 Stage 6 Indonesian beginners – Work (15 hours)

Unit description

This unit of work takes place at the beginning of the Year 12 course, after the students have completed the education component of this topic. In the Year 11 course students have studied the topics: family life, home and neighbourhood, friends, recreation and pastimes and holidays, travel and tourism. This learning about the topic of work provides the foundations for the topic of future plans and aspirations. The content for this unit includes people and their personalities, interests, occupations and/or career aspirations.

Key concepts

The key concepts I want students to learn are that:

* there is a cultural perspective to the world of work in Indonesia (for example, predominance of *kaki lima, pemulung)*
* terminology for jobs reflects social status in Indonesia (for example, *tukang, juru, ahli*).

The learning matters because:

* it is important that students understand and appreciate different cultures
* language and culture are interdependent.

Outcomes

A student:

1.1 establishes and maintains communication in Indonesian

1.2 manipulates linguistic structures to express ideas effectively in Indonesian

1.3 sequences ideas and information

1.4 applies knowledge of the culture of Indonesian-speaking communities to interact appropriately

2.1 understands and interprets information in texts using a range of strategies

2.2 conveys the gist of and identifies specific information in text

2.3 summarises the main points of a text

2.4 draws conclusions from or justifies an opinion about a text

2.5 identifies the purpose, context and audience of a text

2.6 identifies and explains aspects of the culture of Indonesian-speaking communities in texts

3.1 produces texts appropriate to audience, purpose and context

3.2 structures and sequences ideas and information

3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Indonesian

3.4 applies knowledge of the culture of Indonesian-speaking communities to the production of texts.

| Objective | Students learn about: | Students learn to: |
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| Objective 1 – Interacting | * the importance of listening for key words to assist understanding
 | * listen for meaning
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| Objective 1 - Interacting | * the importance of reading for key words to assist understanding
 | * read for meaning
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| Objective 1 - Interacting | * links in communication
 | * use strategies to initiate, maintain and conclude an interaction
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| Objective 1 - Interacting | * responding to factual and open-ended questions
 | * maintain an interaction by responding to and asking questions and sharing information
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| Objective 1 - Interacting | * ways to support effective interaction
 | * use appropriate language features to enhance communication
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| Objective 1 - Interacting | * the logical sequencing of ideas
 | * structure information and ideas coherently
 |
| Objective 1 - Interacting | * formal and informal language, and when and where it is used
 | * apply appropriate social convention in formal and informal contexts
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| Objective 1 - Interacting | * sociolinguistic conventions relating to everyday activities
 | * use language and/or behaviour appropriate to social context
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| Objective 2 – Understanding texts | * ways of identifying relevant details in texts when listening or reading for specific information
 | * make judgements about the relevance of detail in understanding text
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| Objective 2 – Understanding texts | * ways of inferring meaning from text
 | * use contextual and other clues to infer meaning from text
 |
| Objective 3 – Producing texts | * resources available to enhance and expand independent learning
 | * extend and refine their use of language, eg by using dictionaries, word lists and grammar references, accessing authentic texts in print and online
 |
|  | * language used to express cultural values, and to represent people and cultures in texts
 | * explain cultural references in texts, eg *tukang, juru, ahli*
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| Objective 3 – Producing Texts | * the purpose and context of a text and their influence on the choice of structure, format and vocabulary
 | * plan, draft and edit text
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| Objective 3 – Producing Texts | * the logical sequencing of ideas in extended text
 | * sequence ideas and information in texts
 |
| Objective 3 – Producing Texts | * the application of known linguistic structures in new contexts
 | * apply a range of vocabulary and linguistic structures across a range of contexts
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All outcomes from [Indonesian Beginners Stage 6 Syllabus](https://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/indonesian-beginners-st6-syl-from2010.pdf) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2009.

Structures

| Grammar | New structures |
| --- | --- |
| * *kaum, para*
* *tukang, juru, ahli, ~wan/wati*
* classifier *seorang*
* prepositions *di* and *k*e
* *pe*~ prefix nouns related to occupations
* *ber~* noun/adjective construction e.g. *berpengalaman, bersifat*
* passive form – third person object focus construction e.g. *dicari, dibutuhkan*
* verbs with modifiers – *akan, harus, dapat, bisa, suka, ingin, mau, sudah, sedang*
* modifiers with adjectives – *kurang sabar, kurang pandai, cukup*
* comparative and superlative – *lebih suka … daripada, paling*
* conjunctions – *karena, karena itu*
 | * *saya mau menjadi …*
* *bekerja sebagai*
* *paruh waktu*
* *tertarik akan*
* *dengan baik*
 |

| Suggested teaching, learning and assessment activities | Evidence of learning and feedback | Evaluation and variation |
| --- | --- | --- |
| Students view images of a range of famous people in well-known fields of occupation, then discuss their skills and personality traits. Create a mind map of relevant vocabulary and structures. Review relevant vocabulary, using flashcards, memory games, photos, videos, posters and interactive online quizzes. | Using technology embedded within classroom tasks and assessment tasks allows students to demonstrate their 21st century learning skills. Self-correcting exercises targeting knowledge of vocabulary will provide immediate feedback. | (How did you differentiate the activity? What ongoing modifications are required?)      |
| Students view photos of occupations. Students compile a list of Indonesian occupations. Discuss what students notice about the photos. In English, compare and contrast types of work in Indonesia and Australia and discuss the reasons for the predominance of particular occupations, for example *kaki lima*.  | Discussion about how the type and status of occupations in Indonesia will indicate students’ preconceptions. Teacher observation and oral feedback will be provided about intercultural understanding. |       |
| Students read sentences with bekerja and pekerjaan and predict the rule for the different affixes. Distinguish between verb and noun forms and develop dictionary skills to find the correct meaning for verbs and nouns in various sentences. | Student self-evaluation based on teacher oral feedback. |       |
| Students listen to descriptions of various occupations and match the description to the place of work. Students listen for context and determine occupation by sequencing pictures that follow a conversation.  | This assesses the ability to extract key information when listening to texts. Teacher oral feedback.  |       |
| Students predict the most popular jobs, then complete surveys with other class members to find out their preferred job. Evaluate results to determine most popular jobs in the class and create a class graph or pie chart. | Assesses student ability to maintain an interaction and use of appropriate vocabulary structures. Teacher observation. Oral feedback will be provided about ability to speak in Indonesian. |       |
| Students play a musical adjectives game. As the music stops, students pick up a card closest to them or refer to a key expression posted on the wall and use it to form a sentence, for example lebih suka = Saya lebih suka menjadi seorang guru daripada seorang polisi. | Teacher observation and oral feedback. |       |
| Students discuss personal characteristics and discuss how that relates to the job someone wants to do. Students then plan, draft and write a personal profile including their personal details, interests and aspirations. Students follow a model to write about themselves.Students listen to people describing what they would like to do, then match the occupation with the person and indicate suitability to the job. Students quiz a class member to work out a suitable career. | Indicates the ability to write descriptively for a particular audience, purpose and context in which students will apply learned vocabulary and structures. Student self-evaluation, peer evaluation and teacher provided written feedback on the personal profile. |       |
| Students respond in writing to interview questions about personal details, interests and career aspirations. Students then use this as a basis to conduct a spoken interview with another student and respond.  | This assesses the ability to sequence ideas and use a range of appropriate vocabulary and structures, demonstrating an understanding of the topic and an ability to communicate appropriately according to audience, purpose and context. Peer evaluation and teacher oral feedback. |       |
| Students complete a job application form with their personal details. Students provide their details and promote their skills when they write a notice seeking work. | Teacher will provide written feedback. |       |
| Suggested assessment – responding to a job advertisementStudents read job advertisements and extract key information. Students then choose one advertisement and write an online application for the job, addressing all the criteria as outlined in the advertisement. Email the job application letter to the teacher. | Assesses ability to:* identify main ideas and specific details in texts
* use culturally appropriate vocabulary structures
* sequence ideas
* produce text appropriate to audience, purpose and context.

Teacher will provide written feedback. |       |
| Suggested assessment – audition tapeStudents create an audition tape for a new Indonesian teen TV show. Students use the language learned to promote their personality, and skills, and discuss their current work and education situation as well as their future aspirations. Students pay attention to appropriate appearance (clothing, hair, makeup) and gestures for presentation on an Indonesian teen television show. Students view shows such as X Factor Indonesia, MTV Indonesia and pictures of young people in popular magazines and compare and contrast appearance in Indonesian and Australian contexts. | This assesses the ability to sequence ideas and use a range of appropriate vocabulary and structures, demonstrating an understanding of the topic and an ability to communicate appropriately according to audience, purpose and context. Teacher will provide written feedback. |       |