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F–10 AUSTRALIAN CURRICULUM: Indonesian language support resource

Introduction

This Indonesian Language resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Indonesian. It is optional and includes illustrative examples of language and language use.

The resource provides suggestions for sequential development in 2 parts:

* Part 1 – language structures and features
* Part 2 – thematic contexts for language use.

Content in both parts is presented in 3 broad levels – beginner, intermediate and advanced – and is independent of the year bands and sequences in the curriculum, and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Indonesian for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language structures and features, and/or thematic contexts.

About language structures and features

Part 1 provides language structures and features that are neither exhaustive nor mutually exclusive. The 3 levels demonstrate how a particular structure or feature could be developed at different stages of a continuum of second language learning.

About thematic contexts for language use

Part 2 provides examples of thematic contexts for language use. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students’ learning.

Part 1: Language structures and features

This part begins with ‘Conventions of sound system’ followed by structures and features organised in alphabetical order in Table 1.

*Table 1*: Language structures and features

|  |  |  |  |
| --- | --- | --- | --- |
| **Language structures and features** | | | |
| Conventions of sound system | **Beginner** | **Intermediate** | **Advanced** |
| **alphabet and pronunciation**   * Indonesian written using Roman alphabet * pronunciation of the vowels and the letters *c* (ch), *g* (as in gate), pronunciation of trilled *r* * unaspirated sounds *p, t* and *k* * intonation of statements, questions and instructions   **for recognition or modelled use**   * three different ways to pronounce *e*, for example, *enam, sate, enak* * sound combinations, for example, *ng, ngg, ny, au, aa, ai* * interjections, for example, *Wah! Aduh! Ayo! Mari!* * stressed penultimate syllable in words, for example, *silakan* | **pronunciation, intonation, stress**   * pronunciation of phonemes such as *ng, ngg* in middle of, for example, *dengan, tangan, tinggal, tanggal* * phonemes *ny* and *ng* at beginning of words, for example, *nyamuk, Nyoman, ngantuk* * intonation of polysyllabic words, for example, *mendengarkan, berbelanja, berselancar* * sounds such as glottal stop *k* and unexploded *t* at end of words * sound combinations such as *kh* and *sy,* in words such as *khawatir, khatulistiwa, masyarakat, syarat, syukurlah!* * pronunciation of penultimate syllable, for example, *berbelanja, membersihkan* * intonation for questions (with or without question words), statements, commands and interjections * expressing emotion, for example, *Asyik! Sayang! Hebat!* * onomatopoeic words for example, *kring-kring* (ring, ring), *gong-gong* (woof, woof) * elongating the sound for emphasis or exaggeration, for example, *hebaaat! peliiit! mauuu!* * fillers and interjections, for example, *Anu … Apa ya*? *Begini …*   **for recognition or modelled use**   * *kok, sih, deh, kan, loh, nggak* used in conversational Indonesian | **pronunciation, intonation, stress, pitch, rhythm, accent**   * emphasis to enhance meaning, for example, extending stress on word endings, for example*, besarrr, takuuuut* * derived words have stress of base word, for example, *t****a****ni–pert****a****nian,* ***a****dil–peng****a****dilannya* * raised penultimate syllable in multisyllabic words, such as *memperhatikan, memperdalam, mempekerjakan, dibandingkan, kesatuan* * rhythm of extended sentences, such as pausing for clauses in complex sentence, for example, … *yang sudah diterimanya …*, *yang paling saya sukai adalah …* * stress in complex sentences, for example, *Trem dan kereta api merupakan angkutan umum yang lebih baik dari sisi lingkungan hidup.* * tone to convey emotion, such as in colloquial language, for example, *kasihan deh, bagi dong, aku dikasih nggak?* * elision in informal communication, for example, *aja, udah, nggak* |
| Adjectives | commonly used adjectives   * noun-adjective phrases for colour, appearance and personality of a person, place or thing, for example, *buku merah, anjing besar, mata biru, bapak tinggi, saya pendek, adik lucu, cuaca panas hari ini* | forming adjectives   * *ber* to create adjectives, for example, *berambut, berbulu* * me … to form adjectives, for example, menarik * me … kan to form adjectives, for example, membosankan, menyenangkan * word order of more complex adjectives*,* for example, *mobil baru bapak, menyenangkan sekali, agak membosankan* | adjectival phrases   * … *jauh lebih mahal dari pada* … * *murah hati, bertanggung jawab, luar biasa* * … *tinggi sekali dibandingkan dengan …* * … *secepat-cepatnya, sebaik-baiknya, sekeras mungkin* … * *Ke-an* adjectives to indicate extreme condition, for example, *kedinginan, kelaparan, kepanasan, kehausan, kesepian* |
| Adverbs | frequently used adverbs   * *hari ini, sekarang, kemarin, besok, sudah, belum, sangat, sekali, kurang*   **for modelled use**   * *kadang-kadang, sering, selalu, biasanya, jarang*   **for recognition**   * *lalu, kemudian* | adverbs with adjectives and verbs   * sudah and belum with verbs, for example, belum sempurna, sudah selesai * time indicators, for example, *tadi pagi, nanti malam, pada, pada pagi hari, tadi malam, nanti, nanti sore, sekarang, sebelum, sesudah, kemudian, lalu* * masa depan, pada masa depan, pada masa yang lalu   **frequency markers to refer to events and time**   * *jarang, setiap, pernah, selalu, sering kali, sekali-sekali, belum pernah, hampir tidak pernah*   **for modelled use**   * *kalau* | adverbs referring to time   * *yang akan datang, waktu liburan yang lalu*   **adverbs indicating possibility**   * *mungkin, mudah-mudahan, semoga jika, jikalau, andaikan, andaikata*   **sequencing ideas and opinions**   * *mula-mula, pertama-tama, kedua, berikutnya, yang terakhir, akhirnya, kesimpulannya* * menurut pendapat saya, Dia berpendapat bahwa … Kami pikir … saya kira … * *di satu pihak … di pihak lain …* |
| Classifiers |  | noun classifiers   * *buah, orang, ekor,* for example, *sebuah meja, seorang polisi, dua ekor ikan* * for locations and landmarks, for example, *kota Yogyakarta, pantai Kuta, pulau Sulawesi* | more complex noun classifiers   * *helai, potong, ikat, butir,* for example, *sehelai kertas, sepotong kue, seikat rambutan, sebutir telur* |
| Cognates and false friends | cognates/loan words   * loan words from English, such as *komputer, televisi, kakaktua, apartemen, musik* * loan words from Indonesian, such as *orangutan, sate, rambutan, bambu* | patterns to predict meaning   * -ion in English becomes *si* in Indonesian, for example, motivation– *motivasi,* transportation–*transportasi* * ve becomes *f,* for example*,* active–*aktif* * c becomes *k,* for example, classic–*klasik*, music–*music* * x becomes *ks,* for example, express–*ekspres*, taxi–*taksi* | false friends   * air and *air* (water),cat and *cat* (paint),main and *main* (play) |
| Comparatives and superlatives | **expressing degree**   * *sekali,* for example, *Dia pandai sekali*   **for modelled use**   * *Saya lebih suka kue daripada coklat* | **comparative**   * *se* …, to show sameness, for example, *Coklat seenak kue.* * more than, for example, *Gajah Afrika lebih besar daripada gajah Asia.* * less than, for example, *Bapak saya tidak setinggi adik saya.* * *Terlalu* to express degree, for example, *Anak itu terlalu nakal. Wah! terlalu mahal!* | superlative   * *paling, ter, makin lama …, makin +* adjective*, semakin* + adjective*,* for example, *paling pandai, terbaru, makin lama makin ramai, semakin mahal* * *dibandingkan dengan* … |
| Conjunctions | frequently used conjunctions   * *dan, juga, tetapi, atau, karena* to join words or phrases | conjunctions for cohesion   * for sequencing, for example, *lalu*, *sebelum*, *sesudah* * to compare and contrast, for example, *walaupun meskipun, sedangkan, namun* * for purpose or consequence, for example, *supaya, sehingga, karena itu* * for further explanationusing *yang*, for example, *Orang yang duduk di depan perpustakaan itu guru saya.* | **conjunctions for cohesion and to contrast ideas**   * to contrast, for example, *namun demikian, begitu, meskipun* * *mudah-mudahan*, *semoga* * for further explanation, for example, *terutama, yaitu, misalnya, khususnya, termasuk, contohnya* |
| Cultural expressions | **common expressions**   * *jam karet* | **more cultural expressions**   * expressions reflecting cultural practices, for example, *sudah mandi, makan dulu,selamat makan, silakan makan, panjang umurnya, maaf lahir batin* * to answer telephone, for example, *Dengan siapa ini?* * to ask forhelp, for example, *Boleh minta tolong? Permisi tanya?* * for shop service, for example, *Ada yang bisa saya bantu. Mau cari apa?* | **expressing opinions and points of view**   * *nasehat saya, sebaiknya, seharusnya, jangan* * *saya berpendapat bahwa, saya percaya, dari pihak saya …*   **showing empathy and well-wishing**   * *kasihan, semoga cepat sembuh, semoga sukses*, *mudah-mudahan berhasil*   **devices to enhance ideas**   * *adalah* with metaphors, *sama dengan, seperti, bagai* with similes*,* for example*,* *Jim adalah bintang dalam tim sepak bolanya. Seperti anak ayam kehilangan induknya, Bagai langit dan bumi*   **commonly used proverbs**   * *Terlepas dari mulut buaya, masuk ke mulut harimau.* * *Sedia payung sebelum hujan* |
| Demonstratives | *ini* and *itu*   * *Ini buku merah. Itu anjing saya.* | ***ini* and *itu* with *yang***   * *yang ini, yang itu, yang mana*? | **position of *ini* and *itu* in more complex sentences**   * *Masalah yang akan saya bahas berikut ini adalah… Jawaban yang Anda tulis itu benar sekali.* |
| Indicators of quantity | **commonly used indicators of quantity**   * repetition of noun to indicate plural, for example *guru-guru, buku-buku* * *banyak, sedikit,* for example, *Ada banyak kangguru.* * *se* …, for example, *sepuluh, setengah, sebanyak* | **additional indicators of quantity**   * *beberapa, semua, semuanya, sebagian, sebagian besar, kebanyakan* | **complex indicators of quantity**   * the use of *kaum, para, kelompok,* for example *kaum wanita, para remaja, kelompok radikal* * numbers in pronoun phrases, for example, *kita berdua, mereka bertiga* *sendiri, masing-masing, tiap-tiap* |
| Interrogatives | **commonly used interrogatives**   * *Siapa?* (people), *Apa?* (objects, actions), *Di mana?* (location), *Berapa?* (quantity/number), *Apakah?* (for yes/no questions)   **for recognition or modelled use**   * *Mengapa? Bagaimana? Yang mana?* * *boleh, sudah* and *belum* as interrogatives and responding to yes/no questions | **interrogatives to obtain specific information**   * *Dari mana? Ke mana? Apakah …? Kapan? Berapa lama? Bagaimana? Mengapa? Kenapa*? *Yang mana?* (for conversational use) * *Dengan siapa? Dengan apa? Naik apa? Oleh siapa? Permisi boleh saya …* * without using an interrogative to question, for example, *Sudah makan?* *Suka apel?* | **interrogatives to obtain opinions or reasons**   * *Untuk apa/siapa? Sudah pernah?* * *Berapa lama …? Berapa jauh …? Berapa kali…?* * suffix -*kah* to question, for example, *Bagaimanakah …? Kapankah …? Bilamanakah …? Sudahkah …? Pernahkan …? Maukah …? Bolehkan …?* |
| Negation | **negation of verbs and adjectives**   * *tidak* with verbs and adjectives*,* for example, *Dia tidak masak, Saya tidak malas* * *belum* * *kurang*   **for recognition or modelled use**   * *bukan* with nouns*,* for example, *Apakah ini anjing? Bukan* | **negation of nouns and adverbs**   * *tidak begitu, tidak terlau* * *belum pernah, tidak pernah* * *bukan* versus *tidak*   **negation in requests or orders**   * *jangan …, dilarang, tidak boleh* | **negation phrases**   * *tidak sama sekali* * *setidak-tidaknya, tidak boleh tidak, tidak lagi, tidak dapat disangkal, tidak mengherankan* * *ketidakpastian, ketidakadilan, ketidaksamaan* |
| Numbers | **cardinal numbers**   * *nol/zero* * *belas, sebelas, puluh, sepuluh, ratus, seratus*   **for recognition**   * *ribu, seribu, juta, sejuta* | **ordinal numbers**   * *kosong* (for telephone numbers) * for sequencing, for example, *pertama,* and using prefix *ke-,* for example, *kedua* * fractions, for example, *seperempat, setengah* | **estimation, measurement and quantity**   * about size, for example, *Berapa hektar …? Berapa luasnya …? Berapa sendok …?* * toestimate, for example, *kira-kira, kurang lebih* * for distance, for example, *Jaraknya 3 kilometer …, Dari Sydney ke pulau Bali jauhnya …* |
| Nouns | **common nouns**   * terms of address, for example, *Ibu/Bapak* * concrete nouns identifying family, friends, pets, places, foods, etc.   **for recognition and/or modelled use**   * nouns withsuffix *-an*, for example, *makanan, minuman, rambutan, durian* | **nouns with affixes**   * nouns with suffix -*an,* for example, *makan-an, minum-an, masak-an, baca-an* * nouns with prefix *pe-*, for example, *pemain, pedagang, penjual*   **titles**   * for status, for example, *kepala sekolah* * *si* as a diminutive, for example, *Si Kancil, Si pipi* * *Sang* as honorific, for example, *Sang Raja, Sang Putra* | **noun patterns – affixation to express abstract ideas**   * *belajar/pelajar/pelajaran, kerja/pekerja/pekerjaan, main/pemain/permainan* * *uang/keuangan*   **compound nouns**   * *sayur-mayur, merah jambu, sawo matang,* *sepatu olahraga*   **indicators of groups or plurals**   * *kaum*, *para*, *sekalian*   **terms of address**   * *Kak*, *Dik*, *Mas*, *Mbak, Bang* * *Beliau* to show respect |
| Possessives | **possessive pronouns**   * word order = noun+possessive pronoun, for example, *nama saya …, adik laki-laki saya, buku saya* | **possessive**   * pronouns to indicate possession, for example*, nya, mereka, dia, kami/kita,* for example*, burungnya, mobil mereka* * affix *ber* to mean *mempunyai*, for example, *Dia berambut merah.* | **possessive**   * suffixes -*ku* and -*mu*, for example, *Seingatku … Pendapatmu* |
| Prepositions | **common prepositions**   * *dengan, untuk* * for specific location, for example, *di sini, di sana, di situ, di atas, di bawah, di dalam, di belakang* * for directions and place, for example, *di, ke, ke kanan* * for time, for example, *pada* | **additional prepositions**   * *dengan, dari, antara, lewat, untuk,* for example, *Dia menulis dengan baik.* * for people, for example, *kepada, untuk* * to indicate specific locations, for example, *di sebelah kiri* * *pada* and *di* to indicate time (for conversational use), for example, *Saya bermain bola basket pada hari Sabtu. Saya pergi ke toko di jam sepuluh. Di masa depan, saya mau berlibur ke Yogya.*   **for recognition**   * *oleh,* for example, *Kue ini dibuat oleh Bu Guru.* | **prepositional phrases**   * *pada dasarnya* * *oleh karena itu, oleh sebab itu* * *bagi kita semua*   **for recognition**   * *terhadap, menuju, beserta, mengenai, sebab, antara lain* |
| Pronouns | **subject pronouns**   * *saya, kamu/Anda, dia, mereka*   **for recognition**   * *aku,* *kami, kita* | **subject pronouns**   * *aku* * *kami, kita* * *kalian*, *Anda/kamu sekalian*   **relative pronouns**   * *yang* to extend description, for example, *Saya tinggal di rumah biru yang besar.* * *yang* todifferentiate between compound words and extend meaning,for example, *kamar kecil, kamar yang kecil, orang besar, orang yang besar, orang tua, orang yang tua* | **additional pronouns**   * *engkau, saudara* * *beliau, ia*   **pronoun substitutes**   * *siswa/siswi, pramugari/pramugara, wartawan/wartawati* * *Oma/Opa, Bunda/Ayah, Mami/Papi, Tante/Om, gue, lho/lu*   **referring to something already mentioned**   * *tersebut* * embedded clauses using *yang*, for example, *Saya belum berkenalan dengan murid yang baru datang dari Australia.* |
| Time expressions | **days of the week and months of the year**   * *hari* and *bulan* written inlower case, for example, *hari Senin, hari Selasa, bulan Juni. Hari ini* *hari Rubu tanggal dua puluh tiga bulan Maret.* * time of day, for example, *pagi, siang, sore, malam* * compound nouns to indicate time of day, for example*, makan pagi, makan malam, jalan pagi*   **to indicate tense**   * *kemarin, besok, lusa*   **time – o’clock**   * *Jam berapa? Jam tiga* | **time expressions**   * parts of day, for example*, pagi-pagi, siang-siang, sore-sore, malam-malam* * *pada,* for example, *Hari ulang tahun saya pada tanggal 30 bulan Mei. Pada akhir pekan* * *dua minggu lalu, empat bulan yang lalu, tahun depan* * *malam minggu* (Saturday night), *minggu malam* (Sunday night) * *dari … sampai …* to show duration, for example, *Dari pagi sampai malam* * *kira-kira, sebentar, nanti, tadi* * *pada, tanggal, bulan* usually omitted in everyday conversations   **time – to and past the hour**   * past the hour – lebih/lewat, for example, Jam sebelas lebih/lewat lima siang 11:05 am * half past – *setengah*, for example, *Jam setengah satu siang* (12:30 pm), *Jam tujuh tiga puluh* (7:30 am) * to the hour – kurang, for example, Jam embilan kurang sepuluh pagi (8:50 am) * quarter past/quarter to – *Jam delapan lebih seperempat pagi* (8:15 am), *Jam tujuh kurang lima belas menit pagi* (6:45 am) | **time expressions**   * *jam delapan tepat, jam karet* * *pada waktu luang* * baru, baru-baru ini, sejak, akhirnya, keesokan harinya * beginning a creative text, for example, Pada zaman dahulu … * ending a creative text, for example, Tamat.   **expressions related to time**   * *Biar lambat asal selamat*   **for recognition**   * pukul * *menjelang, sekitar, kini, hingga* |
| Verbs | **base words**   * word order subject+verb+object * actions using base words, for example, *tinggal, tahu, makan, mandi, duduk, minum, suka, tidur, bangun,naik, pergi, pulang, punya* * auxiliary verbs, for example, mau, boleh, bisa, harus * imperatives, for example, *Mulai! Tepuk tangan! Angkat tangan!* * use of *-lah* to soften the imperative form, for example, *Duduklah! Diamlah! Ulangilah!* * *silakan f*or polite requests, for example, *silakan masuk* * prefix *ber-*, for example, *bermain, berenang, berselancar, berjalan* * to show existence or presence, for example, *ada, tidak ada*   **for recognition or modelled use**   * *ber-* + noun verbs, for example, *berasal, bernama, berbahasa* | **forming transitive and intransitive verbs**   * auxiliary verbs, for example, *akan, ingin, boleh* * *ber- +* noun, for example, *Dia berkeluarga besar* * *ber- +* base verbs, for example, *berbelanja, berbicara, berkata, berpiknik, beristirahat* * transitive verbs using prefix *me-,* for example, *lihat–meliha, jual–menjual, beli–membeli, tonton–menonton, pakai–memakai*   **prefixes and suffixes to form verbs**   * suffixes *-kan, -i* with *me* verbs*, punya–mempunyai, dengar–mendengarkan*   **indicating equivalence**   * *adalah* | **passive form**   * prefix *di-* to indicatepassive form ofan active verb,for example*, makan- Buah mangga itu dimakan oleh ulat* * prefix *di- +* noun, for example, *gunting – Kertas itu digunting oleh murid* * prefix *ter-* to indicate something occurred accidently, for example, *tertidur, terjatuh, termakan*   **additional me verbs**   * *memper* verbs, for example *memperbesar* * *memper … kan* verbs, for example *memperhatikan, mempertunjukkan, mempermainkan*   **expressing lack of purpose**   * *jalan-jalan, duduk-duduk, melihat-lihat*   **suffix -lah**   * to give advice, for example, *beristirahatlah, tunggulah*   **expressing condition or state**   * *ke … an* verbs, for example, *kehabisan, ketinggalan, kehilangan, kecopetan, kecurian, kebanjiran* |

Part 2: Thematic contexts for language use

Thematic contexts representing perspectives that shape students’ worlds are suggested in Table 2.

Table 2: Thematic contexts for language use

|  |  |  |
| --- | --- | --- |
| **Thematic contexts** | | |
| **Self and others** | **Self and community** | **Personal and global environments** |
| **Beginner** | **Intermediate** | **Advanced** |
| **My personal world**   * greeting and farewelling others, for example, *Selamat pagi/siang/sore/malam, sampai jumpa* * introducing myself and others, and providing information such as age, place of residence, for example, *Berapa umur kamu?* *Umur saya … tahun. Kamu tinggal di mana? Saya tinggal di …* * describing myself, for example, identifying family members, pets and significant people in my life, for example, *Ini keluarga saya. Saya punya tiga kakak dan dua adik. Ini kucing saya, dia gemuk* * describing friends, for example, describing qualities of people, personality and appearance, for example, *Bagaimana dia? Dia tinggi dan baik hati. Teman saya lucu dan sopan.* * discussing likes and dislikes, such as colours, animals, food, games, sport, activities, for example, *Apa warna favorit kamu? Saya suka biru. Saya suka binatang tetapi saya tidak suka harimau. Kau suka olahraga apa? Saya suka sekali bermain sepak bola.* * sharing how I feel, for example, *Apa kabar? Baik? Baik sekali. Baik-baik saja. Kurang baik. Mengapa? Saya merasa sedih. Saya sakit.* | **Myself and others**   * describing my own character, for example, *Saya rajin tapi tidak pandai Matematika*. * describing my family, friends and significant people in my life, for example, *Teman baik saya sopan dan tidak suka mengkritik. Saya lebih dekat dengan kakak karena hobi kami sama.* * talking about physical characteristics and personality traits, for example, *Dia bermata biru dan sifatnya jujur.* * discussing different types of families, for example, *Saya tinggal dengan ibu dan bapak tiri. Sepupu saya juga tinggal dengan kami.* * talking about pets and responsibility, for example, *Saya berjalan-jalan dengan anjing setiap malam, Saya membersihkan kandang marmot. Adik memberi makan kucing setiap sore.* * introducing significant Indonesian people, for example, *Cut Nyak Dhien, Soekarno, Hatta, Kartini* * sharing information about things I do with my friends/family, for example*, Saya suka pergi ke rumah teman, Saya bermain bulu tangkis dengan Ibu*. *Pada akhir minggu saya dan keluarga sering makan di rumah makan.* * conducting surveys of classmates’ sport and leisure time activities to create and present a chart * justifying likes and dislikes, for example, *Saya suka bermain bola basket karena saya bisa bermain dengan teman di lapangan dekat rumah.* * qualifying likes/dislikes and preferences in movies, video games, music, reading, etc., for example, *Saya lebih suka menonton film di bioskop daripada di televisi* * conveying feelings, for example, *Saya merasa sedih karena dia marah kepada saya.* * sharing ideas about jobs and professions,for example*, Bapak saya guru tetapi saya mau menjadi …* | **Understanding myself and others**   * discussing emotions, beliefs and opinions about issues or topics relevant to young people, for example, *Saya merasa ... Saya percaya ... Pada pendapat saya …* * expressing wishes, dreams, desires, aspirations, for example, *Cita-cita saya menjadi dokter untuk membantu orang sakit.* * justifying preferences about healthy lifestyle, training, studying, social, environmental issues, for example, *Saya lebih suka naik sepeda karena selain membuat saya sehat, bersepeda tidak menambah polusi.* * sharing thoughts and opinions about influence of significant people, *Tokoh seperti Raden Ajeng Kartini sangat berpengaruh dalam kehidupan perempuan masa kini.* * discussing responsibilities towards myself and others, for example, *Kami semua harus peduli lingkungan supaya lingkungan tetap bersih dan sehat.* * comparing lifestyles across Indonesia and Australia, for example, *Dibandingkan dengan orang Indonesia, orang Australia lebih suka beraktivitas di luar dan berolahraga air.* * explaining relationships, for example, why friendship is important or qualities that a friend should have, for example, *Untuk menjadi teman yang baik saya harus lebih terbuka, bertoleransi, jujur dan setia.* |
| **This is me**   * sharing ideas about what makes me who I am – my language, my culture, my country, for example, *Saya berasal dari … tetapi Ibu saya berasal dari …* * discussing naming conventions and traditions of cultures represented in class, for example, *Siapa nama panggilan kamu?* * noticing diversity of languages and cultures in classroom, for example, *Saya berbahasa Inggris tetapi saya belajar Bahasa Indonesia …* *Nenek saya berbahasa Cina karena dia berasal dari Shanghai.* | **My language, my culture**   * sharing opinions and experiences about language and culture, for example, *Saya suka berbahasa Indonesia karena …* * discussing influence of customs and traditions, such as different ways of celebrating New Year, for example, *Orang Bali merayakan Tahun Baru dengan berefleksi di rumah sedangkan orang Australia merayakan Tahun Baru dengan berpesta.* * sharing information about languages and cultures represented in classroom, for example, looking at influence of geography and history on language and culture * comparing and discussing the significance of some symbols, icons and features of Indonesia and Australia, for example, the coat of arms, flag, *Pancasila* (politics), regional diversity | **Living in the 21st century**   * discussing globalisation and its influence on language, culture and traditions, for example, researching technological terms which are the same in Indonesian and English, or why McDonald’s in Indonesia sells rice and fried chicken * reflecting on influence of various cultures in Indonesia and Australia, for example, *transmigrasi, satu nusa, satu bangsa, satu bahasa, multikulturalisme* * reflecting on Indonesian expressions of identity such as *Bhinneka Tunggal Ika, tanah air, Pancasila, kampung halaman* * recognising and understanding uniqueness of Indonesia’s regional diversity, such as traditional housing, attire, language, rites of passage and cuisine, for example, *Rumah Gadang, Sarung dan kebaya, baju bodo, rica-rica, gado-gado, rujak cingur, Upacara Lompat Batu, Upacara Potong Gigi* * finding evidence of Indonesian influence on trade with Australia and Australians, and vice versa * discussing differing perspectives on global issues or concerns, and identifying solutions * debating advantages and disadvantages of modern and traditional life |
| **My classroom**   * exchanging greetings, for different times of day, for example, *Selamat pagi/siang/sore/malam* * responding to roll call, for example, *Ya, Bu/Pak, Ada Pak/Bu* * responding to classroom instructions for example, *Jangan berbicara, Angkat tangan, Tunggu giliranmu* * asking for permission, assistance, clarification, etc., for example, *Boleh pinjam bukumu? Sekali lagi?* * identifying classroom objects, for example, *Ini laptop saya.* * describing the classroom, for example, describing qualities of objects, *besar, kecil, hijau, kuning* * asking and responding to questions about date and time, for example, *Hari ini hari apa? Hari Jumat. Tanggal berapa? Tanggal 12 Maret. Jam berapa? Jam 2 siang.* | **Class and school environment**   * excusing and apologising, for example, *permisi dulu, minta maaf, maafkan saya* * discussing school rules and responsibilities, for example, *Tidak boleh membawa kacang, Pakailah topi waktu bermain di luar.* * sharing class and school routines and activities * telling time – to the hour, past the hour, half past the hour * using appropriate phrases, expressions and interjections in interactions with teachers and peers, for example *Hebat! Kamu benar. Maaf, Bu* * discussing similarities and differences between schools in Indonesia and Australia, for example, timetables, uniforms, start and finish of school day/academic year * noticing diversity of cultural aspects, for example,assembly compared with *Upacara,* or extracurricular activities such as *Pramuka* | **School life in Indonesian-speaking communities and Australian contexts**   * evaluating advantages and disadvantages of Indonesian and Australian education systems, for example,differences in school starting age, or features of primary, middle and high schools * researching differences among various levels and types of schools in Indonesia and Australia * comparing choice of subjects, assessments and examinations, and graduation in Indonesia and Australia, for example*, IPA* (Science strands), *IPS* (Social Strands), *STM (Sekolah Teknik Menengah), UNAS (Ujian Nasional)* versus HSC * debating positives/negatives of oral and written examinations * imagining features of ‘My ideal school’ * talking about jobs, professions and careers in the future * sharing thoughts with teacher and peers about what I plan to be/do in the future, for example, *Saya mau menjadi blogger perjalanan karena saya suka bepergian ke luar negeri.* |
| **Where I call home**   * making drawings or plans, labelling and describing inside and outside of my home(s), for example, *Rumah saya* *sangat kecil dan* … *Ada tiga kamar tidur, kamar mandi, kamar kecil … Kebun kecil dan …* * noticing differences in terminology, for example, guest room (a guest room in Australia is where guests sleep) and *ruang tamu* (a guest room in Indonesia is where visitors are received) * sharing information about ‘My special place at home’ * talking about where I like to spend my time, for example, *Saya suka pergi ke gunung.* | **My home and neighbourhood**   * describing where I live and how it impacts on the way I live, for example, *Saya tinggal dekat pantai, maka saya sering berselancar.* * discussing family activities, chores and responsibilities at home, for example, *Saya membersihkan kamar saya, Ibu memasak sedangkan Bapak mencuci mobil.* * discussing neighbourhood facilities, for example, *Di kota saya ada kolam renang tetapi panjangnya hanya 25 meter.* *Tidak ada banyak fasilitas di daerah rumah saya.* * comparing types of housing in different regions of Indonesia and Australia – city, country, types of residences, for example, *kota besar/metropolitan, kota kecil, desa, dusun, apartemen, rusun (rumah susun)* * discussing how geography impacts lifestyles * sharing views about my ideal home and place to live, then designing and describing my ideal home * collaborating with community to solve problems such as recycling waste, for example, *Membuat kompos dari sampah dapur, mengumpulkan botol dan gelas plastik, membawa tas belanja dari rumah.* | **My home, my neighbourhood, my world**   * debating ideas about what makes ideal village or city, for example, *Menurut saya kampung Pelangi kampung yang sangat indah dan pada masa depan saya ingin tinggal di sana.* * comparing how people live and socialise in and outside home in Indonesia and Australia * researching ideas about responsibility for my environment – from different local, national and global perspectives * debating ideas about how people could improve the world * discussing benefits of intercultural experiences such as exchange programs or homestays |
| **The environment around me**   * using vocabulary and expressions related to nature, for example, *gunung, danau, laut, langit, binatang darat* *dan binatang laut* * naming animals in Indonesian, for example, *Bapak McDonald punya peternakan besar. Di peternakannya ada kuda, sapi, kambing, domba, ayam,dan itik.* * learning about Indonesian animals and habitats, for example, *Harimau, gajah dan monyet tinggal di hutan. Ikan paus dan ikan hiu dan lumba-lumba binatang laut, Matahari, bulan dan bintang di langit* * researching native animals unique to Indonesia and unique to Australia | **My community and environment**   * sharing thoughts on what my community is doing to improve the environment, for example, Clean Up Australia Day, Working Bee at school, *sampah merah, sampah kuning dan sampah hijau* * researching Indonesian community initiatives for environment, for example, *Bekerja Bakti* * researching *Binatang yang terancam punah di Australia dan Indonesia,* for example, *Koala, beberapa jenis Kakatua, Harimau Sumatra, orangutan, Gajah Sumatra* | **Global perspectives on environmental issues**   * discussing individual ideas and opinions about the environment * debating innovative, sustainable and ethical issues such as ethical clothing, animal rights, plastic waste * researching the impact of natural disasters on environment, for example, *banjir di Indonesia dan* di Queensland, *kebakaran hutan di Kalimantan dan di* Victoria *dan* New South Wales, *tanah longsor di Jawa* * debating ways to provide aid and assistance to communities affected by natural disasters, for example, *kontribusi uang, obat-obatan, makanan, pakaian, mainan* * reflecting on responsibility of individual, community and multinational companies to clean up and preserve environment for future generations |
| **Let’s eat**   * talking about being hungry and thirsty, for example, *saya haus, saya lapar* * describing taste, for example, *Bagaimana rasanya? asin, manis, pahit, asam, pedas* * recognising familiar Indonesian food in Australia, such as *nasi goreng, mi goreng, satay* * recognising that Australian cuisine has been influenced by many different cultures * using modelled structured expressions about likes and dislikes regarding food, drinks, snacks, for example, *Saya suka makan … Saya suka sekali minum …* *Saya lebih suka … karena … Saya belum coba ...* * participating in simulated buying and ordering food at various venues, for example, *Mau pesan apa? Boleh saya minta jus jeruk, Mau makan apa? Saya mau makan gado-gado. Maaf, rendang sudah habis. Minta bonnya!* | **Eating in/eating out**   * discussing different kinds of eating establishments, for example, *kaki lima, warung, rumah makan, restoran, rumah makan Padang, lesehan* * planning a real or imagined outing to an Indonesian restaurant, organising transport and providing/following directions * interacting in conversation to order a meal in restaurant scenario, for example, *Sudah siap pesan? Apakah nasi goreng pedas? Saya alergi kacang.* * planning a special occasion such as party, and inviting guests, negotiating menus and managing budgets * discussing what to wear in relation to venue, occasion and weather * comparing traditional and modern dishes and cuisine * comparing dining etiquette in Indonesia and Australia * following/creating recipes to prepare Indonesian dishes | **International food habits and trends**   * arranging and making plans to dine out * exploring ecommerce and online/application services, for example, online ordering and organising food delivery * exploring traditional versus modern attitudes towards food waste, for example, banana leaf packaging versus plastic waste * investigating innovative and sustainable inventions such as food containers and eating utensils * discussing Indonesian cuisines and availability of fruit/vegetables and food trends * understanding the importance of *oleh-oleh* and regional foods such as *bakpia, pie susu, dodol* * understanding the importance of eating etiquette in different situations, such as eating with your hands even when visiting the Sultan * participating in a simulated scenario where we are hosting an Indonesian-speaking visitor for a meal |
| **Let’s go shopping**   * participating in a modelled shopping scenario, for example, *Mau beli apa? Mau beli ..., Berapa harganya? Harganya ... Terima kasih, Sama-sama* * exploring packaging of foods and other items from Indonesia * designing signage for simulated *warung* or *kaki lima,* playing shops and selling items of the student’s choice * understanding currency, for example, value of the rupiah | **At the market**   * participating in real or simulated shopping, for example, *Di pasar* * using appropriate measurements, currency, numbers, collective numbers, quantity, shopping lists, for example, *Harganya 20.00 rupiah, dua porsi gado-gado, 2 kilo manga* * using cultural expressions in social interactions when buying, negotiating food choices/ingredients, for example, *Bisa kurang? Tidak bisa, durian ini besar dan manis. Bisa sedikit.* | **Trade**   * researching globalisation of food markets between Indonesia and Australia, for example, palm oil, popular food brands, beef * comparing Indonesian and Australian advertisements and marketing strategies regarding food, clothes, etc. * researching the import and export relationship between Indonesia and Australia |
| **Let’s celebrate**   * exploring similarities and differences in celebrating special occasions such as birthdays, New Year * using formulaic phrases for different celebrations, for example, *Selamat Ulang Tahun, Selamat Tahun Baru, Selamat Hari Idul Fitri* * participating in traditional activities and games, for example, Independence Day games * designing, reading and writing party invitations * sharing cultural perceptions about food, such as different foods at different celebrations, for example, *ketupat, nasi kuning/tumpeng, halal* food | **Celebrating my culture and tradition**   * identifying practices and traditions associated with different celebrations, for example, Selamatan, Upacara Ganti Nama * following/creating recipes to prepare Indonesian dishes, for example, *nasi tumpeng, ketan hitam* * identifying how traditional dishes have changed or have adapted to modern cuisine and international influences * discussing what to wear for an occasion, for example, *Kita harus memakai pakaian tradisional/batik untuk upacara ...* | **The significance of celebrations and festivals**   * examining and comparing significance of celebrations and festivals from around world, for example, *Ogoh-ogoh* and *Halloween, Kites Festival* * discussing the importance of rites of passage in the cultural and religious development of children, for example, *potong gigi, Upacara Lompat Batu, wisuda,* 17th birthday * discussing famous Indonesian festivals and celebrations, and how they reflect cultural practices, *Hari* *Raya* *Nyepi,* *Hari Waisak, Tahun Baru Imlek* * discussing culturally appropriate gifts for important celebrations |
| **Australia and Indonesia**   * exploring geography of archipelago of Indonesia * discovering icons and symbols of Indonesia, for example, *Burung Garuda, Merah Putih* * singing national anthems of Indonesia and Australia * understanding the diversity of regions of Indonesia, for example, traditional clothing, music, dance, architecture, customs * sharing information about countries of heritage of classmates, for example, geography, important symbols and icons, important national days and celebrations * exploring Indonesian places and influences near my place of residence, for example, an Indonesian restaurant * discovering traditional art forms of different regions of Indonesia, for example, *angklung, gamelan Bali, tari saman, kecak, kain ulos, batik tulis, batik cap* | **Australian/Indonesian influences**   * comparing Indonesia and Australia from perspectives of geography, history, government * researching significant Indonesian-Australian or Australian-Indonesian people * connecting with visual and performing arts of Indonesia and Australia, such as *batik* in Central Australia, rock art in Northern Australia and other collaborations between Indonesian and Australian artists * researching famous people who have learnt to speak Indonesian * researching Australians who have used Indonesian language in their careers | **Australian/Indonesian connections**   * researching the trade relationship between Yolngu and Bugis peoples * researching historical and significant events that connect Indonesia and Australia * discussing Indonesian migration to Australia, and vice versa * debating the importance of trade between Indonesia and Australia, for example, cattle, tourism, education * discussing benefits of cultural exchanges, for example, Australia-Indonesia Youth Exchange Program (AIYEP) * discussing influence of Indonesian film/music through the ages * discovering and sharing information about Indonesian and Australian collaborations, for example, *perahu/prau, batik, angklung* |
| **Let’s explore where we live**   * comparing terms ‘country’, ‘city’ with *kota, desa* * describing places in my neighbourhood, for example, *Ada* *kolam renang di samping taman. Mal itu jauh dari rumah saya.* * identifying forms of transport, for example, *bis, becak, kereta api, bemo, pesawat terbang* * getting around places in my area, for example, *Mau pergi ke mana? Saya mau pergi ke lapangan. Naik apa? Naik sepeda* * following simple directions, for example, *di/ke kanan, di/ke* kiri * participating in scenarios for getting around a real or imagined place | **Holidays/travelling**   * organising real or simulated travel, discussing and negotiating preparations for travel * getting around – reading maps, timetables, etc. * giving and following directions, and locating places * considering clothes to suit a variety of activities and for different weather conditions, for example, *Kalau bertamasya ke gunung pakai baju hangat* * researching outdoor activities in Indonesia, for example, kayaking, mountain climbing, cycling * creating a multimodal presentation about ‘My last holiday’ (real or imagined), including place, activities, etc. * sharing plans for my next holiday, for example, *Tahun yang akan datang, saya mau berlibur ke … karena* * discussing where some Indonesian people like to go on to holiday, what they may prefer to do, and choices of accommodation | **A trip to Indonesia**   * preparing for a real or virtual tour of Indonesia, for example, working out budget for trip, deciding on places to visit such as tourist spots, historical sites and eco-friendly locations * discussing the benefits of student language exchanges to Indonesia * debating topic ‘My dream holiday’ * evaluating my holiday and reflecting on what I would do differently next time and why * advising friends and family on how to prepare for a holiday in Indonesia, such as awareness of customs and traditions, food, places to stay * promoting a holiday destination, for example, eco-tourism, relaxing holiday, cultural experience, shopping tour or cuisine experience * role-playing a scenario as a tour guide at significant tourist site in Indonesia, for example, *Borobudur, Danau Toba, Gunung Kelimutu* |
| **How I pass my time**   * sharing information about activities, hobbies and pastimes, for example, *Saya suka berdansa tetapi saya lebih pandai bermain bola basket. Saya suka membaca, dan kamu? Saya lebih suka melukis* *karena saya tertarik pada seni.* * learning about favourite sports in Indonesia and Australia, such as *sepak takraw* and AFL, *pencak silat* and martial arts * describing daily routine, for example, *Pada pagi hari saya mandi, pada siang hari saya belajar, pada sore hari saya bermain dengan teman, pada malam hari saya tidur, pada akhir minggu saya ...* | **Recreation, routines and responsibilities**   * discussing preferences, for example, books to read, movies to watch, games to play, music to listen to, sports to watch or participate in, for example*, saya suka berolahraga karena membuat badan lebih bugar. Hobi saya membaca buku karena sya pemalu dan pendiam.* * comparing community sports and hobbies in Indonesia and Australia * creating a multimodal presentation of ‘A day at home/typical day at school’ for a young person living in Indonesia * identifying a person they would like to spend time with, and why | **Reflecting on the past and planning for the future**   * describing past events, for example, *Pada suatu hari …* * composing a profile that starts with, *Dulu waktu saya kecil …* * sharing views and opinions about how I have changed growing up * discussing influences that have shaped me growing up, for example, influences from role models, family, artists, musicians, teachers and activists * sharing first memories of school * discussing use of social media and how social media influences relationships/leisure time * interviewing people close to me about what they did in their free time when they were my age and presenting findings to class * comparing cultural attitudes among young people regarding free time, relationships and ambitions/hopes/aspirations * discussing plans for the end of the year, for example, immediate and/or more distant future |