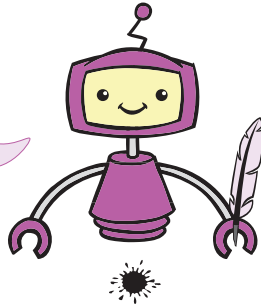


Sun, surf and sand

Peter and Anna have come up with a great idea. Next year they will be returning to Australia and they would love to organise a camp to bring together students from Indonesia and Australia. This is going to be a huge undertaking, but with Zak's Tours & Travel arranging everything, it should go off without a hitch.



LINKS TO:

Stage 3, Module 12
Learning Object 2: *Plan a camp*

PRIOR LEARNING:

Stage 2

Module 5 Work Sheet 3: *Telling stories*
Module 15 Work Sheet 6: *Tales of mystery and suspense*
Module 18 Work Sheet 1: *Step by step*

1 Is it permissible?

Expressions asking for and granting permission range from the informal to the highly formal and from the subject focus to the object focus or passive construction.

➔ For example:

Apa boleh menggunakan fasilitas internet?
(colloquial)

Bolehkah menggunakan fasilitas internet? (formal)

May we use the Internet?

Minta izin menggunakan internet?

May I have permission to use the Internet?

Apa diperbolehkan menggunakan fasilitas internet? (object focus)

Is it permissible (for us) to use the Internet?

Apa fasilitas internet boleh digunakan?
(object focus)

Is the Internet available for use (by us)?

Just as the expressions for asking permission can range from the informal to the formal, so may the responses, whether they are in the affirmative or in the negative.

➔ For example:

Ya, boleh!

Yes, you may!

Tentu saja boleh!

Of course you may!

Maaf, tidak boleh!

Sorry, you can't!

Tentu saja tidak!

Of course not!

2 Can we or can't we?

You have already learned that the question tag *Apakah* creates questions requiring yes/no answers. You have also learned that in everyday conversational language *Apakah* is often abbreviated to *Apa*. This happens quite a few times in Learning Object 2: *Plan a camp*.

Apakah questions can be useful when making enquiries about people, places and things.

➔ For example:

Apa murid-murid bisa menjelajah alam setempat?

Can students visit local wildlife?

Apa tempat ini memiliki kegiatan pembentukan tim?

Does this place have team-building activities?

3 Getting connected

Throughout Stage 2 you used a number of transition words, and phrases of sequence, while writing narratives, recipes, news reports and feature articles.

In Learning Object 2, *Plan a camp*, you encountered a number of new transition words of consequence, addition, concession and contrast.

➔ For example:

Category	Indonesian	English
addition	<i>tambahan lagi ...</i>	in addition to
consequence	<i>itu sebabnya ...</i>	that is the reason why
concession	<i>walaupun ...</i>	even though
compare and contrast	<i>di sisi lain ...</i>	on the other hand

There are lots of other words and phrases that connect ideas in terms of consequences, additions, concessions and comparisons. Let's have a look at some of them.

Category	Indonesian	English
addition	<i>juga</i>	also
	<i>di samping itu</i>	besides that
	<i>selanjutnya</i>	further
	<i>sebagai tambahan</i>	in addition
	<i>lagipula</i>	moreover

Category	Indonesian	English
consequence	<i>demikian / jadi</i>	so
	<i>hasilnya</i>	the result of
	<i>akibatnya</i>	consequently
	<i>maka dari itu</i>	therefore
	<i>oleh karena itu</i>	because of that

Category	Indonesian	English
concession	<i>kendati</i>	although
	<i>meskipun</i>	even though / in spite of / therefore

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Category	Indonesian	English
compare or contrast	<i>begitu pula</i>	as well as
	<i>sama halnya</i>	as well
	<i>demikian juga</i>	likewise
	<i>sebaliknya</i>	otherwise
	<i>malahan</i>	instead
	<i>pada sisi lainnya</i>	on the other hand
	<i>tetapi</i>	but
	<i>akan tetapi</i>	yet, however
	<i>namun/namun demikian</i>	nevertheless

4 What's in a camp?

In Learning Object 2 you encountered a range of words for camp activities such as:

<i>berkanu</i>	canoeing
<i>berkayak</i>	kayaking
<i>berenang</i>	swimming
<i>bersnorkel</i>	snorkelling
<i>panjat tebing</i>	rock climbing
<i>permainan dalam ruangan</i>	indoor games
<i>panahan</i>	archery
<i>bermain Frisbee</i>	frisbee throwing
<i>menjelajahi hutan</i>	explore the forest
<i>mendaki gunung</i>	hike to the mountain
<i>bermain bola voli pantai</i>	play beach volleyball
<i>merancang, membuat dan menggunakan rakit</i>	design, build and use a raft
<i>kegiatan pembentukan tim</i>	team-building activities

The *ber-* prefix was used for a number of activities in the above list. Three common uses of the *ber-* prefix are:

1. to have or possess

➔ For example:

Bapak dan Ibu Smart beranak dua orang.
Mr and Mrs Smart have two children.

2. to wear

➔ For example:

Peter suka berbaju kaus merah dan bercelana pendek biru muda.
Peter likes to wear a red T-shirt and light blue shorts.

3. to undertake an activity

➔ For example:

Pak Smart berkanu di danau ketika berlibur di desa Sekarsari.

Mr Smart went canoeing on the lake when holidaying in the village of Sekarsari.

Exercise 1

Peter has gone online to obtain information on the Three-Day Adventure Program at Tallebudgera Beach Outdoor Education School, and has printed out the following information:

Day 1 Canoe Adventure

Students work in teams mastering basic skills before embarking on a journey through the waters of the traditional custodians, The Yugumbeh people. Students will be immersed in a hands-on approach to the sustainable practices of the Yugumbeh. Relationships between the mangroves, crabs, fish, stingrays and birds will be explored during this exciting journey.

Day 2 Bodyboarding & Surf Awareness

Students develop lifelong skills and confidence associated with the surf environment. Soft sand running, wading, dolphin diving, body surfing, rip identification and safe beach practices are the focus of the surf awareness session. Students will develop specific body boarding skills as they follow a progression from basic skills to advanced tricks. They will develop their body boarding competence under the guidance of expert teachers.

Day 3 Tandem Bikes, Raft Building & Creek Team Initiatives

Each activity has been designed to focus on students working effectively in small teams.

Tandem bikes require pairs of students communicating and working in unison to achieve the quickest time around a set course.

Raft building involves small teams of students sharing ideas, developing a plan, constructing a raft, test their raft and reflecting upon their successes.

Creek Team Initiatives will require the students to complete a number of tasks in various teams set on the picturesque Tallebudgera Creek. Once again the focus is on communication, cooperation, reflection and fun.

Source: Tallebudgera Beach Outdoor Education School website. Accessed 2012.

- 1.1** Peter decides to write an email to Ardi and Nina about his idea for an international school camp at Tallebudgera. After the camp, Peter proposes that the Indonesian students will be billeted with families from his school for an additional week.

Write Peter's email, using some of the transition words and phrases you have learned in this work sheet.

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1.3 Write Peter's reply to Ardi's email, answering all of his questions.

Make use of the information Peter obtained online as well as the additional information provided below:

Informasi Tambahan Mengenai Tallebudgera Beach Outdoor Education School dan Fasilitasnya.

- Siswa tidak diperbolehkan meninggalkan TBOES kecuali kalau didampingi seorang guru
- Ruang tersedia untuk disewa untuk karaoke, diskotik, malam kuis dan acara acara lainnya.
- Kegiatan tambahan tersedia di TBOES termasuk:
 - Bola voli pantai
 - Sepak bola pantai
 - Panahan
 - Berkanu
 - Panjat tebing
 - Berenang
 - Bodyboarding
- Fasilitas lainnya yang tersedia:
 - Telepon umum di serambi utama TBOES
 - Sambungan internet Wi-Fi untuk dimanfaatkan oleh para tamu
 - Ruangan teater yang bisa memuat 80 orang untuk menonton film
 - Kafetaria

To...	Ardi.Sugianto@indomail.co.id
cc...	
Subject	Jawaban Pertanyaan Mengenai Ekskursi SHB ke Australia
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