# *Basa basi* – teacher guide

## Introduction

This guide supports teachers to use the *Basa basi* Indonesian resource with students.

*Basa basi* is an interactive resource for Stages 3 to 6. It includes a series of videos, with levels that build in challenge across the resource. Student activities, videos and transcripts are provided on the [Basa basi](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-7-10/basa-basi) webpage. These activities include interrelated tasks and support differentiation and student choice. This resource supports student development in the outcomes of the Modern Languages K–10 Syllabus (2022); **MLX-INT-01** Interacting, **MLX-UND-01** Understanding texts and **MLX-CRT-01** Creating texts.

As is sometimes the case with languages, the title *Basa basi* is difficult to translate directly. It has connotations of small talk or chit chat but also involves notions of appropriate social conventions (including greetings), courtesy and politeness.

Suggestions for how you may use this resource with students include:

* watching the videos as a class and completing activities individually or in groups
* using the videos as a stimulus for interrelated tasks where students respond to the information in the videos
* building units of work around the themes of the videos
* discussing cultural features of text, language and themes featured in the videos
* providing scaffolds and templates that align with the videos to support differentiation
* using the transcripts to identify language features to support literacy
* using the transcripts to identify links to prior and future learning.

## *Basi basi* topics

The following topics are covered in the *Basa basi* series:

* *Kenalkan* – Level 1
* *Suka pizza?* – Level 1
* *Sudah siap?* – Level 2
* *Beli tiket* – Level 2
* *Akhir minggu* – Level 3
* *Siswa baru* – Level 3

### *Kenalkan*

Level 1 (Years 5–8)

‘Word is out that you are studying Indonesian. These people have uploaded short videos in which they introduce themselves.’

*Kenalkan* consists of 8 videos in which [Alifa (0:37)](https://resources.education.nsw.gov.au/api/v1/blob-store/ZXF1X3NjaG9vbHN0YWZmXzliODI2N2ZjLTJjOGEtNDk3YS1iODVjLTdkMzc3ODRjOThiNQ%3D%3D%3D/YmFzYS1iYXNpLnppcA%3D%3D%3D/14504_show1.htm?keepThis=true&TB_iframe=true&height=550&width=750), [Amy (0:48)](https://resources.education.nsw.gov.au/api/v1/blob-store/ZXF1X3NjaG9vbHN0YWZmXzliODI2N2ZjLTJjOGEtNDk3YS1iODVjLTdkMzc3ODRjOThiNQ%3D%3D%3D/YmFzYS1iYXNpLnppcA%3D%3D%3D/14504_show2.htm?keepThis=true&TB_iframe=true&height=550&width=750), [Anik (1:04)](https://resources.education.nsw.gov.au/api/v1/blob-store/ZXF1X3NjaG9vbHN0YWZmXzliODI2N2ZjLTJjOGEtNDk3YS1iODVjLTdkMzc3ODRjOThiNQ%3D%3D%3D/YmFzYS1iYXNpLnppcA%3D%3D%3D/14504_show3.htm?keepThis=true&TB_iframe=true&height=550&width=750), [Bella (0:41)](https://resources.education.nsw.gov.au/api/v1/blob-store/ZXF1X3NjaG9vbHN0YWZmXzliODI2N2ZjLTJjOGEtNDk3YS1iODVjLTdkMzc3ODRjOThiNQ%3D%3D%3D/YmFzYS1iYXNpLnppcA%3D%3D%3D/14504_show4.htm?keepThis=true&TB_iframe=true&height=550&width=750), [Irisha (0:42)](https://resources.education.nsw.gov.au/api/v1/blob-store/ZXF1X3NjaG9vbHN0YWZmXzliODI2N2ZjLTJjOGEtNDk3YS1iODVjLTdkMzc3ODRjOThiNQ%3D%3D%3D/YmFzYS1iYXNpLnppcA%3D%3D%3D/14504_show5.htm?keepThis=true&TB_iframe=true&height=550&width=750), [Josie (0:58)](https://resources.education.nsw.gov.au/api/v1/blob-store/ZXF1X3NjaG9vbHN0YWZmXzliODI2N2ZjLTJjOGEtNDk3YS1iODVjLTdkMzc3ODRjOThiNQ%3D%3D%3D/YmFzYS1iYXNpLnppcA%3D%3D%3D/14504_show6.htm?keepThis=true&TB_iframe=true&height=550&width=750), [Tate (0:54)](https://resources.education.nsw.gov.au/api/v1/blob-store/ZXF1X3NjaG9vbHN0YWZmXzliODI2N2ZjLTJjOGEtNDk3YS1iODVjLTdkMzc3ODRjOThiNQ%3D%3D%3D/YmFzYS1iYXNpLnppcA%3D%3D%3D/14504_show7.htm?keepThis=true&TB_iframe=true&height=550&width=750) and [Widi (0:37)](https://resources.education.nsw.gov.au/api/v1/blob-store/ZXF1X3NjaG9vbHN0YWZmXzliODI2N2ZjLTJjOGEtNDk3YS1iODVjLTdkMzc3ODRjOThiNQ%3D%3D%3D/YmFzYS1iYXNpLnppcA%3D%3D%3D/14504_show8.htm?keepThis=true&TB_iframe=true&height=550&width=750) introduce themselves in Indonesian.

#### Language

In some cases, full verb forms have been used and in other cases *me~* and *ber~* prefixes have been dropped.

Language structures include:

* *Saya berumur...tahun*
* *Saya tinggal di...*
* *Hobi saya...*
* *Makanan favorit saya...*
* *Pada akhir minggu saya suka...*
* *Dalam keluarga saya ada...*
* *Mata pelajaran favorit saya...*

#### Suggestions for classroom activities

* Practise self-introduction in Indonesian with teacher and peers **(MLX-INT-01)**.
* Conduct a class survey of student hobbies, create a graph summarising the data and write a few sentences outlining the findings in Indonesian **(MLX-INT-01,** **MLX-CRT-01 [interrelated task])**.
* Create a self-profile for an Indonesian online space, introducing yourself and giving some personal information **(MLX-CRT-01)**.
* Write an email in Indonesian to a new friend, introducing yourself and giving some personal information **(MLX-CRT-01)**.
* Make a video to introduce yourself to a new Indonesian-speaking friend **(MLX-CRT-01)**.
* Research the Indonesian food mentioned in the 8 *Kenalkan* videos, for example, *lemper*, *lontong*, *cendol*, *mie goreng*, *bakso*.

#### Useful links

* [Planning, programming and assessing languages 7–10 – Indonesian support resources](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/indonesian)
* [Planning, programming and assessing languages 11–12 – Indonesian support resources](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-11-12)
* [How to introduce yourself in Indonesian in 10 lines](https://www.linguajunkie.com/indonesian/introduce-yourself-in-indonesian)
* [Tasty Indonesian food](http://tasty-indonesian-food.com/indopedia/cooking-ingredients/)
* [30 delicious Indonesian dishes you need to try](http://www.buzzfeed.com/maharm/the-ultimate-guide-to-30-tastiest-indonesian-cuisi-5osg)
* [30 Indonesian traditional culinary icons (7:07)](https://www.youtube.com/watch?v=mK5KYs-VK5s)

### *Suka pizza?*

Level 1 (Years 7–8)

‘Find out what happens when Melissa and Endah decide to order pizza.’

In [*Suka pizza?* (3:34)](https://new.schoolsequella.det.nsw.edu.au/file/9b8267fc-2c8a-497a-b85c-7d37784c98b5/1/basa-basi.zip/14504_show9.htm?keepThis=true&TB_iframe=true&height=550&width=750), Melissa and a friend are at Melissa’s house. It is late in the afternoon and they are hungry, unable to wait until Melissa’s mother comes home with dinner.

#### Language

In some cases, full verb forms have been used and in other cases me~ prefixes have been dropped, for example, *memesan* and *pesan*.

The conversation includes:

* ordering and talking about food
* expressing likes and dislikes
* giving personal descriptions.

Key words include *lapar*, *coba*, *ganteng*, *halal*, *pesan*, *habis* and *kenyang*.

#### Suggestions for classroom activities

* Conduct a class survey of favourite foods, in Indonesian. What is the most popular food in the class? What is the most unusual food in the class? **(MLX-INT-01)**.
* Create a bilingual menu in Indonesian and English for an Indonesian restaurant or *warung*. Share this menu with your class and discuss the types of food available and your preferences **(MLX-CRT-01, MLX-INT-01 [interrelated task])**.
* Role-play a scene in a restaurant ordering food with 2 other friends. Find out which food(s) your friends like **(MLX-INT-01)**.
* Watch *Suka pizza?* then write a conversation in Indonesian that takes place after Melissa’s mother arrives home. For example, how do the girls explain that they are no longer hungry? **(MLX-UND-01, MLX-CRT-01 [interrelated task])**.
* Watch the Suka pizza? and imagine you are Endah. Retell events through her eyes **(MLX-UND-01, MLX-CRT-01 [interrelated task])**.
* Research fast food in Indonesia. Which international chains operate? What other fast food operators can be found in Indonesia? How have international fast food outlets adapted to Indonesian society?

#### Useful links

* [Planning, programming and assessing languages 7–10 – Indonesian support resources](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/indonesian)
* [Planning, programming and assessing languages 11–12 – Indonesian support resources](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-11-12)
* [McDonald's Indonesia](http://www.mcdonalds.co.id/)
* [HokBen](http://hokben.co.id/)
* [AEF Years 7–8 Indonesian – Exploring MasterChef Indonesia](http://www.asiaeducation.edu.au/curriculum/details/exploring-masterchef-indonesia)

### *Sudah siap?*

Level 2 (Years 7–9)

‘Nitra and Agus wake up and get ready for the day. Is this like a typical morning in your house?’

[*Sudah siap?* (4:54)](https://new.schoolsequella.det.nsw.edu.au/file/9b8267fc-2c8a-497a-b85c-7d37784c98b5/1/basa-basi.zip/14504_show10.htm?keepThis=true&TB_iframe=true&height=550&width=750) shows one family’s morning routine. The characters are the mother, teenage daughter Nitra and younger brother Agus.

#### Language

In some cases, full verb forms have been used and in other cases me~ prefixes have been dropped, for example, *menyisir* and *sisir*, *mencuci* and *cuci*.

The conversation includes:

* vocabulary related to getting dressed
* bathroom routine
* breakfast
* preparing for school
* imperatives and expressing likes and dislikes.

Key phrases include *sabar dulu*, *sarapan*, *siap*, *cepat*, *perlu* and *jangan lupa*.

#### Suggestions for classroom activities

* Interview a friend about their morning routine. Then write a report comparing that routine with your own **(MLX-INT-01, MLX-CRT-01 [interrelated task])**.
* Role-play a scene about a typical morning routine **(MLX-INT-01)**.
* Watch *Sudah siap?* and imagine that you are Agus. In Indonesian, write the text of a conversation with a friend in which you describe what happened that morning **(MLX-UND-01, MLX-INT-01 [interrelated task])**.
* Watch *Sudah siap?* and imagine you are Nitra. Write a diary entry or an email to a friend in which you describe what happened that morning **(MLX-UND-01, MLX-INT-01 [interrelated task])**.

#### Useful links

* [Planning, programming and assessing languages 7–10 – Indonesian support resources](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/indonesian)
* [Planning, programming and assessing languages 11–12 – Indonesian support resources](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-11-12)
* [Quizlet – daily routine flashcards](https://quizlet.com/1097142/indonesian-daily-routine-flash-cards/)
* [5 Balinese daily activities](https://authentic-indonesia.com/blog/5-balinese-daily-activities-related-to-offerings-ritual/)

### *Beli tiket*

Level 2 (Years 7–9)

‘Josh and Eddi decide to go and see a cricket match. What arrangements do they make?’

In [*Beli tiket* (2:50)](https://new.schoolsequella.det.nsw.edu.au/file/9b8267fc-2c8a-497a-b85c-7d37784c98b5/1/basa-basi.zip/14504_show11.htm?keepThis=true&TB_iframe=true&height=550&width=750), Josh speaks to his friend Eddi, who will be going back to Indonesia at the end of January.

#### Language

In some cases, full verb forms have been used and in other cases *me~* prefixes have been dropped, for example, *nonton*.

The conversation includes:

* questions and answers related to making arrangements
* prices
* transport.

Key words include include *bermain*, *lawan*, *ikut*, *menonton*, *mahal*, *pengalaman*, *pertandingan* and *bagaimana*.

#### Suggestions for classroom activities

* Conduct a class survey of holiday activities. Then write a brief report in Indonesian of the results **(MLX-INT-01, MLX-CRT-01 [interrelated task]).**
* Role-play a scene with a friend about making arrangements to attend an event **(MLX-INT-01).**
* Research transport options in Indonesia and create an infographic, in Indonesian, titled ‘*Transportasi di Indonesia*’. Compare these options and identify the best means for travelling as a tourist in cities, rural areas and between islands in English. List reasons for your choices **(MLX-CRT-01).**
* In Indonesian, interview a friend about a recent sporting or cultural event they went to **(MLX-INT-01).**
* Watch *Beli tiket* and imagine you are Eddi. Write an email to your family in which you describe what happened **(MLX-INT-01, MLX-CRT-01 [interrelated task]).**
* Watch *Beli tiket* and in a small group, role-play the conversation that occurs when Ben arrives at the station **(MLX-UND-01, MLX-INT-01 [interrelated task]).**

#### Useful links

* [Planning, programming and assessing languages 7–10 – Indonesian support resources](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/indonesian)
* [Planning, programming and assessing languages 11–12 – Indonesian support resources](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-11-12)
* [Traditional and modern public transport in Jakarta, Indonesia](http://www.expat.or.id/info/traditionaltransport.html)
* [Quizlet – *transportasi*](https://quizlet.com/au/293218002/transportasi-flash-cards/)
* [Learn Indonesian Vocabulary Words to Getting Transportation in Indonesia (7:23)](https://www.youtube.com/watch?v=-gYO_TwFnj8)
* [Learn Indonesian online - Transportation - Lesson 17 (3:34)](https://www.youtube.com/watch?v=kNmM_yEhRBA)
* [18 vibrant festivals in Indonesia](https://traveltriangle.com/blog/festivals-in-indonesia/)
* [Events in Indonesia](https://www.tripadvisor.com.au/Attractions-g294225-Activities-c62-Indonesia.html)

### *Akhir minggu*

Level 3 (Years 10–11)

‘Tono rings Novi to find out her plans for the weekend. Will they find a time to go out together?’

In [*Akhir minggu* (2:35)](https://new.schoolsequella.det.nsw.edu.au/file/9b8267fc-2c8a-497a-b85c-7d37784c98b5/1/basa-basi.zip/14504_show12.htm?keepThis=true&TB_iframe=true&height=550&width=750), 2 friends, Tono and Novi, discuss their weekend plans. They are both approximately 17 years old.

#### Language

The conversation includes:

* vocabulary related to making arrangements
* birthdays
* films
* extending invitations
* gently declining invitations.

Key phrases include *rencana*, *maaf ya*, *bagaimana kalau*, *urusan keluarga*, *lain kali saja*, *pacar* and *pacaran*.

#### Suggestions for classroom activities

* Watch *Akhir minggu* and imagine you are Novi. Write your diary entry for the weekend or email a friend recounting your weekend activities **(MLX-CRT-01).**
* Role-play a scene with a friend about making arrangements for the weekend, in Indonesian **(MLX-INT-01).**
* Watch *Akhir minggu* and imagine you are Tono. Write an email to a friend in which you describe your conversation with Novi **(MLX-UND-01, MLX-CRT-01 [interrelated task]).**
* In a group, think of some situations where you might use the expression *Ya begitulah…mungkin lain kali saja ya* and list these in Indonesian in your books or devices. Choose one of these situations and create a role-play with a class member **(MLX-CRT-01).**
* Watch *Akhir minggu* and imagine a meeting between Novi and Tono in 6 weeks. In a small group, write the script of their conversation **(MLX-UND-01, MLX-CRT-01 [interrelated task]).**

#### Useful links

* [Planning, programming and assessing languages 7–10 – Indonesian support resources](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/indonesian)
* [Planning, programming and assessing languages 11–12 – Indonesian support resources](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-11-12)
* [45 mind-blowing things to do in Bali with teenagers](https://wyldfamilytravel.com/bali-with-teenagers/)
* [Indonesian youth habits and entertainment](https://aseanup.com/indonesian-youth-habits-entertainment/)
* [Quizlet – places to hang out with your friends - Indonesian](https://quizlet.com/au/508662926/places-to-hang-out-with-your-friends-indonesian-flash-cards/)

### *Siswa baru*

Level 3 (Years 10–12)

In [*Siswa baru* (3:47)](https://new.schoolsequella.det.nsw.edu.au/file/9b8267fc-2c8a-497a-b85c-7d37784c98b5/1/basa-basi.zip/14504_show13.htm?keepThis=true&TB_iframe=true&height=550&width=750), Siti is a little anxious about meeting the principal, Ms Jones.

‘Siti, the new exchange student, and Amy meet the school principal. What do they discuss during their meeting?’

#### Language

Compared to the other videos in *Basa basi*, the register is more formal and the language and structures are more complex.

The conversation includes:

* questions and answers related to school and friends
* language proficiency
* settling in to a new environment
* differences between school in Australia and Indonesia.

Key phrases include *siswa pertukaran*, *mengobral*, kaku, *santai*, *lancar*, *saya yakin*, *menyesuaikan* *diri*, *lingkungan yang baru* and *jangan malu*.

#### Suggestions for classroom activities

* Watch *Siswa baru* and imagine you are Siti. Write an email to your family in which you describe your first few days at your new school **(MLX-CRT-01).**
* Watch *Siswa baru* and imagine that you are Siti. Almost a year has passed since your arrival at school. Write an article, in Indonesian, for the class magazine about your experiences over the past year **(MLX-CRT-01).**
* Discuss the language used in this video and compare it with the language used in the video *Beli tiket.* Find examples of differences in formality, adjective use, sentence starters, conversation fillers and giving opinions. Write sentences in Indonesian using these examples **(MLX-CRT-01).**
* Role-play an interview between yourself and a new exchange student at your school to get to know them better so you can introduce them to others and suggest suitable activities for them to try **(MLX-INT-01)**.

#### Useful links

* [Planning, programming and assessing languages 7–10 – Indonesian support resources](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/indonesian)
* [Planning, programming and assessing languages 11–12 – Indonesian support resources](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-11-12)
* [Indonesian school life](https://www.balilostadventure.com/indonesian-school-life/)
* [Quizlet – SEKOLAH – talking about school life](https://quizlet.com/497873296/sekolah-talking-about-school-life-flash-cards/)

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