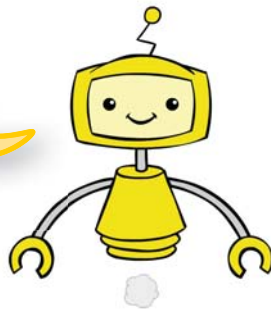


Sightseeing in Sekarsari

Wow, there is so much to see and do in Sekarsari! What a fantastic place to visit! Let's take a closer look at some of the entries from the visitors' book to see what people got up to and how they really felt about their time in Sekarsari.



LINKS TO:
 Stage 2, Module 17
 Learning Object 2: Sightseeing

PRIOR LEARNING:

Stage 1
 Module 7 Work Sheet 8: *Why and because*

Stage 2
 Module 6 Work Sheet 1: *Very interesting*
 Module 15 Work Sheet 7: *Let the games begin*



I've got a feeling

1

You may recall in Module 6, Work Sheet 1, *Very interesting*, and in Module 15, Work Sheet 7, *Let the games begin*, that you learnt about a group of verbs based on adjectives that are used to describe feelings. Let's go over a couple of them plus some new ones that you encountered in Learning Object 2, *Sightseeing*:

<i>menyenangkan</i>	enjoyable
<i>mengagumkan</i>	amazing
<i>mengesankan</i>	memorable
<i>menyegarkan</i>	refreshing or invigorating
<i>mencapaiakan</i>	tiring or exhausting.

Really, really, really good

2

Another way of intensifying a description is by using the modifying adverb, 'very'. There are three ways of saying 'very' in Indonesian — *sangat*, *amat* and *sekali*. Their position in relation to the word they modify depends on which one you use.

Examine the examples below, which are from the comments left in the Sekasari Village visitors' book.

<i>sangat menarik</i>	very interesting
<i>bagus sekali</i>	very good
<i>amat mengagumkan</i>	very (really) amazing

Did you notice that *sangat* and *amat* are placed before the word that they intensify and *sekali* is placed after the word it intensifies? In spoken language, *amat* can also be placed immediately after the adjective when the focus is on the

intensity of the adjective rather than on the object.



For example:

Indah amat Air terjun Pelangi!
 The Rainbow Waterfall is very beautiful!

In spoken language we can make the adjective even more emphatic by using a combination of two, or even all three, variants of 'very' together.



For example:

Air terjun Pelangi sangat indah sekali!
 Rainbow Waterfall is very, very beautiful!
 or

Air terjun Pelangi sangat, amat tinggi sekali!
 Rainbow Waterfall is very, very, very tall!

Eating the time away

3

Indonesian has some interesting expressions for describing the duration, passage and use of one's time. Let's explore the table below:

Time expression	Literal meaning	Actual meaning
<i>makan waktu</i>	to eat time	time taken by an activity
<i>menghabiskan waktu</i>	to finish time	to spend time on an activity
<i>membuang waktu</i>	to throw away time	a waste of time, such as being caught in a traffic jam
<i>hilang waktu</i>	to lose time	time lost on unproductive activities, such as waiting for someone or something.
<i>waktu luang</i>	time that is empty, or free	free time

Let's apply some of these time expressions when describing aspects of the Smart family's holiday in Sekarsari:

Perjalanan dari Jakarta ke Sekarsari naik kereta api makan waktu tiga jam.
The journey from Jakarta to Sekarsari by train takes three hours.

Keluarga Smart menghabiskan waktu dua hari di desa Sekarsari.
The Smart family spent two days in the village of Sekarsari.

Pak Smart menghabiskan waktu luangnya mendayung di danau.
Mr Smart spent his spare time canoeing on the lake.

It's all because of ...

4

In Stage 1, Module 7, Work Sheet 8, *Why and because*, you learnt to use the conjunction *karena* (because) or *sebab* (as) when giving a reason for something.

In this module, the Smart family indicated the activities they each wished to undertake while in Sekarsari. They also provided separate reasons for their preferences. Let's connect their preferences with their reasons using either *karena* or *sebab*.

Preference	as/ because	reason
<i>Pak Smart ingin berolahraga</i> Mr Smart wants to exercise	<i>karena</i> because	<i>tinggal di Jakarta membuatnya gemuk.</i> living in Jakarta has made him overweight.
<i>Ibu Smart mau bersantai</i> Mrs Smart wants to relax	<i>sebab</i> as	<i>dia sedikit pusing.</i> she is feeling a little light-headed.
<i>Peter ingin mengambil foto</i> Peter wishes to take photos	<i>karena</i> because	<i>dia suka memotret pemandangan alam yang indah.</i> he likes photographing beautiful natural landscapes.
<i>Anna mau berbelanja</i> Anna wants to go shopping	<i>sebab</i> as	<i>dia ingin membeli oleh-oleh untuk teman-temannya di Jakarta.</i> she wants to buy souvenirs for her friends in Jakarta.

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For the purpose of _____

Throughout Stage 1 and Stage 2 you frequently came across the preposition *untuk* meaning 'for'.

➔ For example:

Anna ingin membeli oleh-oleh untuk teman-temannya di Jakarta.
Anna wishes to buy souvenirs for her friends in Jakarta.

Another important meaning of the word *untuk* is 'for the purpose of ...' or 'in order to ...'.

Just as with *karena* and *sebab*, *untuk* can be used to give the reason or purpose for an action.

Preference	in order to	reason
<i>Pak Smart ingin berolahraga di Sekarsari</i> Mr Smart wants to exercise in Sekarsari	<i>untuk</i> in order to	<i>menjaga kesehatannya.</i> look after his health.

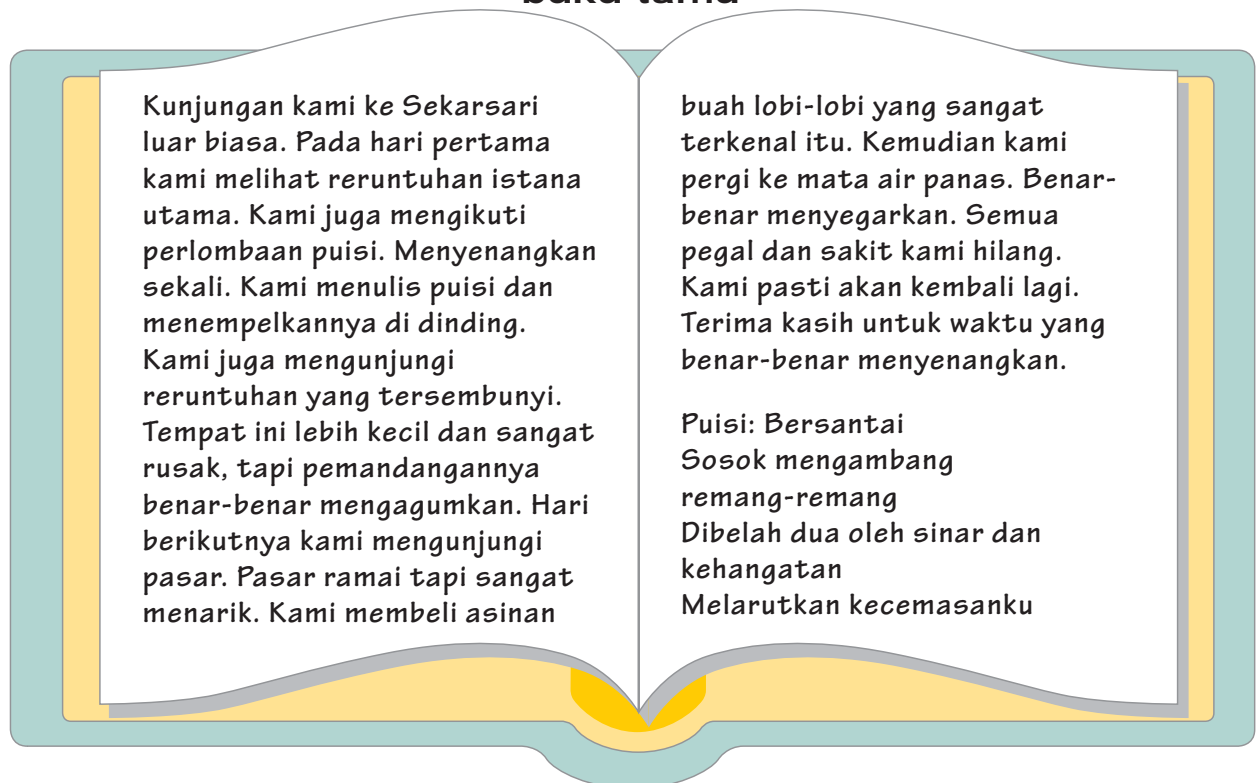
5

Exercises

Exercise 1

- 1.1 Read the first entry in the *Buku Tamu* and answer the questions that follow in Indonesian.

Pariwisata Sekarsari buku tamu



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1.1.1 What did the visitors do at the ruins of the main palace?

1.1.2 How many days did they spend in Sekarsari? How do you know this?

Hint! What words did they use to indicate this?

1.1.3 What did the visitors enjoy about their trip to the hot springs?

1.1.4 The author uses many adjectives to describe their visit. In the table below record the adjectives that the visitors used to describe their feelings, as well as the adjectives they used to describe the surroundings. You should also fill in the table with the English equivalents of each adjective.

Feelings		Surroundings	
Indonesian	English	Indonesian	English

1.1.5 Create a timeline for the visitors' stay in Sekarsari.

A vertical timeline template consisting of a teal vertical line on the left side. Five teal square markers are placed at regular intervals along this line. To the right of each marker, there are two horizontal lines for writing, providing a space to describe events during the visitors' stay.

1.1.6 How did they feel about their visit to Sekarsari?

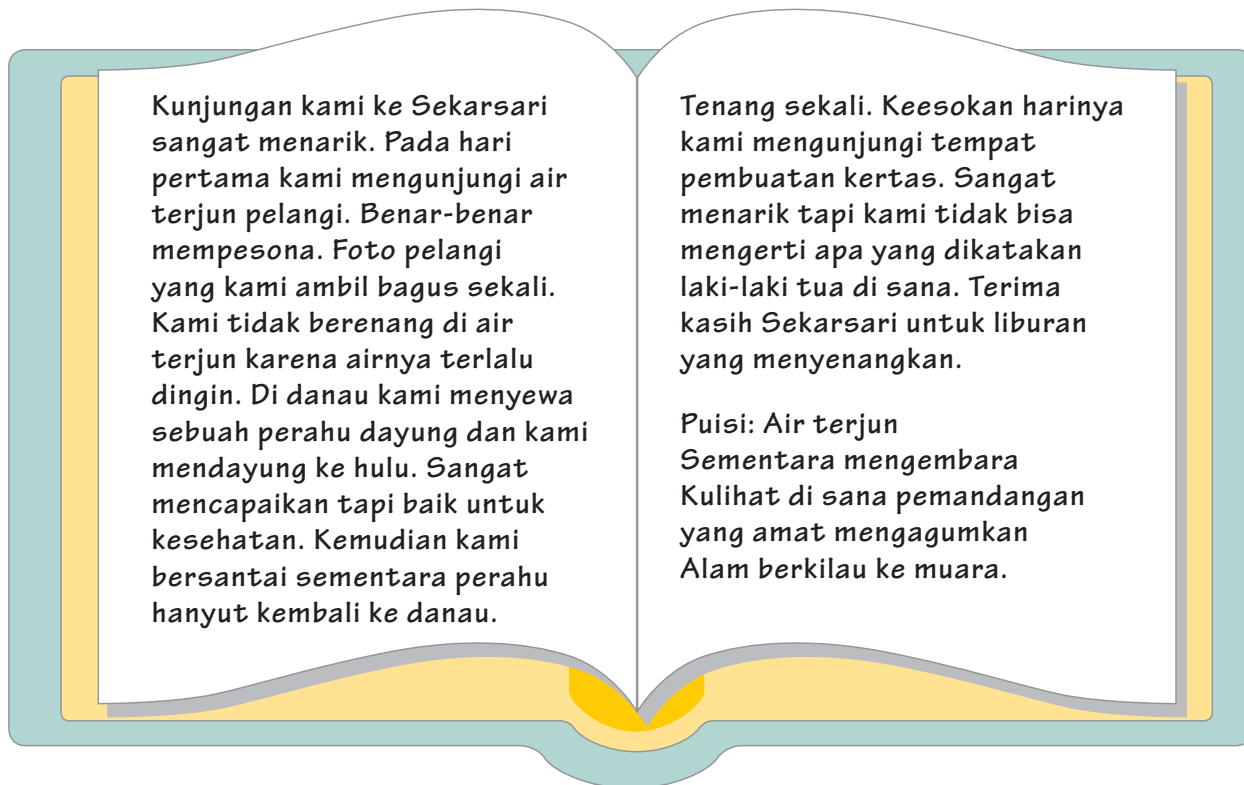
Three horizontal lines provided for writing the response to question 1.1.6.

1.1.7 Which part of the visit do you think they most enjoyed? Explain your reasons.

Four horizontal lines provided for writing the response to question 1.1.7.

- 1.2 Read the second entry in the *Buku tamu* and answer the following questions in Indonesian.

Pariwisata Sekarsari buku tamu



- 1.2.1 What was the author's overall impression of their holiday in Sekarsari?

- 1.2.2 Why didn't they swim at the waterfall?

- 1.2.3 What did they do at the lake?

- 1.2.4 What problem did they encounter at the paper-making place?

(continued on following page)

1.2.5 Create a timeline for their visit.

A vertical timeline with a teal line and five teal square markers on the left side. To the right of the line are five horizontal lines for writing.

1.2.6 Which adjectives did this author use to describe their visit? Record the adjectives that the author used to describe their feelings and the surroundings in the table below, in both Indonesian and English.

Feelings		Surroundings	
Indonesian	English	Indonesian	English

1.2.7 Which event did the author choose to describe in his poem? Why do you think this is?

Two horizontal lines for writing.

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Exercise 2

- 2.1 **Create a flyer in Indonesian listing the most popular things to do in Sekarsari, in order to promote tourism in the village.**


Provide a reason a visitor might enjoy each of the items on your list by using *karena* or *untuk* as appropriate.

2.2 Which three places on the flyer you created would you most like to visit? Explain your reasons in Indonesian.

Begin with, 'Kalau saya sempat pergi ke desa Sekarsari ...'

Exercise 3

Examine the screenshot below and then complete the exercise that follows.



The screenshot shows a digital interface for a learning activity. On the left, there is a blue box containing four cartoon avatars representing a family: a man with red hair, a woman with blonde hair, a boy with brown hair, and a girl with brown hair. To the right, there is a yellow box with four rows of activity selection. Each row consists of a dropdown menu, a label 'untuk [Name] karena:', and a text box for the reason. The activities selected are: 1. 'Pasar' for Anna, reason: 'dia ingin membeli oleh-oleh untuk teman-temannya di Jakarta.' 2. 'Air terjun pelangi' for Peter, reason: 'dia ingin mengambil foto pemandangan alam yang indah.' 3. 'Perahu dayung' for Bapak Smart, reason: 'dia ingin berolahraga sebab tinggal di Jakarta membuatnya terlalu gemuk.' 4. 'Mata air panas' for Ibu Smart, reason: 'dia ingin bersantai saja.' At the bottom right of the yellow box are two buttons: 'TUTUP' and 'KIRIM'.

Using one of the expressions for taking up time that you have learnt in this work sheet, write a sentence for each member of the Smart family, describing how long they spent on the activity you selected for them in the Learning Object.

Note: Because there are no times given you will need to estimate how long the Smart family members spent on their various activities.

Anna: _____

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Peter: _____

Bapak Smart: _____

Ibu Smart: _____
