, requesting assistance or permission, asking others how they are and offering wishes, for example, <i>Maaf, saya tidak mengerti.; Apa artinya?; Maaf, sekali lagi, Bu.; Selamat pagi, Pak.; Permisi Bu.; Selamat jumpa.; Sampai besok.; Duduklah!; Berdirilah!; Diamlah!; Lihatlah!; Maju!; Klik di sini.</i></p> <p>Identify topic, gist and specific points of information from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways</p> <p>Convey information and ideas from a range of texts related to aspects of their personal</p> | <p>Recognise and use the features of the Indonesian sound system, including pronunciation of single and combined sounds and the use of intonation in statements and questions, for example, <i>wah</i> and <i>aduh</i>, noticing Indonesian spelling and pronunciation conventions</p> <p>Recognise that Indonesian is written using the Roman alphabet but with distinctive sounds and sound combinations, for example, <i>a, e, i, o, u, c, r, ng, ngg, ny, au, aa, ai</i></p> <p>Generate language for a range of purposes in simple spoken and written texts, by recognising and using context-related vocabulary and elements of the Indonesian grammatical system, including:</p> <ul style="list-style-type: none"> identifying people using appropriate terms of address, such as <i>Ibu</i> and <i>Bapak</i>, pronouns, such as <i>saya/aku, Anda/kamu, dia, mereka</i> identifying people, places and things using concrete nouns, for example, <i>pena, meja, teman</i>, and some nouns with <i>-an</i> suffix, for example, <i>makanan, minuman, undangan</i> describing the characteristics and qualities of people, places and things using noun-adjective phrases, for example, <i>buku merah, rambut panjang, guru baru</i> and describing possession using possessive pronouns in noun-adjective phrases, for example, <i>Bapak saya tinggi.; Ibu saya cantik.</i> indicating quantity using plurals, for example, <i>teman-teman; tiga buku; banyak buku</i> referring to numbers of things using cardinal numbers, such as <i>puluh, belas, ratus, ribu</i>, and things in a sequence using ordinal numbers, for example, <i>pertama</i> and <i>kedua</i> | <p>Students exchange information about interests – hobbies, sports and pastimes. They also research and exchange information about Indonesia and respond to more teacher talk associated classroom routines and instructions.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> interests, for example, <i>Kamu suka melakukan apa pada waktu luang? Apakah kamu punya hobi? Kegemaran kamu apa? Pada waktu luang saya bermain permainan di komputer. Saya mau/akan pergi/ke luar dengan/sama teman-temanku. Saya suka tinggal di rumah; Hobi saya adalah membaca buku.</i> what instruments and sports they play, for example, <i>Apakah kamu bisa memainkan alat musik? Saya bermain gitar. Apakah kamu berolahraga? Ya, saya bermain sepak bola/bola basket.</i> when they participate in their interests, for example, <i>Kapan kamu berlatih gimnastik?; Saya bermain tenis pada akhir minggu/setiap akhir minggu/sesudah sekolah/sebelum makan pagi.</i> how often they participate in their interests, for example, <i>Apakah kamu sering bermain klarinet? Saya bermain klarinet dua kali seminggu.</i> where they participate in their interests, for example, <i>Di mana kamu berlatih atletik?; Saya berlatih atletik di stadium.</i> why they (do not) like various interests, for example, <i>Mengapa kamu suka bermain catur?; Saya suka main catur karena menyenangkan.; Mengapa Ibu tidak suka masak?; Dia tidak suka masak karena dia anggap membosankan.</i> where and when people in general participate in interests, for example, <i>Di mana kamu berenang? Saya berenang di pantai.; Kapan orang Australia bermain futbol di Australia?; Musim apa bermain futbol di Australia?; Pada musim dingin.</i> <p>Teach physical responses to instructions associated with using devices in the classroom, for example, <i>Klik di sini!; Buka dokumen baru!; Simpan dokumen kamu sebelum ditutup!</i></p> <p>Discuss with students:</p> <ul style="list-style-type: none"> popular interests such as hobbies, sports and pastimes among young Indonesians how cultural backgrounds may reflect their and others’ interests, habits and/or family traditions the role of Indonesia’s <i>Badan Pengembangan dan Pembinaan Bahasa</i> in promoting Indonesian languages and cultures <i>Hari Sumpah Pemuda – ‘Indonesia, Berbangsa Satu – Bangsa Indonesia, Berbahasa Persatuan – Bahasa Indonesia dan Bertanah Air Satu – Tanah Air Indonesia’.</i> Invite students to reflect on the diversity of languages spoken in Indonesia and the importance of having a language of unity. <p>Text types</p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: blog post, email, film, graph, message, picture book, pie chart, plan, postcard, poster, (slideshow) presentation, speech, summary, survey and table.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> manipulating known elements in a new context considering possible strategies to complete a task and selecting the most appropriate | <p>Audiovisual texts</p> <p>https://app.education.nsw.gov.au/rap/resource/access/9b8267fc-2c8a-497a-b85c-7d37784c98b5/1 – <i>Basa Basi</i> – <i>Kenalkan</i>. People introduce themselves and give information about their families and hobbies.</p> <p>https://www.youtube.com/watch?v=oma8jK_QL3k – Learning Indonesian – Hobby.How to ask and respond to questions about hobbies.</p> <p>https://www.youtube.com/watch?v=51S1hhEnoLM – Indonesian hobbies. A young Australian teenage boy talks about his hobbies.</p> <p>https://www.youtube.com/watch?v=PZXnMsHN5PM – HOW TO TALK ABOUT YOUR HOBBIES IN INDONESIAN? –View images about activities to do, then listen to a dialogue and respond to questions.</p> <p>https://www.youtube.com/watch?v=WjqiU5FgsYc&app=desktop The Present – Official.</p> <p>Websites</p> <p>http://badanbahasa.kemdikbud.go.id/amanbahasa/ – <i>Badan Pengembangan dan Pembinaan Bahasa</i> – Indonesia’s official language authority, provides updates on language use and new vocabulary.</p> <p>https://en.wikipedia.org/wiki/Youth_Pledge – Youth Pledge.A youth movement declaring the promise of one homeland, one nation and one language – Indonesia.</p> <p>https://museumsumpahpemuda.kemdikbud.go.id/ – <i>Museum Sumpah Pemuda</i></p> |

Focus – Kegemaran

| Communicating | Understanding | Suggested teaching and learning activities and assessments | Resources |
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| <p>and social worlds, using different modes of presentation</p> <p>Respond to imaginative texts by describing aspects, such as characters, events and/or key ideas</p> <p>Create simple own or shared imaginative texts by reinterpreting or adapting familiar texts and/or using modelled structures and language</p> <p>Translate and interpret phrases and short texts from Indonesian to English and vice versa, noticing which words or phrases translate easily and which do not</p> <p>Reflect on own and others' responses to interactions and intercultural experiences, and use these reflections to improve intercultural communication</p> <p>Reflect on experiences of learning and using another language, and share aspects of own identity, such as age, interests and family background, reflecting on how these impact on intercultural communication</p> | <ul style="list-style-type: none"> • greeting and farewelling, for example, <i>Selamat ...; Sampai jumpa.</i> • telling others to do something using imperatives, for example, <i>Duduklah!; Diamlah!; Ayo!; Mulai!</i> • describing simple actions using base word, for example, <i>tahu, suka, mau,</i> and <i>ber-</i> and <i>me-</i> verbs • negating using <i>tidak, bukan</i> and <i>belum</i> • describing actor, action and object using subject-verb-object construction, for example, <i>Saya suka membaca buku.</i> • referring to existence/presence, for example, <i>ada</i> and <i>tidak ada</i> • using prepositions, such as <i>di/ke</i> and <i>dari</i>, for example, <i>Saya pergi ke sekolah.</i> • locating events in time, for example, days, dates and months, such as <i>hari Sabtu, bulan Juli</i> and <i>pada akhir minggu</i>, and referring to the past and future using time indicators, such as <i>kemarin</i> and <i>besok</i> • seeking information and assistance using interrogatives, for example, <i>siapa, apa, bagaimana, berapa, dari mana, di mana, ke mana, apakah, kapan, permisi boleh saya ...</i> • joining ideas using simple conjunctions, for example, <i>dan, karena, tetapi, atau</i> • expressing emotion, for example, <i>wah, aduh, asyik, sayang, hebat</i> • accepting or declining invitations, for example, <i>Mau ikut?; Maaf.; Sayang saya tidak bisa.</i> • describing people and things using acronyms, such as <i>SMP, SMA, HP</i> and <i>PR</i> <p>Build metalanguage to talk about vocabulary and grammar concepts</p> | <ul style="list-style-type: none"> • how to use a bilingual dictionary, including reading beyond the first information given in an entry to find the most suitable expression for a given context. <p>Learning activities and/or assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> • listen to and/or read texts about other people, summarise the information and write an email to one, comparing their interests • view the audiovisual text <i>Basa Basi – Kenalkan?</i> Place students in pairs and have each student write a summary of their morning routine from the perspective of one of the family members, for example, <i>Ibu, Nitra</i> or <i>Agus</i>. Discuss as a class and compare with their morning routine • complete the <i>Basa Basi – Sudah siap?</i> activity sheet • write an introductory email to a prospective exchange student, providing details about their family and interests • listen to and/or read texts about other people and complete a plan of what they do on different days of the week • listen to and/or read texts describing people and their interests, summarise the information in a table and propose 'perfect matches' or decide who they would like as a friend. Justify their choices by referring to information in the texts • produce an introductory speech as an audiovisual clip or slideshow presentation to show to another Indonesian class • write a post for a young Indonesian speakers' blog about their interests • plan questions for, then conduct, a survey among their classmates to ascertain information about interests. Summarise their findings visually, for example, in a graph or pie chart, and use this as an aid to accompany a presentation to the class • compose a text message of less than 280 characters telling their friend about their after-school activities • view images of people and guess aspects of their personality and interests, then listen to texts about the people to assess the guesses • choose one of the 34 provinces in Indonesia and research its population, ethnic groups, languages and religions. Students write a postcard from, or design a poster about, an imagined person from the province in which they provide basic information about the culture/lifestyle. They show evidence of their research by providing information in Indonesian. Students reflect the culture of the province with images and comparison with Australia. They display their work to showcase their language learning to the school community and reflect on their own culture(s), what they have learned and how they might interact with people from that province, for example, topics to talk or avoid talking about • translate short written Indonesian texts related to interests into English and note the similarities and differences. Students should be reminded that the word order for noun-adjective phrases and describing possession using possessive pronouns in noun-adjective phrases in Indonesian, is different to English • research a famous Indonesian speaker and give a presentation about him/her • view the short film <i>The Present</i> without the sound track or subtitles, discuss aspects of the film, for example, the action, characters, setting and point of the story in Indonesian and English. Students research additional vocabulary related to the film to describe the actions and characters • complete language exercises, such as cloze and true/false activities based on the film • translate and re-order sentences in Indonesian describing the sequence of actions in the film | <p>– View images about the Youth Pledge movement</p> <p>Online resources</p> <p>https://schoolsequella.det.nsw.edu.au/file/9b8267fc-2c8a-497a-b85c-7d37784c98b5/1/basa-basi.zip/documents/Activities-Kenalkan.pdf</p> <p>Watch <i>Basa Basi Kenalkan</i> and complete the activity sheet with information.</p> <p>https://quizlet.com/92092351/hobi-hobi-saya-flash-cards/ – Quizlet – practise vocabulary and grammar quizzes about hobbies and interests</p> <p>https://kahoot.com/ – Kahoot! – Teachers can use Kahoot, a game-based learning platform, to make quizzes that reinforce vocabulary and language learning.</p> <p>Assessments</p> <p>Respond to the short film <i>The Present</i> by adapting and creating a simple imaginative text using modelled language.</p> |

Focus – Kegemaran

| Communicating | Understanding | Suggested teaching and learning activities and assessments | Resources |
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| | <p>Identify and use text structures and language features of common spoken, written and multimodal texts, and compare with structures and features of similar texts in English</p> <p>Examine linguistic features in the texts to develop an understanding that languages vary according to elements, such as register</p> <p>Understand that Indonesian, like all languages, varies according to participants, roles and relationships, situations and cultures</p> <p>Recognise that Indonesian is a national language</p> <p>Explore the relationship between language and culture</p> | <ul style="list-style-type: none"> adapt the film to create a picture book suitable for young children. Students read their story to another year level and/or their family to showcase their language learning. | |

Focus – Membuat rencana

| Communicating | Understanding | Suggested teaching and learning activities and assessments | Resources |
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| <p>Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests, for example, <i>Halo kelas. Kenalkan nama saya ...; Siapa namamu?; Berapa umurmu?; Kenalkan ini teman saya, bernama Fadhlán. Teman saya baik hati dan setia.; Ini keluarga saya – namanya Smith. Saya mempunyai dua kakak perempuan dan satu adik laki-laki.; Saya suka berlari dan kurang suka bermain permainan komputer.; Saya paling suka sejarah karena menarik.; Kamu di kelas berapa? Saya di kelas sembilan.</i></p> <p>Engage in individual and collaborative tasks, such as making arrangements with a friend, planning for a class celebration or performance, or working together to create displays, presentations or performances to showcase their language learning for family, friends or school community</p> <p>Participate in classroom routines and interactions by responding to teacher talk, following instructions, asking and answering questions, requesting assistance or permission, asking others how they are and offering wishes, for example, <i>Maaf, saya tidak mengerti.; Apa artinya?; Maaf, sekali lagi, Bu.; Selamat pagi, Pak.; Permisi Bu.; Selamat jumpa.; Sampai besok.; Duduklah!; Berdirilah!; Diamlah!; Lihatlah!; Maju!; Klik di sini.</i></p> <p>Identify topic, gist and specific points of information from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways</p> <p>Convey information and ideas from a range of texts related to aspects of their personal</p> | <p>Recognise and use the features of the Indonesian sound system, including pronunciation of single and combined sounds and the use of intonation in statements and questions, for example, <i>wah</i> and <i>aduh</i>, noticing Indonesian spelling and pronunciation conventions</p> <p>Recognise that Indonesian is written using the Roman alphabet but with distinctive sounds and sound combinations, for example, <i>a, e, i, o, u, c, r, ng, ngg, ny, au, aa, ai</i></p> <p>Generate language for a range of purposes in simple spoken and written texts, by recognising and using context-related vocabulary and elements of the Indonesian grammatical system, including:</p> <ul style="list-style-type: none"> identifying people using appropriate terms of address, such as <i>Ibu</i> and <i>Bapak</i>, pronouns, such as <i>saya/aku, Anda/kamu, dia, mereka</i> identifying people, places and things using concrete nouns, for example, <i>pena, meja, teman</i>, and some nouns with <i>-an</i> suffix, for example, <i>makanan, minuman, undangan</i> describing the characteristics and qualities of people, places and things using noun-adjective phrases, for example, <i>buku merah, rambut panjang, guru baru</i> and describing possession using possessive pronouns in noun-adjective phrases, for example, <i>Bapak saya tinggi.; Ibu saya cantik.</i> indicating quantity using plurals, for example, <i>teman-teman; tiga buku; banyak buku</i> referring to numbers of things using cardinal numbers, such as <i>puluh, belas, ratus, ribu</i>, and things in a sequence using ordinal numbers, for example, <i>pertama</i> and <i>kedua</i> | <p>Students exchange information about interests, hobbies, sports and pastimes they do with their family and friends.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> interests they and their family share, for example, <i>Apa yang keluarga kamu suka lakukan?; Apa yang kamu dan keluarga kamu suka lakukan bersama-sama?; Apa yang kamu sekeluarga suka lakukan bersama-sama? Keluarga saya suka berkemah/jalan-jalan di alam terbuka/menonton film di bioskop/ main musik bersama-sama.</i> making plans to do things with family and friends, for example, <i>Bagaimana kalau kita menonton film di bioskop pada hari Jumat malam?; Besok pagi keluarga kami akan berpiknik di Kings Park.</i> when their family do things together, for example, <i>Pada hari Jumat Malam saya dan keluarga saya menonton film di bioskop.; Kami sekeluarga bermain tenis pada hari Sabtu pagi.</i> what their family does on the weekend, for example, <i>Pada akhir minggu keluarga saya makan malam di restoran.; Pada hari Minggu pagi saya dan keluarga saya berenang di pantai.</i> expressing how they feel about something, for example, <i>Aduh! Saya lupa.; Sayang saya tidak bisa ikut.; Asyik menonton film aksi di bioskop!</i> asking and giving information about occasions families celebrate, for example, <i>Keluarga kamu merayakan apa? Keluarga saya merayakan Hari Natal dan Tahun Baru.; Keluarga kamu melakukan apa pada hari raya Idul Fitri? Pada pagi harinya keluarga saya sembahyang bersama di mesjid.</i> accepting and declining invitations, for example, <i>Apakah kamu mau ikut acara natalan besok? Ya./Sayang, saya tidak bisa.</i> extending sentences using simple conjunctions, for example, <i>Keluarga saya pergi ke pantai karena cuacanya panas. Saya menonton film di bioskop tetapi adik saya tidak ikut dia tinggal di rumah.</i> <p>Discuss with students:</p> <ul style="list-style-type: none"> interests they share with their family family celebrations and traditions, for example, birthdays, Mother’s Day, Father’s Day, Christmas, <i>Idul Fitri</i> how plurals are expressed in Indonesian and compare this with English. <p>Text types</p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: audiovisual text, conversation, descriptions, email, folktale, invitation, picture book, presentation, role play and survey.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> predict the content of a text using headings, visual clues and known words evaluate and redraft written texts to enhance meaning seek opportunities to practise the language. <p>Learning activities and/or assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> listen to and/or read texts describing the age, occupations and qualities of the members of several families and respond to questions. Invite students to share their responses with their classmates | <p>Audiovisual texts</p> <p>https://www.youtube.com/watch?v=VK-PcoAmgwY</p> <p><i>Kancil dan Buaya</i>.An Indonesian folktale about how <i>Kancil</i> outsmarts many <i>Buaya</i> to make a bridge so that he can step on them in order to cross the river.</p> <p>Book</p> <p><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. 20) Carlton, Vic: Curriculum Corporation.</p> <p><i>Story Sang Kancil Menipu Buaya in 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. 167–180). Carlton, Vic: Curriculum Corporation.</p> <p>Assessments</p> <p>Accessible on the School Curriculum and Standards Authority website</p> <p><i>Cerita Rakyat</i> (Folktale)</p> <p>Respond to a written text by answering questions in English.</p> <p>Write the script of an imaginative play and perform it for the class.</p> |

Focus – Membuat rencana

| Communicating | Understanding | Suggested teaching and learning activities and assessments | Resources |
|---|--|--|-----------|
| <p>and social worlds, using different modes of presentation</p> <p>Respond to imaginative texts by describing aspects, such as characters, events and/or key ideas</p> <p>Create simple own or shared imaginative texts by reinterpreting or adapting familiar texts and/or using modelled structures and language</p> <p>Translate and interpret phrases and short texts from Indonesian to English and vice versa, noticing which words or phrases translate easily and which do not</p> <p>Reflect on own and others' responses to interactions and intercultural experiences, and use these reflections to improve intercultural communication</p> <p>Reflect on experiences of learning and using another language, and share aspects of own identity, such as age, interests and family background, reflecting on how these impact on intercultural communication</p> | <ul style="list-style-type: none"> greeting and farewelling, for example, <i>Selamat ...; Sampai jumpa.</i> telling others to do something using imperatives, for example, <i>Duduklah!; Diamlah!; Ayo!; Mulai!</i> describing simple actions using base word, for example, <i>tahu, suka, mau,</i> and <i>ber-</i> and <i>me-</i> verbs negating using <i>tidak, bukan</i> and <i>belum</i> describing actor, action and object using subject-verb-object construction, for example, <i>Saya suka membaca buku.</i> referring to existence/presence, for example, <i>ada</i> and <i>tidak ada</i> using prepositions, such as <i>di/ke</i> and <i>dari</i>, for example, <i>Saya pergi ke sekolah.</i> locating events in time, for example, days, dates and months, such as <i>hari Sabtu, bulan Juli</i> and <i>pada akhir minggu</i>, and referring to the past and future using time indicators, such as <i>kemarin</i> and <i>besok</i> seeking information and assistance using interrogatives, for example, <i>siapa, apa, bagaimana, berapa, dari mana, di mana, ke mana, apakah, kapan, permisi boleh saya ...</i> joining ideas using simple conjunctions, for example, <i>dan, karena, tetapi, atau</i> expressing emotion, for example, <i>wah, aduh, asyik, sayang, hebat</i> accepting or declining invitations, for example, <i>Mau ikut?; Maaf.; Sayang saya tidak bisa.</i> describing people and things using acronyms, such as <i>SMP, SMA, HP</i> and <i>PR</i> <p>Build metalanguage to talk about vocabulary and grammar concepts</p> | <ul style="list-style-type: none"> revise sentence structures learnt by playing a game of Human Bingo. Students create a card with ten questions on it and then exchange information about their interests, when they undertake them, and with whom. Students move around the classroom, asking their questions, and place a tick along each question only when another student answers in the affirmative, for example, <i>Apakah kamu suka pergi ke bioskop dengan keluarga kamu? Ya saya senang pergi ke bioskop dengan keluarga saya karena ayah saya selalu membeli popcorn.</i> listen to and/or read texts where a number of people state what they like to do on a certain day and with whom in their family they like to do the activity listen to the rules of the game chain reaction, whereby the teacher starts with the words to describe people/leisure activities/etc. and counts to 10. If the next person hasn't added a word from the same category before 10 then they are out. Continue until most words relating to that category have been said. The teacher decides when the category may be changed. Keep playing until one person is left standing. Arrange the students in smaller groups to play the game, to provide more language practice write three things that you and members of your family like doing and three things you and members of your family don't like doing, for example, <i>Saya dan keluarga saya suka ...; Saya dan keluarga saya tidak suka... .</i> Ask students to present their sentences to the class. In small groups share orally their interests and the interests of their family members using language structures, such as <i>Ibu saya suka bermain piano.; Ayah saya suka bermain golf.</i> ask and give information about their own family's interests make a list of hobbies, sports and pastimes families do together. Prepare a set of questions and survey class members to make a top ten list of family hobbies, sports and pastimes. Present the results of the survey as an oral presentation write an invitation/email to a friend regarding a family celebration, providing the date, time and the type of celebration reply to an invitation, stating whether they can or cannot attend and provide additional details, such as what they should bring role play telephoning a friend and inviting them to a family outing providing details of the occasion, date, time and what to bring read a conversation between two friends attempting to make several arrangements to meet but being unable to due to family commitments view the audiovisual text <i>Kancil dan Buaya</i> and discuss the characters, setting and the moral of the story in Indonesian and English. Students discuss language to describe the characters, actions and setting to build a vocabulary list to use to write their own version of the story. They adapt the audiovisual text to create a picture book or a role play suitable for a younger audience. Students read their story to another year level and/or their family to showcase their language learning. Alternatively students adopt the persona of either <i>Kancil</i> or <i>Buaya</i> and retell the story from their perspective read and translate the story <i>Sang Kancil Menipu Buaya</i> and compare with structures and features of similar texts in English reflect on how their language use has evolved over the year, listing five new experiences, such as communicating their interests in Indonesian, and share these experiences with the class. | |

Focus – Membuat rencana

| Communicating | Understanding | Suggested teaching and learning activities and assessments | Resources |
|---------------|---|--|-----------|
| | <p>Identify and use text structures and language features of common spoken, written and multimodal texts, and compare with structures and features of similar texts in English</p> <p>Examine linguistic features in the texts to develop an understanding that languages vary according to elements, such as register</p> <p>Understand that Indonesian, like all languages, varies according to participants, roles and relationships, situations and cultures</p> <p>Recognise that Indonesian is a national language</p> <p>Explore the relationship between language and culture</p> | | |