

Stage Three

Worksheet Content

Module 1

Worksheet Title	Key Vocabulary & Phrases or Focus	Engagement/Activity Type
<p>1) A few simple questions (The interview genre) (Print interview elements) (Radio interview elements) (Television interview elements) (Open and closed questions)</p>	<p><i>Closed question markers:</i> <i>Apa / Apakah ...?</i> <i>Di mana ...?</i> <i>Kapan ...?</i> <i>Open question markers:</i> <i>Mengapa ...?</i> <i>Bagaimana ...?</i></p>	<p>Read the transcripts of two interviews and answer the accompanying questions for each</p>
<p>2) A real eye-opener (Interviewing techniques) (Intercultural: The work of Dr Fred Hollows)</p>	<p>No new specific language focus</p>	<p>Read the transcript of an interview with a fictional Indonesian celebrity and answer the accompanying questions</p>
<p>3) Please welcome our special guest (Introducing a special guest genre)</p>	<p><i>Selamat pagi/siang/malam</i> <i>Salam sejahtera or</i> <i>Assalamu'alaikum Wr Wb</i> <i>Yang terhormat Bapak/Ibu Kepala Sekolah ...</i> <i>Bapak-Bapak dan Ibu-Ibu sekalian ...</i> <i>Hadirin sekalian ...</i> <i>Para hadirin yang saya hormati ...</i> <i>Dengan senang hati saya ingin memperkenalkan ...</i> <i>Perkenalkan saya</i> <i>memperkenalkan ... hari ini</i></p>	<p>Read two speeches introducing special guests and answer the accompanying questions Compare and contrast linguistic features of each speech Read the personal profile information on three real-world eminent scientists and use the profile information to draft the texts of three speeches introducing these three special guest speakers to National Science Week audiences gathered at SMP Harapan Bangsa Write a thank-you letter, in Indonesian, to Professor Yohanes Surya who recently spoke to secondary students at the National Science Week celebrations</p>
<p>4) I love the spotlight (Talking about ability) (Talking about likes and dislikes) (Talking about interests) (Talking about frequency)</p>	<p><i>Apa kamu bisa menghafal dialog?</i> <i>Aku bisa membaca dialog.</i> <i>Aku suka sekali menjadi pusat perhatian.</i> <i>Aku sangat suka menjadi pusat perhatian.</i> <i>Apa kamu tertarik pada orang lain?</i> <i>Aku tertarik sekali pada orang lain.</i> <i>Aku lebih tertarik pada diri sendiri.</i> <i>Berapa sering kamu melakukan ...?</i> <i>Aku berlatih sekali setiap dua hari.</i></p>	<p>Answer a series of quiz questions to determine the type of entertainer have the potential to become Write a reflective passage in which you discuss:</p> <ul style="list-style-type: none"> • why you arrived at this result • whether you think the result is accurate • what steps you might take in the future to become a singer, comedian or movie star <p>Using questions that require only 'yes' or 'no' answers, design a personality quiz on</p>

		the flowchart template provided
<p>5) Let me entertain you (The interview genre) (Planning interview questions) (Open and closed questions) (ber~ verbs)</p>	<p><i>Open questions:</i> <i>Anda tertarik pada apa saja?</i> <i>Anda sangat suka makan apa?</i> <i>Biasanya Anda suka sekali melakukan apa?</i></p> <p><i>Closed questions:</i> <i>Saya dengar Anda sangat tertarik pada film horor, benar?</i> <i>Saya dengar Anda tidak begitu tertarik pada olahraga kelompok, benar?</i> <i>Anda sangat pandai bermain musik dan berakting. Hobi apa lagi yang Anda miliki?</i></p> <p><i>Berapa sering Anda berjuggling?</i> <i>Berapa sering Anda main alat musik dalam band?</i></p> <p><i>bernyanyi</i> <i>berdansa</i> <i>berakting</i> <i>berjalan-jalan</i> <i>bermain gitar</i></p>	<p>Anna has prepared interview questions to ask the famous (fictional) actor and singer, Justin Steppe. Use the biographical information provided on Justin Steppe to draft detailed answers to Anna's questions</p>

Module 2

Worksheet Title	Key Vocabulary & Phrases or Focus	Engagement/Activity Type
<p>1) Questions questions (Yes/No questions and answers) (Frequency markers)</p>	<p><i>Apakah kamu sudah mandi? Sudah!</i> <i>Apakah saya boleh ikut? Boleh!</i> <i>Apakah kamu bisa berbicara Bahasa Indonesia? Bisa sedikit!</i> <i>Apakah ada kolam renang di sini? Ada</i> <i>Apakah kamu mau minum? Tidak mau.</i> <i>Apakah ada pena? Tidak ada.</i> <i>Apakah kamu sudah lapar? Belum.</i></p> <p><i>sekali seminggu</i> <i>dua kali sebulan</i> <i>sekali setahun</i> <i>dua kali setahun</i> <i>tidak pernah</i> <i>biasanya</i> <i>jarang</i> <i>sering</i> <i>selalu</i> <i>kadang-kadang</i></p>	<p>Read and analyse two advertisements for institutions offering after-hours study programs in a range of subjects. Read conversations in which Peter and Anna talk with staff at both institutions and decide which one is the most suitable place for them to undertake an after-hours study program in Indonesian language Give reasons for your choice</p>
<p>2) A chocolate survey (The survey genre) (Qualitative data) (Quantitative data) (Multiple choice questions) (Yes/No questions) (Like/Hate questions) (Summarising survey data)</p>	<p><i>Statement: Semua orang bisa melihat profil Anda di internet.</i> <i>Question: Apakah semua orang bisa melihat profil Anda di internet?</i> <i>Statement: Anda bisa makan cabai.</i> <i>Question: Apakah Anda bisa makan cabai?</i></p>	<p>Devise appropriate questions which account for the multiple choice options in a survey Devise 'yes/no' questions for Zak's chocolate survey based on the answers provided by the respondents Compose three like/hate questions based on the answers provided by the respondents Write the three questions Zak probably asked about chocolate to get qualitative data, using the answers Peter provided as a guide Use the quantitative results provided to write a summary, in Indonesian, of the results of the survey</p>
<p>3) All the right questions (Intercultural: Asking and answering culturally appropriate questions)</p>	<p>No new specific language focus</p> <p>All Intercultural Investigation questions to be answered in English</p>	<p>From the selection of personal questions provided, decide: Which of the questions an Australian person would feel comfortable asking another Australian? Which of the questions an Australian would feel comfortable asking</p>

		<p>someone from Indonesia? Which of the questions an Indonesian person would feel comfortable asking another Indonesian person? Which of the questions an Indonesian person would feel comfortable asking an Australian? From the selection of questions that might be asked in a more formal interview, or in an official form decide: Which of the questions would an Australian feel comfortable answering on a form provided by an Australian government agency? Which of the questions would an Australian feel comfortable answering on a form from a prospective Australian employer? Which of the questions an Indonesian person would feel comfortable answering on a government form? Which of the questions an Indonesian person would feel comfortable answering on a form provided by a prospective employer? Write five questions that you feel it would be appropriate to ask an Indonesian musician Write five questions that you feel it would be appropriate to ask an Australian musician If you were in Indonesia and were asked to provide personal information you did not feel comfortable giving, how would you handle the situation?</p>
<p>4) An insight into Erika Tanjung (Interview genre conventions) (Open-ended questions) (Prior notice of questions)</p> <p>* Note: Erika Tanjung is a fictional character created for this worksheet</p>	<p><i>Closed question:</i> <i>Sudah berapa lama Anda menjadi petenis profesional?</i> <i>Open Questions:</i> <i>Bagaimana sampai Anda tertarik untuk menjadi petenis profesional?</i> <i>Coba ceritakan apa yang membuat Anda tertarik untuk menjadi petenis profesional?</i> <i>Tolong jelaskan apa resep kesuksesan Anda?</i></p>	<p>Scan and skim through the articles about Erika Tanjung (fictional professional tennis player) and in Indonesian, write up some notes about her family, hobbies, career and achievements Use the information from these notes to help Peter write, in Indonesian, his introduction and questions for the interview with Erika Tanjung How are the questions for Erika Tanjung's interview</p>

		<p>similar to or different from those you would ask of an Australian tennis player in a similar situation? What do these differences and similarities suggest about Australian and Indonesian values, attitudes and beliefs regarding the types of questions appropriate to ask in an interview?</p>
<p>5) How about some other time? (Asking politely for assistance) (Politely declining requests) (Construct a dialogue)</p>	<p><i>Apa Anda bisa membantu saya?</i> <i>Berapa lama surveinya?</i> <i>Hanya makan waktu beberapa menit saja.</i> <i>Terima kasih untuk bantuan Anda.</i> <i>Maaf, saya benar-benar tidak punya waktu.</i> <i>Saya sibuk sepanjang hari.</i> <i>Tidak apa-apa.</i> <i>Bagaimana kalau lain waktu?</i> <i>etc.</i></p>	<p>Use the language prompts from the worksheet to construct a dialogue in which Peter negotiates a time with another person to complete his survey</p>

Module 3

Worksheet Title	Key Vocabulary & Phrases or Focus	Engagement/Activity Type
<p>1) Taken for a ride (Expressing opinion) (Expressing agreement / disagreement) (Expressing disbelief / scepticism) (Direct and indirect speech) (Expressing emotions)</p> <p>* Note: The 'Mitza' Amusement Park referred to in this worksheet is a fictional place</p>	<p><i>Saya setuju</i> <i>Saya tidak setuju</i> <i>Menurut pendapat saya ...</i> <i>Saya pikir/kira (bahwa) ...</i> <i>Saya percaya (bahwa) ...</i> <i>Tentu saja!</i> <i>Benar! / Betul!</i> <i>Memang!</i></p> <p><i>Kamu bercanda, bukan?</i> <i>Yang benar saja?</i> <i>Omong kosong!</i> <i>Eggak. Sama sekali tidak.</i></p> <p><i>Direct Speech:</i> <i>Wahyu berkata, 'Wahana permainan itu dulu seru sekali.'</i> <i>'Wahana permainan itu dulu seru sekali,'</i> <i>kata Wahyu.</i> <i>Indirect Speech:</i> <i>Wahyu mengatakan bahwa wahana permainan Luncur Jeram dulu seru sekali.</i></p> <p><i>menyedihkan</i> <i>membosankan</i> <i>mengasyikkan</i></p>	<p>Create mini dialogues which express opinions and feelings towards the rides at the 'Mitza' Amusement Park Rewrite these dialogues in Indonesian language prose, using a combination of direct and indirect speech Study the information that Nina jotted down in her notebook based on a poster advertising an amusement park and answer the accompanying question Complete a conversation, filling in the blanks, using language learned in this worksheet about expressing opinions and agreeing and disagreeing.</p>
<p>2) The ride of your life (<i>meN~ ... ~kan</i> circumfix for expressing emotions) Adjective degree markers) (Creating dialogues)</p>	<p><i>mengasyikkan</i> <i>menggelikan</i> <i>menyedihkan</i> <i>membosankan</i> <i>menakutkan</i> <i>mengecewakan</i> <i>memuaskan</i> <i>memalukan</i></p> <p><i>kurang ...</i> <i>... sekali</i> <i>sangat ...</i> <i>amat ...</i></p>	<p>Using the language learnt in this worksheet complete a dialogue, in Indonesian, in which Peter and Anna each give opinions and express feelings and attitudes about their favourite rides in a Gold Coast theme park. Use any language learnt to complete speech and thought bubbles for people on rides in images from an amusement park.</p>
<p>3) I'm reviewing the situation (The review genre) (Structure of a review: Introduction Critique Conclusion)</p>	<p>No new specific language focus</p>	<p>Read a detailed review of the fictional 'Mitza' Theme Park and answer the accompanying questions Read the transcripts of some short reviews of the 'Mitza' Theme Park and answer the accompanying questions Compare the more detailed review with the shorter reviews and identify the similarities and differences) You are employed as a reviewer for a newspaper and receive four invitations,</p>

		each of which may contain a conflict of interest. Decide on a course of action for each invitation, giving reasons for your decision
4) Let them eat cake (The review-writing genre) (Reading comprehension) (Writing food reviews)	No new specific language focus	Read the review of a new waterslide at the local pool and answer questions Answer some questions that will provide content for a food review that you will write. Make further notes on the context of the meal that you are reviewing Write your food review on the template provided
5) The show must go on (Intercultural: Life in the theatre) (Ancient indigenous Australian theatre: Corroboree) (Indonesian traditional theatre: Lenong)	Peter tidak cocok berperan sebagai ... karena ... Anna cocok berperan sebagai ... karena ... <i>Bangku taman</i> <i>Balkon</i> <i>Pintu pagar halaman</i> <i>Tempat sampah kompos</i> <i>Kebun mawar</i> <i>Tiang lampu</i>	Peter and Anna planning to stage the famous balcony scene from <i>Romeo and Juliet</i> . For each of the NLNL characters listed, write an explanation, in Indonesian, for why they would not be suitable for one or more roles. Then write a second sentence stating what role they would be suitable for, and why. Using the diagram of a traditional English theatre stage provided, design the layout of the stage for the <i>Romeo and Juliet</i> balcony scene Write sentences, in Indonesian, describing for the stagehands where each stage prop should be placed Drawing on your layout for the stage, help Peter plan for the rehearsal by writing annotations in Indonesian in the spaces provided, telling the actors where they should stand or move to What values, attitudes or beliefs are reflected in what you have learnt in this work sheet about early Australian theatre? What values, attitudes or beliefs are reflected in what you have learnt in this work sheet about early Indonesian theatre?

Module 4

<p>1) Who dares, wins (Intercultural: Traditional games (Expressing location)</p>	<p><i>di dalam</i> <i>pada</i> <i>di atas</i> <i>di bawah</i> <i>di depan/muka</i> <i>di belakang</i> <i>di antara</i> <i>di tengah</i> <i>di samping</i> <i>di dekat</i> <i>jauh dari</i> <i>di seberang</i> <i>di sebelah kanan</i> <i>di sebelah kiri</i> <i>di sebelah utara</i> <i>di sebelah tenggara</i></p>	<p>Using the layout map provided, write a paragraph describing the layout of Anna's amusement park using prepositions and expressions of location Write fifteen clues, in Indonesian, to guide the participants through a treasure hunt in Anna's amusement park design Write a list of ten things, in Indonesian, that people playing scavenger hunt need to photograph themselves doing in Anna's amusement park design Write instructions for a game or activity that will be fun and will encourage people to explore some of the many features of Anna's park</p>
<p>2) Blueprint for fun (Describing degrees of popularity in survey results) (The comparative degree of adjectives) (Using 'must' and 'should') (Making suggestions)</p>	<p><i>Hampir semua orang suka ...</i> <i>Hampir semua orang berharap bahwa ...</i> <i>Beberapa orang berharap bahwa ...</i> <i>Tidak ada yang suka ...</i> <i>... tidak populer</i></p> <p><i>Roller coaster di taman rekreasi saya lebih cepat daripada roller coaster di taman rekreasi lainnya</i> <i>Roller coaster sama menakutkannya dengan Menara Maut.</i> or <i>Roller coaster semenakutkan Menara Maut</i></p> <p><i>harus/seharusnya</i></p> <p><i>Bagaimana kalau ...</i></p>	<p>Using the two screenshots provided from Tono's presentation summarising the results of Peter's survey about amusement park facilities, write sentences about the degree of popularity of the food outlets and of the rides at the amusement park Using the blank site plan of the amusement park provided, devise a legend (or key) and plan your ideal layout for an amusement park Write sentences, in Indonesian, describing the locations of the features and facilities you have included in the plan of your amusement park Write sentences, in Indonesian, describing how your design compares to other amusement parks, as well as describing some of the characteristics of certain rides and facilities Write sentences, in Indonesian, outlining the essential facilities or features to include in an amusement park design Use the expressions learnt for making suggestions to provide suggestions, in Indonesian, for three</p>

		improvements to the proposed plan for the amusement park
<p>3) Thrills and spills (Describing and commenting on amusement park rides) (Answer questions)</p> <p>* Note: The 'Mitza' Amusement Park referred to in this worksheet is a fictional place</p>	<p>Nama wahana permainan: <i>Luncur Jeram</i> <i>Pontang Panting</i> <i>Seru Seram</i> <i>Kincir Putar</i> <i>Cangkir Putar</i> <i>Merayap Rayap</i></p>	<p>Read the reviews and comments provided on the rides at the 'Mitza' Amusement Park and answer the accompanying questions</p> <p>Read the opinions and suggestions on Peter's amusement park redesign from his friends and then answer the accompanying questions in English</p> <p>Help provide Peter with feedback, in Indonesian, on your personal amusement park experiences so he can finalise his design and submit his entry.</p> <p>Use the graphic organiser provided to plan your design for an amusement park.</p> <p>Use the information from the graphic organiser to write a short introduction, in Indonesian, for a proposal outlining your design ideas</p>
<p>4) Saving Robot Zak (expressing possibility and probability) (Reading a User Manual) (Answering questions) (Creating a dialogue)</p>	<p><i>Kemungkinan besar jaminannya masih berlaku</i> <i>Barangkali kita perlu beli model yang lebih baru</i> <i>Kelihatannya perbaikannya akan selesai dalam waktu dua minggu</i> <i>Tampaknya suku cadang itu perlu dipesan dari luar negeri</i></p>	<p>Zak is malfunctioning. Peter has found the user manual for Zak and is trying to identify the problem so that he and Anna can decide what to do. Examine the troubleshooting guide and then answer the accompanying questions</p> <p>Read the transcripts of Peter and Anna's conversations with the two robotic spare parts shops and answer the accompanying questions</p> <p>From which supplier would you advise Peter and Anna to purchase the spare part? Give reasons for your answer</p> <p>Use the information from the two telephone enquiry transcripts to write a conversation between Anna and Peter in which they discuss their options, and decide which supplier to use</p>
<p>5) The greatest park of all (Expressing availability) (Expressing wastage)</p>	<p><i>untuk segala usia / untuk semua umur</i> <i>segala sesuatu semuanya</i></p>	<p>Write the text for four presentation slides which promote your amusement</p>

<p>(Writing a promotional text)</p>	<p><i>membuang-buang uang</i> <i>membuang-buang waktu</i> <i>membuang-buang tenaga</i></p>	<p>park facilities on the template provided</p>
<p>6) Across the board (Exploring the game of chess) (Chess pieces and their meanings) (Chess in Indonesia)</p>	<p>Chess pieces: <i>Raja</i> <i>Menteri</i> <i>Kuda</i> <i>Benteng</i> <i>Bidak</i></p> <p><i>Langkah istimewa</i></p>	<p>Read the text on the various chess pieces and 'special moves' and answer the accompanying questions Look at the image of the 'Knight' piece on a chess board and describe all the possible moves it could make from its current position Describe the costumes Peter and his teammates will wear for the 'Human Chess' competition Using the diagram of a chess board as a guide, help Peter direct each of the players from his team to their starting positions on the board Describe the opening moves of the game between Peter's chess team and their opponents, e.g. <i>Bidaknya raja putih maju dua petak dari e2 sampai e4</i></p>

Module 5

Worksheet Title	Key Vocabulary & Phrases or Focus	Engagement/Activity Type
<p>1) Pleased to meet you (Introducing people) (The etiquette of introductions)</p>	<p><i>Ini Kate. Dia teman Anna dan Peter.</i> <i>Tono, kenalkan, ini Kate. Kenalkan, ini ...</i> <i>Apa kamu sudah kenal Kate?</i></p> <p><i>Bu, ini teman saya, Anna Smart.</i> <i>Anna, ini tante saya, Tante Ida.</i></p> <p><i>Tolong perkenalkan temanmu.</i> <i>Silakan perkenalkan diri.</i></p> <p><i>Tolong ... (a request)</i> <i>Silakan ... (an invitation)</i></p>	<p>Reading comprehension Write questions Write answers Making suggestions Responding to suggestions (in negative and positive ways) Based on the six profiles of people that Anna and Peter intend to invite to their party, how might Peter introduce these people to each other? Read the profiles of the six guests again and write short dialogues, in Indonesian, between the two guests who have just been introduced</p>
<p>2) A dragon's tale (Dragons in Indonesian folklore) (The Komodo dragon) (The English dragon) (Saint George and the dragon) (Dragons in modern literature)</p>	<p>No new specific language focus</p> <p>All Intercultural Investigation questions to be answered in English</p>	<p>Read a traditional Indonesian folktale based on a dragon theme and answer the accompanying questions.</p>
<p>3) It's the thought that counts (Intercultural: Gift-giving traditions) (Western gift-giving practices) (Indonesian gift-giving practices) (Expressing gratitude) (Answer questions) (Complete a table) (Write shopping dialogues)</p>	<p><i>Terima kasih banyak atas hadiahnya (formal).</i> <i>Hei Wahyu! Terima kasih banyak ya, untuk CDnya (informal).</i></p>	<p>After her visit to Indonesia, Kate wants to give gifts to the people listed who have helped her during her stay. Why do you think Kate has chosen to purchase gifts for these people? Using the information provided in the table, decide on some suitable gift ideas for each of the people listed. Help Kate complete her dialogue with the gift shop attendant by selecting the correct sentence to answer the shop attendant's questions Anna and Peter want to get a gift for Kate before she goes back to Australia. Write a conversation between Anna, Peter and a shopkeeper as they ask for help choosing a gift for Kate Peter has received many different congratulations after being Highly Commended in the competition to design a</p>

		new 'Mitza'. Help Peter to write thank-you notes to Nenek and Wahyu for their gifts
<p>4) Help is at hand (Asking for help) (Expressing gratitude) (Creating dialogues)</p>	<p><i>Apakah Bapak bisa menolong saya? Saya perlu pertolongan. Tolong!</i></p> <p><i>Saya membantu teman mengingat dialognya. Nenek memberi es krim kepada anak laki-laki itu. Anna menyumbangkan mainan tuanya kepada lelang untuk amal itu.</i></p> <p><i>Terima kasih atas bantuan Anda. Terima kasih atas sarannya. Terima kasih untuk hadiahnya. Makasih, Peter!</i> or <i>Trims, Peter!</i></p>	<p>For each of the five scenarios presented, write brief dialogues which include an example of asking for help, describing the help offered or required, and saying thank you. Zak is daydreaming that he is a superhero. For each of the five scenarios Zak imagines, write a short scene, including dialogue, in which the characters ask for help, receive help, and express their gratitude.</p>
<p>5) Vox populi (Intercultural: The vox populi genre) (What is vox populi) (Suara rakyat) (Read and answer questions on public responses to a vox populi) (Identify ethical issues for a series of vox populi street surveys)</p>	<p>No new specific language focus</p>	<p>Read Anna's question and the responses she receives during her street interviews and then answer the accompanying questions. You have been asked to conduct a series of vox pops for the school newspaper. Each vox pop needs to be on an ethical issue of interest to the school community. Write as many ideas as you can for ethical issues that you could use as the basis for your vox pops. You should aim to come up with 10 or more ideas. Highlight the six issues that you think will be of most interest to your readers. Draft one question, in Indonesian, related to each issue you selected</p>
<p>6) Foreign correspondent (Feature article genre revisited) (Taking notes) (Writing a travel feature article)</p>	<p>No new specific language focus</p>	<p>Use the scaffolding template provided to plan a travel article on Kate's visit to Indonesia. Use the notes you have made in Exercise 1 to write a polished travel article in the first person, about Kate's experiences during her Jakarta holiday. Be sure to include a headline and a byline!</p>

Module 6

Worksheet Title	Key Vocabulary & Phrases or Focus	Engagement/Activity Type
<p>1) The last laugh (Intercultural: Humour) (Types of jokes) (Slapstick humour) (Satire) (Indigenous humour) (History of Indonesian humour)</p>	<p>No new specific language focus</p> <p>All Intercultural Investigation questions to be answered in English</p>	<p>On a table, list books, movies and television shows you find humorous List your favourite jokes Are there any common threads in the above? What does your sense of humour say about your personality, and your personal attitudes, values and beliefs? How would you explain the differences, if any, between Australian and Indonesian humour? What values, attitudes and beliefs are reflected in the dominant types of Indonesian humour?</p>
<p>2) Who is that? (Adjectival phrases) (Adverbial phrases) (Compound and complex sentences) (Compound-complex sentences)</p>	<p><i>Orang yang di jenggotnya ada ikan dan di kakinya ada topi itu bersepeda di jalan. Anjing yang matanya seperti cawan itu makan PR saya.</i></p> <p><i>Dia masuk ke panggung dengan gegap gempita seperti sebuah roket yang mesinnya meledak.</i></p> <p><i>Compound sentence: Tadi malam saya harus terbang ke Swedia, jadi saya tidak menyelesaikan PR saya.</i></p> <p><i>Complex sentence: Pak Smart, yang memakai kemeja biru dan sebuah topi bermotif polka-dot, berlari ke kebun.</i></p> <p><i>Compound-complex sentence: Wanita itu makan jeruk, yang sudah jatuh ke jalan, karena dia lapar.</i></p>	<p>Using compound, complex and complex-compound sentences, write a series of tall stories, in Indonesian, about why the students didn't complete their homework. Identify five words or phrases in Indonesian that are easily confused by English speakers and give reasons why this might be the case. Write a skit in which an Australian visitor to Indonesia asks a group of local people a question in Bahasa Indonesia that contains one of the five words you identified above</p>
<p>3) The Three Musketeers (Persuasive writing) (Ethos) (Logos – deductive and inductive reasoning) (Pathos) (d'Artagnan – value statements, humour, rhetorical questions)</p>	<p>No new specific language focus</p>	<p>Identify sections of a text that use the mode of persuasion known as ethos Use each of the statements provided as the basis of three different examples of inductive reasoning. Rank your responses in order of strength as examples of inductive reasoning</p>

		<p>Use each of the statements provided as the basis of three different examples of deductive reasoning. Rank the examples in order of strength</p> <p>Write three examples of pathos that you might use in a piece of persuasive writing about Indigenous women and ageing</p>
<p>4) Now that's funny (Creating humour)</p>	<p><i>Lucu.</i> <i>Terlalu lucu.</i> <i>Sangat lucu.</i> <i>Sangat lucu sekali.</i> <i>Lelucon yang bagus.</i> <i>Membuatku tertawa setengah mati.</i> <i>Aku tertawa setengah mati.</i> <i>Tidak lucu.</i> <i>Sama sekali tidak lucu.</i> <i>Ini sungguh tidak lucu.</i> <i>Tidak membuat aku tertawa.</i></p>	<p>Look at a series of screenshots and add humorous dialogue in Indonesian to accompany the images</p> <p>Write an account of something funny that happened to you in the past entitled, <i>Sebuah cerita lucu</i></p>
<p>5) The story of the zodiac (The Chinese calendar) (The Gregorian calendar) (The Islamic calendar) (The Javanese calendar) Forming adverbs: with 'dengan', using 'secara', or doubling the adjective) (Onomatopoeia words for the sounds of the voices of the Chinese zodiac animals)</p>	<p><i>Dia menunggu dengan sabar.</i> <i>Saya harus aktif secara fisik.</i> <i>Anak itu makan cepat-cepat.</i> <i>Anak itu cepat-cepat makan.</i></p>	<p>Read the chart to discover which animal symbolises the year you were born, and some of the personality traits associated with this animal sign and answer the accompanying questions</p> <p>Do you agree or disagree with the description of your personality? Give reasons to support your answer</p> <p>Read the story of the Chinese zodiac calendar and then answer the accompanying questions</p> <p>The cat is a significant character in this story yet does not make it into the zodiac. If he had, what character traits might have been attributed to people born in the year of the cat?</p> <p>The Chinese zodiac has been passed down for many generations. What does this tradition suggest about Chinese attitudes, values and beliefs?</p> <p>Based on what you have learnt in this worksheet, how do the calendars used in Indonesia reflect Indonesian values, attitudes or beliefs?</p> <p>What differences and similarities are there between the calendars or other time measurement</p>

		<p>systems used in China and Indonesia? What differences and similarities are there between the calendars used in Australia and in Indonesia? Turn the story of the Chinese zodiac into a funny skit making use of the onomatopoeia for each of the animals in the story</p>
<p>6) My passive voice (Object-focus construction rules for first, second and third-person pronouns) (Adding auxiliaries, prepositional phrases and adverbs) (Omitting the subject)</p>	<p><i>Saya menulis surat itu.</i> <i>Surat itu saya tulis.</i> <i>Kamu membeli buku itu di mana?</i> <i>Buku itu kamu beli di mana?</i> <i>Peter menulis laporan tentang Pulau Fraser.</i> <i>Laporan tentang Pulau Fraser ditulis (oleh) Peter.</i></p> <p><i>Rumahnya sudah dia jual kepada teman saya.</i></p> <p><i>Mobil itu akan dicuci besok.</i></p>	<p>Transform subject-focus sentences into object-focus sentences Read information about a burglary and write a list of the main events in the object-focus construction without referring to the subject. From the two pictures provided, find the differences between the two pictures, then write as many object-focus sentences as you can, describing the differences in the second picture.</p>

Module 7

Worksheet Title	Key Vocabulary & Phrases or Focus	Engagement/Activity Type																																										
<p>1) Quickly, quickly, I feel sickly (Intercultural: Health care) Health care in Australia) (Aged care in Australia) (Answering intercultural reflection questions on health care and aged care)</p>	<p><i>dokter umum</i> <i>dokter spesialis</i> <i>sakit parah</i> <i>rumah sakit</i> <i>Puskesmas (Pusat Kesehatan Masyarakat)</i> <i>besuk</i> <i>kerokan</i> <i>masuk angin</i> <i>rumah jompo</i> <i>manusia lanjut usia (manula/lansia)</i></p>	<p>Answer questions reflecting on personal illnesses, and on the Australian health care and aged care systems What values, attitudes and beliefs inform the ways Australians care for people who are unwell, particularly the aged? Answer questions reflecting on health care and aged care in Indonesia What values, attitudes and beliefs inform the ways Indonesian people care for those who are unwell, particularly the aged? What similarities and differences are there between the ways Australians and Indonesian people show their affection and concern when their friends or family are unwell? How do these differences or similarities reflect the differences or similarities between Indonesian and Australian cultural values, attitudes and beliefs? What facilities, activities and services do you think should be made available to people living in an aged-care facility? What rights do you think residents should have?</p>																																										
<p>2) What's in a noun? (The ke~...~an circumfix) (School signs promoting good habits and character)</p>	<table border="0"> <tr> <td><i>kedinginan</i></td> <td><i>kejatuhan</i></td> </tr> <tr> <td><i>kehausan</i></td> <td><i>kecurian</i></td> </tr> <tr> <td><i>kehujan</i></td> <td><i>kehabisan</i></td> </tr> <tr> <td><i>kekeringan</i></td> <td><i>kehilangan</i></td> </tr> <tr> <td><i>kelaparan</i></td> <td><i>kemalingan</i></td> </tr> <tr> <td><i>kepanasan</i></td> <td><i>ketiduran</i></td> </tr> <tr> <td><i>kesemutan</i></td> <td><i>ketakutan</i></td> </tr> <tr> <td><i>kesusahan</i></td> <td><i>kebesaran</i></td> </tr> <tr> <td><i>kecapaian</i></td> <td><i>kekecilan</i></td> </tr> <tr> <td><i>kegemukan</i></td> <td><i>kekurusan</i></td> </tr> <tr> <td><i>kemahalan</i></td> <td><i>kemurahan</i></td> </tr> <tr> <td><i>kepanjangan</i></td> <td><i>kependekan</i></td> </tr> <tr> <td><i>kepagian</i></td> <td><i>kesiangan</i></td> </tr> <tr> <td><i>kesorean</i></td> <td><i>kemalaman</i></td> </tr> <tr> <td><i>kebahagiaan</i></td> <td><i>kebersihan</i></td> </tr> <tr> <td><i>kegembiraan</i></td> <td><i>kecantikan</i></td> </tr> <tr> <td><i>kehidupan</i></td> <td><i>kekacauan</i></td> </tr> <tr> <td><i>kekuatan</i></td> <td><i>kemajuan</i></td> </tr> <tr> <td><i>kematian</i></td> <td><i>kepuasan</i></td> </tr> <tr> <td><i>kesedihan</i></td> <td><i>kesehatan</i></td> </tr> <tr> <td><i>keterlaluan</i></td> <td></td> </tr> </table>	<i>kedinginan</i>	<i>kejatuhan</i>	<i>kehausan</i>	<i>kecurian</i>	<i>kehujan</i>	<i>kehabisan</i>	<i>kekeringan</i>	<i>kehilangan</i>	<i>kelaparan</i>	<i>kemalingan</i>	<i>kepanasan</i>	<i>ketiduran</i>	<i>kesemutan</i>	<i>ketakutan</i>	<i>kesusahan</i>	<i>kebesaran</i>	<i>kecapaian</i>	<i>kekecilan</i>	<i>kegemukan</i>	<i>kekurusan</i>	<i>kemahalan</i>	<i>kemurahan</i>	<i>kepanjangan</i>	<i>kependekan</i>	<i>kepagian</i>	<i>kesiangan</i>	<i>kesorean</i>	<i>kemalaman</i>	<i>kebahagiaan</i>	<i>kebersihan</i>	<i>kegembiraan</i>	<i>kecantikan</i>	<i>kehidupan</i>	<i>kekacauan</i>	<i>kekuatan</i>	<i>kemajuan</i>	<i>kematian</i>	<i>kepuasan</i>	<i>kesedihan</i>	<i>kesehatan</i>	<i>keterlaluan</i>		<p>Complete a series of tables converting base words to nouns using the ke~...~an circumfix Look at 8 signs using a ke~...~an circumfix and commonly found in Indonesian schools to promote good habits and character. Analyse each sign by answering the accompanying question.</p>
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<p>3) A flood of correspondence (Salutations and complimentary closes) (Expressing congratulations) (Expressing hope) (Expressing possibility) (Benefactive meN~ ... ~kan verbs) (peN~ and ~an nouns) (Writing emails)</p>	<p>Salutations: <i>Peter yang terhormat (f)</i> <i>Yth. Peter Smart (f)</i> <i>Hai Anna dan Peter (inf)</i> <i>Anna dan Peter yang baik (f)</i> <i>Hai Peter (inf)</i> <i>Dengan hormat (f)</i> <i>Hai semuanya (inf)</i></p> <p>Complimentary closes: <i>Hormat saya (f)</i> <i>Sampai ketemu (inf)</i> <i>Salam hangat untuk orangtua kalian (inf)</i> <i>Sudah ya! Kita bicara lagi nanti! (inf)</i> <i>Semoga semuanya baik-baik dan sampai jumpa lagi (inf)</i> <i>Salam hangat (f) & (inf)</i> <i>Temammu Tono (inf)</i> <i>Cepat balas yach (inf)</i> <i>Sampai jumpa nanti (inf)</i></p> <p><i>Selamat telah tamat SMA.</i> <i>Selamat dan sukses.</i> <i>Selamat atas pernikahannya.</i></p> <p><i>Semoga kalian baik-baik saja.</i> <i>Semoga semuanya baik-baik saja.</i></p> <p><i>Kemungkinan besar saya ...</i> <i>Saya pasti akan ...</i></p> <p><i>Saya membelikan ayah kamera baru.</i> <i>Saya ingin membelikan tim hockey sekolah kami T-shirt.</i></p> <p>PeN~ ... ~an nouns: <i>pembacaan</i> <i>pengiriman</i> <i>pembersihan</i></p> <p>Per~ ... ~an nouns: <i>pertanyaan</i> <i>peringatan</i> <i>perumahan</i></p>	<p>Read Tono's email to Peter then write Peter's email responding to Tono's request Write an email from Peter to the <i>Dunia Olahraga</i> sport store requesting information for a set of T-shirts for the school hockey team Right a response from Peter and Anna to Pak Sugianto's email</p>
<p>4) There's no place like home (Personal essay genre) (Blog post genre) (Reading comprehension)</p>	<p>No new specific language focus</p> <p>All Intercultural Investigation questions to be answered in English</p>	<p>Summarise, in English, the main ideas from each paragraph of the blog post. Answer comprehension questions based on the blog post</p>
<p>5) More correspondence (Structure of a formal letter) (Expressing appreciation)</p>	<p><i>Dengan senang hati saya menerima undangan Anda untuk ...</i></p>	<p>Write a formal letter, as an email, in which Peter thanks the managing director of the Mitza for the honour</p>

	<p><i>Terima kasih banyak atas ucapan selamat Anda. Merupakan kehormatan besar bagi saya bahwa ... Saya sangat menantikan kesempatan untuk ...</i></p>	<p>bestowed upon him, and confirms that he and his family will be attending the Awards Night</p>
<p>6) Home is where the heart is (Intercultural: What is 'home?')</p>	<p>No new specific language focus</p>	<p>Make notes, plan, draft and write a personal essay, in Indonesian, about the concept of home.</p>
<p>7) Shopping around (The bargaining process) (Expressing approximation) (Writing questions) (Writing a dialogue)</p>	<p><i>harga pas diskon korting hemat potongan harga harga khusus setengah/separuh harga banting harga</i></p> <p><i>Berapa harganya? Boleh tawar? Terlalu mahal! Boleh kurang? Uang kembaliannya tidak usah.</i></p> <p><i>kira-kira</i></p>	<p>Based on the information in the email received from Tono, write five questions, in Indonesian, that Peter will need to ask each company to get the best deal. Following each question, write responses from two online stores. Write a dialogue, Indonesian, in which Peter speaks to a salesperson by telephone, and uses his bargaining skills to try to obtain a better offer. Using the information from the above telephone conversation, write an email from Peter to Tono telling him about the cost, colours, sizes, discount, and delivery arrangements for the T-shirts he has decided to buy</p>

Module 8

Worksheet Title	Key Vocabulary & Phrases or Focus	Engagement/Activity Type
<p>1) A picture tells a thousand words (Intercultural: Art works) (Elements of a work of art) (Analysing a work of art)</p>	<p>No new specific language focus</p> <p>All Intercultural Investigation questions to be answered in English</p>	<p>Read the curator's notes on an Indonesian artwork and answer the accompanying questions</p> <p>Analyse Raden Saleh's painting <i>Penangkapan Pangeran Diponegoro</i> by answering some guided questions</p>
<p>2) I give up! (Internet bandwidth issues) (Asking for clarification) (Expressing "No problems") (Asking how to spell, write or pronounce a word)</p>	<p><i>Sambungannya terputus-putus.</i> <i>Sambungannya kurang bagus.</i> <i>Sambungannya jelek sekali.</i></p> <p><i>Maaf, kamu bilang apa?</i> <i>Tolong diulangi, (Pak).</i> <i>Tolong diulangi please-pelan.</i> <i>Maaf, apa yang Anda katakan?</i> <i>Apa bahasa Indonesianya ...?</i> <i>Artinya apa / Apa artinya?</i></p> <p><i>Tidak ada masalah.</i> <i>Tidak apa-apa.</i> <i>Saya mengerti.</i> <i>Saya kurang mengerti.</i></p> <p><i>Bagaimana mengeja kata ...?</i> <i>Tolong tunjukkan bagaimana menulisnya.</i> <i>Tolong jelaskan bagaimana pengucapannya/ mengucapkannya</i></p>	<p>Write the dialogue for a telephone conversation between Peter and Ardi where Peter complains about the inadequate internet service</p> <p>Write the email that Peter sends to his internet service provider asking for his service to be disconnected within the 14-day trial period, giving the reasons for his decision.</p>
<p>3) Where the girls are (The 'blog' genre) (Elements of a blog)</p>	<p>No new specific language focus</p> <p>All Intercultural Investigation questions to be answered in English</p>	<p>Determine the main idea of a blog by writing a summary of each paragraph and answering some additional questions</p> <p>Read the comment thread for the blog and answer the accompanying questions.</p>
<p>4) An objective assessment (Object-focus construction) (The use of the object focus construction provides a linguistic outlet for saving face and maintaining harmony)</p>	<p><i>Zak dicintai semua orang selama kami di Indonesia.</i></p> <p><i>Gangguan pada layanan Internet Anda sudah dijadwalkan.</i> <i>Jatah download Anda telah dilebihi.</i></p>	<p>Rewrite Anna's email to her ISP in the subject-focus (active voice) construction</p> <p>Analyse both versions of the email. Which is more effective? Why?</p> <p>Read the ISP's email response to Anna's email</p>

<p>(Providing excuses in the object-focus construction) (Writing and responding to complaints)</p>	<p><i>Download yang kelebihan tidak diperbolehkan. Layanan telah dikembalikan ke keadaan semula untuk 70 persen dari langganan. Servernya sedang diperbarui. Masalahnya diatasi dalam waktu beberapa jam saja. Informasi baru secara berkala dikirimkan kepada semua pelanggan kami. Diharapkan tidak ada kesulitan di masa depan. Keluhan sudah diterima.</i></p>	<p>written in the object-focus construction then rewrite this email in the subject-focus (active voice) construction Analyse both versions of the email. Which is more effective? Why? Use the expressions learnt in this worksheet to draft Internet Universe's group email response to all of its customers using the object-focus construction</p>
<p>5) That really suits you (Intercultural: Giving and responding appropriately to personal compliments) (Downplaying compliments to avoid the label of "sombong" and creating negative impressions)</p>	<p>A. <i>Bahasa Indonesia Anda bagus sekali!</i> B. <i>Benar? Saya hanya bisa berbicara Bahasa Indonesia sedikit saja.</i> or <i>Tidak! Bahasa Indonesia saya kurang begitu bagus.</i></p>	<p>You have been invited to a party at the Indonesian embassy where you will meet a range of interesting people. Provide an appropriate compliment for each person to whom you are introduced based on their provided personal information Complete the accompanying dialogues, in Indonesian, by accepting compliments offered to you, and offering a suitable compliment or comment in return What are the similarities and differences between the cultural practices of giving and receiving compliments in Indonesia and Australia? How do these similarities and differences reflect the values, attitudes or beliefs of Australians and Indonesians?</p>
<p>6) Guess who's coming to dinner (More on 'blogging') (Issues to consider when 'blogging')</p>	<p>No new specific language focus</p>	<p>Plan out, draft and write a blog post on an area of personal interest. Choose one of your blog post ideas and write down as many images, phrases, ideas or quotations as you can think of that relate to your idea Plan the content of your blog post, which will be four paragraphs long. Write some dot points about ideas you can include in each of the paragraphs In Indonesian, use your notes to write a four-paragraph blog post for your themed blog and be sure to include a title</p>

<p>7) A passive bystander (The object-focus construction used to record investigative observations at a crime scene)</p>	<p><i>Apartemen dirampok. Pintu tidak ditutup. Kaca pintu depan dipecahkan. Sofa diputarbalikkan.</i></p>	<p>Read the description of what Zak saw when he entered the Smarts' apartment following the burglary. Using both the subject-focus and the object-focus construction, write at least eight questions for which Zak needs answers if he is going to solve the crime. Using the information from Zak's notes about what he saw at the Smarts' apartment, and the summary notes of the interview with the neighbour provided, help Zak write a short report to give to Peter and Anna. Use the passive voice where appropriate.</p>
<p>8) It's all in the past (Focus on the past tense) (Past tense markers and time indicators) ("dulu" in the sense of 'first and foremost') (The concept of 'rubber time' or "jam karet") The time indicator 'in a moment')</p>	<p><i>sudah / telah pernah</i></p> <p><i>kemarin kemarin dulu ... yang lalu minggu yang lalu dua minggu yang lalu tadi tadi pagi/siang/sore/malam Baru-baru ini ... baru / baru saja: SUBJECT + baru + VERB ... Dulu ... / ... dulu Dulu Pak Smart bekerja sebagai insinyur logistik di kantor HBP di Brisbane. Pada zaman dulu ... Pada zaman dahulu kala ...</i></p> <p><i>jam karet</i></p> <p><i>Sebentar / Sebentar lagi</i></p>	<p>Read the text of Anna's digital schedule for the final day of her Australian holiday on her mobile phone. Use this information for Anna to write a final email to Ardi prior to leaving Australia. Use appropriate time markers and indicators to distinguish between the immediate, recent and distant past</p>

Module 9

Worksheet Title	Key Vocabulary & Phrases or Focus	Engagement/Activity Type
<p>1) We need you (Intercultural: Volunteering) (Volunteering in Australia) (Volunteering in Indonesia) (Answer questions)</p>	<p>No new specific language focus</p> <p>All Intercultural Investigation questions to be answered in English</p>	<p>Have you ever volunteered to provide unpaid work for someone, or for an organisation? Why?</p> <p>What types of volunteering opportunities are available in your area?</p> <p>What values, attitudes or beliefs influence the types of work people volunteer to do in Australia?</p> <p>What opportunities are there for young people to do volunteer work in Indonesia?</p> <p>What types of organisations use volunteer support in Indonesia?</p> <p>What values, attitudes or beliefs influence the types of volunteer work done by people in Indonesia?</p> <p>What similarities and differences are there between the types of volunteer work done by people in Australia and people in Indonesia?</p>
<p>2) Apply within (Intercultural: More on volunteering) (Reading comprehension) (Write a blog post) (Fill in an application form)</p>	<p>No new specific language focus</p>	<p>Read an advertisement for a volunteer then complete the accompanying questions and exercises</p> <p>Write a blog post, in Indonesian, outlining the types of volunteer work you are interested in doing, as well as your relevant experience and skills</p> <p>Fill in a volunteer application form, in Indonesian, emphasising the skills, experience and abilities you have that make you suitable for a role as a volunteer</p>
<p>3) I'd like to help out (Expressing levels of skill and ability) (The <i>ke~ ... ~an</i> circumfix revisited) (Expressing suitability) (Adjectives describing positive and negative personality traits) (Saying "ensure that ...")</p>	<p><i>Saya pandai sekali ...</i> <i>Saya lumayan pandai ...</i> <i>Saya cukup ahli ...</i> <i>Saya tidak begitu pandai / kurang pandai ...</i> <i>Saya sama sekali tidak bisa ...</i></p> <p><i>keadaan keahlian</i> <i>kegiatan keharusan</i> <i>kemahiran kemampuan</i></p>	<p>Read three blog entries</p> <p>Based on the blog entries, write down Anna's thoughts on the suitability of each person as a volunteer candidate</p>

<p>(Saying "Already!" and "Not yet!")</p>	<p><i>kesabaran kesadaran kesehatan kesempatan kewajiban Peter cocok menjadi ... Anna pantas menjadi ...</i></p> <p><i>baik hati bertanggungjawab jujur lemah lembut penuh belas kasih penuh perhatian rajin sabar)</i></p> <p><i>egois kekanak-kanakan malas tidak peduli</i></p> <p><i>Pastikan bahwa ... Pastikanlah bahwa ...</i></p> <p><i>Sudah? / Ya, sudah! Belum! Saya belum ...</i></p>	
<p>4) Life writing (Life writing genre: Biography/Autobiography/Memoir) (Read an article and answer questions)</p>	<p>No new specific language focus</p> <p>All Intercultural Investigation questions to be answered in English</p>	<p>Read an autobiographical article on the <i>Life of A Volunteer</i> and answer the accompanying reading comprehension questions and critical-thinking questions.</p>
<p>5) Calling all volunteers (Intercultural: More on volunteering) (Qualities of a volunteer) (Elements of radio advertising) (The '~lah' suffix) (The '~kah' suffix) (Answering questions) (Writing radio advertisements)</p>	<p><i>Penghuni kami sudah tua dan memerlukan perhatian khusus. Kami membutuhkan relawan yang bersedia membantu dalam bidang-bidang ini. Pekerjaan sukarela seperti ini pantas untuk orang yang suka membantu orang lain.</i></p> <p><i>Kunjungilah Dunia Fantasi! Jadilah seorang sukarelawan!</i></p> <p><i>Sukakah Anda bekerja sukarela? Inginkah Anda membuat perubahan dalam hidup manula?</i></p>	<p>Read extracts from emails sent by volunteer organisations and complete the accompanying exercises Use the information gathered to write a radio advertisement for volunteers for each organisation.</p>
<p>6) This fabulous life (More on the life writing genre)</p>	<p>No new specific language focus</p>	<p>Use the planning templates provided to plan out, develop and write a six-paragraph memoir on an interesting aspect of your life</p>
<p>7) Are you the one? (The employment interview genre)</p>	<p><i>Mengapa Anda berminat menjadi ...? Apakah Anda bisa ...?</i></p>	<p>Reread the three job descriptions provided in the <i>Calling all volunteers</i> worksheet and then write a</p>

<p>(The '<i>~wan</i>' and '<i>~wati</i>' suffixes) (The '<i>meN~</i>' prefixes revisited) (Writing classified job advertisements) (Drafting interview questions for job applicants)</p>	<p><i>Pengalaman apa yang Anda miliki?</i> <i>Bakat apa yang Anda miliki?</i></p> <p><i>olahragawan / olahragawati</i> <i>sukarelawan / sukarelawati</i> <i>wartawan / wartawati</i> <i>karyawan / karyawan</i> <i>dermawan</i> <i>ilmuwan</i></p> <p><i>me~: l, m, n, ng, ny, r, w</i> <i>and y</i> <i>men~: c, d, j, z and (t)</i> <i>mem~: b, f and (p)</i> <i>meng~: a, i, u, e, o</i> <i>meny~: (s)</i></p>	<p>classified advertisement, in Indonesian, for each organisation Prepare a set of five interview questions to ask applicants for each of the volunteer organisations</p>
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Module 10

Worksheet Title	Key Vocabulary & Phrases or Focus	Engagement/Activity Type
<p>1) What sustains you? (Intercultural: Human response to natural disasters) (Reading comprehension)</p>	<p>No new specific language focus</p> <p>All Intercultural Investigation questions to be answered in English</p>	<p>Read a magazine article about some of the responses to the 2011 tsunami in Japan and answer the accompanying questions.</p>
<p>2) What do I have to do? (Expressing "must ...") (Personal qualities) (Linking words) (Personal reflection) (Diary entries)</p>	<p><i>Saya harus meningkatkan kemampuan saya ...</i> <i>Saya harus mendapat ...</i> <i>Saya harus lebih giat ...</i> <i>Saya harus mencari ...</i></p> <p><i>percaya diri malu</i> <i>kreatif pandai</i> <i>mudah bergaul mandiri</i></p> <p><i>untuk</i> <i>supaya</i> <i>agar (supaya)</i> <i>dalam rangka</i></p>	<p>Read Peter's Year 10 school report and then write a short passage in which Peter reflects on his school report.</p> <p>Use the information from a brochure Peter collected at the career expo to write a short passage in which Peter reflects on the information in the brochure</p> <p>Write a diary entry for Peter, expressing his thoughts about his school results and his chances of becoming a music arranger</p>
<p>3) A beautiful life (Personal aspirations) (Reading comprehension)</p>	<p>No new specific language focus</p>	<p>Read an autobiographical text about a young girl growing up in Kashmir and answer the accompanying questions</p> <p>Write a short paragraph, in Indonesian, in which the author reflects on which of her childhood dreams she has achieved.</p>
<p>4) What does the future hold? (Future tense markers and indicators) (Expressing aspirations) (Write sentences in the future tense) (Answer personal questions) (Write a short essay)</p>	<p><i>akan</i> <i>besok</i> <i>lusa</i> <i>minggu depan</i> <i>bulan depan</i> <i>tahun depan</i> <i>masa depan</i></p> <p><i>Apa cita-citamu?</i> <i>Cita-cita saya ...</i> <i>Saya ingin menjadi ...</i></p>	<p>Convert the sentences provided into future tense statements</p> <p>In Indonesian, answer questions from a career expo questionnaire</p> <p>Write a short essay, in Indonesian, on the topic of where Peter will be in five years. Base your response on what you have learned about Peter's strengths, talents, and aspirations</p>
<p>5) Hopes and dreams (Autobiographical writing) (Write an autobiographical excerpt)</p>	<p>No new specific language focus</p>	<p>Use the templates provided to plan out, draft and write a short extract from your autobiography, imagining that you are now old and grey, and are looking back to your memories of childhood, and to all the hopes and dreams you had for the future.</p>

<p>6) My job search (Revisiting expressing preferences) (Expressing capability) (Adverbs of manner)</p>	<p><i>Saya lebih suka bekerja dengan binatang daripada dengan orang. Seorang petani harus lebih suka bekerja di luar daripada di dalam ruangan.</i></p> <p><i>kemampuan</i></p> <p><i>Dia berteriak dengan gembira. Kamu harus berlari cepat-cepat. Saya harus kuat secara fisik.</i></p>	<p>Read the four job vacancies and the three applicants profiles provided and then select a suitable job for each candidate and write a short recommendation, in Indonesian, matching their abilities and experiences with the job requirements</p>
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Module 11

Worksheet Title	Key Vocabulary & Phrases or Focus	Engagement/Activity Type
<p>1) From Bollywood ... with love (Intercultural: The history of film) (Australian film history) (Indonesian film history)</p>	<p>No new specific language focus</p>	<p>Read an article about a Bollywood film shot on location in Australia and answer the accompanying questions</p> <p>Use your creative-thinking skills to create a synopsis of an imaginary Bollywood film to be made in Indonesia. Write your synopsis in Indonesian</p>
<p>2) To good health (Expressing 'above' or 'below' the average) (Decimal points and commas in Indonesian numbers)</p>	<p><i>Tinggi badan ibu di bawah kisaran rata-rata untuk kaum wanita.</i> <i>Tingkat kebugaran Peter di atas kisaran rata-rata untuk umurnya</i></p> <p><i>5.000.000</i> <i>0,75 (nol komma tujuh lima)</i></p>	<p>Examine Mr Smart's and Peter's results from their health check-up. Study the information in the charts and then complete the accompanying exercises</p> <p>Examine Mr Smart's and Peter's results from a different health test. Again, study their results and complete the accompanying exercises</p> <p>Take a quiz on health and fitness based on the health information tables presented in this worksheet</p> <p>Use the data from Mr Smart's and Peter's health tests to calculate their heart rates for various physical activities over different time durations</p>
<p>3) Harvest Day (Intercultural: Food security) (Reading comprehension) (Analysing arguments and present counter-arguments)</p>	<p>No new specific language focus</p>	<p>Read two opinion texts that support and oppose organic gardening and answer the accompanying questions</p> <p>Read sample persuasive statements from each of the texts, analyse why they are effective then write a counter-argument for each statement</p>
<p>4) Fighting fit (Expressing sequence) (Expressing degrees of certainty) (Expressing emotions and feelings) (Scripting a telephone conversation) (Writing journal entries) (Writing a Visitors' Book entry)</p>	<p><i>pertama-tama</i> <i>awalnya</i> <i>kedua</i> <i>ketiga</i> <i>kemudian</i> <i>lalu</i> <i>berikutnya</i> <i>sesudahnya</i> <i>sesudah itu</i> <i>sebelum itu</i> <i>sebelumnya</i></p> <p><i>Apakah kamu yakin?</i> <i>Ya, aku yakin.</i> <i>Aku kurang yakin.</i></p> <p><i>takut</i> <i>bangga</i> <i>berharap</i> <i>bertekad</i> <i>perterima kasih</i> <i>khawatir</i> <i>cemas</i> <i>gembira</i> <i>gugup</i> <i>lega</i> <i>panik</i> <i>puas</i> <i>ragu-ragu</i> <i>santai</i></p>	<p>Read the welcome letter and attached program for Mr Smart's boot camp, and then complete the exercise</p> <p>Mr Smart calls his family to let them know that he has arrived safely at boot camp. Peter is keen to find out what his dad will be doing. Use the information in the program to help you complete the telephone dialogue</p> <p>Read Mr Smart's personal journal for the first day of his boot camp then using the information in the boot</p>

		<p>camp program write Mr Smart's journal entries for the next three days of the boot camp</p> <p>Write the text of the message that Mr Smart leaves in the Visitors' Book at the conclusion of his five-day boot camp</p>
<p>5) A balanced view (Presenting a balanced argument) (Writing an article)</p>	<p>No new specific language focus</p>	<p>Select an issue and explore the pros and cons of the issue prior to writing an article presenting a balanced account of the issue</p>
<p>6) A step in the right direction (Positive and negative comparisons) (Expressing simultaneous actions by the same person) (Saying "At the moment that ...") (Reading comprehension) (Planning an exercise program) (Writing journal entries)</p>	<p><i>Hari Selasa lebih baik daripada hari Senin. Pak Smart tidak lebih giat daripada Peter. Dia tidak sama pandainya dengan saya bermain bola basket.</i></p> <p><i>Kadang-kadang saya harus bekerja sambil makan siang. Pengemudi tidak diperbolehkan menggunakan telepon genggam sambil mengendarai mobil.</i></p> <p>Saat Pak Smart melihat hasil tes kesehatannya, dia mulai khawatir.</p>	<p>Read a text, which outlines a typical working week in Mr Smart's life, and complete the accompanying exercises</p> <p>Read a dialogue between Peter and Anna and use the information in the dialogue to help Peter and Anna put together an exercise plan for Mr Smart which includes daily activities, the length of time needed for each activity, and the estimated number of steps Mr Smart will take during each activity</p> <p>In Indonesian, write Mr Smart's thoughts about the new weekly regime designed for him</p> <p>Use information from the exercise program you designed to help Mr Smart fill in his fitness journal for the last three days in Indonesian.</p>

Module 12

Worksheet Title	Key Vocabulary & Phrases or Focus	Engagement/Activity Type
<p>1) A bright, shiny day (Intercultural: Traditional Aboriginal stories about nature and landscape) (Cerita rakyat Indonesia) (Reading comprehension)</p>	<p>No new specific language focus</p> <p>All Intercultural Investigation questions to be answered in English</p>	<p>Think about how earlier generations understood the weather and the land. What traditional sayings or stories reflected their knowledge of weather patterns and helped them to prepare for changes in the weather and the seasons?</p> <p>Read an extract from a famous poem by Dorothea Mackellar called 'My Country' and answer the accompanying questions</p> <p>Research local Aboriginal narratives or artworks that describe the climate or landscape where you live</p> <p>What values, attitudes and beliefs inform traditional Indigenous ways of understanding or writing about Australian landscape and climate?</p> <p>What Indonesian stories or sayings are you familiar with that reflect local or traditional knowledge of the landscape and climate?</p> <p>Read an extract from an Indonesian story from Maluku, which features the local environment, and then answer the accompanying questions</p> <p>What similarities and differences are there between the ways Australians and Indonesian people traditionally represent their local landscape and climate?</p> <p>There are many ways to communicate knowledge — in story, song, art, drama or non-fiction. What values or assumptions influence how we respond to different ways of communicating knowledge, particularly about climate and landscape?</p>
<p>2) Sun, surf and sand (Asking for and granting permission) (Transition words and phrases) (Uses of the 'ber~' prefix) (Writing emails)</p>	<p><i>Apa boleh menggunakan fasilitas internet? (informal)</i> <i>Bolehkah menggunakan fasilitas internet? (formal)</i> <i>Minta izin menggunakan internet?</i></p>	<p>Use the information Peter has obtained from the Tallebudgera Outdoor Education Centre website to write and email to Ardi and Nina about his idea for an international school camp at</p>

	<p><i>Apa diperbolehkan menggunakan fasilitas internet? (object focus)</i> <i>Apa fasilitas internet boleh digunakan? (object focus)</i> <i>Ya, boleh!</i> <i>Tentu saja boleh!</i> <i>Maaf, tidak boleh!</i> <i>Tentu saja tidak!</i></p> <p>Addition: <i>juga ... / tambahan lagi ... / di samping itu ... / lagipula ... / selanjutnya ... / sebagai tambahan ...</i></p> <p>Consequence: <i>demikian ... / hasilnya ... / jadi ... / itu sebabnya ... / akibatnya ... / maka dari itu ... / oleh karena itu ...</i></p> <p>Concession: <i>walaupun ... / meskipun ... / kendati ...</i></p> <p>Compare and Contrast: <i>begitu pula ... / sama halnya ... / sebaliknya ... / demikian juga ... / malahan ... / di sisi lain ... / pada sisi lainnya ... / tetapi ... / akan tetapi ... / namun ... / namun demikian ...</i></p> <p>To have or possess: <i>beranak</i> <i>berkeluarga</i></p> <p>To wear: <i>bercelana jins</i> <i>berkacamata</i></p> <p>To undertake an activity: <i>berenang</i> <i>berolahraga</i> <i>berkayak</i></p>	<p>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 learned in this work sheet</p> <p>Write Ardi's reply to Peter's email, seeking more information about the activities and facilities that are available</p> <p>Write Peter's reply to Ardi's email, answering all of his questions</p>
<p>3) What a disaster! (Intercultural: Natural disasters) (Reading comprehension)</p>	<p>No new specific language focus</p> <p>All Intercultural Investigation questions to be answered in English</p>	<p>Read a news article on the Japanese earthquake and tsunami natural disaster of 2011 and answer the accompanying questions in English</p>
<p>4) A country life (Intercultural: Agriculture in Australia and Indonesia) (Australia's wheat industry) (Indonesia's rice industry) (Farming life in Australia) (Farming life in Indonesia) (Writing a dialogue) (Writing and exchanging letters)</p>	<p>No new specific language focus</p>	<p>Mr and Mrs Cook are visiting Indonesia from Australia. They are old friends of Mr and Mrs Smart, and own a large wheat farm in rural Victoria. They are very interested in agriculture in Indonesia, so Mrs Smart has arranged for them to meet some Indonesian farmers.</p>

		<p>In Indonesian, write a dialogue between Mrs and Mrs Cook, and Bapak dan Ibu Sudirman in which they compare their experience and knowledge of farming in their respective countries Mr and Mrs Cook are travelling with their daughter, Phoebe, who is in the same year of high school as Peter and Anna.</p> <p>In Indonesian, write a dialogue between Phoebe and Nina, in which the two compare their experiences of growing up, and their knowledge of life in urban Indonesia compared to rural Australia</p> <p>In Indonesian, write a letter to Phoebe from Sarinah, an Indonesian farmer's daughter, introducing herself and telling Phoebe a little about her life on the farm, and her hopes and dreams for the future</p> <p>In Indonesian, write a response to Sarinah's letter in which Phoebe introduces herself, and talks about her life on the farm, and her hopes and dreams for the future</p>
<p>5) Worldbuilding (The 'Worldbuilding' genre) (Strategies for 'worldbuilding')</p>	<p>No new specific language focus</p>	<p>Using the guiding information and templates provided, develop, and then write your own short piece of fantasy or science fiction set in an alternative Earth. Your narrative will be in Indonesian, but you can do your planning in English</p>
<p>6) What's on the agenda? (Intercultural: School camps) (The language of 'rules and regulations') (Daily school camp schedules) (Writing statements about camp rules and regulations) (Responding to questions) (Writing a speech transcript) (Writing a formal letter)</p>	<p><i>atur / aturan / peraturan / mengatur</i> <i>Pengurus Nyiur Melambai</i> mengharuskan kita untuk tenang. <i>Pengurus Nyiur Melambai</i> tidak memperbolehkan waktu bebas. <i>Waktu bebas</i> tidak diperbolehkan (oleh) <i>pengurus Nyiur Melambai.</i> <i>Guru</i> mengizinkan saya pergi ke belakang. <i>Saya</i> diizinkan (oleh) <i>guru</i> untuk pergi ke belakang. <i>Siswa</i> tidak diperbolehkan keluar dari <i>Kawasan perkemahan</i> tanpa <i>didampingi guru.</i></p>	<p>Write six sentences, in Indonesian, about the requirements, rules and regulations of the camp at Tallebudgera, and provide possible reasons for them. Your responses should include examples of both object focus and subject focus sentences</p> <p>Read some follow-up questions to Peter's Tallebudgera camp flyer and use your commonsense knowledge of rules and school camps to write Peter's responses, in Indonesian</p>

	<p><i>HP harus dimatikan dan tidak boleh dibawa selama ada kegiatan.</i></p>	<p>The principal of Sekolah Harapan Bangsa has asked Peter to prepare a speech about the opportunity for students to participate in the school camp and the one-week homestay in Brisbane. Write Peter's speech in Indonesian Write the text of a letter from the school principal, in Indonesian, informing the students' parents about the proposed joint school camp in Australia</p>
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Module 13

<p>1) Unwritten rules (Intercultural: Explicit and unwritten rules) (Unwritten rules for social interaction in Indonesia)</p>	<p>No new specific language focus</p> <p>All Intercultural Investigation questions to be answered in English</p>	<p>Write down three explicit rules in your family or community and give details about how you learnt these rules.</p> <p>What are some unwritten rules of behaviour that most Australians follow? Are any of the unwritten rules you have identified in conflict with any explicit Australian rules? What values, attitudes or beliefs inform the unwritten rules you have identified? What are some of the explicit rules of Indonesian social behaviour? Write down three that you can think of, and give details about where and how these rules are made explicit</p> <p>What are some of the unwritten rules of behaviour that most Indonesian people follow? What Indonesian values, attitudes or beliefs inform the unwritten rules you have identified? What unwritten rules are there in Indonesia that relate to what teenagers wear, particularly when going to a party?</p>
<p>2) Operator, it's an emergency! (Intercultural: How to act in an emergency) (Writing a recount)</p>	<p>Attracting attention: <i>Tolong! / Selamatkan saya! / Jangan pindahkan saya! / Cepat! / Saya butuh ... / Panggil polisi! / Kebakaran! / Hati-hati! / Awas!</i></p> <p>Asking for action: <i>Ada kecelakaan! / Tolong panggil ... segera! / Ada perlengkapan P3K? / Terima kasih untuk bantuan Anda.</i></p> <p>Emergency services: <i>Pemadam kebakaran Ambulans Polisi</i></p>	<p>Using the information and the planning template provided, help Peter and Anna create a recount of one of the emergencies that took place at camp</p>
<p>3) A new invention (Intercultural: Indonesian engineering innovation) (Patent application genre) (Reading comprehension)</p>	<p>No new specific language focus</p>	<p>Read a patent application for the 'Water Miser' invention and answer the accompanying questions</p>

<p>(Writing a patent application) (Exploring the ethical responsibilities around water usage)</p>		<p>Answer questions around the ethical responsibilities of water usage</p>
<p>4) Flying high (The language of giving instructions) (Indicating sequence of actions) (Giving praise) (Kite flying in Indonesia: Jakarta Kite Festival)</p>	<p><i>Jangan bergerak! Diam di sini!</i> <i>Berikanlah saya kompreses!</i> <i>Zak, sebaiknya jangan makan coklat terlalu banyak.</i> <i>Tolong bersihkan asrama siang ini.</i> <i>Bersiaplah! Kita harus mulai bertanding.</i></p> <p><i>awalnya</i> <i>pertama-tama</i> <i>lalu / kemudian</i> <i>berikutnya ...</i> <i>sesudah itu</i> <i>akhirnya</i></p> <p><i>langkah pertama</i> <i>langkah kedua</i> <i>langkah ketiga</i></p> <p><i>Hebat!</i> <i>Bagus!</i> <i>Asyik!</i> <i>Keren!</i> <i>Luar biasa!</i></p>	<p>Using the material list and design layout provided, help Zak to write at least eight steps for making the kite, using imperatives as appropriate Read the summary of the kite competition results and then use the information provided to write Zak's thoughts about the results of the kite competition</p>
<p>5) Weird science (Intercultural: The <i>Creative Problem Solving</i> process)</p>	<p>No new specific language focus</p>	<p>Using the templates provided, you will be guided through the process of coming up with an invention and writing a patent application, using Isaksen and Treffinger's six-stage model for <i>Creative Problem Solving</i>. The final task — the patent application itself — will be written in Indonesian</p>
<p>6) All for one (Intercultural: The International Youth Forum) (Revisit the language of persuasion: <i>Ethos, Logos & Pathos</i>) (Writing a persuasive speech)</p>	<p>No new specific language focus</p>	<p>Using the planning templates provided, write a persuasive speech for the annual <i>International Youth Forum</i> outlining your 'Hopes and Dreams' around one of the following areas of concern:</p> <ul style="list-style-type: none"> • <i>Masa depan Pendidikan</i> • <i>Masa depan Lingkungan</i> • <i>Masa depan Kesehatan</i> • <i>Masa depan Wanita dan Anak perempuan</i> • <i>Masa depan Pria dan Anak laki-laki</i>
<p>7) Can you give me directions to ...</p>	<p>Asking for directions:</p>	<p>Use the map of the town of Rembang provided write</p>

<p>(Giving street directions) (Expressing fixed locations) (Writing dialogues seeking street directions)</p> <p>* Note: Whilst the town of <i>Rembang</i> does actually exist on the north coast of Central Java, the map used in this worksheet is fictional and was designed for convenience to express locations.</p>	<p><i>Permisi, bagaimana saya bisa ke ...?</i> <i>Permisi, bisa tunjukkan jalan ke ...</i> <i>Permisi, di mana ...?</i> <i>Permisi, ... ada di mana?</i></p> <p>Giving directions: <i>Mulai di ...</i> <i>Jalan terus</i> <i>Belok kiri/kanan di perempatan berikutnya.</i> <i>kemudian / lalu sampai di ...</i> <i>kira-kira ...</i> <i>di ujung jalan</i> <i>Di sudut Jl. ... dan Jl. ...</i> <i>di bundaran</i> <i>masuk ...</i> <i>keluar dari jalur keluar ketiga</i> <i>ambil ...</i> <i>lewat ...</i></p> <p>How many ways? <i>Jalan satu arah</i> <i>Jalan dua arah</i> <i>pertigaan</i> <i>perempatan</i> <i>perlimaan</i></p> <p>Expressing location: <i>Toko serba ada Sarinah ada / terletak di Jl. Thamrin</i> <i>di samping restoran McDonalds.</i></p> <p style="text-align: center;">or</p> <p><i>Letaknya toko serba ada Sarinah ada di Jl. Thamrin</i> <i>di samping restoran McDonalds.</i></p>	<p>the three conversations between Mr Smart and the Tourism Office clerk asking about locations of and directions to three places of interest in Rembang. Anna has noted an advertisement about the Indonesian Super League soccer match being held at the Rembang Sports Stadium later that evening. She goes to the hotel reception and asks for directions to the stadium. Write Anna's conversation with the hotel receptionist.</p>
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Module 14

<p>1) Bird Creek Mission (Intercultural: History of migration to Australia) (Extract from the novel Meet Poppy by Gabrielle Wang) Reading comprehension) (Critical thinking) (Writing a stream of consciousness text)</p>	<p>No new specific language focus</p>	<p>Read the translated extract from Gabrielle Wang's novel, <i>Meet Poppy</i>, and answer the accompanying comprehension and critical thinking questions What do you think makes a person 'Indonesian' or 'Australian'? Do you think there are cultural differences in how people in Indonesia and people in Australia relate to their cultural heritage? In the final paragraph of the extract, the character of Poppy is thinking about all the unanswered questions in her head around who had given Johnny the letter and the meaning of the strange symbols. Use your creative-thinking skills to come up with possible answers to Poppy's questions in Indonesian.</p>
<p>2) Journal journey (The journal vs. diary genre) (Expressions for facets of time) (Describing situations or events) (Common interjections) Writing an email)</p>	<p>Facets of time: <i>Tinggal dua hari lagi sebelum pulang.</i> <i>Liburan dua minggu saya terlalu cepat berlalu.</i> <i>Nggak sabar untuk segera pulang.</i></p> <p>Kedengarannya fi Im itu seru sekali. <i>Reruntuhan tersembunyi di Sekarsari kelihatannya menarik sekali.</i></p> <p>Interjections: <i>Aduh! / Astaga! / Asyik! / Celaka! / Hebat! / Kasihan! / Sayang sekali! / Untung! / Luar biasa! / Wah! / Ya, ampun!</i></p>	<p>Use the information provided on the camp activities at <i>Tallebudgera Outdoor Education Centre</i>, to write Kate's email to Peter and Anna about the <i>Three-Day Adventure Program</i> at Tallebudgera</p>
<p>3) Into the wild (The travel journal genre) (Reading comprehension) (Critical thinking) (Writing a travel journal text)</p>	<p>No new specific language focus</p>	<p>Read the travel journal extract and answer the accompanying comprehension and critical thinking questions Think about the town or city closest to where you live, and write a short description of it, in Indonesian, in which you exaggerate one feature of the city</p>
<p>4) Explain yourself! (Asking 'Why?' questions)</p>	<p><i>Mengapa Tono tidak ikut kegiatan di labirin?</i></p>	<p>Read the three journal entries and use the</p>

<p>(Providing reasons or explanations) (Generating and answering 'Why?' questions) (Writing the transcript of a telephone conversation)</p>	<p><i>Kenapa Tono tidak ikut kegiatan di labirin? Kenapa sih?</i></p> <p><i>Aku tidak ikut kegiatan di labirin karena aku sakit perut. Tono sakit perut akibat salah makan. Tono sakit perut gara-gara salah makan.</i></p>	<p>information to generate <i>mengapa/kenapa</i> questions in Indonesian, along with answers that include a reason Tono receives a call from his father during the camp in which he discusses the activities and his feelings about various aspects of the camp. Write the transcript of the conversation using the information from Tono's journal entry as the basis of the dialogue</p>
<p>5) Stranger in a strange land (The travel journal genre continued) (Language features of the travel writing genre) (Writing a travel writing piece)</p>	<p>No new specific language focus</p>	<p>Using the graphic organisers provided, you will develop and then write your own short piece of travel writing, in Indonesian. Start your planning in English. You can either write about a real place to which you have travelled, or by using your imagination to travel to either a real, or imagined, destination that appeals to you</p>
<p>6) Zak's advertising agency (The advertising brochure genre) (The layout of a brochure) (The language of persuasion revisited: ethos / logos / pathos)</p>	<p>The 3 elements of a brochure:</p> <ul style="list-style-type: none"> • <i>pendahuluan</i> • <i>informasi mengenai kegiatan</i> • <i>testimonial</i> 	<p>Use these three elements of a brochure outlined in this worksheet to design a brochure for the Three-Day Adventure program at Tallebudgera Beach Outdoor Education Centre</p>

Module 15

<p>1) Fibonacci numbers (Intercultural: The history of numbering systems) (The origins of Fibonacci numbers) (Reading comprehension) (Critical thinking) (Writing a Fibonacci poem)</p>	<p>No new specific language</p>	<p>Read the Indonesian text about Fibonacci numbers and answer the accompanying comprehension and critical thinking questions What other unsolved scientific, mathematical, medical or intellectual problems are you aware of? Write a six-line Fibonacci poem in Indonesian, in which the number of words in each line is determined by the Fibonacci sequence. That is, the first line should have 1 word, the second line 2, then 3, 5, 8 and 13</p>
<p>2) From thee to you (Intercultural: Living languages) (Australian languages) (A history of English) (Shakespeare's English) (Bahasa Indonesia) (Words and culture) (reading comprehension) (Critical thinking)</p>	<p>No new specific language</p>	<p>Read a text written in old Malay language and spelling and answer the accompanying comprehension and critical thinking questions In what ways does Indonesian provide 'a unique way of relating to and understanding the world and each other'? Give reasons for your answer.</p>
<p>3) That's debatable! (The debate genre) (Inductive and deductive reasoning) (Reading comprehension) (Critical thinking)</p>	<p>No new specific language focus All questions to be answered in English</p>	<p>Read an opinion piece in which the author's aim is to garner support for the premise that: '<i>Learning a second language is an essential part of an education</i>' and answer the accompanying reading comprehension and critical thinking questions</p>
<p>4) The open road (The speech genre) (Hopes and dreams for the future) (Reading comprehension) (Critical thinking)</p>	<p>No new specific language focus All questions to be answered in English</p>	<p>Read a speech expressing the speaker's hopes and dreams for the future and answer the accompanying reading comprehension and critical thinking questions</p>
<p>5) Way to go, Peter! (Both... and ...) (Writing a letter accepting an invitation to be a guest speaker and presenter) (Writing a congratulatory speech transcript)</p> <p>* Note: The hockey player, <i>Joko Keling</i>, referred to in this worksheet, is a fictional character.</p>	<p><i>Untuk berhasil dalam olahraga hockey, Peter sering berlatih baik di sekolah maupun di taman dekat apartemennya</i></p>	<p>Read a letter from Bapak Darmawan, the principal of Sekolah Harapan Bangsa, to the Indonesian international hockey star, Joko Keling, inviting him to attend the graduation ceremony to give a speech and present an award. Write the reply from Joko Keling to the principal of Sekolah Harapan Bangsa accepting his invitation to be a guest speaker at the graduation ceremony and</p>

		<p>present the 'Best Player' award to Peter Smart Write the text for Joko Keling's congratulatory speech to be given before he presents the 'Best Player' award to Peter Smart</p>
<p>6) I have a dream (The speech genre continued) (Personal hopes and dreams for the future) (Writing a speech)</p>	<p>No new specific language focus</p>	<p>Plan and write a speech expressing your hopes and dreams for the future. The speech will be written in Indonesian, but you may choose to do some of your planning in English</p>
<p>7) The hardest word (Saying "Sorry") (My condolences) (Personal apologies) (Formal public apologies by governments) (Personal and public apologies in Australia) (Personal and public apologies in Indonesia)</p>	<p><i>Turut berduka cita atas wafatnya kakek Anda.</i></p> <p><i>Maafkan saya.</i> <i>Maafkan kesalahan saya.</i></p> <p><i>Maaf lahir bathin or Minal 'aidin wal faizin.</i></p> <p>All Intercultural Investigation questions to be answered in English</p>	<p>Write down two examples of personal or informal apologies you have heard, or offered. Describe what was said, and any relevant non-verbal communication</p> <p>Have you ever heard a formal public apology delivered by an Australian? Describe the context and content of the apology, including any non-verbal communication</p> <p>What values, attitudes or beliefs influence the content of the Australian apologies you have described, including the non-verbal communication?</p> <p>Describe what you know about the words a personal apology in Indonesia might include, as well as what facial expression or body language an Indonesian person might use while apologising</p> <p>Have you ever heard a formal public apology delivered by an Indonesian person? Describe the context and content of the apology, including any non-verbal communication</p> <p>What values, attitudes or beliefs influence the content of the Indonesian apologies you have described, including any non-verbal communication?</p> <p>What similarities and differences are there between the ways personal and public or formal apologies are given in Indonesia and in Australia?</p>

Module 16

<p>1) It's hard to say sorry (Intercultural: Apologies continued) (Generic structure of a formal letter of apology in Indonesia) (Writing letters of apology)</p>	<p><i>Sebelumnya saya mohon maaf bila ada kata-kata yang kurang berkenan di hati.</i></p>	<p>Read two letters of apology in Indonesian and answer the accompanying questions Write Peter's apology letter to Bapak Harsono for not being able to attend his farewell function at the iCafe Anna has had a virus and has been unable to complete her assignment on Mount Krakatoa. She would like to write an apology to her geography teacher, Pak Rudi, assuring him that she will complete it over the weekend</p>
<p>2) A suitcase of memories (Expressing the superlative degree of adjectives) (Words to express 'an experience') (Expressing opinion) (Referring to past events with 'ketika' and 'waktu') (Basic conjunctions revisited) (meN~ ... ~kan verbs expressing emotion)</p>	<p><i>Liburan singkat kami ke Sekarsari yang paling menyenangkan selama kami di Indonesia. Itu adalah satu hari yang paling mengasyikkan selama aku tinggal di Indonesia.</i></p> <p><i>peristiwa / kejadian / pengalaman / hal / saat / waktu</i></p> <p><i>Menurut Peter ... Menurut pendapat Peter ... Bagi Peter ...</i></p> <p>Ketika berpidato pada malam Acara Wisuda, Peter merasa sedikit gugup. Peter merasa sedikit gugup waktu berpidato pada malam Acara Wisuda.</p> <p><i>Hari ini matahari panas sekali, jadi saya memakai topi bertepi lebar.</i></p> <p><i>mengasyikkan/memuaskan/ membanggakan/memalukan/ melelahkan/mengagumkan/ mengagetkan/mengelikan/ menjengkelkan/menyedihkan/ mengecewakan/menyenangkan</i></p>	<p>Select eight of Peter and Anna's most memorable experiences in Indonesia from the list provided and write sentences, in Indonesian, expressing how Anna or Peter felt about them. Anna has a cabin luggage allowance of 4 kilograms. From the list of items provided, help Anna decide what to put into her suitcase, and what to carry in her cabin luggage. Justify the choices made</p>
<p>3) You must remember this (Intercultural: Mementos and souvenirs) (Adjectives describing personality)</p>	<p>No new specific language focus</p> <p>All Intercultural Investigation questions to be answered in English</p>	<p>Read a passage about an author's favourite souvenir and answer the accompanying reading comprehension and critical thinking questions In Indonesian, write a description of at least one</p>

		souvenir or memento that you own
<p>4) On reflection (The language of conviction) (Expressing opinions revisited) (Expressing degrees of possibility)</p>	<p><i>Saya jamin 100 persen bahwa ...</i> <i>Saya sangat percaya bahwa ...</i> <i>Saya benar-benar yakin bahwa ...</i> <i>Saya tidak pasti tentang ...</i></p> <p><i>Menurut saya ...</i> <i>Menurut pendapat saya ...</i> <i>Saya kira / berpikir (bahwa) ...</i> <i>Bagi saya ...</i></p> <p><i>barangkali ...</i> <i>mungkin ...</i> <i>ada kemungkinan besar (bahwa) ...</i> <i>ada kemungkinan (bahwa) ...</i> <i>ada kemungkinan kecil (bahwa) ...</i></p>	<p>Bu Susi has asked Anna and Peter to answer five questions reflecting on their time spent in Indonesia. Respond to each of the questions, in Indonesian, on Peter and Anna's behalf.</p>
<p>5) Those were the days (Travel writing revisited) (Generic features of reminiscence) (Writing a reflective article on a personal travel experience)</p>	<p>No new specific language focus</p>	<p>Using the planning templates provided, you will be guided through the process of writing a reflective article on a travel experience you have had. It doesn't need to be about overseas travel. Perhaps you have travelled within Australia during a holiday, or even just a day trip.</p>
<p>5) That's all folks! (Indicating tense revisited) ('if' or 'when' to refer to future events)</p>	<p><i>Ketika</i> mendaftar di Sekolah Harapan Bangsa, Peter <i>belum pernah</i> bermain hockey. Peter <i>belum pernah</i> bermain hockey <i>waktu</i> dia mendaftar di Sekolah Harapan Bangsa.</p> <p><i>bila / bilamana / jika / kalau / jikalau</i></p> <p><i>Kalau</i> sudah selesai kuliah, Peter berharap untuk kembali ke Indonesia.</p>	<p>Peter has been busy organising their photographs from Indonesia. They are putting some of their favourites together in a memory book. Write captions that explain the story behind each image so that Peter and Anna will never forget their time in Indonesia.</p>