Languages: Indonesian

Catalogue of digital curriculum resources

2011
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Introduction
This catalogue contains details about the digital curriculum resources for Indonesian available from The Learning Federation (TLF). The content has either been created by TLF or licensed from other sources and made available to all schools in Australia and New Zealand.

The learning objects are generally published in series and some learning objects within a series are aggregated into single learning objects. Aggregated learning objects are identified with the symbol.

TLF-created content
TLF-created content for Indonesian is known collectively as the Close encounters project.

In the Close encounters set of learning objects, based on the principles of Intercultural Language Learning, students use the target language to communicate and interact in authentic activities that portray the sociocultural characteristics of the target country. The learning objects incorporate a range of rich multimedia with spoken dialogue enabling immersive intercultural language learning experiences not easily generated by students and teachers in the classroom. The learning object scenarios also offer opportunities for teachers and students to integrate other complementary and contributory online and offline activities.

Some learning objects contain non-TLF content. See the acknowledgements and conditions of use in the learning objects for details.

Content from other sources
TLF licenses content from other sources to include in the pool of digital materials for Indonesian. These items are described in this catalogue as well.

Accessing and viewing the content
Government and non-government education authorities in each Australian state and territory and in New Zealand have responsibility for facilitating access to the pool of digital content. Full details about how to access the content, including the necessary technical and software requirements for viewing it, can be found at:

www.ndlrn.edu.au
Close encounters

Dressing up (Years P–2)

Designed for beginning learners of Indonesian, students are introduced to a range of basic clothing items for three distinct occasions: going to school, going to volleyball training and attending the mosque.

Features include:
- Indonesian terms for items of clothing such as the *jilbab*, as well as common clothing items (socks, shoes, skirt, trousers)
- simple instructions and feedback

Students:
- choose from two primary school-aged characters, Yanti (girl) and Yono (boy)
- select the correct item of clothing and gradually compose a complete outfit appropriate for each occasion: for school, volleyball training or attending the mosque
- explore vocabulary, listening and reading skills in Indonesian as well as gain important cultural information relating to clothing.

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<thead>
<tr>
<th>Dressing up: school [Indonesian]</th>
<th>L1015 – Years P–2</th>
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<tbody>
<tr>
<td>Students identify clothing items suitable for wearing to school.</td>
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<th>Dressing up: volleyball [Indonesian]</th>
<th>L1016 – Years P–2</th>
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<tr>
<td>Students identify clothing items suitable for playing volleyball.</td>
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<th>Dressing up: mosque [Indonesian]</th>
<th>L1017 – Years P–2</th>
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<tbody>
<tr>
<td>Students identify clothing items suitable for wearing to a mosque.</td>
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</table>

Dressing up [Indonesian]
L1018 – Years P–2

This is a combination of the three ‘Dressing up’ learning objects.
Lost bike (Years P–2)

Designed for younger language learners, students build bikes based on the characteristics of size, colour and bike accessories. They then go to find the bikes in a village.

Features include:
- repetition and visual, textual and spoken feedback to support students' language learning
- images showing the prolific use of bicycles as modes of transport and recreation
- comparisons and contrasts between Indonesian and Australian cultures.

Students:
- use descriptive words and phrases, terms of comparison, adjectives and word order, and familiar language around thanks and greetings.

Lost bike: build your own bike [Indonesian]
L945 – Years P–2

Students match pictures of bikes with words describing size, colour and accessories. They choose words to complete a description of a bike they would like to build. Then they use pictures and feedback to find where the bikes are hidden in a town.

Lost bike: build to order [Indonesian]
L946 – Years P–2

Students match pictures of bikes with words describing size, colour and accessories. They build a bike to match a description given by an Indonesian friend. Then they use pictures and feedback to find where bikes are hidden in a town.

This series contains non-TLF content. See Acknowledgements in the learning objects.
Number trains series (Indonesian) (Years P–3)

Students use their knowledge of Indonesian numbers from 1 to 400 to arrange train carriages according to numbers on their sides.

Features include:

- visual and audio equivalents of numbers in Indonesian
- a visual context in which students sequence numbers in Indonesian by predicting, testing and confirming
- an interactive context in which students develop and consolidate counting skills that are fundamental to addition and subtraction skills
- randomised number generation that encourages repeated use.

Students:

- practise using and identifying numbers in Indonesian
- relate number 'names' and values in a variety of representations to Indonesian numbers and number words
- identify the number before and after a given number
- connect Indonesian number words and numerals to the quantities they represent using dice dots and ten-frames
- identify place value in two-digit and three-digit numbers.

Number trains [Indonesian]

L8711 – Years P–3

Students use their knowledge of Indonesian numbers from one to 400 to arrange train carriages according to numbers on their sides.

Number trains: 1–10 [Indonesian]

L9885 – Year P

Students use their knowledge of Indonesian numbers from one to ten to sequence train carriages. The numbers are represented in a range of formats such as Indonesian number words, numerals, dice dots or counting frames.

Number trains: 1–20 [Indonesian]

L9886 – Years 1–2

Students use their knowledge of Indonesian numbers from one to 20 to sequence train carriages.

Number trains: 10–400 [Indonesian]

L9887 – Years 1–3

Students use their knowledge of how to count by tens in Indonesian numbers to sequence train carriages. The numbers are represented in a range of formats such as Indonesian number words, numerals, dice dots or counting frames.
Kite kit series (Indonesian) (Years P–6)

Students make kites based on the characteristics of shape, colour, designs and tails. These kites can be ‘flown’ in various different locations and flying conditions which can be controlled by the student using language around types of weather.

Features include:
- descriptive words and phrases, terms of comparison, adjectives and word order, and familiar language around thanks and greetings
- repetition plus visual, textual and spoken feedback to support students’ language learning.

Students:
- design as many kites as they like, and then help a friend make a kite
- recognise and apply Indonesian words and phrases associated with compass directions, wind speed and height
- learn language about places and cultural features in Indonesia.

Kite kit: flying [Indonesian]
L1223 – Years P–6
Students fly kites in a range of places in Indonesia. They can adjust wind direction and flying height and are introduced to a number of basic vocabulary items. This is the least complex of the three learning objects.

Kite kit: colour, shape and design: level 1 [Indonesian]
L1221 – Years P–3
Students use and recognise simple words describing colour, size, shape and cultural images. They choose simple words to complete instructions for making a kite. They then make another kite by following instructions given by an Indonesian friend.

Kite kit: colour, shape and design: level 2 [Indonesian]
L1222 – Years P–6
This is similar to level one however the students use more complex words to design the kite and to complete instructions for making a kite.

This series contains non-TLF content. See Acknowledgements in the learning objects.
Mt Batur (Years P–10)

Students climb Mt Batur on the island of Bali, communicating and negotiating with a range of individuals to help them get to the top.

Features include:
• various scenarios (hotel, village, the base, the climb, the top) to provide students with opportunities to use appropriate language for the context
• spoken dialogue in Indonesian
• feedback text in both English and Indonesian
• detailed information relating to a geographical and cultural landmark in Indonesia.

Students:
• recognise and use correct language to interact with Indonesians while climbing a volcano
• use speech acts to interact with Indonesians in a culturally appropriate way, including greetings
• are introduced to the physical and spiritual significance of volcanoes to Indonesians
• learn that effective cross-cultural communication often involves a dynamic process of mutual accommodation of each other's culture.

Climbing Mt Batur: level 1 [Indonesian]
L648 – Years P–2

Students climb in three stages to reach the summit. Along the way, they meet the villagers and get hints to help with their journey. They talk with the local guide and respond to comments and questions.

Climbing Mt Batur: level 2 [Indonesian]
L1155 – Years 5–8

Students climb in three stages to reach the summit. Along the way, they meet local people and get hints to help with their journey, and note geographical features of the area. They talk with the local guide, respond to comments and questions, and show appreciation for the local people's cultural and spiritual beliefs.

Climbing Mt Batur: level 3 [Indonesian]
L1156 – Years 9–10

Students climb in five stages to reach the summit. Along the way, they meet local people and get hints to help with their journey and note geographical features of the area. They talk with the local guide, respond to comments and questions, and show appreciation for the local people’s cultural and spiritual beliefs.

This series contains non-TLF content. See Acknowledgements in the learning objects.
Dragon's jumble series (Indonesian) (Years 1–3)

Students put images and sentences in order to make sense of a dragon's dream.

Features include:
- opportunities for students to put a sequence of pictures in order, and then match Indonesian sentences to the sequence
- opportunities for students to use temporal connectives to link the events in a recount
- audio support of target language text to assist student comprehension
- three print options for students' completed recounts: pictures only, text only, or both pictures and text.

Students:
- put pictures from a recount in the correct sequence
- match sentences written in Indonesian to pictures
- use temporal connectives to link different phases of a recount
- observe that some Indonesian temporal connectives are interchangeable.

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**Dragon's jumble: dream [Indonesian]**
L9704 – Years 1–3

Students place four pictures in order to help a dragon remember what happened in his dream. They choose sentences to match what is shown in each picture and add temporal connectives such as ‘pertama-tama’, ‘kemudian’ and ‘akhirnya’ to show the order of events.

**Dragon's jumble: garden [Indonesian]**
L9744 – Years 1–3

Students help a dragon remember what happened in his garden. They place four pictures from a recount in the correct order and add temporal connectives such as 'pertama-tama', 'mula-mula' and 'kemudian' to show the order of events.
My design series (Indonesian) (Years 2–4)

Students design an animated cat or car by following simple instructions in Indonesian and choosing labelled elements that describe mood, size, position, colour and voice.

Features include:
- a range of design elements for students to explore
- audio support for all Indonesian text, including instructions and labels
- an animation of the student’s completed cat or car
- an option to print the student’s design.

Students:
- recognise and respond to words, phrases and simple sentences in spoken and written Indonesian
- use adjectives in Indonesian for mood, size, position, colour and voice
- read simple sentences in Indonesian such as ‘Mobil saya gembira’.

My design: talking cat [Indonesian]
L10279 – Years 2–4

Students design a cat that speaks Indonesian. They choose a voice and background picture for their cat, decide on a name and select a note about their cat.

My design: talking car [Indonesian]
L10273 – Years 2–4

Students design a car that speaks in Indonesian. They select items to determine their car’s mood, size, position and colour. Students then choose a message in Indonesian to describe their car.

This learning object contains non-TLF Content. See Acknowledgements in the learning objects.
**Photo album** (Years 5–10)

Through the character of a young Indonesian schoolgirl and her album of photos, students are introduced to various aspects of Indonesian life under the themes of school, daily life and celebrations.

**Features include:**
- language complexity increases in the versions for older students (years 9–10)
- practice activities such as matching captions with the appropriate photograph and targeted multiple-choice questions.

**Students:**
- develop important skimming and scanning reading skills, as well as global and detailed listening skills
- complete a cloze exercise relating to the images encountered, consolidating learnt vocabulary.

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**Photo album: celebrations 1 [Indonesian]**
L1224 – Years 5–8

Photos include activities such as a warrior dance, a wedding ceremony and men playing traditional musical instruments such as drums and gongs.

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**Photo album: celebrations 2 [Indonesian]**
L841 – Years 9–10

Photos include activities such as a warrior dance, a wedding ceremony and a woman making decorative offerings for the temple.

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**Photo album: daily life 1 [Indonesian]**
L842 – Years 5–8

Photos include activities such as an inter-island ferry unloading, men preparing to hunt pigs and a woman working in a rice field.
**Photo album: daily life 2 [Indonesian]**
L1225 – Years 9–10
Photos include activities such as making batik by hand, winnowing rice and selling dried fish.

**Photo album: school life 1 [Indonesian]**
L1226 – Years 5–8
Photos include children doing activities such as travelling to school, learning traditional dance and sweeping the schoolyard.

**Photo album: school life 2 [Indonesian]**
L843 – Years 9–10
Photos include children doing activities such as sweeping the schoolyard, wearing uniforms and learning traditional dance.

This series contains non-TLF content. See Acknowledgements in the learning objects.
Direct a taxi (Years 6–10)

Designed for older language learners, students work at a taxi company as a ‘taxi-controller’ and are responsible for successfully directing a taxi through the streets of Jakarta.

Features include:
- feedback from the ‘boss’ of the taxi company and from the taxi driver over the ‘intercom’
- maps of landmark locations and cultural activities within the Indonesian capital.

Students:
- give directions to a taxi driver according to the daily schedule and then watch the taxi on the screen move towards its destination
- choose travel routes in response to traffic and cultural factors (eg protest, morning market, prayer time)
- apply Indonesian words and phrases associated with time, compass directions, navigating streets, landmarks and festivals.

Direct a taxi: Jakarta 1
L650 – Years 9–10
Students play the role of controller for a taxi service and get to know landmarks in Central Jakarta. They check the traffic conditions and give directions to a driver as they pick up and drop off passengers. They also help the driver to avoid delays due to heavy traffic and cultural events.

Direct a taxi: Jakarta 2
L1231 – Years 5–8
Students play a taxi service as a controller and get to know landmarks in Central Jakarta. They check the traffic conditions and give directions to a driver as they pick up and drop off passengers. They also help the driver to avoid delays caused by typical traffic problems and cultural events.
Sepak takraw (Years 8–10)

Students read about the popular Indonesian ball game *sepak takraw* and how it is played.

**Features include:**
- opportunities to apply a range of common game terms and expressions such as serve, court and play
- court dimensions, scoring method and tactics used in *sepak takraw*
- movable labels for students to identify parts of the human body
- instructions and feedback in Indonesian.

**Students:**
- recognise and use a range of common game terms and expressions
- investigate a sport popular in Indonesia and surrounding countries
- identify Indonesian words for parts of the human body.

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**Sepak takraw: choose shots**
L777 – Years 8–10

Students move a player's body to return the shuttlecock. They follow instructions from a coach, for example, move a hand, a knee or the head and identify parts of the body used to play the game.

**Sepak takraw: choose and aim**
L778 – Years 8–10

Students move a player's body to return the shuttlecock. They follow instructions from a coach and identify parts of the body used to play the game.

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This series contains non-TLF content. See Acknowledgements in the learning objects.
Lost bag (Years 9–10)

Students consider their options when they land at Denpasar airport in Bali and realise that their luggage, which contains important travel documents, is missing from the baggage claim area. This is the challenge posed in this series designed to sensitise students to culturally appropriate ways of communicating in Indonesia.

Features include:
- demonstration of emotive language
- opportunities to practise applying functional language such as requesting assistance and asking for information.

Students:
- recognise and use correct language to negotiate and question
- compare effective communication styles in Indonesian with their own culture
- use speech acts to interact with Indonesians in a culturally appropriate way, including greetings.

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Lost bag: ask a baggage handler [Indonesian]
L647 – Years 9–10

Students decide what to do when their luggage goes missing. They watch another traveller talk with a local baggage handler and notice how the baggage handler reacts to phrases, tone of voice, gestures and facial expressions.

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Lost bag: hotel reception [Indonesian]
L1259 – Years 9–10

Students continue to the hotel, where they follow up on their room booking and explain to the hotel reception their predicament in terms of lost luggage and passport documents. The key for students is to try to maintain a level of politeness as this determines how well they are treated in the hotel.
**Movie mayhem: Putri dan labu** (Years 9–10)

Students edit a film about a young girl in a poor Indonesian family based on a Cinderella-style fairytale.

**Features include:**
- a range of adjectives to describe people
- a story about a poor family in Indonesia to engage students
- a range of functional expressions including exclamations, giving instructions, suggestions and warnings
- specific intonation techniques that inject an emotional tone into speech
- an option to print a storyboard assembled by the student.

**Students:**
- progress through a series of film scenes, reading and listening in Indonesian to a set of three shots that make up each scene
- choose the correct take of a missing shot depending on the meaning of the text
- ensure that all images match the given dialogue and that the emotions shown and the spoken words used suit the cultural setting
- identify words and emotions suited to their cultural context
- examine how emotions are conveyed in an Indonesian context
- create a culturally accurate narrative using the soap opera genre.
Travels in Indonesia (Years 9–10)

The Travels in Indonesia series highlights cultural differences and similarities between Indonesian culture and the culture of Australian and New Zealand students as they travel in Rantepao on the Indonesian island of South Sulawesi.

Features include:
- a printable notebook to record students’ answers to questions relating to cultural aspects in the various scenarios.

Students:
- use culturally appropriate language as they interact with Indonesian people in different contexts on their travels: in a small eatery, on a bus tour, in a souvenir shop and in a museum. If successful, the Indonesian counterpart characters show evidence of altering their communication in a culturally appropriate way to accommodate the traveller.
- hear the responses of the Indonesian counterpart character in Indonesian and receive summary feedback in English on the appropriateness of the language used in each encounter.

Travels in Indonesia: warung
L1886 – Years 9–10
Find a small restaurant in an Indonesian town in South Sulawesi. Choose items from a menu. Talk with a waiter and other diners. Use cultural knowledge to answer questions politely.

Travels in Indonesia: bus tour
L1888 – Years 9–10
Find a travel agency in an Indonesian town. Choose tours from a list including hanging caves and ancient graveyards. Talk with a travel agent. Use cultural knowledge to explore tour information politely.

Travels in Indonesia: souvenir shop
L1889 – Years 9–10
Find a souvenir shop in an Indonesian town. Choose craft items such as a traditional rug, porcelain bowl and pottery jug. Talk with a sales person and a local customer. Use cultural knowledge to ask and answer questions politely.

Travels in Indonesia: pharmacy
L1890 – Years 9–10
Find a chemist shop in an Indonesian town. Choose items including regional and traditional Indonesian remedies. Talk with a pharmacist and a local customer. Use cultural knowledge to answer questions politely.
Travels in Indonesia: museum
L1891 – Years 9–10

Find a museum in an Indonesian town. Look closely at exhibits such as a tapestry, porcelain bowl and coffin. Talk with a museum guide and a local visitor. Use cultural knowledge to explore information politely.
Content from other sources

My family (Indonesian) (Years P–4)
Students meet a local family and learn about relationships in a family tree.

Features include:
• vocabulary and basic sentence structure to describe family relationships.

Students:
• explore the composition of a range of families
• explore common numbers.

My family [Indonesian]
L1455 – Years P–4

Students listen to spoken Indonesian and look at translations.
Hebat! (Years P–8)

The Hebat! set of learning objects allow students to: explore the social and physical context of Indonesia.

This set of learning objects for Indonesian has been developed as part of the National Asian Languages and Studies in Australian Schools (NALSAS) Strategy for the Department of Education Science and Training (DEST).

Features include:
• audio, and Indonesian and English translations for all target language content
• all instructions given in English.

Students:
• apply reading and listening skills to solve puzzles and match written or spoken phrases to images
• explore dialogue and language used in daily life.

Hebat! Greetings: saying hello and goodbye
L3789 – Years P–8

Students listen to Indonesian people saying hello and goodbye to each other. They hear and observe that each person chooses words according to the time of day. For example, a student chooses ‘Selamat pagi’ when greeting someone in the morning.

Hebat! Greetings: saying how you are
L3790 – Years P–8

Students listen to Indonesian people saying hello and asking each other how they are.

Hebat! Greetings: saying how you feel
L3791 – Years P–8

Students listen to people asking how someone feels. For example ‘Are you feeling … (thirsty, hungry, okay)?’, ‘Yes, I am feeling/No, I'm not feeling (hungry, thirsty, well)’.

Hebat! Greetings
L3788 – Years P–8 🌟

This is a combination of the three ‘greetings’ learning objects.

Hebat! 1, 2, 3: counting 1–10
L3793 – Years P–8
Students listen to Indonesian numbers up to ten then select numbers on a calculator to match spoken numbers.

**Hebat! 1, 2, 3: counting 11–100**  
L3794 – Years P–8  
Students explore Indonesian numbers from one to 100 listening to patterns within the sequence of characters and sounds. Students then match spoken numbers to numerals on a calculator.

**Hebat! 1, 2, 3: how much things cost**  
L3795 – Years P–8  
Students listen to descriptions of items and prices then match item and price descriptions to a price tag.

**Hebat! 1, 2, 3**  
L3792 – Years P–8  
This is a combination of the three ‘1, 2, 3’ learning objects.

**Hebat! My body: parts of the body**  
L3797 – Years P–8  
Students explore the Indonesian names for parts of the body and match the spoken names of parts of the body to their correct positions.

**Hebat! My body: physical characteristics**  
L3798 – Years P–8  
Students explore the Indonesian names for physical characteristics of the body then match spoken names of big and small parts of the body to their correct positions.
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<tr>
<th>Learning Object</th>
<th>Description</th>
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<tr>
<td><strong>Hebat! My body: at the doctor's</strong>&lt;br&gt;L3799 – Years P–8</td>
<td>Students listen to patients describe how they are feeling to a doctor then match the health problems heard to the correct patients.</td>
</tr>
<tr>
<td><strong>Hebat! My body</strong>&lt;br&gt;L3796 – Years P–8</td>
<td>This is a combination of the three 'My body' learning objects.</td>
</tr>
<tr>
<td><strong>Hebat! About me: what is my name?</strong>&lt;br&gt;L3801 – Years P–8</td>
<td>Students listen to a girl ask people 'What's your name?' then match the phrase to the person most likely to have said it.</td>
</tr>
<tr>
<td><strong>Hebat! About me: how old am I?</strong>&lt;br&gt;L3802 – Years P–8</td>
<td>Students listen to children in the playground saying their age and hear how to answer the question 'How old are you?' Students match each age with its corresponding number.</td>
</tr>
<tr>
<td><strong>Hebat! About me: where do I come from?</strong>&lt;br&gt;L3803– Years P–8</td>
<td>Students listen to children in a playground answer the question 'Where do you come from?' They match the children's response with their country's flag.</td>
</tr>
</tbody>
</table>
Hebat! About me
L3800 – Years P–8

This is a combination of the three ‘About me’ learning objects.

Hebat! Time: the hours
L3764 – Years P–8

Students explore the time in hours on an analogue and a digital clock. They adjust a clock face or digital clock to match a spoken time.

Hebat! Time: hours and half-hours
L3765– Years P–8

Students explore the time in hours and half-hours on an analogue and digital clock. They listen to train arrival times and select those times on a clock.

Hebat! Time: daily activities
L3766 – Years P–8

Students look at slides of a boy’s daily activities. They then match clocks to the daily activities.

Hebat! Time
L3763 – Years P–8

This is a combination of the three ‘Time’ learning objects.
Students explore the places that a boy visits on each day of the week. They listen to his descriptions and match each postcard to the day of the week.

Students explore water sports and listen to two children talk about which activities they can and can't do. Students match icons to the water activities mentioned.

Students look at farmyard animals and hear the noises they make. They then match animals to a farmer's description.

This is a combination of the three ‘Going places’ learning objects.

Students explore the Indonesian names for a variety of food and drinks. They listen to conversations between a chef and customers placing an order then match each order to food and drinks.
Hebat! Let's eat: the fruit shop
L3773 – Years P–8

Students explore the Indonesian names for fruits by listening to a conversation between a boy and a fruit shopkeeper. They choose fruit that is asked for and confirm whether it is available.

Hebat! Let's eat: what's cooking?
L3774 – Years P–8

Students listen to the order of phrases for buying, preparing and eating food. They then arrange phrases for a cooking session.

Hebat! Let's eat
L3771 – Years P–8

This is a combination of the three 'Let's eat' learning objects.

Hebat! My day: what to do?
L3777 – Years P–8

Students listen to two children planning their day. Students then match objects to the activities in which they are used.

Hebat! who's doing what?
L3778 – Years P–8

Students look at people playing a guitar and listen to a boy describing who is playing each piece of music. They match the pictures to his description.
Hebat! My day: what are people doing?
L3779 – Years P–8

Students look at activities that children are doing such as playing basketball or reading a book. They listen to questions about what each child is doing. Students build answers to respond to questions, first answering 'Yes' or 'No', then describing the activity.

Hebat! My day
L3776 – Years P–8

This is a combination of the three 'My day' learning objects.

Hebat! The family: family members
L3729 – Years P–8

Students listen to a boy introduce his members of his family and match each person to their family relationship.

Hebat! The family: introducing others
L3730 – Years P–8

Students listen to a girl question a boy about members of his family and match members of the boy's family to his spoken descriptions. The boy gives two clues such as 'This is not my mother..., this is my sister'.

Hebat! The family: family occupations
L3731 – Years P–8

Students listen to a girl question a boy about the occupations of his family. They listen to the boy's descriptions and match members of his family to their correct occupations.
Hebat! The family
L3728 – Years P–8

This is a combination of the three 'The family' learning objects.

Hebat! My things: colours
L3733 – Years P–8

Students explore the Indonesian names for colours. They follow spoken instructions to paint a mask.

Hebat! My things: personal possessions
L3734 – Years P–8

Students listen to a boy’s description of items in his suitcase. The description includes the colour of each object. Students match the colour and object to the spoken descriptions to fill his suitcase.

Hebat! My things: shapes and sizes
L3735 – Years P–8

Students explore the Indonesian names for simple shapes such as triangles. The descriptions include the size of the shape. They match shapes to spoken descriptions to build a picture.

Hebat! My things
L3732 – Years P–8

This is a combination of the three 'My things' learning objects.
**Hebat! My clothes: naming clothes**  
L3748 – Years P–8

Students explore the Indonesian words for items of clothing. They swap the clothes around to change what a girl is wearing.

**Hebat! My clothes: coloured clothes**  
L3749 – Years P–8

Students explore the Indonesian words for colours and clothing. They follow spoken instructions to add or remove items of clothing.

**Hebat! My clothes: buying clothes**  
L3750 – Years P–8

Students listen to the dialogue between a boy buying a T-shirt and a shopkeeper. They match speech bubbles to the person speaking in each scene.

**Hebat! My clothes**  
L3747 – Years P–8

This is a combination of the three 'My clothes' learning objects.

**Hebat! My house: contents and parts**  
L3752 – Years P–8

Students explore the names of objects in a house and find objects such as a chair, table, television or door.
Hebat! My house: where is the gecko?  
L3754 – Years P–8

Students explore the positions of a gecko on and around furniture in a room. Students apply prepositions such as under, beside and behind as they move the gecko to places such as 'under the table' or 'on top of the chair'.

Hebat! My house: where things are  
L3753 – Years P–8

Students explore the location of objects around a wizard's table. Students apply prepositions such as under, beside and behind as they position objects around the table.

Hebat! My house  
L3751 – Years P–8

This is a combination of the three 'My house' learning objects.

Hebat! Let's play: sports and games  
L3805 – Years P–8

Students explore sports and leisure activities such as basketball, swimming and soccer as they listen to children's answers to the question 'What sport do you play?' They match each activity to a child.

Hebat! Let's play: what do you like to play?  
L3806 – Years P–8

Students find out what sports and leisure activities a group of children like. They listen to their answers to a question about each sport and match the children to the spoken answers.
Hebat! Let's play: shall we go somewhere?
L3807 – Years P–8

Students listen to a telephone conversation between two children. They match speech bubbles of the conversation to the person speaking in each scene.

Hebat! Let's play
L3804 – Years P–8  

This is a combination of the three ‘Let's play’ learning objects.

Hebat! Getting around: where are you going?
L3809 – Years P–8

Students listen to people describe destinations they are travelling to. They match a destination to the question ‘Where do you want to go?’

Hebat! Getting around: how do you get there?
L3810 – Years P–8

Students listen to children describing how they travel to school. They choose transport that answers the question: ‘How do you go to school?’

Hebat! Getting around
L3808 – Years P–8  

This is a combination of the two 'Getting around' learning objects.
**Hebat! The weather: today’s weather**  
L3813 – Years P–8

Students listen to reporters describe the weather conditions for a TV station. They match a speech bubble to a weather scene and reporter.

**Hebat! The weather: dressing for weather**  
L3814 – Years P–8

Students listen to children describing clothing and other items they will need to suit weather conditions. Students identify the weather and clothing needed from a spoken description.

**Hebat! The weather: weather in other countries**  
L3815 – Years P–8

Students explore descriptions of weather conditions in the months of January, April, July and October for Australia, Singapore, Canada and Indonesia. They choose the weather, month and country that match a spoken description.

**Hebat! The weather**  
L3812 – Years P–8

This is a combination of the three ‘The weather’ learning objects.

**Hebat! Animals: at the zoo**  
L3817 – Years P–8

Students explore a zoo and listen to questions about zoo animals. They choose the animal being described.
Hebat! Animals: describing animals
L3818 – Years P–8

Students listen to children describe cats at a pet show. They choose a cat to match a spoken description.

Hebat! Animals
L3816 – Years P–8

This is a combination of the two 'Animals' learning objects.

Indonesian Online series (Years 5–8)

This series of 13 comprehensive learning objects is designed to assist students to develop and practise their Indonesian language skills in rich multimedia interactive environments.

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The objects in this series draw on current directions, research and emerging approaches in effective language education, in particular intercultural language learning (ILL).

Features include:
- audio support by native Indonesian speakers
- English translation of difficult words
- instructions in English and Indonesian
- a complementary Teacher resource containing an extensive range of classroom resources including ideas for assessment, awareness-raising and language learning activities, printable fact sheets, key vocabulary items, sample quiz questions, scripts, writing models, and extension activities; in formats teachers can adapt to suit their needs.

Students:
- investigate aspects of Indonesian culture in realistic scenarios
- practise and develop Indonesian language skills.

Siapa saya?
L6928 – Years 5–8

Students find out about daily life and culture in Bali through interpreting images and personal accounts of Ketut, a Balinese boy. Features a printable notebook for students to record their observations and an identity collage-maker for students to design Ketut's, or their own, collage.

Siapa saya?: teacher resource
R7633

Mari kita makan
L6915 – Years 5–8

Students apply their knowledge of bartering while exploring various stalls at an Indonesian market. Students shop for fruit and vegetable ingredients for three popular Indonesian recipes: rendang, gado-gado and rujak.

Mari kita makan: teacher resource
R7617

Proyek kerjasama www
L6925 – Years 5–8

Students cooperate with four students in Indonesia to complete web projects and presentations on four different Indonesia-related topics: the importance of water in a Balinese community; Bali as a place to visit; the first female Indonesian astronaut and sepak takraw.

Proyek kerjasama www: teacher resource
R7619
Di mana cicak?
L6908 – Years 5–8
This is a problem-solving game in which students identify body parts, prepositions of place and adjectives in Indonesian, to position geckos in the correct location on a grid. There are three levels of difficulty with multiple games at each level. Students are rewarded with interesting facts about Indonesia's infamous gecko.

Di mana cicak?: teacher resource
R7620

Perjalanan berbahaya
L6921 – Years 5–8
Students explore the life cycle and habitats of the leatherback turtle, and discover why the turtles are endangered. Tests comprehension and grammatical knowledge with a multiple-choice quiz on leatherback turtles based on information from a range of text types including maps, diagrams, graphs, news broadcast, website and personal accounts. Consolidates students' learning and strategic thinking by means of a survival game.

Perjalanan berbahaya: teacher resource
R7635

Pameran
L6917 – Years 5–8
Students prepare a display of Indonesia's icons. The topics for the exhibition are Candi Borobudur, Monas, orang hutan, gunung api, wayang kulit, Garuda and pinisi. Students work with text, images and multimedia to assist the process, and may use the search engine, Pintu Indonesia, to do further independent research on a topic.

Pameran: teacher resource
R7637

Pintu Indonesia
L6923 – Years 5–8
Pintu Indonesia emulates a search engine and provides information in Indonesian about icons of Indonesia using a range of text types such as maps, tables, interviews, data files, news stories, advertisements, images and video. Pintu Indonesia is also a component of another learning object, Pameran, but can be used independently.

Pintu Indonesia: teacher resource
R7638

Wayang kulit
L6931 – Years 5–8
Students explore traditional Indonesian shadow puppet theatre and develop their Indonesian language skills in the genre by creating their own digital shadow puppet play. Students build a list of actions that a shadow puppet can perform then create a play of three scenes. They can then view the video of their own shadow puppet performance, together with its gamelan accompaniment. Includes a print function.

Wayang kulit: teacher resource
R7639

Kata-kata dasar
L6911 – Years 5–8
Through three authentic settings – sekolah, jalan and pantai – this learning object helps students identify and learn the rules by which me-verbs are formed from base words. It also illustrates and drills the dictionary skills required for looking up me-verb meanings. At any stage, students can access the other scenes, the complete table of rules, a ‘kamus’ (dictionary) tutorial and two quizzes to check and consolidate their knowledge. Includes a print function.

Kata-kata dasar: teacher resource
R7640

Penyelamatan binatang
L6919 – Years 7–8
Students assume the role of a journalist researching an article about the endangered orang-utan in Indonesia. They conduct interviews in Sumatra, Java and Kalimantan, and using a PDA (personal digital assistant), take photos, write captions and collate information for an online magazine. Includes a print function.

Penyelamatan binatang: teacher resource
R7636

Carilah oleh-oleh
L6937 – Years 7–8
Students investigate appropriate social customs relating to gift-giving in Indonesia. Students choose one of three quizzes then explore an Indonesian market. They interact with vendors, find out about gift-giving etiquette and see what's for sale at different stalls. Fact files present information on the goods on sale. As students successfully answer the quiz questions, they find clues to a gift that would be suitable for oleh-oleh.

Carilah oleh-oleh: teacher resource
R7641

Kesen! Majalah internet untuk cowok-cewek
Students help the staff of the *Kesan!* Internet magazine for young people to complete four tasks: adding captions to appropriate photographs for an article on a surfing championship; matching questions and answers in an advice column; completing a quiz on consumer habits and compiling a film review using a model provided. Includes a print function.

*Kesan! Majalah internet untuk cowok-cewek: teacher resource*  
R7618


**Quirky comics series (Indonesian) (Years 5–10)**

Students read and listen to a story presented in a comic-book format. They then complete five activities to test their understanding of the key Indonesian vocabulary and sentence structures in the story.

**Features include:**
- presentation of the story in both written and audio formats to support development of students' reading and listening skills
- a matching activity in which students flip cards to find pairs (with matching options including audio to text, audio to picture, and text to picture)
- a multiple-choice activity in which students select correct answers after considering clues provided as audio, text or graphics
- a 'wonderword' activity in which students find words in Indonesian
- a comprehensive glossary to support each page of the comic.

**Students:**
- use contextual clues to deduce meaning from a story told in Indonesian
- identify the purpose of, and participants in, a text
- practise the key vocabulary and sentence structures used in each story.

**Quirky comics: Aduh: level 1 [Indonesian]**  
L10057 – Years 5–10

Students read and listen to a story in Indonesian about a day when everything goes wrong. Find out about a student's misadventures as she tries to get to school on time.

**Quirky comics: Aduh: level 2 [Indonesian]**  
L10058 – Years 5–10

Students read and listen to a story in Indonesian. They complete five activities, including a quiz activity that reinforces the target language vocabulary from the story.

**Quirky comics: Pertemuan Misterius: level 1 [Indonesian]**  
L10055 – Years 5–10
Students read and listen to a story in Indonesian about a boy who responds to a series of mysterious commands to go to different places and wear different disguises. Share his confusion until the end, when a surprise is revealed.

Quirky comics: Pertemuan Misterius: level 2
[Indonesian]
L10056 – Years 5–10

Students read and listen to a story in Indonesian. They complete five activities, including a cloze exercise in which students listen to a clue in Indonesian and then place words into the correct order.

Quirky comics: Sakit di Sekolah: level 1
[Indonesian]
L10053 – Years 5–10

Students read and listen to a story in Indonesian about a student who tries to get help from a school nurse for her upset stomach.

Quirky comics: Sakit di Sekolah: level 2
[Indonesian]
L10054 – Years 5–10

Students read and listen to a story in Indonesian. They complete five activities, including a cloze exercise in which students listen to a clue in Indonesian and then place words into the correct order.