



Digital Education Revolution ►►NSW

Language: Indonesian	Target group: Stage 5 (Year 10)	Unit of work: Making arrangements	Duration: 10 hours
What are the key ideas or concepts you want the students to learn? The key concepts I want students to learn are <u>that</u> : <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 for making arrangements with friends, including telephone conversations to talk about your hobbies and pastimes. 		Why does that learning matter? That learning matters <u>because</u> : <ul style="list-style-type: none"> • students can use Indonesian to communicate with their peers about their hobbies and pastimes • students can develop a better understanding of Indonesian culture and their own culture. 	
Targeted outcomes 5.UL.1, 5.UL.2, 5.UL.3, 5.UL.4, 5.MLC.1 5.MLC.2, 5.MBC.1, 5.MBC.2			
Students learn about: <ul style="list-style-type: none"> • ways in which texts are constructed for specific purposes • the use of multimedia for communicative purposes • the manipulation of structure, format and choice of vocabulary to achieve specific purposes • responding to factual and open-ended questions • application of known linguistic structures in new contexts • the use of technology to express ideas and create own text • variations of the message according to context, purpose and audience • the importance of being aware of the choices that are made to convey precise meaning • the effect of linguistic choices on intended meaning. 		Students learn to: <ul style="list-style-type: none"> • identify purpose, such as, to inform, persuade or entertain, and distinguish between main points and specific and supporting details in text • participate in discussion with speakers of Indonesian, e.g. by using email • select and manipulate particular structures to achieve specific communication goals, e.g. tense marker, making arrangements • maintain an interaction by responding to and asking questions, and sharing information • reconstruct information from a range of sources • access websites to transfer and manipulate data to produce a specific text, e.g. multimedia presentation • reflect on formal and informal language, and when and where it is used • evaluate the accuracy and appropriateness of structures when constructing and editing text • make linguistic choices to enhance their intended meaning, drawing on a range of linguistic structures. 	

Intellectual quality <ul style="list-style-type: none"> • Deep knowledge • Deep understanding • Problematic knowledge • Higher-order thinking • Metalanguage • Substantive communication 	Quality learning environment <ul style="list-style-type: none"> • Explicit quality criteria • Engagement • High expectations • Social support • Students' self-regulation • Student direction 	Significance <ul style="list-style-type: none"> • Background knowledge • Cultural knowledge • Knowledge integration • Inclusivity • Connectedness • Narrative
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<p>Structures:</p> <ul style="list-style-type: none"> • Question words e.g. <i>apakah, apa, ~kah, kapan</i> • Verbs with modifiers e.g. <i>akan, harus, dapat, bisa, suka, ingin, mau, sudah, sedang</i> • Negation with verbs e.g. <i>tidak, belum</i> • Comparative and superlative e.g. <i>lebih suka ... daripada..., paling...</i> (refer <i>Keren! 1</i> (See resource list below) pp. 80-81) • Conjunctions e.g. <i>karena, kemudian, lalu</i> • Interrogatives – (Sudah) <i>ada acara malam minggu ini? Jam berapa filmnya/konsernya mulai? Kumpul di mana? Bagaimana kalau kita jalan-jalan di mal/pantai saja? Mau ke mana? Naik apa?</i> • Exclamations – <i>Ayo kita ke luar kota! Bukan main indahnyaaa...! Hebat sekali! Asyik, ya?</i> • Statements – <i>lebih suka..., paling senang...</i> 	<p>Socio-cultural content:</p> <ul style="list-style-type: none"> • expressions for arranging an outing • Indonesian leisure activities • <i>Malam minggu vs minggu malam</i> • dating in Indonesia. 	<p>Cross-curriculum content & policies</p> <ul style="list-style-type: none"> • ICT – design an e-invitation • Mathematics – time, time zones • Creative and Performing Arts – Role play.
<p>Building the field – e.g. the connections to <i>background knowledge</i> and <i>cultural knowledge</i>. Brainstorm – the types of leisure activities that young people in Australia like to do on the weekend / in their free time. Discussion – how young people make arrangements e.g. choosing an activity, by negotiating with friends / parents.</p>		

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Teaching and learning activities:

1. Use flashcards, photographs, or IWB to discuss a range of popular leisure activities in Indonesia. Compare these with the list of leisure activities in Australia developed in the brainstorming activity. Discuss possible reasons for differences.
2.  Using *PowerPoint* or flashcard generator (e.g. *Quizlet* <quizlet.com/>) students create their own set of printable flashcards for playing games (charades, *Pictionary*, flashcard race, memory, *Ayo Bermain* 'Leisure Suit' p. 33) to learn vocabulary.
3. Listen to descriptions of several people's hobbies and match to their name. Refer to *Keren! 1* Activity book 3.24 'Hobbies' p. 58.
4. 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.
5. Indicate preference using *lebih suka...dari pada...*. Refer *Keren! 1* Course Book pp. 80-81.
6.  Interview other class members about their pastime likes and dislikes. Refer to *Keren! 1* Activity book 3.23 p. 57 or *Ayo Bermain* 'Like It or Not' p. 32. Collate and evaluate results to determine most popular class pastimes and create a class graph / pie chart using *Microsoft Excel*.
7. Indicate frequency / how often a pastime is done. Refer to *Keren! 1* Course Book p. 80 and listening activity *Keren! 1* Activity book 3.14 p. 50.
8. Survey class members to find out how often they do certain activities. Refer to *Keren! 1* Activity book 3.15 p. 51 or *Ayo Bermain* 'More often than not' p. 34.
9. Match descriptions of people's profiles based on their favourite pastimes and how often they do them. *Ayo Bermain* 'Just for fun' p. 35.
10. Complete a magazine style quiz using adverbs of frequency. Refer to *Bagus Sekali 2* Work book *Kuis* p. 3. The task can also be completed as a listening exercise.
11. View *Tarian di Ubud* video. Complete accompanying vocabulary and question worksheets. Discuss similarities and differences of this pastime in the Australian context.
12. 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.
13. Read short letters from a pen friend page in a magazine and select a pen friend on the basis of common interests. Students can write an informal letter introducing themselves and describing what they like to do in their free time.
14.  Complete the activities in CLI online resource *Mau ikut* for suggesting an outing (*Mau ke mana? / Ada Acara?*) then create and record (e.g. using *Audacity*) a telephone conversation with a friend organising a weekend outing.
15.  Design a poster for a concert, favourite band, or new film then write an email invitation (with poster attached) to a friend persuading him/her to come along.

Evidence of learning and ongoing feedback for students throughout unit of work

- Class discussion and teacher feedback on student contributions.
- Student use of appropriate vocabulary and structures.
- Student ability to sequence ideas.
- Teacher observation of level of participation in class discussion and oral feedback.
- Ongoing feedback through:
 - teacher observation
 - oral/written feedback
 - student self-evaluation
 - peer evaluation

Listening activities: teacher observation and oral feedback on purpose and content.

Speaking activities: teacher provides oral feedback on correct pronunciation and vocabulary and ability to maintain an interaction.

Discussion activities: teacher observation and oral feedback on how well students participate, recognise and use the vocabulary.

Reading activities: teacher gives oral/written feedback on identifying general or specific information, purpose and content.

Written activities: teacher observation and written feedback on purpose and content; peer evaluation.

ICT activities: use of *Mau ikut?* to consolidate and reinforce new structures.

Intellectual quality

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- Problematic knowledge
- Higher-order thinking
- Metalanguage
- Substantive communication

Quality learning environment

- Explicit quality criteria
- Engagement
- High expectations
- Social support
- Students' self-regulation
- Student direction

Significance

- Background knowledge
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- Inclusivity
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- Narrative



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Resources

Martin, Gail (2008) *Saya bisa! 2 Teacher's resource*, Pearson Heinemann, NSW
 Newnham, Julie & Soehodo, Soepri (2002) *Bagus Sekali! 2*, CIS Heinemann, Vic
Suara siswa. 1 & 2 [sound recording], (1993) Curriculum Corporation, Vic
Tarian di Ubud [videorecording] (1996), Bahasa Video Education, Vic
 White, Ian, J. (2002) *Keren! 1* [kit], Pearson Education, Vic

Selalu, Langkah 1 and 2
Saya Bisa 2
Suara Siswa 1
Mau ikut? (CLI Online resource)

Tarian di Ubud (Bahasa Video Education)

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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