 Stage 5 Indonesian – Making arrangements (approximately 3 weeks)

Key concepts

The key concepts I want students to learn are that:

* there are similarities and differences between Indonesian leisure activities and our own
* there is a range of language for making arrangements with friends, including telephone conversations to talk about your hobbies and pastimes.

The learning matters because:

* students can develop a better understanding of Indonesian culture and their own culture
* students can use Indonesian to communicate with their peers about their hobbies and pastimes.

Numeracy

* understanding time
* calendars
* frequency
* conduct and analyse a survey
* create graphs

Literacy

* composing an email
* writing a letter
* issuing invitations
* script of a phone conversation
* poster

ICT

* internet research
* email
* use of Audacity to record phone conversation
* use PowerPoint or [Quizlet](https://quizlet.com/)
* use [*Mau ikut*](https://www.lls.edu.au/teacherspace/resourcebank/994) to consolidate and reinforce new vocabulary and structures

Socio-cultural content

Comparison of Indonesian and Australian:

* leisure activities
* dating habits
* expressions for arranging an outing.

Understanding *malam minggu* versus *minggu malam*.

Structures

* question words – *apakah, apa, ~kah, kapan*
* verbs with modifiers – *akan, harus, dapat, bisa, suka, ingin, mau, sudah, sedang*
* negation with verbs – *tidak, belum*
* comparative and superlative – *lebih suka … daripada…, paling…*
* conjunctions – *karena, kemudian, lalu*
* interrogatives – (Sudah) ada acara malam minggu ini? Jam berapa filmnya/konsernya mulai? Kumpul di mana? Bagaimana kalau kita jalan-jalan di mal/pantai saja? Mau ke mana? Naik apa?
* exclamations – *Ayo kita ke luar kota! Bukan main indahnya…! Hebat sekali! Asyik, ya?*
* statements – *lebih suka…, paling senang…*

Outcomes

Outcomes and other syllabus material referenced in this document come from [Indonesian K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/wcm/connect/ac0c3648-3edf-4393-83c4-efbd0038d7c3/indonesian_k10_syl.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.

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| Outcome  | Students learn about | Students learn to |
| 5.UL.1 | ways in which texts are constructed for specific purposes  | identify purpose, eg to inform, persuade or invite, and distinguish between main points and supporting details in text |
| 5.UL.2 | the use of multimedia for communicative purposes | participate in discussion with speakers of Indonesian, eg by using email |
| 5.UL.3 | responding to factual and open-ended questions | maintain an interaction by responding to and asking questions, and sharing information |
| 5.UL.3 | the manipulation of structure, format and choice of vocabulary to achieve specific purposes | select and manipulate particular structures to achieve specific communication goals, eg use appropriate tense for recounting, emotive language for effect |
| 5.UL.4 | application of known linguistic structures in new contexts | reconstruct information from a range of sources |
| 5.UL.4 | the use of technology to express ideas and create own text | access websites to transfer and manipulate data to produce a specific text, eg multimedia presentation |
| 5.MLC.1 | variations of the message according to context, purpose and audience | reflect on formal and informal language, and when and where it is used |
| 5.MLC.2 | the importance of being aware of the choices that are made to convey precise meaning | evaluate the accuracy and appropriateness of structures when constructing and editing text |
| 5.MLC.2 | the effect of linguistic choices on intended meaning community | make linguistic choices to enhance their intended meaning, drawing on a range of linguistic structures. |
| 5.MBC.1 | the contributions of diverse cultures to the local and global community | reflect on attitudes and practices that differ from their own |

Suggested activities

| Outcomes | Suggested teaching, learning and assessment activities | Evaluation and variation |
| --- | --- | --- |
| 5.UL.3, 5.MLC.2, 5.MBC.1 | Students brainstorm different forms of entertainment and recreations that they participate in with, for example, their family, friends, boy/girlfriend, religious groups (students can draw on previous units of work on television programs, shopping, music, going out, eating out, working, holidays and travel). Ask students to specify why each activity is different (for example, according to the group, the time). | *(How did you assess and provide feedback on student learning? How did you differentiate the activity?)*      |
| 5.UL.3, 5.MLC.2, 5.MBC.1 | Use flashcards, photographs, or IWB to discuss a range of popular leisure activities in Indonesia. Compare these with the list of leisure activities in Australia developed in the brainstorming activity. Discuss possible reasons for differences. |       |
| 5.MLC.2 | Using PowerPoint or a flashcard generator such as [Quizlet](https://quizlet.com/), students create their own set of printable flashcards for playing games (charades, Pictionary, flashcard race, memory to learn vocabulary). |       |
| 5.UL.1 | Listen to several people talk about hobbies. Indicate which activities they like or dislike. For example, *Mantap! Unit 1 Aktivitas 23 (Mantap*! Is available from the NSW School of Languages at NSWSchoolLang.school@det.nsw.edu.au.)Listen to friends talk about sport and leisure activities and match their dialogue to the appropriate images or statements. |       |
| 5.UL.3 | Complete a magazine-style quiz on how frequently you engage in an activity to reinforce adverbs of frequency. |       |
| 5.UL.1, 5.UL.2, 5.MBC.1 | View the video [*Tarian di Ubud*](https://www.youtube.com/watch?v=2riBc0Ish-k). Complete [vocabulary and question worksheets](https://drive.google.com/file/d/0B8WDE4Hmu94YTVhXSW40ZlRJSXc/view). Discuss similarities and differences of this pastime in the Australian context. |       |
| 5.UL.3, 5.UL.4, 5.MLC.2, 5.MLC.2, 5.MBC.1 | Students read several text messages and emails in Indonesian suggesting an outing. Students make judgements about the language used and then write their own invitation to a friend. |       |