The ALL Guidelines

Factors Influencing the Selection of Activities

Consider the following activities. What factors would you need to consider in deciding whether to use these activities?

**Factors to consider:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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</table>
| **Story book** | Learners write and illustrate a book about leisure to give to a primary school class. For example, *Pada hari Senin saya bermain voli. Saya menonton televisi setiap hari. Pada hari Minggu saya tidur!*  
AT6 |

| **Guiding a blindfolded partner** | Learners practise giving directions by giving detailed instructions to their blindfolded partner. For example, *Terus satu langkah. Belok ke kiri. Belok ke kanan. Mundur dua langkah.*  
AT2 |

| **Meet my family** | Learners bring photos to school and introduce members of their family to the class, giving information about age, occupation and leisure time. For example, *Ini adik saya. Dia bernama Beni. Beni murid kelas 5, Sekolah Dasar Southerland. Dia suka tidur.*  
AT1 |

| **Sound stories** | Learners work in groups to record a sequence of sounds (such as a person walking, a car engine, a dog barking etc.) Groups then write a story to accompany the sequence of sounds put together by another group.  
AT6 |
Out and About

GENERAL OBJECTIVES

Learners will be able to use Indonesian to:

• ask for and give locations of places
• ask for and give street directions
• bargain for transport
• ask for information about public transport
• give details about facilities, events and transportation in the local area
• extend and respond to invitations to do something with friends
• leave/take messages (in writing and via the telephone)
• prepare a simple brochure about the town or city in which they live

SOME SUGGESTED ACTIVITIES

N.B. It is intended that learners use Indonesian unless otherwise specified.

Following directions Learners tell their partners how to get from point A to point B using identical maps of an Indonesian town or village. (Refer TR.) Learner A draws a complex route on his or her map and gives the instructions, step by step, to Learner B who marks the path on his or her map. Learners compare the final destination and path then swap roles. For example, Terus ke Jalan Kartini. Belok ke kiri. Terus ke Jalan Gunung Bromo. Belok ke kanan. Bioskop ada di Jalan Manado nomor empat puluh enam. (Refer also to 'Maaf, ya, di mana ...?' SRB1 and AC.)

Find our where the party's at Learners read the instructions provided and mark the paths of the various characters as they proceed to the parties. (Refer TR and AC.)

I'm sorry, but I can't! Learners prepare and role-play telephone conversations in which Learner A wants to go out with learner B and extends an invitation but Learner B does not wish to go out with Learner A and makes excuses. (Refer TR for a sample conversation which could be used as a guide for learners, and to 'Mau ikut ...?', SRB1) For example:

+ Halo. Ini Phillip. Boleh saya bicara dengan Susan?
- Ya, ini Susan.
+ O, apa kabar Susan?
- Eh...kabar biasa.
+ Bagaimana kalau kita ke kolam renang pada hari Sabtu? Mau, nggak?

(Adapted from Suara Siswa Teachers' Handbook Stages 1 & 2, pp. 72-75)
Out and About (continued)

- Maaf ya. Saya mau ke rumah paman saya.
+ O.. bagaimana kalau kita ke pantai pada hari Minggu pagi? Mau nggak?
- Maaf ya. Saya mau ke gereja.
+ Bagaimana kalau siang?
- Maaf ya. Saya mau ke lapangan tenis.
..... etc, etc, etc.

TR SRB1 AT2

A town plan Learners design a town plan by taking turns to give statements about the
town to a student who adds their suggestions
to a large map on the board. For example, Di
sebelah kantor pos ada gedung bioskop ... Nama
jalan itu Jalan Harbour View.

AT2

Completing a map Learners are provided
with two plans of the same town. Plan A has
buildings and roads labelled and Plan B has
roads and only some of the buildings shown
but includes a list of the missing buildings.
Learner B asks where particular buildings are
located and Learner A answers. Learner B
labels the buildings. For example:
+ Di mana Bank Dutia?
- Di jalan fambu, di sebelah kanan 'Toko Indah'.

TR

Commuters and their jobs Learners, take on
various identities and exchange information
about place of work and time taken to travel
to work in order to match the characters with
the illustrations provided on the cue cards.
+ Kerja di mana?
- Di apotek.
+ Naik apa ke sana?
- Naik kereta api.
+ Berapa lama?
- Empat puluh menit.

TR

I've gone to Sari's house, Dad Learners write
messages to members of the family stating
where they are going and when they
will be back. For example, Saya ke rumah Sari.
Saya akan pulang pada jam setengah tujuh.
(Refer 'Untuk tahunya saja ...', SRB1, and AC.)

AC SRB1 AT2

House for sale Learners write a real estate
advertisement about an imaginary house for
sale giving details of the number of rooms,
size of yard, garden, age of house, location
etc. For example, Rumah dijual. 3 kamar tidur.
Dapur modern. 2 kamar mandi. Garasi dan kolam
renang. Halaman luas. Kebun indah. Rumah ini
terletak di North Lakes. Dekat pusat pertokoan.
Dekat sekolah.

TR AT4

Writing the message Learners listen to
recorded conversations and write the
message which would be left by one of the
speakers. For example:
+ Bagaimana kalau ke bioskop?
- Ya, mau. Hari apa?
+ Hari Selasa?
- Maaf, ada janji.
+ Hari Rabu?
- OK deh, hari Rabu.

AC TR AT3

Holiday arrangements Learners make
arrangements for every night of the week,
going to a different place with a different
person each night and fill in their diary
accordingly. For example:
+ Bagaimana kalau ke bioskop?
- Ya, mau. Hari apa?
+ Hari Selasa?
- Maaf, ada janji.
+ Hari Rabu?
- OK deh, hari Rabu.

TR AC AT2

Ke Pasar Minggu, berapa?: Learners listen to
recordings of conversations where people
bargain for a becak or dokar. They then say
where each person was going and how much
it cost. E.g.:
+ Berapa Pak, ke Jalan Supratman?
- Seribu rupiah.
+ Kok mahal! Tujuh ratus, Pak?
- Delapan ratus.
+ Mari Pak. Saya sudah cape. Saya mau pulang.

AC

Places to go Learners design a brochure
showing places to go in the local area, giving
addresses, opening hours and cost of
venues/entertainment. For example:
Kebun Binatang
Terletak di Bayview Road.
Buka pukul sembilan.
Tutup pukul lima.
$7.00 dewasa
$3.50 anak di bawah dua belas tahun
(Refer 'Mau ke Mana', SRB1)

SRB1 AT4
Out and About (continued)

Guiding a blindfolded partner: Learners practise giving directions by playing a game where each guide, in turn, directs his/her blindfolded partner across the room. Points may be awarded for clear crossings and deducted for each obstacle touched or each wrong move. For example, Terus satu langkah. Belok ke kiri. Belok ke kanan. Berjalan tiga langkah. Mundur dua langkah.

Bargaining for transport Learners take turns to act as becak driver and passengers, and negotiate cost of travel. Using an authentic street map the passengers select a destination and negotiate a suitable price with the becak driver. While this is taking place the rest of the class could be required to record (a) destination, (b) starting price and (c) final price. (Refer 'Ongkosnya berapa?', SRB1.)

Timetables Learners use the given scenarios to obtain information from bus/train/plane travel officers and to make a booking. For example:
+ Ada bus ke Yogyakarta?
- Hari Senin, Selasa dan Jumat.
+ Pada hari Senin bus berangkat jam berapa?
- Setiap jam, mulai jam tujuh lebih seperempat.
+ Berapa lama ke sana?
- Lima jam.
+ Saya mau pesan satu tempat duduk untuk hari Senin, jam dua siang.
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(Suara Siswa Teachers' Handbook Stages 1 & 2 p. 21)
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CHECKLISTS OF POTENTIAL UNIT CONTENT

Language Development

Functions
- asking for/giving information
- giving/taking messages
- suggesting
- inviting/reacting to invitations
- negotiating transport

Grammar
- modifier - mau
- compound nouns, e.g. rumah sakit, orang tua, kereta api
- question words
- numbers - hundreds and thousands
- prepositions, e.g. ke, lewat, sampai
- conjunctions, e.g. lalu, sebelum, sesudah
- interjections, e.g. ayo, asyik

Vocabulary/Themes/Topics
- buildings and transport
- going places
- messages
- time and days

Discourse forms
- brochure
- conversation
- diary
- itinerary
- map and legend
- message (telephone)
- telephone call

Sociocultural Aspects

Contexts/Roles/Relationships
- local area
- simulation of catching public transport
- self as visitor
- self as young person to friends (peers) and strangers (adults)

Sociocultural Data
- transportation system in Indonesia
- places in Indonesian towns and villages
- religious practices
- architecture in Indonesia
- bargaining
- business hours

Skills Development

Cognitive Processing Skills
- identify sequences, main ideas
- order and categorise data
- generate questions

Communication Strategies
- initiate speech, maintain and conclude conversations, and take turns in an appropriate manner

Language and Cultural Awareness
- the function of messages
- substitution into known phrase and sentence patterns
- words from Portuguese, Arabic, Dutch and English
- Indonesian words which cannot be easily translated into English
- the concepts of 'Malam Minggu'
- bargaining

General Knowledge
- knowledge about one's local area
- transport and communication
- use of twenty-four hour clock in other countries