Sample course outline
Indonesian: Second Language – General Year 11
Unit 1 and Unit 2

Semester 1 – *Dunia remaja* (The world of youth)

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
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<tbody>
<tr>
<td>1–5</td>
<td><strong>Introduction</strong>&lt;br&gt;Overview of the Indonesian: Second Language course, unit and assessment requirements.</td>
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<td><strong>Learning contexts and topics</strong>&lt;br&gt;• The individual – My world, your world. Students reflect on and share, aspects of their daily life, identity, school, interests and social activities.</td>
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<td><strong>Text types and textual conventions</strong>&lt;br&gt;• protocols and conventions e.g. use of name instead of personal pronoun&lt;br&gt;• features of text types e.g. forms of address in email&lt;br&gt;• article, conversation, description, diary entry, email, role play</td>
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<td><strong>Linguistic resources</strong>&lt;br&gt;Vocabulary&lt;br&gt;• vocabulary related to the topic: My world, your world. Grammar&lt;br&gt;• abbreviations&lt;br&gt;• adjectival word order – word order for ownership, description of nouns&lt;br&gt;• colloquial language – commonly used colloquial words&lt;br&gt;• comparatives&lt;br&gt;• conjunctions – linking phrases&lt;br&gt;• nouns – <em>-an, -asi, -isi</em>&lt;br&gt;• personal pronouns – 1st person, 2nd person, 3rd person, other terms used in the place of pronouns, with the negator&lt;br&gt;• question markers – their placement in oral questions&lt;br&gt;• verbs – base-word verbs, <em>me-, ber-, di-, auxiliary</em></td>
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<td><strong>Intercultural understandings</strong>&lt;br&gt;• influence of other languages on Indonesian&lt;br&gt;• expressing dislike as ‘kurang’ rather than ‘tidak’</td>
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<td><strong>Language learning and communication strategies</strong>&lt;br&gt;• discuss speaking and listening skills, note taking&lt;br&gt;• seek opportunities to practise the language&lt;br&gt;• listen for gist&lt;br&gt;• express opinions&lt;br&gt;• infer, guess meaning from key words, structures, visual clues, known words and cognates&lt;br&gt;• use repair strategies e.g. <em>tolong ulangi, apa artinya...?</em>&lt;br&gt;• recognise the functions of relevant affixes e.g. <em>-an = noun; me-, ber-</em> = verb to enable students to find or make meaning</td>
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<td><strong>Dictionaries</strong>&lt;br&gt;• use a bilingual dictionary</td>
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**Task 1:** Response: Viewing and reading (Week 5)<br>**Task 2:** Oral communication (Week 5)
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| 6–10 | **Learning contexts and topics**<br>• The Indonesian-speaking communities – Lifestyles of Indonesian teenagers. Students explore the lifestyles of Indonesian teenagers: school life, sport, hobbies, leisure and friends, and compare with their own lives.  
**Text types and textual conventions**<br>• features of language e.g. register, use of English and slang in popular texts, use of name instead of pronoun  
• features of texts e.g. use of abbreviations  
• article, blog posting, email, film or TV program (excerpts), interview, review  
**Linguistic resources**<br>Vocabulary  
• vocabulary related to the topic: Lifestyles of Indonesian teenagers.  
Grammar  
• abbreviations  
• adverbs – *dengan* + base  
• colloquial language – commonly used colloquial words; patterns of affixation  
• comparatives  
• conjunctions – linking phrases  
• nouns – *-an, -asi, -isi*  
• personal pronouns – 1st person, 2nd person, 3rd person, other terms used in the place of pronouns, with the negator  
• question markers – their placement in oral questions  
• verbs – base-word verbs, *me-, ber-, di-*, auxiliary  
**Intercultural understandings**<br>• body language in conversations e.g. handshake, avoidance of eye contact as sign of respect in some ethnic groups, use of right hand  
• discuss how Indonesian magazines differ from Australian magazines with a similar target audience  
• understanding of role and use of youth language, slang, *bahasa gaul* e.g. who uses it in conversation and when it is appropriate; use in youth magazines, SMS, email  
**Language learning and communication strategies**<br>• identify main points  
• make connections with first language  
• make/take notes and summarise  
• express opinions  
• paraphrase  
• extract information from texts  
• reading strategies for making meaning: finding base words from *me-* prefix/finding base words from slang form *ng-* in (use cover of magazine or profile/blog/short text)  
• guessing cognates e.g. *informasi, televisi* and false friends e.g. *cat* = ‘paint’, not ‘cat’  
Dictionaries  
• use a bilingual dictionary  
**Task 3 Part A: Response: Listening (Week 10)**  
**Task 3 Part B: Oral communication (Week 10)**
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| **11–16** | **Learning contexts and topics**  
- The changing world – Trends and technology. Students consider shifting trends in teenage culture and the ever-changing face of communication by social media.  
**Text types and textual conventions**  
- conventions associated with communication on social media  
- article, blog posting, email, film or TV program (excerpts)  
**Linguistic resources**  
- Vocabulary  
  - vocabulary related to the topic: Trends and technology.  
- Grammar  
  - abbreviations  
  - colloquial language – commonly used colloquial words; patterns of affixation  
  - comparatives  
  - conjunctions – linking phrases  
  - nouns – -an, -asi, -isi  
  - personal pronouns – 1st person, 2nd person, 3rd person, other terms used in the place of pronouns  
  - question markers – their placement in oral questions  
  - verbs – base-word verbs, me-, ber-, di-, auxiliary  
**Intercultural understandings**  
- understanding of role and use of youth language, slang, bahasa gaul e.g. who uses it in conversation and when it is appropriate; use in youth magazines, SMS, email  
**Language learning and communication strategies**  
- practise strategies for decoding texts e.g. review affixation, dictionary skills  
- listen for gist  
- self-correct  
- discuss strategies to understand Indonesian texts e.g. key words, cognates, predicting  
- modelled writing  
- students create bank of vocabulary related to websites  
**Dictionaries**  
- use a bilingual dictionary  
**Task 4: Written communication (Week 16)** |
### Semester 2 – *Berjalan-jalan di Indonesia* (Out and about in Indonesia)

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| 1–5  | **Learning contexts and topics**  
• The individual – Living in my community. Students reflect on their local neighbourhood, favourite weekend or holiday spots, and the part-time work environment from the personal perspective of a teenager living in Australia.  
**Text types and textual conventions**  
• features of texts e.g. use of abbreviations  
• recognising cultural elements in texts  
• advertisement, article, conversation, description, diary entry, itinerary, role play  
**Linguistic resources**  
• vocabulary related to the topic: Living in my community  
• abbreviations  
• interjections – exclamations  
• nouns – *pe-an; ke-an*  
• object focus – *di-verb*  
• phrases – *yang* (descriptive)  
• prepositions – locative  
• quantifiers – classifiers  
• time indicators  
**Intercultural understandings**  
• discuss why many Australian teenagers juggle school, study and part-time work commitments  
**Language learning and communication strategies**  
• ask for clarification and repetition to assist understanding  
• listen for key words  
• make connections with first language  
• make notes and summarise  
**Dictionaries**  
• use a bilingual dictionary  
**Task 5: Response: Viewing and reading (Week 5)**  
**Task 6: Oral communication (Week 5)** |
| 6–10 | **Learning contexts and topics**  
• The Indonesian-speaking communities – Visiting Indonesia. Students explore travelling in Indonesia, with a particular focus of going beyond Bali and developing a familiarisation with the diversity of Indonesia, engaging with local people, and understanding cultures.  
**Text types and textual conventions**  
• protocols and conventions e.g. conventions of phone conversations  
• advertisement, article, blog posting, conversation, email, film or TV program (excerpts), interview, itinerary, journal entry  
**Linguistic resources**  
• vocabulary related to the topic: Visiting Indonesia  
• abbreviations  
• imperatives – commands, recommendations, requests  
• nouns – *pe-an; ke-an*  
• object focus – *di-verb*  
• phrases – *yang* (descriptive)  
• quantifiers – classifiers  
• time indicators  
• verbs – accidental *ter-* |
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|      | **Intercultural understandings**  
|      | • discuss time-consciousness *e.g. jam karet*  
|      | • discuss the importance of bargaining when shopping in Indonesia  
|      | • etiquette related to dress, food and eating, and how this can vary depending on where you are in Indonesia  
|      | • discuss gift giving and the importance of *oleh-oleh*  
|      | **Language learning and communication strategies**  
|      | • scan and select texts for appropriate information  
|      | • Dictionaries  
|      | • use a bilingual dictionary  
|      | **Task 7 Part A: Response: Listening (Week 10)**  
|      | **Task 7 Part B: Oral communication (Week 10)**  
| 11–16| **Learning contexts and topics**  
|      | • The changing world – Tourism and travel. Students consider the benefits of travel and explore different types of tourism.  
|      | **Text types and textual conventions**  
|      | • features of text types *e.g. articles*  
|      | • sequencing of ideas in written texts  
|      | • account, advertisement, article, blog posting, film or TV program (excerpts), image, interview, review  
|      | **Linguistic resources**  
|      | • vocabulary related to the topic: Tourism and travel  
|      | **Grammar**  
|      | • abbreviations  
|      | • nouns – *pe-an; ke-an*  
|      | • object focus – *di-verb*  
|      | • phrases – *yang* (descriptive)  
|      | • quantifiers – classifiers  
|      | • time indicators  
|      | • verbs – accidental *ter-*  
|      | **Intercultural understandings**  
|      | • discuss the reasons why people travel  
|      | • discuss different types of tourism; *i.e. ecotourism*  
|      | **Language learning and communication strategies**  
|      | • Dictionaries  
|      | • use a bilingual dictionary.  
|      | **Task 8: Response: Written communication (Week 16)**  

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