Stage 5 Indonesian

This 5-week unit starter can be modified to suit the needs of your learners, including adding your own resources, modifying content or duration and differentiating for learning needs and learner groups. The learning, teaching and assessment strategies and assessment task are suggestions only.

# *Rumah saya, istana saya!* – Home sweet home!

Indonesian homes reflect the diversity of cultural, historical and geographical influences that have shaped building styles and techniques in Indonesia. Homes are the centre of both family and communities, reflecting customs, laws, religions and social relationships. In this unit starter, students explore the world of Indonesian housing – its features and variety, visiting etiquette and how to make recommendations.

## Key inquiry questions

* What role does the home play in Indonesian cultures?
* How does this differ from our own cultures?
* What do you need to know when visiting Indonesian people?
* How do Indonesian homes vary from region to region and relate to the history and geography of Indonesia?

## Duration

5 weeks

## Learning across the curriculum

* Critical and creative thinking (collaborative tasks and activities)
* Information and communication technology capability
* Intercultural understanding (value own and other cultures and beliefs)
* Literacy (types of texts, register)
* Difference and diversity

## Outcomes

* LIN5-1C – manipulates Indonesian in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
* LIN5-2C – identifies and interprets information in a range of texts
* LIN5-3C – evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
* LIN5-4C – experiments with linguistic patterns and structures to compose texts in Indonesian, using a range of formats for a variety of contexts, purposes and audiences
* LIN5-5U – demonstrates how Indonesian pronunciation and intonation are used to convey meaning
* LIN5-6U – analyses the function of complex Indonesian grammatical structures to extend meaning
* LIN5-7U – analyses linguistic, structural and cultural features in a range of texts
* LIN5-8U – explains and reflects on the interrelationship between language, culture and identity

All outcomes referred to in this unit starter come from the [Indonesian K-10 Syllabus](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/indonesian-k-10-2018) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

## Final assessment of learning task

(Note – this task is available on the [Stages 4-5 Indonesian section](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/language-specific-support/indonesian) of the NSW Department of Education’s website, including marking guidelines. A digital version of this assessment task is also available on [Adobe Spark](https://spark.adobe.com/page/7kkZO7dcsi2xm/), which includes tips for students and a range of stimulus materials.)

Your friend’s family is moving to Indonesia for a year and is looking for a place to live. They have filled out a short online profile about themselves, in Indonesian, to help rental property owners to determine if their property would suit the family. The family has now requested your help in finding a suitable rental property for them.

**Part A:** Read the [short online profile (DOCX 1.3MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/indonesian/profil-keluarga.docx) the family has completed. Then research [dotproperty.id](https://www.dotproperty.id/properties-for-rent) (if this link does not open please copy and paste into your browser) to find 2 possible rental properties which would suit the family’s needs. Submit these 2 properties to the family for consideration, with dot points in English, outlining why you think these are suitable for them. Include all relevant details.

**Part B:** Write an email, approximately 200sssssssss words in Indonesian, to one of the selected property owners introducing your friend’s family and expressing why their property is suitable for the family. In your email, outline your reasons considering location, facilities/inclusions, size and suitability.

In your email response, you should include:

* an evaluation of one of the properties including descriptions of the homes, location, facilities/inclusions and size in Indonesian
* reasons why this property is suitable for the family, based on the profile in Indonesian
* a range of accurate grammatical structures and sentence patterns.

**Outcomes to be assessed: LIN5-3C, LIN5-4C, LIN5-6U, LIN5-7U**

## Vocabulary and structures

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Housing types and rooms | Housing items and inclusions | Giving and comparing recommendations | Adverbs and adjectives | Chores | Email terminology |
| * *rumah* * *apartmen* * *rumah adat* * *kamar* * *dapur* * *kamar duduk* * *kamar kecil* * *kamar makan* * *kamar mandi* * *kamar tidur* * *kamar tamu* * *kamar cuci* * *garasi* * *halaman belakang* * *beranda*   For recognition only (cultural awareness):   * *rumah Aceh* * *Bolon house* * *Gadang house* * *Betang house* * *Tongkonan house* * *Joglo house* * *Gapura Candi Bentar house* | * *yang* * *~nya* as the * *kebun* * *pohon* * *tangga* * *kolam renang* * *bak mandi* * *tempat tidur* * *lemari es* * *kulkas* * *kompor* * *jendela* * *pintu* * *dinding* * *lantai* * *dua tingkat* * *kipás* * *gym* * *interkom* * *akses pay tv* * *air panas* * *pendingin ruangan (AC)* * *internet* | * *lebih dari* * *kurang* * *paling* * *ter-* * *sama…(nya) dengan* * *sedangkan* * *bukan saja … tetapi juga …* * *sebaiknya ...* * *karena* * *kalau* | * *Bagaimana kamar … ?* * *nyaman* * *berantakan* * *rapi* * *luas* * *sempit* * *besar* * *kecil* * *indah* * *tradisional* * *modern* * *tua* * *agak* * *tidak begitu* * *ke-an* adjectives | * *tugas* * *menyapu halaman* * *mencuci piring* * *mencuci pakaian* * *memasak* * *berbelanja* * *membersihkan kamar* * *memberikan makan binatang* | * *kepada* [person] *yang terhormat* * *kepada* [person] *yang baik* * *halo/hai* * *kenalkan, nama saya …* * *salam hormat* * *terima kasih atas perhatian Anda* * *sekian dulu/sampai di sini dulu* * *salam dari …* * *salam hangat* * *terima kasih atas email/emel* * *mengirim email/emel* * *menerima email/emel* * *tanggal* * *kepada* * *dari* * subject/*hal* |

## Unit starter

|  |  |  |  |
| --- | --- | --- | --- |
| Sequence | Outcomes | Suggested teaching and learning strategies | Evidence of learning |
| Weeks 1-2 | LIN5-2C  LIN5-4C  LIN5-5U  LIN5-6U  LIN5-7U  LIN5-8U | **Rooms of a house**  Introduce vocabulary for rooms in a house with the [PowerPoint – *Kamar apa?* (PPTX 2.6MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/indonesian/kamar-apa.pptx)  Students repeat with correct pronunciation and draw on prior learning to guess what rooms the words belong to and help memorise the new vocabulary.  Students complete the *Bagaimana rumahmu?* activity from slide 13. Students write a few sentences in Indonesian, describing the rooms in their house for an Indonesian student. Encourage students to use joining words and counters and include what their favourite room is and why.  Students swap with a partner to give feedback using the [2 stars and a wish](https://schoolsnsw.sharepoint.com/:p:/s/DLS/EXQ2N7z7eIJOsnRwdMQ2xvwB0Kv743-lQNGja3KAif_xYQ?e=S1hkrG&clearCache=11578155-f5e0-38ec-fd91-95a6a43ee451) routine.  Students research and compare rooms in Indonesian and Australian houses through the *Bagaimana rumah Indonesia?* activity on slide 14. Students find images of different rooms in Indonesian houses and consider:   * Do they look the same? * Do they have the same inclusions? * Why might there be differences between houses in Indonesia and Australia?   Using the [What makes you say that? thinking tool](https://pz.harvard.edu/sites/default/files/What%20Makes%20You%20Say%20That_1.pdf) students draw connections between what they see in the images and how different environments, lifestyles, and climates may affect housing in each place.  Drill rooms in a house vocabulary via [Quizlet – rooms in an Indonesian house set](https://quizlet.com/_90c1n7?x=1qqt&i=13qsp), individually or as a Quizlet live class game.  **Room items**  Give students a list of some common items in a room for reference, repeat for pronunciation and discuss mnemonics for them, for example *kipas* is fan – keep us cool, *pintu* is door – pin to the door a sign.  Students create a personal list of common items they use every day in their house in Indonesian. How do these items compare to items they found in the pictures of Indonesian rooms?  **Adjectives for rooms and houses**  Give students the list of adjectives via the online [Live worksheet – adjectives for houses and rooms in Indonesia](https://www.liveworksheets.com/qh1324742fj) or in [print form (DOCX 15KB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/indonesian/house-room-adjectives.docx).  Students complete activities on the worksheet to establish word associations and mnemonics to memorise new vocabulary. Students also explore modification of these words with adverbs such as *sekali, sedikit, tidak, agak, tidak begitu, terlalu*.  View [YouTube – *ke-an* constructions video](https://www.youtube.com/watch?v=J2T3fKOjN3Q) (2:10-2:47min for adjective use) to explain how the *ke-an* construction is formed, its uses, and how to use with adjectives to mean ‘too … ’. Students compose 3 sentences in Indonesian about rooms in their own house.  Drill rooms in a house and adjectives with [Kahoot game – rooms in a house and some adjectives](https://create.kahoot.it/share/rumah-dan-kamar-quiz-in-indonesian/53999bf1-43d7-406c-b65b-af51927ec5ef).  Students complete *‘Rumah* rules’ activity (note – a [digital version](https://spark.adobe.com/page/ZLvjKbe8mN8Az/) is available on Adobe Spark). In groups, students are entering an Indonesian home renovation contest – this can be completed as an online presentation or hand-drawn on paper. Each group will be renovating a house/apartment for another group. Groups must create a list of 5 renovation rules in Indonesian of inclusions, features or changes that must be incorporated into the new design. Groups will submit their lists, which will be redistributed to another group. Groups create a brief presentation of the newly- renovated house/apartment with diagrams or pictures and a brief description of the features. They must include the 5 rules in their designs, and may include any other appealing features/inclusions. Once the presentations are given to the audience, the contestants will vote for the house/apartment they judge most appealing. Submissions may be a digital presentation (Adobe Spark, PowerPoint, a video) or hand-drawn, labelled with descriptions, and spoken in Indonesian.  Suggested digital platforms include [Flipgrid](https://info.flipgrid.com/), [Adobe Spark](https://spark.adobe.com/sp/) and PowerPoint.  [Learning reflection journal](https://spark.adobe.com/page/uo3V2GkvM9bGJ/) submission – students reflect on their learning progress and set new learning goals. Teacher reviews learning journals and provides feedback. | Correct pronunciation of vocabulary relating to rooms and household items.  Sentence composition about rooms in own houses.  Active participation in discussion comparing housing in Indonesia and Australia.  Mnemonics and word associations created to memorise new vocabulary.  Personal vocabulary list created for items commonly used in daily life in own home.  Presentation of home renovation in Indonesian.  Learning reflection journal. |
| Week 3 | LIN5-4C  LIN5-6U  LIN5-7U  LIN5-8U | ***Pembantu* – housekeeper**  Introduce the concept of *pembantu* in Indonesian society using the [Circle of viewpoints thinking tool](https://pz.harvard.edu/sites/default/files/Circle%20of%20Viewpoints_0.pdf). Divide students into groups of 3, giving each member of the group a different viewpoint – *pembantu*, employer in Indonesia and Australian student. Students watch the YouTube videos [Training women to be maids in Indonesia](https://www.youtube.com/watch?v=SkOU1YF2LeY) (3.20 mins) and [*Pembantu rumah di Indonesia (Bah 2 – Gaji)*](https://www.youtube.com/watch?v=7gG7kK80Vvc) (6.10 mins) and make notes from their viewpoint on the chores the *pembantu* is expected to do, the place/role of the *pembantu* in society and families, the pay, the working hours/workload of the *pembantu* and the overall opinion about a job as a *pembantu*. After watching the videos, students discuss their perspectives in their groups, then hold a class discussion to share perspectives.  **Chores**  Show flashcards for a basic list of common chores in Indonesian. Students repeat with correct pronunciation and use prior knowledge to try and work out the meaning.  To help memorise the vocabulary, students explore word associations with the new vocabulary by creating word webs for each word. Word webs may link the verb to other nouns, the noun to other verbs, change the verb to base form, give adjectives to how students feel about the chores, who does the chores in their household and time words for when the chores are usually completed.  Students look up the Indonesian words for other chores they do at home and add to the list, along with a sample sentence using these words, including a time word, the chore, a location and how they feel about the chore.  Students read the blog post and complete the associated activities on the [Wizer interactive worksheet – *Rumah saya*](https://app.wizer.me/preview/OVEF1D). Students then complete activities that code text, analyse word functions, respond to a text message about chores, respond to a blog post and analyse their response through an inbuilt self-reflection.  [Learning reflection journal](https://spark.adobe.com/page/uo3V2GkvM9bGJ/) submission – students reflect on their learning progress and set new learning goals. Review learning journals and provide feedback. | Active participation in discussion relating to *pembantu.*  Correct pronunciation of vocabulary for chores.  Word webs of chore vocabulary linking to verbs, nouns, adjectives, time words.  Sentences composed about own chores at home.  Completion of Wizer interactive worksheet activities.  Learning reflection journal. |
| Weeks 4-5 | LIN5-1C  LIN5-2C  LIN5-3C  LIN5-4C  LIN5-5U  LIN5-6U  LIN5-7U  LIN5-8U | **Housing inclusions**  Give students a list of some common item inclusions in a house for reference, repeat for pronunciation, and discuss mnemonics for them, for example *tangga* is stairs – tongues are hanging out after climbing the stairs, *kebun* is garden – *ke* is go to in Indonesian, so go to the garden with buns and have a picnic lunch.  Use the structures *yang,* meaning *‘*which is’ and *~nya*, meaning *‘*the’,to discuss items in and around a home with adjectives using stimulus pictures. For example, *Rumah ada kolam renang yang baik di musim panas. Kolam renangnya agak besar dan indah sekali.* Students can be given the stimulus pictures in groups for small group discussions, for example if they have the items at their house, if they like them, what they do with them, and so on.  **Types of houses**  Check understanding of the types of housing vocab *rumah, apartmen, rumah adat.*  Students complete the [T-chart house comparison activity (DOCX 382KB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/indonesian/house-comparison-chart.docx) to explore elements of different Indonesian homes with consideration of size, design, inclusions and Indonesian cultural elements. Students compose a short statement of which home is most suitable for them, with reasons. These can be shared for peer assessment using the [TAG feedback routine](https://docs.google.com/presentation/d/1bNRg4NlO6hFgyIAdJIFFmzzjK5nQvmepVruPkbuL6Ks/template/preview?clearCache=a370164b-57f5-4723-1242-6ddd4043221) in consultation with the final assessment task criteria.  As an extra activity, students may like to explore the [10 traditional houses you should see in Indonesia website](https://www.indonesiatravelguides.com/10-traditional-houses-you-should-see-in-indonesia.html) and the [dezeen Indonesian houses website](https://www.dezeen.com/tag/indonesian-houses/) and discuss how Indonesian housing design reflects environment and culture.  **Etiquette**  Students read and discuss the home customs, Indonesian social customs, conversation topics in Indonesia and gift-giving etiquette on the site [Etiquette and customs in Indonesia](http://factsanddetails.com/indonesia/People_and_Life/sub6_2a/entry-3988.html).  Students watch the YouTube video [Visiting Indonesian houses in the village](https://www.youtube.com/watch?v=8a0PkkS8oao) (14 mins) and identify elements of etiquette from the research.  Students create an infographic for visitors highlighting the key points. This could be a hand-drawn dot point list or a digital infographic using [Canva](https://www.canva.com/create/infographics/) (aged 13+ years). Note: Canva requires Chrome to run, so right-click on the hyperlink, then copy the link and paste it into your Chrome internet browser.  **Giving and comparing recommendations**  Students work out meanings of the ‘giving and comparing recommendations’ word list included in the viocabulary and structures list on page 4, using a dictionary if necessary. Students write a short paragraph, using 5 of the words, and work with a partner and consider how to improve and extend them.  Students read the blog [My home](https://blogs.transparent.com/indonesian/my-home-rumah-saya/) and code the text using different colours for verbs, nouns, adverbs, sentence starters, adjectives, and circle unfamiliar vocabulary. For unknown words, they try and guess the meaning from context, then look them up if necessary.  Students, in pairs, plan to travel to Denpasar to visit their friend Sasha who has introduced her home in the blog. Students exchange SMS messages using [iFake text message](https://ifaketextmessage.com/) or hand write messages, discussing whether staying with Sasha would be suitable for them or not. Students should use vocabulary to compare and discuss, based on the facilities and size of Sasha’s home.  **Assessment task preparation**  Discuss the assessment task notification and marking guidelines.  Encourage students to use planners to organise content and language to be incorporated.  Provide a list of words for email terms for reference and have students consult the [How to write an email in Indonesian guide](https://spark.adobe.com/page/0944PP3k4kJjG/).  [Learning reflection journal](https://spark.adobe.com/page/uo3V2GkvM9bGJ/) submission – students reflect on their learning progress and set new learning goals. Teacher reviews learning journals and provides feedback. | Mnemonics created for new vocabulary.  Active participation in discussion of houses and inclusions, with correct pronunciation.  T-chart comparison of Indonesian homes identifying cultural elements.  Relevant feedback to peers.  Infographic of etiquette when visiting an Indonesian home.  Comparison and recommendation sentences.  Blog coding activity and SMS exchange response.  Final assessment task for unit.  Learning reflection journal. |

## Evaluation and variation

Record any variations you implemented, including extensions and adjustments for students with disability. The evaluation can include feedback from students.

## Registration

Teacher name:

Teacher signature:

Date: