Indonesian Stages 4 and 5 scope and sequence – grammar, vocabulary and structures

Contents

[Introduction 2](#_Toc188366066)

[Stage 4 mandatory 100 hours 3](#_Toc188366067)

[Stage 5 elective 200 hours 12](#_Toc188366068)

[Year 9 12](#_Toc188366069)

[Year 10 21](#_Toc188366070)

[Support and alignment 29](#_Toc188366071)

[References 31](#_Toc188366072)

# Introduction

This scope and sequence has been developed to support your planning, by summarising the suggested grammar, vocabulary and structures to teach in Stages 4 and 5. It aligns with the Indonesian Stages 4 and 5 scope and sequences that are available on the languages [website](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/indonesian).

To contextualise the suggested content for each term, you will also find:

* the assessment task
* the skills required to complete the assessment task
* the suggested vocabulary, grammar and language structures required to demonstrate each skill.

**The suggested grammar, vocabulary and structures in this document are neither prescribed nor definitive. They have been developed by practising teachers as a guide only, to support students throughout Stages 4 and 5, and prepare them for the Stage 6 Continuers course.**

# Stage 4 mandatory 100 hours

Table 1 –Stage 4, Term 1

|  |  |
| --- | --- |
| Term 1  Hi everyone! – *Hai semua!* | Suggested grammar, vocabulary and structures |
| Assessment task  Part A: Understanding texts (ML4-UND-01)  Students from your sister school in Indonesia are visiting your school and 3 of them have shared their social media profiles[[1]](#footnote-1) with you. Answer questions[[2]](#footnote-2) in English about each student and compare similarities and differences between them.  Part B: Creating texts (ML4-CRT-01)  Write a message to one of the students, in Indonesian, referring to their profile to make some comparison to yourself. Include:   * your name and age * where you come from and where you live * likes and dislikes.   Comment on similarities using *juga* and differences using *tidak* to compare yourself to the student.  Skills   * Understand the nature of greetings at different times of the day. * Meeting someone for the first time and using introductions. * Understand and exchange personal information with others, including name, age, where you live and nationality. * Share information about likes, dislikes and preferences. * Use pronouns. * Use possessive pronouns. * Use conjunctions *dan* and *juga*. * Understand various ways to ask questions. * Comment using *saya juga…* and *saya tidak…* to make basic comparisons. | **Greetings and farewells:**  *halo*, *hai*, *selamat pagi*, *selamat siang*, *selamat sore*, *selamat malam*, *sampai jumpa*, *selamat jalan*, *selamat tinggal*  **Asking how you are:**  *Apa kabar?*; *Baik-baik saja*; *baik, terima kasih*  **Name:**  *Siapa namamu?*; *Nama saya*  **Numbers:**  1–20  **Age:**  *Berapa umurmu?*; *Umur saya [*number*]* *tahun*  **Personal pronouns:**  *saya*, *kamu/-mu*, *dia*  **Identity:**  *Kamu dari mana?*; *Saya dari*, *saya orang …*  **Where you live:**  *Kamu tinggal di mana?*; *Saya tinggal di …*  **Preferences:**  *suka*, *tidak suka*, *suka sekali*, *lebih suka*  **Activities:**  *Kamu suka apa?*; *Saya suka bermain tenis*; *Kamu suka membaca buku?*; *Tidak, saya lebih suka menonton film*; *menonton televisi*, *mendengarkan musik*, *membaca buku*, *bermain sepak bola/bola basket/futbal*, *berenang*, *makan*, *minum*, *bermain di komputer/hp*  **Conjunctions:**  *dan*, *juga*  **Question words:**  *Apa?*; *Siapa?*; *Berapa?*; *Di mana?* |

Table 2 – Stage 4, Term 2

|  |  |
| --- | --- |
| Term 2  Let’s hang out! – *Ayo, kita nongkrong!* | Suggested grammar, vocabulary and structures |
| Assessment task  Interacting (ML4-INT-01)  A new student from Indonesia has moved into your neighbourhood.  Have a conversation[[3]](#footnote-3), meeting for the first time and making plans to hang out. In your conversation:   * discuss preferences of places you like or don’t like to go * decide on a place to go * discuss how you will get there * confirm the day and time.   Skills   * Identify the nature of friendships. * Use pronouns *kami*, *kita*. * **Describe people**using adjectives for physical appearance and personality. * Exchange information about places to hang out. * Identify and ask about different modes of transport. * Express and ask about days of the week. * Ask and understand the time of day. * Make suggestions and plan to meet up with friends, including accepting and declining invitations. | **Types of friendships:**  *teman*, *teman baik*, *teman sekolah*, *teman olahraga*, *kenalan*, *pacar*  **Pronouns for ‘we’/’us’:**  *kita*, *kami*  **Describing appearance:**  *tinggi*, *pendek*, *kuat*, *cantik*, *ganteng*  **Describing personality:**  *rajin*, *pandai*, *baik-hati*, *ramah*, *jujur*, *sopan*, *setia*, *lucu/humoris*, *santai, malu*  **Places:**  *Saya suka ke pantai dengan teman-teman*; *tempat*, *mal*, *pantai*, *kafe*, *restoran*, *warung*, *rumah*, *rumah teman*, *lapangan*, *pusat kota*  **Asking where you are going:**  *Mau ke mana?*; *Jalan-jalan saja/Saya mau ke…*  **Transport:**  *Naik apa?*; *Saya naik…*; *mobil*, *sepeda*, *sepeda motor*, *bus*, *kereta api*, *jalan-kaki*, *taksi*, *becak*  **Days of the week:**  *Pada hari apa?*; *hari*, *Senin*, *Selasa*, *Rabu*, *Kamis*, *Jumat*, *Sabtu*, *Minggu*, *hari ini*, *besok*, *kemarin*  **Expressing the time:**  *Jam berapa?*; *jam [*number*]*, *jam setengah [*number*]*, *jam [*number*] lebih/kurang [*number*]*, *seperempat*  **Making plans:**  *Saya ke mal, mau ikut?*; *Ya, saya mau ikut*; *Ayo!*; *Ma’af, saya tidak bisa* |

Table 3 – **Stage 4, Term 3**

|  |  |
| --- | --- |
| Term 3  Have you eaten yet? – *Kamu sudah makan?* | Suggested grammar, vocabulary and structures |
| Assessment task  Creating texts (ML4-CRT-01)  There is a new Indonesian restaurant in your area. After visiting, write a blog post[[4]](#footnote-4) to review the restaurant. In your blog post:   * identify the food and drinks you ordered * describe the taste of the food and drinks * compare at least 2 of the dishes * express whether you liked or disliked the food and drinks, giving reasons why * say whether you would recommend the restaurant or not.   Skills   * Access and exchange information about foods and drinks, such as taste and common foods at different mealtimes. * Provide opinions, recommendations and justifications about food and drinks. * Express preferences and make comparisons between foods. * Ask and say what foods there are using *ada* and *tidak ada*. * Use culturally-appropriate language to order when dining out, including seeking clarification and negotiating meaning. * Explore common foods and drinks, eating habits and customs in Indonesia and compare with other cultures. | **Asking about eating and drinking:**  *Kamu makan apa?*; *Saya makan...*; *Kamu minum apa?*; *Saya minum...*  **Foods:**  *nasi goreng*, *mie goreng*, *nasi putih*, *sate ayam*, *gado-gado*, *rendang*, *bakso*, *ikan*, *daging*, *telur*, *kue, beras*  **Drinks:**  *air minum*, *susu*, *teh*, *kopi*, *jus*  **Fruit/vegetables:**  *buah-buahan*, *sayur-sayuran*, *apel*, *pisang*, *jeruk*, *nanas*, *durian*, *mangga*, *pepaya*, *kelapa*, *rambutan*, *manggis*, *wortel*, *cabe*, *buncis*, *tomat*, *selada*  **Describing taste:**  *Bagaimana rasanya?*; *Rasanya manis*; *Saya tidak suka makan rendang karena rasanya pedas*; *enak*, *manis*, *asam*, *gurih*, *pahit*, *pedas*, *segar*  **Providing opinions, recommendations and justifications:**  *Makanan favorit saya nasi goreng*; *saya pikir*, *saya rekomendasi*, *karena*  **Making comparisons:**  *Jus nanas lebih enak daripada jus jeruk*; *[*noun*] lebih [*adjective*] daripada [*noun*]*; *[*noun*] se-[*adjective*] [noun]*; *paling/ter- [*adjective*]*  **Saying what there is/isn’t:**  *ada*, *tidak ada*  **Ordering when dining out:**  *Mau pesan apa?*; *Saya mau pesan...* |

Table 4 – Stage 4, Term 4

|  |  |
| --- | --- |
| Term 4  What do you want to buy? – *Mau beli apa?* | Suggested grammar, vocabulary and structures |
| Assessment task  Interacting (ML4-INT-01)  You are shopping in a market in Indonesia and want to buy a souvenir to take back to your friend in Australia. Have a conversation[[5]](#footnote-5) in Indonesian with the seller, outlining the specific item you wish to buy and bargaining to make the purchase.[[6]](#footnote-6)[[7]](#footnote-7)  During your conversation as the buyer:   * refer to the [poster](https://www.canva.com/design/DAGAewcoF_0/iu7bptCtft7Nfx2wY4nV_w/edit?utm_content=DAGAewcoF_0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton), representing the shop front and decide on an item to buy * appropriately greet and thank the seller * identify and describe the item to the seller * use culturally-appropriate bargaining strategies to make the purchase.   During your conversation as the seller:   * identify the item the buyer wishes to purchase * appropriately greet and thank the buyer * use culturally-appropriate bargaining strategies to sell the item.   Skills   * Ask and say what you are shopping for*.* * Ask how much an item costs, and express and understand prices*.* * Understand and express prices in Indonesian currency and compare the value of items in Indonesia and Australia. * Identify and describe souvenirs commonly found in Indonesia. * Identify and express where to buy different items in Indonesia. * Negotiate a purchase at a market using bargaining, with culturally-appropriate phrases.a | **Saying what you want to buy:**  *Mau beli apa?*; *Mau beli…?*; *Saya mau beli…*; *Saya tidak mau beli…*  **Expressing quantities:**  *Mau beli berapa [*item*]?*; *sekilo*, *dua kilo…*  **Expressing large numbers:**  *belas*, *puluh*, *ratus*, *ribu*, *juta*  **Asking for and saying prices:**  *Berapa harganya?*; *Berapa harga…?*; *Harganya [*price*] rupiah*  **Souvenirs:**  *oleh-oleh*, *sarung*, *topi*, *kalung*, *cincin*, *sandal jepit*, *kaus, biskuit*, *kacamata hitam*, *kopi, dompet*, *ukiran*, *tas*, *rok*  **Adjectives and adverbs:**  *besar*, *kecil*, *pendek*, *panjang*, *murah*, *mahal*, *trendi*, *modern*, *keren*, *asli*, *berkualitas tinggi*, *terlalu*, *sedikit*, *banyak*, *sekali*  **Saying and asking ‘which one?’:**  *Yang mana?*; *Yang…*  **Giving opinions/justifications:**  *lebih suka*, *mau*, *saya pikir*, *karena*, *saya rasa*  **Shopping places:**  *tempat berbelanja*, *pasar*, *pasar buah*, *pasar seni*, *pasar malam*, *pasar swalayan*, *toko*, *mal*  **Bargaining phrases for a buyer:**  *Bisa tawar-menawar?*; *Bisa kurang?*; *Wah, terlalu mahal!*; *Berapa harganya?*; *Ini uangnya*; *Terima kasih saja*; *Bagaimana [*price*]?*; *Berapa harganya untuk sekilo…?*  **Bargaining phrases for a seller:**  *Mau beli apa?*; *Yang mana?*; *Saya rugi!*; *Bisa tambah lagi?*; *Kualitasnya baik!*; *Maaf, harga pas*; *Ini uang kembalinya*; *Kamu pandai tawar-menawar!*; *Itu saja?*; *Kalau beli dua kilo, harganya…* |

# Stage 5 elective 200 hours

## Year 9

Table 5 – Year 9, Term 1

|  |  |
| --- | --- |
| Term 1  At home with family – *Di rumah bersama keluarga* | Suggested grammar, vocabulary and structures |
| Assessment task  Part A: Understanding texts (ML5-UND-01)  Read 4 family profiles[[8]](#footnote-8) on an Indonesian homestay website, in which families describe themselves and their homes.  Answer questions[[9]](#footnote-9) in English to identify and analyse key information. Explain, in English, which family you would most like to stay with, with references to the text.  Part B: Creating texts (ML5-CRT-01)  Write a message about your own family and home, to share information about yourself with your chosen host family. Include:   * who is in your family * your family members’ appearances and personality traits, including pets (where relevant) * a description of your house * a comparison of how their family and home compares to yours.   Skills   * Identify family members and describe their relationship to you. * Explore terms of address and family relationships in Indonesia. * Share information about family members, including pets. * Describe the physical appearance of people and pets using *punya* and *ber-* when indicating possession. * Describe personality traits of people and pets. * Exchange information and make comparisons between own homes and homes in Indonesia, using *ada* and *tidak ada*. * Use prepositions to describe location. | **Family members:**  *Ini kakak perempuan saya*; *keluarga*, *ibu*, *bapak*, *kakak*, *adik*, *kakek*, *nenek*, *bibi*, *paman*, *sepupu*, *orang tua*, *anak*, *istri*, *suami*  **Terms of address:**  *Bu*, *Pak*, *Mbak*, *Kak*, *Nak, Bibi*  **Indicating possession:**  *punya*, *ber-*  **Pets:**  *Kamu punya binatang peliharaan?*; *Ya, saya punya satu kucing*; *anjing*, *kucing*, *burung*, *kelinci*, *kuda*, *sapi*, *tikus*, *marmot*  **Exchanging information about family structure:**  *Ada berapa orang di keluargamu?*; *Ada lima orang di keluarga saya*; *Kamu punya kakak atau adik?*; *Saya punya dua kakak*  **Describing physical appearance and features:**  *penampilan*, *tua*, *muda*, *tinggi badan*, *warna rambut*, *warna mata*  **Describing personality traits:**  *sifat*, *sabar*, *suka bercakap-cakap*, *nakal*, *malas*, *suka mengkritik*  **Features of a house:**  *kamar*, *kamar tidur*, *kamar mandi*, *kamar duduk*, *kamar makan*, *wc*, *tempat cuci*, *dapur*, *garasi*, *tingkat atas*, *tingkat bawah*, *bertingkat dua*, *kebun*, *kolam renang*, *modern*, *mewah*  **Prepositions:**  *di luar*, *di dalam*, *di atas*, *di bawah*, *di depan*, *di belakang*, *di samping*, *di antara*, *dekat* |

Table 6 – Year 9, Term 2

|  |  |
| --- | --- |
| Term 2  Come and learn at my school – *Ayo, belajar di sekolah saya* | Suggested grammar, vocabulary and structures |
| Assessment task  Interacting (ML5-INT-01)  A new student from Indonesia has started at your school. Have a conversation[[10]](#footnote-10) with them about your school.[[11]](#footnote-11)  In your conversation, ask and respond to questions, including:   * your subjects and when you have them during the week * your favourite and least favourite subjects, giving reasons why * your favourite person at school, giving reasons why * a description of the facilities at your school * the extra-curricular activities available at your school.   Skills   * Identify school subjects and express when you have them. * Exchange and understand information about the structure of the school day. * Share opinions about school subjects with reasons. * Exchange information about the personalities of people at school. * Describe school facilities using *ada* or *tidak ada*. * Access and share information about extra-curricular activities. * Explore and compare the Indonesian school system and its similarities and differences with your background culture. | **School subjects:**  *Bahasa Inggris*, *Bahasa Indonesia*, *Matematika*, *Sejarah*, *Geografi*, *Sains*, *Penjaskes*, *Seni Rupa*, *Musik*, *Teknologi*  **Asking about school subjects:**  *Kamu belajar apa di sekolah?*; *Kamu suka belajar Matematika?*  **The school day:**  *Sekolah mulai pada jam [*time*]*; *Sekolah selesai pada jam [*time*]*  **Describing school subjects:**  *Kamu suka belajar Matematika?*; *Tidak, saya lebih suka belajar Sejarah*; *Saya tidak suka belajar Geografi karena sedikit sulit*; *Saya suka belajar Musik karena tidak ada banyak pr*; *menarik*, *mudah*, *sulit*, *membosankan*, *berguna*  **Describing teachers:**  *ramah*, *baik-hati*, *rajin*, *sportif*, *serius*, *streng*, *sabar*, *santai*  **School facilities:**  *ruang kelas*, *lapangan*, *aula*, *halaman*, *kantor*, *perpustakaan*, *ruang komputer*, *kantin*  **Extra-curricular activities:**  *anggota*, *ikut*, *klub sepak bola*, *klub bola basket*, *klub bulu tangkis*, *klub musik*, *klub pencinta alam*, *klub berdebat*, *klub pencak silat* |

Table 7 – Year 9, Term 3

|  |  |
| --- | --- |
| Term 3  It’s time for a holiday – *Sudah waktunya liburan* | Suggested grammar, vocabulary and structures |
| Assessment task  Creating texts (ML5-CRT-01)  You are travelling in Indonesia for one week. Create a blog post[[12]](#footnote-12) describing your experiences to share with Indonesian speakers.  Include:   * at least 3 locations you have visited, with your opinion of each * seasons and weather during the time you travelled * a range of experiences you had, with reasons why you liked or disliked them * a reflection on what was special about each experience from a cultural or historical perspective, for example, significance to Indonesian people when choosing the places and activities * blog formatting such as the title of your blog, date of your post and at least 3 engaging and relevant images, with captions.   Skills   * Express months of the year and discuss seasons in Indonesia and Australia. * Ask about, understand and describe weather. * Access information and share information about when you would like to go on holiday and what type of holiday you would like, giving reasons. * Describe a range of holiday activities. * Use time indicators to sequence events. * Express ordinal numbers. * Ask for, understand and give directions. * Use informal words and phrases in appropriate contexts. * Explore well-known holiday destinations and cultural experiences in Indonesia, making comparisons to other countries and cultures. | **Months:**  *Januari*, *Februari*, *Maret*, *April*, *Mei*, *Juni*, *Juli*, *Agustus*, *September*, *Oktober*, *November*, *Desember*  **Seasons:**  *musim panas*, *musim dingin*, *musim seni*, *musim gugur*, *musim hujan*, *musim kemarau*  **Describing weather:**  *Bagaimana cuacanya?*; *Panas*, *dingin*, *cerah*, *hujan*, *lembab*, *berangin*, *berawan*, *salju*; *Suhu udara [*number*] derajat*  **Types of holidays:**  *Saya mau berlibur pada bulan Januari karena cuacanya panas*; *Saya mau liburan aktif karena saya suka berselancar*; *liburan santai*, *liburan aktif*, *liburan budaya*, *liburan keluarga*, *liburan adrenalin*  **Holiday activities in Indonesia:**  *berselancar*, *bersantai di resort*, *menonton tarian tradisional*, *bersnorkel di pantai*, *naik kuda*, *naik sepeda di sawah*, *ikut tur ke [*location*]*, *mengunjungi tempat terkenal*, *mendaki gunung*, *berbelanja di pasar*  **Time indicators:**  *sudah*, *belum*, *sedang*, *akan*, *tadi malam*, *tadi pagi*, *nanti malam*, *nanti sore*  **Ordinal numbers:**  *pertama*, *ke-[*number*]*  **Asking for and giving directions:**  *Di mana [*place*]?*; *terus*, *belok kiri*, *kanan*, *di sebelah*, *utara*, *selatan*, *barat*, *timur*, *kira-kira*, *jauh*, *dekat*, *sampai*  **Informal language:**  *aku*, *nggak*, removing prefixes, for example, *belanja*, *nonton* |

Table 8 – Year 9, Term 4

|  |  |
| --- | --- |
| Term 4  Today is an important day! – *Hari ini hari penting!* | Suggested grammar, vocabulary and structures |
| Assessment task  Interacting (ML5-INT-01)  You recently attended a significant event in Indonesia, and now an Indonesian teen podcast[[13]](#footnote-13) would like to interview[[14]](#footnote-14) you about your experience. In the interview:   * identify the event you attended and when it occurred * describe what activities happened during the event * describe what you and/or others wore to the event * compare the event to a previous experience you have had, in your culture or another * reflect on your feelings before, during and after the event.   Skills   * Express when something occurs in the past or future by using *waktu* and *kalau.* * Identify and share important milestones and events in people’s lives. * Express a range of emotions related to life experiences. * Access texts relating to celebrations and ceremonies that are significant in Indonesian culture and compare to own cultural background. * Describe modern and traditional clothing items. * Use culturally-appropriate celebratory expressions and greetings. * Identify appropriate customs and etiquette at celebrations and ceremonies in Indonesia, for example, gift giving. * Use time markers to refer to past, present and future events. * Use reflective language to express feelings and ideas. | **Saying ‘when’ in the past or future:**  *waktu*, *kalau*  **Milestones and events:**  *lahir*, *tanggal*, *pesta*, *perpisahan*, *lulus ujian*, *hari ulang tahun*, *menang*, *tamat*, *upacara*, *perayaan*, *hari raya*, *merayakan*, *penting*, *Idul Fitri*, *Tahun Baru Imlek*, *Waisak*, *Hari Natal*  **Emotions:**  *merasa*, *senang*, *sedih*, *takut*, *bangga*, *cemas/gugup*, *berani*, *malu*, *capai*, *heran*  **Clothing:**  *memakai*, *pakaian*, *kaus*, *kemeja*, *jin*, *celana*, *celana pendek*, *rok*, *jas*, *topi*, *sepatu*  **Celebratory expressions and greetings:**  *Semoga sukses!*; *Selamat ultah!*; *Semoga panjang umur!*  **Giving and receiving gifts:**  *hadiah*, *cocok*, *membawa*, *memberi*, *menerima*, *membuka*  **Time markers for past and future events:**  *ini*, *lalu*, *depan*, *lagi*  **Reflective language:**  *Mula-mula…*; *Saya pikir…*; *Aspek positif adalah…*; *Aspek negatif adalah…*; *Sekarang saya tahu…* |

## Year 10

Table 9 – Year 10, Term 1

|  |  |
| --- | --- |
| Term 1  A typical day – *Hari yang biasa* | Suggested grammar, vocabulary and structures |
| Assessment task  Create an entry[[15]](#footnote-15) in your Indonesian journal describing the past week of your weekly routine and activities.  Include:   * times you woke up and went to bed * activities you did on school days and on weekends, who you did them with, where you did them and how you felt about them * frequency words for routine activities * a change in routine that happened this week and why * something you must do next week.   Skills   * Ask for and share information about daily routines and regular activities. * Use adverbs and phrases to indicate frequency. * Ask about and describe everyday actions using base verbs. * Ask for and share information about common leisure activities. * Use modal verbs to give further details about an action. * Use the *ber-* prefix to indicate possession or activity. * Access texts and compare similarities and differences between daily routines and leisure activities in Indonesia with background cultures of others. | **Adverbs of frequency:**  *biasanya*, *selalu*, *sering*, *kadang-kadang*, *jarang*, *tidak pernah*, *[*number*] kali seminggu*, *setiap hari*, *sepanjang hari*  **Everyday base verbs:**  *makan*, *minum*, *mandi*, *duduk*, *pergi*, *tiba*, *dating*, *naik*, *tidur*, *pulang*, *bangun*, *buka*, *tutup*, *mulai*, *selesai*, *turun*, *bilang*, *minta*, *masuk*, *tahu*, *lupa*, *ingat*, *ikut*  **Leisure activities and hobbies:**  *Kamu suka melakukan aktivitas apa pada akhir minggu?*; *Pada akhir minggu, saya menonton pertandingan olahraga dengan keluarga*; *akhir minggu*, *bersenam*, *berlayar*, *berkemah*, *bersepatu roda*, *berlatih atletik*, *bermain alat musik*, *memancing*, *memasak*, *menonton pertandingan olahraga*, *menjelajahi hutan*  **Modal verbs:**  *harus*, *seharusnya*, *bisa*, *boleh*  ***Ber-* verbs:**  *berlatih*, *bersekolah*, *berangkat*, *bertemu*, *berkata*, *bertanya*, *berlari*, *beristirahat*, *berlibur*, *berhenti*, *bernyanyi*, *bekerja*, *berbicara*, *bersantai* |

Table 10 – Year 10, Term 2

|  |  |
| --- | --- |
| Term 2  Get well soon! – *Semoga cepat sembuh!* | Suggested grammar, vocabulary and structures |
| Assessment task  Part A: Understanding texts (ML5-UND-01)  Your Indonesian friend is unwell and has sent a message[[16]](#footnote-16) telling you how they have been feeling over the last week. Answer questions in English to identify key information in the message.  Part B: Interacting (ML5-INT-01)  Have a follow-up conversation[[17]](#footnote-17) with your Indonesian friend to discuss how they are feeling now and give advice.[[18]](#footnote-18)  As the Indonesian friend, include:   * current symptoms and a description of your illness now, compared to in the message * treatments you are following now * 2 questions about the advice given * thanking your friend for their advice.   As the Australian friend include:   * (an) expression(s) of sympathy about the illness described in the message * 2 questions about your friend’s current symptoms and treatment * advice on treatment options * good wishes for a speedy recovery.   Skills   * Describe illness or injury, including parts of the body. * Express surprise or sympathy. * Discuss treatments to improve symptoms. * Give advice and exchange information on healthy lifestyle habits. * Identify base words and use the *me-* prefix to form verbs. * Use the *-an* suffix to form nouns. * Access information on traditional and modern Indonesian perspectives on health and sickness. | **Parts of the body:**  *kepala*, *mata*, *telinga*, *mulut*, *hidung*, *muka*, *pipi*, *tangan*, *lengan*, *jari tangan*, *perut*, *lutut*, *kaki*, *jari kaki*, *gigi*  **Describing illness or injury:**  *sakit*, *sakit kepala*, *sakit perut*, *sakit selesma*, *masuk angin*, *pusing*, *mual*, *kaki patah*, *batuk*  **Expressing surprise or sympathy:**  *Wah!*; *Aduh!*; *Ada apa?*; *Sayang*; *Semoga cepat sembuh!*  **Discussing treatments:**  *Minum obat dua kali sehari*; *Harus pergi ke klinik*; *rumah sakit*, *puskesmas*, *apotek*, *dokter, dokter gigi*  **Giving advice:**  *Lebih baik kalau...*; *Sebaiknya...*; *Jangan...*; *Kamu seharusnya...*; *-lah* suffix, for example, *makanlah*, *minumlah*, *cobalah*  ***Me-* verbs (and their base words):**  *mengambil*, *mengganti*, *menukar*, *mengantar*, *melihat-lihat*, *mengunjungi*, *menolong*, *mengisi*, *mencari*, *menjual*, *menjawab*, *mengundang*, *mengirim*, *memilih*, *mendapat*, *merokok*, *memukul*  ***-an* nouns:**  *pakaian*, *bagian*, *bantuan*, *tawaran*, *pikiran*, *minuman*, *makanan*, *kunjungan*, *pukulan*, *masakan*, *obat-obatan*, *latihan* |

Table 11 – Year 10, Term 3

|  |  |
| --- | --- |
| Term 3  Let’s look after our world – *Mari lestarikan dunia kita* | Suggested grammar, vocabulary and structures |
| Assessment task  Creating texts (ML5-CRT-01)  Create a video to submit to the ‘Indonesian world environmental campaign competition’ to raise awareness about an environmental issue.  Include:   * a description of the environmental issue * where, when and why it is occurring * 3 negative impacts of the environmental issue * 3 strategies to help reduce or minimise the issue * A call to action to persuade others to take action.   Skills   * Describe geographical environments. * Identify and compare non-domesticated animals found in different environments in Indonesia and Australia. * Access information about and describe environmental issues, including when or where they occur. * Understand and use terminology relating to environmental issues. * Describe cause and effect. * Use the *di-* prefix to form passive statements. * Use persuasive language to initiate action on environmental issues. | **Geographical environments:**  *hutan*, *sungai*, *danau*, *gunung*, *sawah*, *kota*, *desa*, *pohon*, *pantai*, *laut*  **Non-domesticated animals:**  *harimau*, *buaya*, *monyet*, *kodok*, *orang utan*, *gajah*, *kangguru*, *emu*, *koala*  **Environmental issues:**  *Selama musim panas sering ada kebakaran hutan di Australia*; *Pada musim hujan di Indonesia ada banjir di kota Jakarta*; *pemanasan global*, *perubahan iklim*, *efek rumah kaca*, *bencana alam*, *gempa bumi*, *pencemaran air*, *pencemaran udara*, *asap*  **Indicating cause and effect:**  *karena ini*, *dengan ini*, *supaya*, *sehingga*, *dampaknya*  **Forming *di-* verbs and passive sentences:**  *Tas plastik dibeli banyak orang*; *Pulau Bali dikunjungi jutaan turis setiap tahun*; *Tempat tinggal binatang ini harus dilestarikan*  **Persuasive language:**  *Ayo!*; *Jangan...*; *‘kan?*; *secepat mungkin*; *jauh lebih...*; *Jangan ditunda-tunda!*; *Penting sekali bahwa...* |

Table 12 – Year 10, Term 4

|  |  |
| --- | --- |
| Term 4  My global future – *Masa depan global saya* | Suggested grammar, vocabulary and structures |
| Assessment task  Interacting (ML5-INT-01)  You are applying to be part of a student exchange program to Indonesia. As part of the application process, you have an interview with the selection committee. In the interview:   * express why you chose to study Indonesian and what parts of Indonesian culture interest you * explain the benefits you will get out of participating in the program * describe the skills and characteristics you have that make you suitable for the program * describe what job or career you would like in the future, with reasons.   Skills   * Identify common jobs and careers in Indonesia and Australia. * Use the *pe-* prefix to form person-related job terms. * Exchange information about future ambitions. * Express work-related skills and characteristics. * Identify, access and share information about, potential opportunities abroad. * Discuss advantages and disadvantages of future experiences. | **Jobs and careers:**  *karier*, *pekerjaan*, *guru*, *dokter*, *insinyur*, *montir*, *jurnalis*, *aktor*, *ahli hukum*, *ahli komputer*, *tukang listrik*, *tukang kayu*  ***Pe-* nouns:**  *penulis*, *penari*, *pelukis*, *perawat*, *pelatih*, *penyanyi*, *pekerja*, *pegawai*, *pelayan*, *petani*, *pemasak*  **Asking and talking about future ambitions:**  *Kamu mau menjadi apa?*; *Saya mau menjadi insinyur*; *Kamu mau bekerja sebagai apa?*; *Saya mau bekerja sebagai guru SD*  **Work-related skills and characteristics:**  *ketrampilan*, *berkomunikasi dengan orang lain*; *menghadapi tantangan baru*; *berdedikasi tinggi*; *belajar tentang kebudayaan lain*; *bekerja di luar*; *membuat barang dengan tangan sendiri*  **Discussing opportunities abroad:**  *Saya mau ikut program pertukaran siswa di luar negeri*; *Mungkin saya bisa belajar bahasa Indonesia di universitas di Jakarta*  **Discussing advantages and disadvantages:**  *menjadi lebih mandiri*; *percaya diri*; *mengalami kebudayaan lain*; *belajar banyak tentang dunia*; *bertemu dengan teman bar*; *berguna untuk masa depan*; *ada aspek yang penting/sulit* |

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# Support and alignment

**Resource evaluation and support**: all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice, contact the Languages and Culture team by emailing [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au).

**Differentiation:** further advice to support Aboriginal and Torres Strait Islander students, EALD students, students with a disability and/or additional needs and High Potential and gifted students can be found on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation 7–10 advice](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage.

**Assessment**: further advice to support formative assessment is available on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Classroom assessment advice 7-10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/classroom-assessment-advice-7-10-). For summative assessment tasks, the [assessment task advice 7-10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/assessment-task-advice-7-10) webpage is available.

**Alignment to system priorities and/or needs**: [School excellence](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468).

**Alignment to the School Excellence Framework**: this resource supports the [School excellence](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

**Alignment to Australian Professional Standards for Teachers**: this resource supports teachers to address [Proficient Teacher Standard Descriptors](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) [3.2.2, 3.3.2].

**Consulted with**: Curriculum and Reform and subject matter experts

**NSW syllabus**: [Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022/overview)

**Author**: Languages and Culture

**Publisher**: State of NSW, Department of Education

**Resource**: Indonesian 3 year scope

**Related resources**: Further resources to support Modern Languages can be found on the [Languages curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages).

**Professional learning**: Relevant professional learning is available through the [Languages statewide staffroom](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kSNaKRC4ClVDiPgZI5jjt3lUQ1pMWVRSU0kzWExaMEIyVFg5VlJPVkRVRyQlQCN0PWcu&wdLOR=cEA84311A-3447-4AD2-B1BB-FA5CACDA69B7) (entry survey link for staff only).

**Creation date**: 21 January 2025

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# References

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1. Teacher to provide texts. [↑](#footnote-ref-1)
2. To cater to a range of learners, questions should range from comprehension of key information to justifying responses with reference to the text. [↑](#footnote-ref-2)
3. As this task assesses interaction, students are encouraged to work in pairs for the conversation. Some students may prefer to work individually and/or use assistive technology to provide oral responses. Students could perform live in class, or record their conversation using a platform such as [Flip](https://info.flip.com/en-us.html). [↑](#footnote-ref-3)
4. Students may be provided with a scaffold. [↑](#footnote-ref-4)
5. As this task assesses interaction, students are encouraged to work in pairs for the conversation. Some students may prefer to work individually and/or use assistive technology to provide oral responses. [↑](#footnote-ref-5)
6. Students may do this as a live interaction for the teacher to observe, or record using a voice or video recording application. This could also be adapted to a ‘Creating texts’ task where students create a role play of a bargaining scenario in Indonesia. [↑](#footnote-ref-6)
7. Students take turns in each role. After the first interaction, students switch roles so that each student has a turn as buyer and seller. Alternatively, the teacher could play the role of the seller. [↑](#footnote-ref-7)
8. Teacher to provide texts. [↑](#footnote-ref-8)
9. To cater to a range of learners, questions should range from comprehension of key information to justifying responses with reference to the text. [↑](#footnote-ref-9)
10. As this task assesses interaction, students are encouraged to work in pairs for the conversation. Some students may prefer to work individually and/or use assistive technology to provide oral responses. Students could perform live in class, or record their conversation using a platform such as [Flip](https://info.flip.com/en-us.html). [↑](#footnote-ref-10)
11. One student plays the role of the Australian student, and the other student the role of the Indonesian student. Alternatively, the teacher could play the role of the Indonesian student. [↑](#footnote-ref-11)
12. Students may be provided with a scaffold. [↑](#footnote-ref-12)
13. The teacher plays the role of the podcast host, with 1-2 students being interviewed at the same time. [↑](#footnote-ref-13)
14. Students may use prompt cards or scaffolds during the podcast to support spontaneous interaction. [↑](#footnote-ref-14)
15. Students may be provided with a scaffold. [↑](#footnote-ref-15)
16. Teacher to provide text. [↑](#footnote-ref-16)
17. As this task assesses interaction, students are encouraged to work in pairs for the conversation. Some students may prefer to work individually and/or use assistive technology to provide oral responses. Students could perform live in class, or record their conversation using a platform such as [Flip](https://info.flip.com/en-us.html). [↑](#footnote-ref-17)
18. One student plays the role of the Australian student, and the other student the role of the Indonesian student. Alternatively, the teacher could play the role of the Indonesian student. [↑](#footnote-ref-18)