



Year 7 Indonesian



MACARTHUR ANGLICAN SCHOOL

Established 1984

<p>Year 7 Indonesian (Stage 4)</p> <p>MODULE 2 Teman-Teman Saya - My Friends</p>	<p>Christian Focus:</p> <p>What qualities should we look for in best friends? The types of friends we choose can have a dramatic influence on our life and choices. The Bible warns us to choose our friends carefully! (Proverbs eg 22:24, 25:19, 27:9, 17 etc)</p>	<p>Duration:</p> <p>1 term</p>
<p>What are the key ideas or concepts you want the students to learn?</p> <ul style="list-style-type: none"> • Value of friendship • Understanding how to interact with Indonesians eg Indonesians & Australians talk about different things when they first meeting new people • Ways of identifying cultural values and practises in social interaction 	<p>Why does that learning matter?</p> <ul style="list-style-type: none"> • Christians are designed for relationship and friendship is a God-given blessing • Exchanging personal information is important when meeting new friends and is a basis for establishing relationships. • It is important to recognise the importance of culture and cultural awareness in learning a language. 	
<p>Targeted outcomes 4.UL.1a, b), 4.UL.2 b), 4.UL.3 b) c) d) 4.UL.4 a), 4MLC2 a), MBC2 a)</p>		
<p>Students learn about:</p> <ul style="list-style-type: none"> • the importance of prior knowledge to interpreting meaning in text (4.UL.1a), (4.UL.2b) • the importance of understanding the intention of the speaker/s and the context in interpreting meaning (4.UL.1b) • verbal and nonverbal links with a conversational partner (4.UL.3.b) • manipulation of known structures for speaking in new contexts (4.UL.3c) • ways of showing that the purpose of communication has been achieved (4.UL.3d) • the purpose and context of communication and their influence on the choice of structure, format and vocabulary (4.UL.4a) • ways to support effective communication (4.MLC.2a) • ways in which language and behaviour reflect important aspects of the culture (4.MBC.2a) 	<p>Students learn to:</p> <ul style="list-style-type: none"> • deduce meaning from context and prior knowledge of subject matter when listening for main ideas (4.UL.1a) or reading for gist (4.UL.2b) • identify roles of and relationships between participants in text, eg use of appropriate terms of address (4.UL.1b) • maintain social interactions and communicate appropriately in familiar contexts (4.UL.3.b) • select and incorporate modelled linguistic structures in own writing (4.UL.3c) • conclude an interaction using verbal cues and leave taking (4.UL.3d) • plan, draft and edit when constructing own text (4.UL.4a) • identify ways in which stress, intonation and body language are used to convey meaning. (4.MLC.2a) • identify actions, and words and phrases in the language that encapsulate aspects of culture (4.MBC.2a) 	

<p>Structures:</p> <ul style="list-style-type: none"> • prepositions <i>untuk</i> • verbs <i>mau, beli, kirim</i> • adjectives – <i>bagus, baru, santai, modern, trendi</i> • personal pronouns <i>aku, saya, kamu</i> • pronunciation of <i>ai, au</i> • Indonesian stress and intonation • <i>Mau</i> + place <i>mau ke kafe?</i> • Questions: <i>Mau ke mana? Kamu tinggal di mana? Nomor hp mu berapa?, Ada Facebook? Umur kamu berapa? Bagaimana? Mengapa?</i> • Conjunctions – <i>dan, karena, selain itu, tetapi, atau</i> • Word order – <i>teman baik saya</i> • Time words – <i>nanti, hari, hari ini</i> • Giving opinion – <i>saya pikir/saya rasa</i> • Omission of verb ‘to be’ <p>Vocabulary Emphasis</p> <ul style="list-style-type: none"> • Places in a town to socialise and have fun – <i>mal, plaza, warung, pantai, kafe, kafe internet, restoran, rumah teman, stadion, lapangan, toko, tempat bowling</i> • Leisure activities – <i>berinternet, bermain bola, minum kopi</i> • numbers 21-100 • first person <i>kami/kita</i> and third person – <i>dia, mereka</i> • <i>ada/tidak ada</i> • transport – <i>bis, mobil, kereta api, sepeda, becak, berjalan kaki</i> • nationality – <i>orang Jepang, orang Jawa, orang Bali</i> etc • Farewells – <i>yo, sampai nanti</i> • Expressions – <i>yuk, oke, makasih, terima kasih</i> • Adjectives to describe friends - <i>serius, santai, sportif, modern, trendi, setia, humoris, jujur, baikhati, ramah, sopan, pandai, suka mendengarkan, suka menggosip, malas</i> • Type of friends – <i>teman akrab, teman gaul, teman baik, kenalan</i> 	<p>Intercultural Understanding</p> <ul style="list-style-type: none"> • Explore the concept of friendship – eg different levels • Examine qualities of friends - similarities and differences between what is valued in friendship and relationships in Australia and Indonesia • Identify how Indonesians behave when meeting new people, particularly that they ask questions that we may consider to be “personal”. What sorts of things do you need to know when meeting an Indonesian (especially a teenager)? • Compare where friends like to spend their time together • Understand ways of communicating without words - learn to understand and use appropriate language, etiquette and body language in order to initiate, respond to and sustain communication. • Indonesian identity cards • Emphasise that <i>mau ke mana?</i> is used as a common greeting • Common Indonesian greetings e.g. <ul style="list-style-type: none"> ○ <i>Dari mana?</i> ○ <i>Saya berasal dari</i> ○ <i>Mau ke mana?</i> ○ <i>Jalan-jalan saja</i> 	<p>Cross-curriculum content & policies</p> <p>Literacy</p> <p>Numeracy</p> <ul style="list-style-type: none"> • Estimations <p>Suggested Key Competencies</p> <ul style="list-style-type: none"> • Collecting information • Communicating information • Working with others and in teams • Using technology
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Teaching and learning activities: (What do you want them to do? How well do you expect them to do it?)

Active Construction

Encourage students to become aware of Indonesian word order and its similarities and differences to English sentence construction. As students consider how they would interact with a new friend, they will also need to focus on choosing the appropriate register and tone of language, according to audience & context.

Following is a list of suggested activities in which the learners may engage. Teachers should show the sequence of activities and how students' learning will develop.

Reflect on what type of friends you have and how you build relationships

Consider the qualities of a good friend. Survey class to find out which quality is most valued (eg setia, jujur etc)

Read articles about opinions on friends in a Teen magazine

Complete exercises to practise word order eg '*teman baik saya*'

Learn about the omission of 'is' and 'are' and complete exercises

Listen to and complete exercises to learn new vocabulary, particularly adjectives

Play the "opinion continuum" game to practise giving opinions on various topics

Students make a PowerPoint about their friends - who they are, where they are from, what they are like, where they go with them and what they like to do with them. They should use a range of adjectives and conjunctions

Compare how Australians and Indonesians interact with their friends. View scene from *Ada apa dengan Cinta*.

Learn about and reflect on the etiquette of meeting new people

Learn about mutual understanding

Read and respond to dialogues based on Emma (Australian) meeting two Indonesians (Lia and Deni)

Learn about the common greeting *mau ke mana?*

Read a poll about the places that Indonesian teenagers like to frequent.

Then survey each other about the places they like to hang out

Play games to learn words for (eg target, aduh, snap, memory) + use

Quizlet to reinforce vocabulary

Respond to the question *Mau ke mana?* using a range of places

Learn the numbers 20-100 and play games to learn these (Indo Bingo, Buzz etc, number races etc)

In pairs ask for contact details (address, phone number, facebook)

Complete a quiz '*Kamu orang apa?*'

Write an introductory email to an epal at MTsN3 Jakarta

Research Jakarta

Extract key information from a range of written texts – twitter message,

Facebook,, blog entry

Assessment: Script and act out a roleplay in which you make an Indonesian friend

Resources

Main text - Teacher written booklet 'Salsi'

- *Bagus Sekali* 1 Ch 2
- Excerpt of *Ada apa dengan Cinta?*

Evidence of learning and feedback

Class activities will provide teachers with guidance on the students' vocabulary acquisition. Bullseye assessment sheets will help teachers collate information on the students' speaking skills. The PowerPoint activity will give teachers evidence on how the students can work independently and synthesise their learning on the topic. The roleplay will provide a summative indication of the students' ability to write a script using the modelled structures and speak using appropriate pronunciation and intonation.

Feedback

The teacher provides written feedback on ongoing exercises and activities in student workbooks. Detailed written feedback will be given to students' on their roleplay. Oral feedback about their understanding of spoken texts and their ability to speak in Indonesian during the pairwork and survey activities will be given. Oral feedback will also be provided on discussion on intracultural and intercultural topics.

FACULTY Registration Evaluation	Year 7	Indonesian	Module 1 – Teman-Teman Saya
	Teacher: Melissa Gould-Drakeley		Date: 28/6/12
1. Did you have enough time to complete this unit? Yes ✓	No <input type="checkbox"/> Explain	4. Did the students predominantly enjoy this unit? Yes ✓	No <input type="checkbox"/> Explain
2. Were there adequate resources available? Yes ✓	No <input type="checkbox"/> Explain	5. Which of the following ICT did you use during the unit? Slide Presentation (PowerPoint/Keynote) ✓ Multimedia presentation ✓ Webquest / internet activities ✓ Interactive whiteboard activities <input type="checkbox"/> Moodle activity ✓ Digital Images ✓	
3. Can you suggest additional resources that can be added to the programme? (Include websites) <i>Skyping with Bridge School</i>			
6. List any additional teaching strategies that could be added to the existing programme <i>Make a short film of Macarthur students and teachers commenting on what their good friend is like and present to students so they can learn 'Bagaimama teman baik kamu'</i> <i>Survey students using online survey prior to check their intercultural knowledge prior to assessment tasks</i> <i>Flatpaks of Indonesian students from MTsN to use to talk about the activities etc that you do with friends.</i> <i>Talking about Avatar friends</i>			
7. How did you cater for differentiation in your classroom? <i>Option based assignment</i> <input type="checkbox"/> <i>Graded worksheets (Blooms Taxonomy)</i> ✓ <i>Scaffolded/simplified/reinforcement worksheets or graphic organisers for ESL or lower ability students</i> ✓		<i>Extension worksheets</i> ✓ <i>Mixed ability groups</i> <input type="checkbox"/>	
7. What strategies did you use to gauge evidence of/for learning <i>Quizzes</i> ✓ <i>Topic tests</i> <input type="checkbox"/> <i>Assignments</i> ✓ <i>Exams</i> <input type="checkbox"/> <i>Group work</i> ✓ <i>Practical work</i> <input type="checkbox"/> <i>Bookwork</i> <input type="checkbox"/>	<i>Completion of textbook questions</i> <input type="checkbox"/> <i>Teacher questioning</i> ✓ <i>Classroom Interactions</i> ✓ <i>Observations</i> ✓ <i>Bullseye proforma</i> ✓ <i>Overview of students' results</i> ✓ <i>Results of external tests</i> <input type="checkbox"/>		
<i>Other</i> ✓ (Student surveys)			
8. Comment on the formal assessment (Roleplay) <i>Students enjoyed the assessment task. The task allowed them to show the sorts of questions they would ask someone their own age in order to make friends with them. However, it was hard for students to use some of the vocabulary expected of them (such as asking about the qualities of a good friend as this would not be an authentic interaction.) We need to design an alternative activity to capture this.</i>			
<i>Sample collected</i> Yes ✓	No <input type="checkbox"/>		
9. Were all outcomes met? Yes ✓	No <input type="checkbox"/> Explain		
10. Additional Comments /Evaluation <i>We need to adjust the marking criteria to better capture and assess the intercultural. We also need to discuss what we mean by limited teacher support for the task.</i>			