

Friends Recreation & Pastimes

Language: Indonesian	Target group: Year 11 Stage 6 Beginners Preliminary	Topic: Friends, recreation and pastimes	Indicative time: 10 hours
<p>What are the key ideas or concepts you want the students to learn?</p> <p>The key concepts I want students to learn are that:</p> <ul style="list-style-type: none"> • there are similarities and differences between Indonesian leisure activities and our own • there is a range of language in Indonesian to talk about your hobbies and pastimes 		<p>Why does that learning matter?</p> <p>The learning matters because:</p> <ul style="list-style-type: none"> • it is important that students understand and appreciate different cultures • students will be able to communicate with Indonesian speakers about topics of interest to them 	
<p>Unit description</p> <ul style="list-style-type: none"> • This unit of work is one of the first in the Preliminary course. Students have studied the topic Family life, home and neighborhood. The content for this unit includes people and their interests, hobbies and sporting activities. 			
<p>Key Competencies:</p> <p>The following key competencies are embedded in the Beginners Stage 6 Syllabus to enhance student learning:</p> <ul style="list-style-type: none"> • communicating ideas and information • collecting, analysing and organising information • planning and organising activities • working with others and in teams • using technology • solving problems 			
<p>Literacy links:</p> <ul style="list-style-type: none"> • 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 			

Outcomes	Students learn about:	Students learn to:
<p><u>Objective 1 – Interacting</u> A student:</p> <p>1.1 establishes and maintains communication in Indonesian</p> <p>1.4 applies knowledge of the culture of Indonesian-speaking communities to interact appropriately</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • listen for meaning • read for meaning • use strategies to initiate, maintain and conclude an interaction • use appropriate language features to enhance communication
<p><u>Objective 2 – Understanding Texts</u> A student:</p> <p>2.1 understands and interprets information in texts using a range of strategies</p> <p>2.2 conveys the gist of and identifies specific information in texts</p> <p>2.6 identifies and explains aspects of the culture of Indonesian-speaking communities in texts</p>	<ul style="list-style-type: none"> • ways of identifying relevant details in texts when listening or reading for specific information • ways of inferring meaning from text • cultural attitudes that add meaning to text 	<ul style="list-style-type: none"> • make judgements about the relevance of detail in understanding text • use contextual and other clues to infer meaning from text • identify and discuss cultural influences in specific texts eg. advertisements
<p><u>Objective 3 – Producing Texts</u> A student:</p> <p>3.1 produces texts appropriate to audience, purpose and context</p> <p>3.2 structures and sequences ideas and information</p> <p>3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Indonesian.</p>	<ul style="list-style-type: none"> • 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 contexts 	<ul style="list-style-type: none"> • plan, draft and edit text • sequence ideas and information in texts • apply a range of vocabulary and linguistic structures across a range of contexts

Teaching, learning and assessment activities

(Teachers make a selection from the following activities as appropriate):

- Brainstorm popular pastimes/hobbies/sports in Indonesia and Australia, in both Indonesian and English. Discuss possible reasons for differences.
- Play games (charades, pictionary, flashcard race, memory, *Ayo Bermain* 'Good Sports' p.31, *Ayo Bermain* 'Leisure Suit' p.33) to learn vocabulary.
- Discuss use of *ber-* verbs (refer *Bagus Sekali 2* Text Book p.36) and complete grammar activity categorizing different functions of relevant *ber-* verbs (refer to *Bagus Sekali 2* Work Book ex.A p.40)
- Listen to descriptions of several peoples hobbies and match to their name. Refer *Keren 1* Activity Book 3.24 *Hobbies* p.58.
- Listen to friends talk about sport and leisure activities and match their dialogue to the appropriate images or statements. Refer *Mari Kita Berbicara- Waktu Luang* Activity 1 and 2.
- Interview other class members about their pastime likes and dislikes. Refer *Keren 1* Activity Book 3.23 p.57 or *Ayo Bermain* 'Like It or Not' p.32. Evaluate results to determine most popular class pastimes.
- Indicate preference using *lebih suka...dari pada*. Refer *Keren 1* Course Book p.80-81.
- Indicate frequency/how often a pastime is done. Refer *Keren 1* Course Book p.80 and listening activity *Keren 1* Activity Book 3.14 p.50.
- Survey class members to find out how often they do certain activities. Refer *Keren 1* Activity Book 3.15 p.51 or *Ayo Bermain* 'More often than not' p.34.
- Match descriptions of peoples' profiles based on their favourite pastimes and how often they do them. *Ayo Bermain* 'Just for fun' p.35.
- Complete a magazine-style quiz using adverbs of frequency. Refer *Bagus Sekali 2* Work Book *Kuis* p.3. Also can be completed as a listening exercise.
- Listen to students discussing the sports they have tried before, focusing on the use of *pernah*. Refer *Bagus Sekali 2* Work Book ex.A p.29.
- Complete surveys with other class members to find out their experience with particular sports. Refer to *Bagus Sekali 2* Text Book p.36 and TER for a survey form.
- Play *Hom pim pa* and *Suten* knockouts to determine a class champion. Draw parallels with similar games used in Australia. Refer to *Bagus Sekali 2* Text Book *Mari Bermain* p.35

Evidence of learning:

- General discussion about the type of pastimes 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 (surveys and interview) assess the ability to interact with others and reproduce relevant information about their pastimes.
- Writing activities (advertisement, letter) indicate the ability to write descriptively for a particular audience, purpose and context in which they will apply learned vocabulary & structures.
- The informal letter assesses the ability to 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.

- View *Tarian di Ubud* video. Complete accompanying vocabulary and question worksheets. Discuss similarities and differences of this pastime in the Australian context.
- Read advertisements based on pastimes to extract key information and answer questions. Refer to *Bagus Sekali 2* Text Book *Bacalah ini!* p.40. Students use as model to create their own advertisement.
- Listen to young people describing their lifestyle in an interview and discuss who has the healthier lifestyle and why. Refer to *Mari Kita Berbicara- Waktu Luang* Activity 4
- Read an informal letter and note letter writing conventions. Also extract key vocabulary and questions useful for discussing pastimes. Refer to *Suara Siswa 1* Resource Book *Kenalkan, aku...* p.46.
- Read short letters from a pen friend page in a magazine and select a pen friend on the basis of common interests. Write an informal letter introducing themselves and describing what they like to do in their free time (see Assessment task).

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.

Grammar – recognition and use:

- formal and informal language eg. *bermain, main*
- *ber-* verbs
- *me-* verbs
- question words eg *apakah, apa, -kah, kapan*
- verbs with modifiers eg *akan, harus, dapat, bisa, suka, ingin, mau, sudah, sedang*
- negation with verbs eg *tidak, belum*
- comparative and superlative eg *lebih suka ... daripada, paling* (refer *Keren 1* pp80-81)
- conjunctions eg *karena, kemudian, lalu*

Expressions

- *saya senang/suka...*
- *saya pandai...*
- *pernah*
- *tertarik akan...*

Key Resources

- *Bagus Sekali 2*
- *Keren 1*
- *Suara Siswa 1*
- *Ayo Bermain*
- *Tarian di Ubud* (Bahasa Video Education)
- *Mari kita berbicara* (TALE)
- Teacher-developed materials for games such as pictictionary, charades, flashcard race, memory



Evaluation and variation:

Date completed:

Signature: