



## YEAR 9 INDONESIAN MODULE 2 HOME AND SCHOOL

UNIT 1 A FAMILY AFFAIR	UNIT 2 AROUND THE HOUSE	UNIT 3 OFF TO SCHOOL
<p><b>Orientating Task :</b> Read a “Big Book” to the class as the students follow and use the visual cues from the book to extract the necessary meaning from the text. Revise the question words “Apa?”/ “Berapa ?” &amp; “Siapa?” along with “Ini” &amp; “Itu” then reread the book to the students asking questions about the characters at the end of each page.</p> <p style="text-align: right;"><b>AT3</b></p> <p><b>Enhancing Tasks :</b></p> <ol style="list-style-type: none"> <li>Utilise Unit 1 of the Stage A Bahasa Indonesia program to revise greetings and the exchange of personal information, culminating in the production of a cartoon strip depicting the first meeting between two people.</li> <li>Undertake an assessed role play on introductions, greetings and the exchange of personal information. If possible, videotape the roleplays to provide</li> </ol>	<p><b>Orientating Task :</b> View and discuss pictures and posters of traditional houses in Indonesia and explain the building styles and unique features of some of these structures.</p> <p style="text-align: right;"><b>AT5</b></p> <p><b>Enhancing Tasks :</b></p> <ol style="list-style-type: none"> <li>View the short film “Rumah Saya” from the <b>A Look At Indonesia</b> kit. Discuss the main differences between Indonesian and Australian homes, particularly kitchens and bathrooms. <b>AT5</b></li> <li>Study the text “Rumah Keluarga Sujiman 1” from <b>Lihat, Baca, Ceriterakan</b> and conduct a question &amp; answer session on the text and accompanying diagram. Students write a guided narrative describing their homes based on the text. <b>AT5</b></li> <li>Study the text “Rumah Keluarga Sujiman</li> </ol>	<p><b>Orientating Task :</b> View the video presentation “Kita Ke Sekolah” from the <b>A Look At Indonesia</b> kit and compare and contrast schools in Indonesia and Australia.</p> <p style="text-align: right;"><b>AT5</b></p> <p><b>Enhancing Tasks :</b></p> <ol style="list-style-type: none"> <li>Students record their activities for a typical day on an hourly grid. Utilise this information to write a narrative “Kegiatan Saya Sehari-hari” (My Daily Routine). <b>AT4</b></li> <li>Students are to label and annotate a blank map of Kingston College, including out-of-bounds zones and so on, in Indonesian. <b>AT6</b></li> <li>Utilise the classroom floor plan from Unit 5 (Activity 4) of <b>Bahasa Indonesia Stage A</b> to plan an ideal classroom. Annotate the diagram and write a paragraph describing</li> </ol>

<p>feedback.</p> <p>3. Study the text “Keluarga Sujiman” from the book <b>Lihat, Baca, Ceriterakan</b> and conduct a question &amp; answer session on the text and accompanying diagram.</p> <p>4. Complete profile sheets on likes, wants and wishes with regards to food, hobbies, entertainment and so on. Take a digital photo of each student. The students are to use the information and the photo to create an A4 profile sheet on themselves. <b>AT1</b></p> <p>5. Utilise Unit 4 of the Stage A Bahasa Indonesia program to revise family relationships. Use the sheet of faces supplied to create an imaginary family. Glue faces onto a table and complete details such as age, height, weight, occupation and personal description for each person. <b>AT4</b></p> <p>6. Use the information from the above table to write a letter to a friend describing your imaginary family. <b>AT4</b></p> <p>7. Utilise Unit 8 of the Stage A Bahasa Indonesia program to revise extended family relationships and clothing. Color-in the clothing of the people at the birthday party then on a table or in narrative form name each person, describe them and state what they are wearing (including colors and styles). <b>AT3</b></p> <p>8. Utilise the imaginary family created for Activity 2 above and on a table (next to their faces) list their likes and dislikes with regards to food/drinks, TV shows, films, music and so on. The conjunctions “dan” and “tetapi” should be used in this work. <b>AT4</b></p> <p>9. Utilise the imaginary family created for Activity 2 &amp; 5 above and on a table (next to their faces) list their likes with regards to sports and hobbies and the frequency</p>	<p>2” from <b>Lihat, Baca, Ceriterakan</b> and conduct a question &amp; answer session on the text and accompanying diagram. Students draw a floor plan of their house and write a guided narrative describing their house based on the text. <b>AT5</b></p> <p>4. Students are to color-in a diagram of a lounge room and write a narrative which describes the location of each object in the room. <b>AT5</b></p> <p><b>Other Activities/Exercises :</b></p> <ol style="list-style-type: none"> <li>1. Read the story about the Minangkabau people which explains why the roofs of traditional houses and public buildings are shaped like buffalo horns.</li> <li>2. Watch the movie “My Sky My Home” and explore the issues raised in the movie.</li> <li>3. Give students verbal clues about the location of hidden objects within the room. Award prizes to the first student to correctly identify the location of the object.</li> </ol> <p><b>Synthesizing Task :</b> Students provide an annotated floor plan of their “Dream Home” or “Dream Bedroom” on A3 paper. Using this as a reference, they present a 1 – 2 minute talk on their dream home or bedroom. <b>AT4</b></p>	<p>the location of all the facilities in the room. <b>AT4</b></p> <p>4. Complete a blank school timetable with the subjects currently studied in Indonesian. Students state who the teacher is for each subject and the degree to which they like/dislike their subjects, giving a reason for their opinion. For example : Guru <i>bahasa Indonesia</i> saya <i>Pak Athans</i>. Saya <i>suka sekali</i> belajar <i>bahasa Indonesia</i> karena <i>saya mau pergi ke Bali</i>. <b>AT4</b></p> <p><b>Other Activities/Exercises :</b></p> <ol style="list-style-type: none"> <li>1. Give classroom instructions in Indonesian and instruct students to make their requests in Indonesian.</li> <li>2. Students learn to tell the time and express dates in Indonesian.</li> <li>3. Listen to and discuss Indonesia’s National Anthem and other national songs</li> </ol> <p><b>Synthesizing Task :</b> In pairs, students prepare and record a videotape (with commentary) or a Powerpoint Presentation about their school to send to a school in Indonesia. <b>AT4</b></p>
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<p>that these activities are undertaken.</p> <p style="text-align: right;"><b>AT4</b></p> <p><b>Synthesizing Task :</b> Create a “Big Book” or a Powerpoint Presentation on a famous television family utilizing all of the personal information learned in this unit. Possible families could include “The Simpsons”, “The Adams Family”, “The Munsters”, “The Brady Bunch”, “Sabrina The Teenage Witch” or any other television family.</p> <p style="text-align: right;"><b>AT6</b></p>		
<p><b><u>General Objectives :</u></b> Students will use Indonesian to</p> <ul style="list-style-type: none"> <li>• greet people</li> <li>• exchange personal information</li> <li>• discuss family relationships</li> <li>• express likes and dislikes in a wide range of areas</li> <li>• express time/days/dates and frequency of actions</li> <li>• describe people, their personalities and clothing</li> </ul>	<p><b><u>General Objectives :</u></b> Students will use Indonesian to</p> <ul style="list-style-type: none"> <li>• talk about and describe their living conditions</li> <li>• talk about and discuss their daily routine</li> <li>• express the location of objects</li> </ul>	<p><b><u>General Objectives :</u></b> Students will use Indonesian to</p> <ul style="list-style-type: none"> <li>• to carry out basic classroom communication</li> <li>• tell the time and express dates</li> <li>• express likes and dislikes with regard to school subjects</li> <li>• express the location of objects</li> </ul>
<p><b><u>Language Development Objectives :</u></b></p> <p><b>1. Functions :</b></p> <ul style="list-style-type: none"> <li>• greetings</li> <li>• identifying people and objects</li> <li>• asking for/giving information</li> <li>• describing people and objects</li> <li>• enquiring about/expressing likes and preferences</li> </ul> <p><b>2. Grammar :</b></p> <ul style="list-style-type: none"> <li>• negators – tidak, bukan</li> <li>• modifiers – mau, suka</li> <li>• pronouns and other terms of address</li> <li>• question words – apa, siapa, di mana, kapan, mengapa, berapa and bagaimana</li> <li>• deictics – ini/itu</li> </ul>	<p><b><u>Language Development Objectives :</u></b></p> <p><b>1. Functions :</b></p> <ul style="list-style-type: none"> <li>• identifying people and objects</li> <li>• asking for/giving information</li> <li>• requesting</li> </ul> <p><b>2. Grammar :</b></p> <p>negators – tidak, bukan modifiers – mau, suka pronouns and other terms of address</p> <ul style="list-style-type: none"> <li>• question words – apa, siapa, di mana, kapan, mengapa, berapa and bagaimana</li> </ul> <p>deictics – ini/itu</p> <ul style="list-style-type: none"> <li>• numbers 100 – 1,000,000</li> </ul> <p>terms of measurement – liter, gram, rupiah ‘se-‘ showing singularity adjectives conjunctions – dan</p>	<p><b><u>Language Development Objectives :</u></b></p> <p><b>1. Functions :</b></p> <ul style="list-style-type: none"> <li>• identifying objects</li> <li>• describing people and objects</li> <li>• expressing likes/dislikes</li> </ul> <p><b>2. Grammar :</b></p> <ul style="list-style-type: none"> <li>• adjectives – word order</li> <li>• modifiers – suka,</li> <li>• question words</li> <li>• deictics – ini/itu</li> <li>• se- for showing singularity</li> <li>• conjunctions – dan, tetapi</li> <li>• negator - tidak</li> </ul> <p><b>3. Vocabulary/Themes/Topics :</b></p> <ul style="list-style-type: none"> <li>• parts of a school</li> <li>• school subjects</li> <li>• classroom language</li> <li>• daily routine</li> </ul>

<ul style="list-style-type: none"> <li>• numbers 1 to 100</li> <li>• adjectives – comparative and superlative degree</li> <li>• conjunctions – dan and tetapi</li> <li>• prepositions – di, ke and dari</li> </ul> <p><b>3. Vocabulary/Themes/Topics :</b></p> <ul style="list-style-type: none"> <li>• personal details</li> <li>• family and friends</li> <li>• parts of the body and clothing</li> <li>• food and drinks</li> <li>• hobbies and interests</li> <li>• occupations</li> </ul> <p><b>4. Discourse Forms</b></p> <ul style="list-style-type: none"> <li>• Flow chart</li> <li>• table</li> <li>• personal letter</li> <li>• narrative</li> <li>• a big book</li> <li>• multimedia presentation</li> </ul>	<p><b>3. Vocabulary/Themes/Topics :</b></p> <ul style="list-style-type: none"> <li>• parts of a house</li> <li>• household goods and furniture</li> </ul> <p><b>4. Discourse Forms :</b></p> <ul style="list-style-type: none"> <li>• diagram</li> <li>• floor plan</li> <li>• narrative writing</li> <li>• oral presentation</li> </ul>	<ul style="list-style-type: none"> <li>• hobbies and pastimes</li> </ul> <p><b>4. Discourse Forms</b></p> <ul style="list-style-type: none"> <li>• map</li> <li>• floor plan</li> <li>• timetable</li> <li>• multimedia presentation</li> </ul>
<p><b><u>Sociocultural Objectives :</u></b></p> <ul style="list-style-type: none"> <li>• family and family life</li> <li>• celebrations</li> </ul>	<p><b><u>Sociocultural Objectives :</u></b></p> <ul style="list-style-type: none"> <li>• living conditions in Indonesia</li> <li>• wealth and poverty issues</li> </ul>	<p><b><u>Sociocultural Objectives :</u></b></p> <ul style="list-style-type: none"> <li>• Indonesian schools and facilities</li> <li>• mass education versus quality education</li> <li>• education as the key to future prosperity</li> </ul>
<p><b><u>Skills Development Objectives :</u></b></p> <p><b>1. Cognitive Processing Skills :</b></p> <ul style="list-style-type: none"> <li>• develop strategies to internalize new language (e.g. order and categorize)</li> <li>• generate questions</li> </ul> <p><b>2. Learning-How-To-Learn Skills :</b></p> <ul style="list-style-type: none"> <li>• take risks and learn from mistakes</li> <li>• search for and discover information</li> <li>• listen for specific aspects in a text</li> <li>• skim for and find key words</li> <li>• use additional clues in a text</li> <li>• infer from the context the meanings of unknown words</li> </ul>	<p><b><u>Skills Development Objectives :</u></b></p> <p><b>1. Cognitive Processing Skills :</b></p> <ul style="list-style-type: none"> <li>• develop strategies to internalize new language (e.g. order and categorize)</li> <li>• generate questions</li> </ul> <p><b>2. Learning-How-To-Learn Skills :</b></p> <ul style="list-style-type: none"> <li>• take risks and learn from mistakes</li> <li>• develop cooperation skills</li> <li>• listen for specific aspects in a text</li> <li>• use additional clues in a text</li> <li>• infer from the context the meanings of unknown words</li> <li>• use visual cues in a text</li> </ul>	<p><b><u>Skills Development Objectives :</u></b></p> <p><b>1. Cognitive Processing Skills :</b></p> <ul style="list-style-type: none"> <li>• develop strategies to internalize language (e.g. order and categorize)</li> <li>• generate questions</li> </ul> <p><b>2. Learning-How-To-Learn Skills :</b></p> <ul style="list-style-type: none"> <li>• take risks and learn from mistakes</li> <li>• develop cooperation skills</li> <li>• listen for specific aspects in a text</li> <li>• use additional clues in a text</li> <li>• infer from the context the meanings of unknown words</li> </ul>

<ul style="list-style-type: none"> <li>• use visual cues in a text</li> <li>• use a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• use a dictionary</li> </ul>	
<p><b><u>Language &amp; Cultural Awareness Objectives :</u></b></p> <ul style="list-style-type: none"> <li>• language as a means to obtain information or fulfil one's needs</li> <li>• importance of and reliance upon the extended family</li> <li>• importance of celebrations and rituals</li> </ul>	<p><b><u>Language &amp; Cultural Awareness Objectives :</u></b></p> <ul style="list-style-type: none"> <li>• language as a means to obtain information or fulfil one's needs or express one's opinions and desires</li> <li>• words which have no direct translation or which have been Indonesianised</li> </ul>	<p><b><u>Language &amp; Cultural Awareness Objectives :</u></b></p> <ul style="list-style-type: none"> <li>• language as a means to obtain information or fulfil one's needs or express one's opinions and desires</li> <li>• words which have no direct translation or which have been Indonesianised</li> </ul>
<p><b><u>General Knowledge Objectives :</u></b></p> <p>differences between Indonesia and western method of celebrating events such as birthdays</p>	<p><b><u>General Knowledge Objectives :</u></b></p> <ul style="list-style-type: none"> <li>• different housing facilities for different socio-economic groups</li> <li>• culturally-based traditional housing</li> <li>• Indonesian housing and western housing</li> </ul>	<p><b><u>General Knowledge Objectives :</u></b></p> <ul style="list-style-type: none"> <li>• Indonesian schools, facilities and timetable structure</li> <li>• Future options without an education</li> </ul>