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Language: Indonesian	**Target group:** *Stage 6 (Year 12)* *Beginners*	**Topic:** Education and work	**Indicative time:** 15 hours

What are the key ideas or concepts you want the students to learn?	**Why does that learning matter?**
The key concepts I want students to learn are that: • there is a cultural perspective to the world of work in Indonesia (e.g. predominance of *kaki lima*, *pemulung*) • terminology for jobs reflects social status (eg *tukang*, *juru*, *ahli*).	The learning matters because: • it is important that students understand and appreciate different cultures • language and culture are interdependent.

Unit description

- This unit of work takes place at the beginning of the Year 12 course after the students have completed the *Education* component of this topic. In the Preliminary course students have studied the topics *Family life, home and neighbourhood*, *Friends, recreation and pastimes* and *Holidays, travel and tourism*. This learning on *Work* provides the foundations for the topic, *Future plans and aspirations*. The content for this unit includes people and their personalities, interests, occupations and/or career aspirations.

Key competencies:

The following key competencies are embedded in the Beginners Stage 6 Syllabus to enhance student learning:

- communicating ideas and information
- collecting, analysing and organising information
- planning and organising activities
- working with others and in teams
- using technology
- solving problems

Intellectual quality	*Quality learning environment*	*Significance*
• Deep knowledge • Deep understanding • Problematic knowledge • Higher-order thinking • Metalanguage • Substantive communication	• Explicit quality criteria • Engagement • High expectations • Social support • Students' self-regulation • Student direction	• Background knowledge • Cultural knowledge • Knowledge integration • Inclusivity • Connectedness • Narrative

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Literacy links:

- comparing and contrasting English and Indonesian

- identifying grammatical patterns and features

- classifying information

- using a bilingual dictionary

- choosing an appropriate language register

- constructing text for specific purposes

- understanding and using culturally appropriate language

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Outcomes	Students learn about:	Students learn to:
Objective 1 – Interacting *A student:* **1.1** *establishes and maintains communication in Indonesian* **1.4** *applies knowledge of the culture of Indonesian-speaking communities to interact appropriately*	• the importance of listening for key words to assist understanding • the importance of reading for key words to assist understanding • links in communication • ways to support effective interaction • sociolinguistic conventions relating to everyday activities	• listen for meaning • read for meaning • use strategies to initiate, maintain and conclude an interaction • use appropriate language features to enhance communication • use language and/or behaviour appropriate to social context, e.g. dress and gestures for Indonesian TV show presenter
Objective 2 – Understanding Texts A student: **2.1** understands and interprets information in texts using a range of strategies **2.2** conveys the gist of and identifies specific information in texts **2.6** identifies and explains aspects of the culture of Indonesian-speaking communities in texts	• ways of identifying relevant details in texts when listening or reading for specific information • ways of inferring meaning from text • resources available to access, enhance or promote independent learning • language used to express cultural values, and to represent people and cultures in texts	• make judgements about the relevance of detail in understanding text • use contextual and other clues to infer meaning from text • access available resources to assist comprehension of a text • explain cultural references in texts, e.g. *tukang, juru, ahli*
Objective 3 – Producing Texts A student: **3.1** produces texts appropriate to audience, purpose and context **3.2** structures and sequences ideas and information **3.3** applies knowledge of diverse linguistic structures to convey information and express original ideas in Indonesian. **3.4** applies knowledge of the culture of Italian-speaking communities to the production of texts	• the purpose and context of a text and their influence on the choice of structure, format and vocabulary • the logical sequencing of ideas in extended text • the application of known linguistic structures in new context	• plan, draft and edit text • apply a range of vocabulary and linguistic structures across a range of contexts • evaluate the accuracy and appropriateness of structures when constructing and editing text

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Teaching, learning and assessment activities (Teachers make a selection from the following activities as appropriate.)	Evidence of learning:
1. View photos of occupations, e.g. *Hima dan Mega* DVD. Students compile a list of Indonesian occupations. Discuss what students notice about photos. In English, compare and contrast types of work in Indonesia and Australia and discuss the reasons for the predominance of particular occupations, e.g. *kaki lima*. 2. Use a flashcard generator (e.g. quizlet.com) for games (e.g. charades, pictionary, flashcard race) to learn vocabulary. 3. Ask about personality, discuss personal characteristics and find out what job someone wants to do. Refer to *Bagus Sekali* 3 textbook *Langkah 1: Cobalah Ini Mau Menjadi apa?* p. 6. Students use as model to write about themselves. 4. Read sentences with *bekerja* and *pekerjaan* and predict the rule for the different prefixes. Distinguish between verb and noun forms (e.g. *bekerja* and *pekerjaan*) and develop dictionary skills to find the correct meaning for verbs and nouns in various sentences. 5. Listen to descriptions of various occupations and match to place of work. Students listen for context and determine occupation by sequencing pictures to conversation. Refer to *Keren 1* activity book *5.6 Di mana Anda bekerja?* p. 90 or *Bagus Sekali* 3 workbook *Langkah* 1 exercise E *Apakah dia perawat?* p. 3. 6. Recognise the formation of vocabulary items for *pe-* prefix nouns related to occupations (*Bagus Sekali 3 Langkah 1* textbook p. 14 and complete exercise in student book on p. 10 – *Tidak begitu susah A* and *B*).	• Discussion about how the type and status of occupations in Indonesia will indicate students' preconceptions. • Reading and Listening activities assess the ability to read and listen to a range of texts by determining the gist, extracting key information and summarising. • Speaking activities (survey, quiz and interview) assess the ability to interact with others and reproduce relevant information about their career aspirations. • Writing activities (profile, descriptions of occupations, job advertisement, notice) indicate the ability to write descriptively for a particular audience, purpose and context in which they will apply learned vocabulary and structures. • The audition tape assesses the ability to

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7. In pairs, students use vocabulary cards based on occupations to practise *Mau menjadi apa?*. (Refer to *Bagus Sekali 3* textbook p. 17 for list of occupations and/or *Suara Siswa* teacher's resource p. 5 for pictures of occupations.)

8. Predict classification of occupations based on terminology—*tukang, juru* and *ahli*—by analysing *tukang becak, tukang sampah, juru rawat, juru tulis, juru masak, ahli hukum* and *ahli komputer.*

9. Discuss the cultural significance of the terminology *tukang, juru, ahli,* for various occupations. Refer to *Bagus Sekali 3* textbook p. 15. Discuss classification of *tukang kebun, tukang kayu* and *tukang roti* in comparison with Australian equivalents based on qualifications required.

10. Develop dictionary skills. Students use a search engine (e.g. *Google*) to find the equivalent Indonesian meaning of jobs they would like to do when dictionaries do not provide meanings (e.g. marine biologist, social worker).

11. Indicate preference using *lebih suka … daripada.* Refer to *Keren* 1 course book pp. 80-81.

12. Predict the most popular jobs. Complete surveys with other class members to find out their preferred job. (Refer to *Keren 1* student activity book exercise 5.10 p. 94 for a survey form.) Evaluate results to determine most popular jobs in the class and create class graph/pie chart using *Microsoft Excel*.

13. Play *Musical adjectives* game to encourage students to speak using key functions. As the music stops, students pick up a card closest to them or refer to a key expression posted on the wall and use it to form a sentence, e.g. *lebih suka = Saya lebih suka menjadi seorang*

sequence ideas and use a range of appropriate vocabulary and structures, demonstrating an understanding of the topic and an ability to communicate appropriately according to audience, purpose and context.

Ongoing feedback to students:

- Self-correcting exercises targeting knowledge of linguistic structures and comprehension skills will provide immediate feedback.

- Oral feedback will be provided about intercultural understanding and ability to speak in Indonesian during the pair work and whole-class activities.

- Written feedback will be provided for writing activities and assessment task.

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guru daripada seorang polisi.

14. Listen to people describing what they would like to do, match the occupation with the person and indicate suitability to the job. (Refer to *Bagus Sekali 3* workbook *Langkah 1* exercise D.)

15. Quiz a class member and work out to which career they are suited. (Refer to quiz in *Bagus Sekali 3 Langkah 1* textbook *Kamu mau menjadi apa?* p. 16.)

16. In pairs, students argue about why they should be the star of a film. (Refer *Bagus Sekali 3* textbook *Langkah 1 Bicara Bebas* p. 9.)

17. Listen to interviews of various people describing their jobs and extract key information. (Refer to *Keren 1* course book *5.17.*)

18. Plan, draft and write a profile of themselves including personal details, interests and aspirations. (Refer to models in *Bagus Sekali 3* textbook, *Suara Siswa 1, Keren 1, Gadis* magazine etc.)

19. View *Bermacam-macam pekerjaan* video. As students view the video, they fill in the blanks to complete a profile of the workers presented. Discuss similarities and differences of occupations in Indonesian and Australian contexts.

20. Read/listen to audio texts and use as model in which students describe what job they would like to do and why. (Refer to *Keren 1* coursebook exercise 5.20 *Kamu ingin menjadi apa*?, *Keren 1* reading test topic 5 conversation 1*, Keren 1* listening test topic 5 – conversation 2 and 3 or *Bagus Sekali 3* listening assessment A *Kalau saya sudah besar.*)

21. Respond in writing to interview questions about personal details, interests and career aspirations. Use as a basis to interview and respond orally to another student. (Refer to

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Bagus Sekali 3 teacher's resource kit *Siswa Keren* p. 17.)

22. Read short texts of family descriptions including information about jobs in *Suara Siswa 1* student book *Ini Keluarga saya.* Use as a model to write about own family.
23. Write brief descriptions of occupations and play *Siapa saya?* to guess occupation.

24. Read job advertisements and extract key information. (Refer to *Suara Siswa 3* p. 80 *Kesempatan Kerja!* or *Iklan Mini* website, *Gamelan* on-line magazine, *Indo Media* magazinem etc.) Choose one advertisement and write an online application for the job, addressing all the criteria as outlined in the advertisement. Email the job application letter to the teacher.
25. Look at job advertisements and highlight object focus construction in the third person. Determine meanings and context for use.
26. Write a job advertisement, stating job and qualities sought.
27. Write a notice seeking work. (For models refer to *Suara Siswa* stages 3 and 4 *Mencari pekerjaan?* p. 81.)
28. Complete a job application form. (Refer *Bagus Sekali* 3 teacher's resource kit *Lamaran pekerjaan saya* p. 16.)
29. Draw attention to appropriate appearance (clothing, hair, makeup) and gestures for presentation on an Indonesian teen television show. Students view shows such as *Indonesian Idol*, *MTV Asia* and pictures of young people in popular magazines and compare and contrast appearance in Indonesian and Australian contexts.
30. Create an audition tape for a new Indonesian teen TV show (assessment task).

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Grammar – recognition and use:

- *kaum, para*
- *tukang, juru, ahli, -wan/wati* (refer *Bagus Sekali 3* textbook p. 15)
- classifier *seorang*
- prepositions *di* and *ke* (refer *Keren 1 Student Book* p. 88)
- *pe-* prefix nouns related to occupations
- *ber-* noun/adjective construction e.g. *berpengalaman, bersifat*
- passive form – third person object focus construction e.g. *dicari, dibutuhkan*
- verbs with modifiers e.g. *akan, harus, dapat, bisa, suka, ingin, mau, sudah, sedang*
- modifiers with adjectives e.g. *kurang sabar, kurang pandai, cukup*
- comparative and superlative e.g. *lebih suka … daripada, paling* (refer *Keren 1* pp. 80-81)
- conjunctions, e.g. *karena, karena itu*

Expressions

- *saya mau menjadi …*
- *bekerja sebagai*
- *paruh waktu*
- *tertarik akan*
- *dengan baik*

Key resources

- *Bagus Sekali 3*
- *Keren 1*
- *Suara Siswa 1*
- *Suara Siswa 3*
- *Hima dan Mega: Kehidupan sehari 1 and 2 di Yogyakarta* (DVD) *Bab 8 c areers*
- Flashcards on occupations from Indoink
- *Bermacam-macam pekerjaan* (video series), Ian White et al, *Satya Wacana* Christian University *Salatiga,* 1993
- Australian published Indonesian magazines for job classifieds eg *Indomedia*, *Indopost*
- Teacher-developed materials for games such as pictionary, charades, flashcard race, musical adjectives

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Evaluation and variation:

(Considerations: Time allocated for unit; variety of teaching strategies used; opportunities for teacher feedback and student reflection; suitability of resources; suitability of ICT/laptop activities; literacy/numeracy links)

Date commenced: **Date completed:**
Class teacher signature: **Head teacher signature:**

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