



## SAMPLE COURSE OUTLINE

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**INDONESIAN: SECOND LANGUAGE  
GENERAL YEAR 12**

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

## Sample course outline

### Indonesian: Second Language – General Year 12

#### Unit 3 – *Saat ini aku di sini* (Here and now)

Week	Key teaching points
1–5	<p><b>Introduction</b> Overview of the Indonesian: Second Language course, unit and assessment requirements.</p> <p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic The individual: Being teen, what does it mean? Students reflect on what they do in their daily life and express their identity and what it means to be a teenager. They discuss moving into adulthood, coping with pressures, socialising and developing relationships.</p> <p><b>Text types and textual conventions</b> Provide opportunities for students to respond to and produce the following text types:</p> <ul style="list-style-type: none"> <li>• advertisement, article, blog post, cartoon, conversation, description, diary entry, email, film or TV program (excerpts), role play.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• vocabulary related to the topic Being teen, what does it mean?</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives – <i>ter-</i> superlative</li> <li>• colloquial language – commonly used colloquial words, derivations of common words, particles of informal speech</li> <li>• comparatives</li> <li>• conjunctions – correlative</li> <li>• imperatives – commands</li> <li>• phrases – ways of expressing opinion</li> <li>• prepositions</li> <li>• questions – <i>kah</i></li> <li>• sentence tags</li> <li>• simple object focus – 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person, without extra clauses or verb auxiliaries</li> <li>• syntax of descriptive phrases – <i>yang -nya</i> adjective</li> <li>• time indicators</li> <li>• verbs – <i>me-kan</i> causative, <i>me-i</i>, <i>memper-</i>.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Indonesian language and culture, and of how culture influences communication, through the topic Being teen, what does it mean?:</p> <ul style="list-style-type: none"> <li>• discuss teenage identity and culture in Indonesia and Australia</li> <li>• discuss interpersonal relationships, e.g. ways of showing affection and respect between parent and child, friends, genders</li> <li>• discuss the role and use of <i>bahasa gaul</i> as an indicator of identity.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic Being teen, what does it mean?:</p> <ul style="list-style-type: none"> <li>• seek opportunities to practise the language</li> <li>• listen for gist</li> <li>• infer, guess meaning from key words, structures, visual clues, known words and cognates</li> <li>• use repair strategies, e.g. <i>tolong ulangi, apa artinya ...?</i></li> <li>• use paralinguistic clues, e.g. expression, gesture, situation and intonation</li> <li>• express opinions</li> <li>• self-correct.</li> </ul>

Week	Key teaching points
	<p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary</li> </ul> <p><b>Task 1: Oral communication</b>  <b>Task 2: Response: Listening</b></p>
6–10	<p><b>Learning contexts and topics</b>  Provide opportunities for learning and assessment on the following context and topic  The Indonesian-speaking communities: Indonesian communities. Students explore the influence of culture on lifestyle in Indonesia through a study of music, film, and national and religious celebrations.</p> <p><b>Text types and textual conventions</b>  Provide opportunities for students to respond to and produce the following text types:</p> <ul style="list-style-type: none"> <li>• advertisement, article, blog post, film or TV program (excerpts), interview, review.</li> </ul> <p><b>Linguistic resources</b>  Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• vocabulary related to the topic Indonesian communities.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives – <i>ter-</i> superlative</li> <li>• colloquial language – commonly used colloquial words, derivations of common words, particles of informal speech</li> <li>• comparatives</li> <li>• conjunctions – correlative</li> <li>• imperatives – commands</li> <li>• phrases – ways of expressing opinion</li> <li>• prepositions</li> <li>• questions – <i>kah</i></li> <li>• sentence tags</li> <li>• simple object focus – 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person, without extra clauses or verb auxiliaries</li> <li>• syntax of descriptive phrases – <i>yang -nya</i> adjective</li> <li>• time indicators</li> <li>• verbs – <i>me-kan</i> causative, <i>me-i</i>, <i>memper-</i>.</li> </ul> <p><b>Intercultural understandings</b>  Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Indonesian language and culture, and of how culture influences communication, through the topic Indonesian communities:</p> <ul style="list-style-type: none"> <li>• discuss the focus on the community rather than the individual</li> <li>• discuss images and indicators of identity, such as wealth, social standing, city or village, gender, ethnicity, race, age, e.g. traditional clothing may indicate something about a person's age, geographical location, social status</li> <li>• discuss the influence of the media, e.g. popularity of social media and TV/film in Indonesia.</li> </ul> <p><b>Language learning and communication strategies</b>  Provide opportunities for students to practise the following strategies through the topic Indonesian communities:</p> <ul style="list-style-type: none"> <li>• find and select support independently</li> <li>• extract information from texts</li> <li>• listen for gist</li> <li>• listen for key words</li> <li>• use oral and visual clues to predict and help with interpreting meaning</li> <li>• make notes and summarise</li> <li>• ask for clarification and repetition to assist understanding.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary</li> </ul>

Week	Key teaching points
	<p><b>Task 3: Response: Viewing and reading</b>  <b>Task 4: Oral communication</b></p>
11–15	<p><b>Learning contexts and topics</b>  Provide opportunities for learning and assessment on the following context and topic  The changing world: Staying connected. Students consider communication in a changing world and its influence on culture and language.</p> <p><b>Text types and textual conventions</b>  Provide opportunities for students to respond to and produce the following text types:</p> <ul style="list-style-type: none"> <li>• features of text types</li> <li>• protocols and conventions</li> <li>• article, blog post, email, interview, journal entry.</li> </ul> <p><b>Linguistic resources</b>  Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• vocabulary related to the topic Staying connected.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives – <i>ter-</i> superlative</li> <li>• colloquial language – commonly used colloquial words, derivations of common words, particles of informal speech</li> <li>• comparatives</li> <li>• conjunctions – correlative</li> <li>• imperatives – commands</li> <li>• phrases – ways of expressing opinion</li> <li>• prepositions</li> <li>• questions – <i>kah</i></li> <li>• sentence tags</li> <li>• simple object focus – 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person, without extra clauses or verb auxiliaries</li> <li>• syntax of descriptive phrases – <i>yang -nya</i> adjective</li> <li>• time indicators</li> <li>• verbs – <i>me-kan</i> causative, <i>me-i</i>, <i>memper-</i>.</li> </ul> <p><b>Intercultural understandings</b>  Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Indonesian language and culture, and of how culture influences communication, through the topic Staying connected:</p> <ul style="list-style-type: none"> <li>• discuss how change and communication can influence culture and language.</li> </ul> <p><b>Language learning and communication strategies</b>  Provide opportunities for students to practise the following strategies through the topic Staying connected:</p> <ul style="list-style-type: none"> <li>• identify main points</li> <li>• make/take notes and summarise</li> <li>• listen for gist</li> <li>• use strategies for decoding texts, e.g. review affixation.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary</li> </ul> <p><b>Task 5: Externally set task</b>  <b>Task 6: Written communication</b></p>

## Sample course outline

## Indonesian: Second Language – General Year 12

Unit 4 – *Bisa saya bantu?* (Can I help you?)

Week	Key teaching points
1–5	<p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic The individual: My country, Australia. Students reflect on the appeal of Australia to travellers and the reasons why Indonesians travel to Australia. They discuss the importance of cross-cultural engagement when interacting with Indonesian visitors in order to develop deeper relationships.</p> <p><b>Text types and textual conventions</b> Provide opportunities for students to respond to and produce the following text types:</p> <ul style="list-style-type: none"> <li>• advertisement, article, blog post, conversation, email, film or TV program (excerpts), image, interview, journal entry.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• vocabulary related to the topic: My country, Australia.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• conjunctions – comparatives</li> <li>• imperatives – polite commands, requests and offers</li> <li>• nouns – <i>pe-an, per-an, pe-, -wan, -wati, ke-an</i></li> <li>• object focus – 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person</li> <li>• phrases – ways of giving explanation/recommendation</li> <li>• prepositions</li> <li>• suffix <i>-nya</i> topic – comment sentences</li> <li>• time indicators</li> <li>• verbs – <i>ter-</i> stative</li> <li>• verb/noun – differentiation.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Indonesian language and culture, and of how culture influences communication, through the topic My country, Australia:</p> <ul style="list-style-type: none"> <li>• discuss differences in everyday life in Indonesia that may impact on an Indonesian person's expectations of life in Australia, e.g. treatment of guests in one's home in Indonesia; the role and status of <i>pembantu</i>; eating patterns, bathing, the role of religion in everyday life</li> <li>• discuss situations that prompt travel between the two countries, e.g. business, education, tourism.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic My country, Australia:</p> <ul style="list-style-type: none"> <li>• recognise difference between forms and features of L1 and L2, e.g. whether L1 is a noun or verb and how this transfers to L2</li> <li>• listen for gist</li> <li>• use interview skills and strategies, such as ways to minimise stress</li> <li>• anticipate possible questions and rehearse responses.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary</li> </ul> <p><b>Task 7 Oral communication</b> <b>Task 8 Response: Listening</b></p>

Week	Key teaching points
6–11	<p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic The Indonesian-speaking communities: On exchange. Students explore preparations for student exchange to Indonesia and discover how exchange visits link communities, broaden friendships and bring new opportunities as well as challenges.</p> <p><b>Text types and textual conventions</b> Provide opportunities for students to respond to and produce the following text types:</p> <ul style="list-style-type: none"> <li>• account, article, blog post, conversation, diary entry, email, interview, itinerary, letter, map.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• vocabulary related to the topic On exchange.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• conjunctions – comparatives</li> <li>• imperatives – polite commands, requests and offers</li> <li>• nouns – <i>pe-an, per-an, pe-, -wan, -wati, ke-an</i></li> <li>• object focus – 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person</li> <li>• phrases – ways of giving explanation/recommendation</li> <li>• prepositions</li> <li>• suffix <i>-nya</i> topic – comment sentences</li> <li>• time indicators</li> <li>• verbs – <i>ter-</i> stative</li> <li>• verb/noun – differentiation.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Indonesian language and culture, and of how culture influences communication, through the topic On exchange:</p> <ul style="list-style-type: none"> <li>• discuss common politeness conventions, e.g. use of formal register, using right hand, shaking hands, when to use <i>terima kasih</i></li> <li>• discuss differences in everyday life in Indonesia that may impact on an Indonesian person's expectations of life in Australia, e.g. treatment of guests in one's home in Indonesia; the role and status of <i>pembantu</i>; eating patterns, bathing, the role of religion in everyday life</li> <li>• discuss the practice of <i>bertamu</i> and cultural norms in an Indonesian home.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic On exchange:</p> <ul style="list-style-type: none"> <li>• recognise <i>pe-an</i> and <i>per-an</i> as nouns and how to find the base word in a dictionary extract</li> <li>• identify information from complex texts, e.g. main points, finding key words, reading for gist, finding base words</li> <li>• make connections with first language</li> <li>• make/take notes and summarise</li> <li>• express opinions</li> <li>• paraphrase</li> <li>• use strategies for decoding texts, e.g. review affixation</li> <li>• listen for gist.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary</li> </ul> <p><b>Task 9: Response: Viewing and reading</b> <b>Task 10: Oral communication</b></p>

Week	Key teaching points
12–15	<p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic The changing world: Careers and travel. Students consider future education and employment opportunities, as well as travel and community service pathways, in a fast developing world.</p> <p><b>Text types and textual conventions</b> Provide opportunities for students to respond to and produce the following text types:</p> <ul style="list-style-type: none"> <li>• advertisement, article, blog post, conversation, email, film or TV program (excerpts), interview, letter, script – speech, interview, dialogue.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• vocabulary related to the topic Careers and travel.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• conjunctions – comparatives</li> <li>• imperatives – polite commands, requests and offers</li> <li>• nouns – <i>pe-an, per-an, pe-, -wan, -wati, ke-an</i></li> <li>• object focus – 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person</li> <li>• phrases – ways of giving explanation/recommendation</li> <li>• prepositions</li> <li>• suffix <i>-nya</i> topic – comment sentences</li> <li>• time indicators</li> <li>• verbs – <i>ter-</i> stative</li> <li>• verb/noun – differentiation.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Indonesian language and culture, and of how culture influences communication, through the topic Careers and travel:</p> <ul style="list-style-type: none"> <li>• discuss employment, working hours and holidays, e.g. <i>Lebaran</i></li> <li>• discuss the practice of employers giving bonus payments for <i>Lebaran</i> (<i>THR = Tunjangan Hari Raya</i>)</li> <li>• discuss characteristics of Indonesia and Australia which influence the relationship.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic Careers and travel:</p> <ul style="list-style-type: none"> <li>• identify main points</li> <li>• make/take notes and summarise.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary</li> </ul> <p><b>Task 11: Written communication</b></p>