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| Reading   * Identifying words one already knows * Reading lyrics | Listening   * Increase understanding through T’s in target lang. | Language Learning Strategies:   * Using cognates to guess meaning of word in English. * Increase use of repair strategies, e.g. Maaf bisa sekali lagi Ibu? * Highlighting words you know first – guess the meaning through gist. * Using visual clues too. * Noticing patterns in sentences to help understand grammar. |
| Writing  Describe how people look. | System of the Target Language   * Drawing attention to word order. * Informal versus Formal. * KS, KK, KB, etc. | **Cultural Learning**  Introduction to pop culture in Indonesia  The idea of “artis” di Indonesia bukan sama di bahasa Inggriss.  Sub-Themes, tie in with English/S&E:  Nationalism  Multi-ethnicity  Multiculturalism |

Don’t tell students what the song is about. THE MYSTERY is to work out by the end of the term – what this song is about. Some students might cheat by looking online – but then it means they’re studying outside of class.

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| **Week 1 – Dangdut.** | |
| Language Items  Bagaimana dia?  Mukanya…  Rambutnya… | Resources  Music Video  Pictures of Project Pop. |
| Lexical Items  Gemuk  Besar, kecil, etc.  (Badan & KS.) | Cultural Foci   * Introduction of what is Dangdut is. * Sidebar: History of Dangdut music.   Chat about how people dance this all the time to this music, on every bus.   * Gemuk as a positive term in Indonesia. * “Lebai” (kelebihan): Indonesian youth culture. The slang term “Lebai” means to exaggerate/be overly dramatic. Very obvious in entertainment industry in Indonesia, e.g. sinetron. |
| **Tasks**  Hook: Dance to Dangdut.  Let students know that this is going to be the main focus for the following lessons.  Show video quickly. Hide subtitles if possible.  Do some research on Project Pop. Write short paragraph in English. Students can spend half a lesson looking at video clips by Project Pop in youtube..  Answer following questions, can work in pairs: Siapa nama anggota di Project Pop?  Bagaimana lagunya? Bagus, lucu, gila, dll.  Bagaimana Gugum? etc. … Badan dia pendek. Dll.  Homework: Look at other video clips & share. Maybe we can share on wiki? | |

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| Week 2 – Ada kulit hitam, etc. | |
| “Ada kulit hitam, ada kulit putih  Ada rambut panjang, ada juga rambut keriting  Ada mata besar, ada mata sipit  Ada orang kaya ada juga orang miskin” | |
| Language Items  FOCUS is ADA, PUNYA.  1. Ada kulit hitam, etc.  2. Saya ada mata biru.  3. Saya punya…  \*Give students sections of lyrics AS we go along to language focus. thing. | **Resources**  Socrative – to check where students are at.  Lyrics |
| **Lexical Items**  Kulit  Miskin  Kaya | **Cultural Foci**   * Sipit – apakah sipit dianggap sebagai peran yg baik atau gak? Lupa lagi… dari wayangnya? * Kulit hitam dan putih – skin whitening phenomena in Indonesia verus Australia. * Also can talk about “Status” di Indonesia (miskin/kaya).   **Grammar**   * Use of “ada” more versatile than “punya”. * \*Highlight there are many ways to say the same * Identifying patterns in language, to understand grammar. |
| **Tasks**   * Write a number of sentences saying without explaining to students: Saya ada… Saya punya… Ask students to discuss in pairs what it might mean, what is the pattern, and what changes, etc. Identify what is a noun, who is the subject. * Translation Exercise/Skill: Students use online dictionary to translate information.   Do they mean literally “black skin” – how would you translate so that it sounds less strange in English?   * “Saya ada” game – go around in a circle. Saya ada … , …, … dan… and keep adding. Students who get the list wrong. Start again. | |

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| Week 3 – Orang Batak. | |
| “Ada orang Batak, ada orang Jawa  Ada orang Ambon, ada juga orang Padang  Ada orang Manado, ada orang Madura  Ada orang Papua, nggak disebut jangan marah” | |
| **Language Items**  Orang Batak dari mana?  Ada orang Batak.  Ada orang Jawa.  Recap or teach “Saya tinggal…”  Di Australia ada orang Cina, orang Aborijin. Etc.   * Give students sections of lyrics AS we go along to language focus. | **Resources**  Lyrics  Maps |
| **Lexical Items**  Orang  Aborijin  Australi  Cina  India  Belanda  Afrika Selatan | **Cultural Foci**  Tie in with over-arching learning aim: Tie in with what they are learning in English/S&E – MULTICULTURALISM. Realise that Indonesia is a very diverse country, just like Australia. Stereotypes does not equate to complete, utter truth.   * Small facts about different ethnic cultures from Indo. |
| **Tasks**   * Mapping Exercise – find out where orang Batak live, etc. Write on map – Orang Batak tinggal di Sumatera, etc.   \*Cultural: Small facts about different ethnic cultures from Indon.   * Extra Description Exercise - Describe what are typical “traits” of different ethnic groups. E.g. Orang Batak punya mata besar.   Orang Jawa punya mata sipit.   * take care to mention about not taking it all too literally.   \*Extension:  Lebih/daripada  nggak. Highlight differences between formal & informal, slang. | |

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| Week 4 – What makes us become one. | |
| \* Apakah yang dapat menyatukan kita?  Salah satunya dengan musik  Dangdut is the music of my country  Reff :  Dangdut is the music of my country, my country, of my country” | |
| Language Items  Diprovokasikan.  \*Give students sections of lyrics AS we go along to language focus. thing. | Resources  Lyrics |
| **Lexical Items**  Gemuk  Besar, kecil, etc.  (Badan & KS.) | **Cultural Foci**   * The idea of nationalism. Short history of Indonesia tie-in... * Indonesian as a changing language – everyone in Indonesia speaks Indonesian as a second language. * New nation. Compare Australia & Indonesia as new nations.   **Learning Skill**   * cognates – words that are derived from English   e.g. “Kenapa smua (semua) mudah diprovokasikan?” |
| **Tasks**   * Why do you think in this song, Project Pop decided to have the main part of their song in English?   Talk about the power of English influence in Indonesia & bring in history and how that influences language. Dutch - handuk.  Run “amok”. Amok comes from Indonesian. Pop culture, etc.   * Grab a dictionary, find words that are based on English words. * Translation Exercise: Students can be given the rest of the lyrics and translate. Even if using google translate. Get them to think about how to make it make sense in English.   Extension:  Difference between dapat & bisa in formal language. (only if really really able/bored.)  “Salah satu…” as a language item. | |

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| Week 5 – Finale! | |
| **Language Items**  Kenapa versus Mengapa? | **Resources**  Lyrics  iMovie – where for the kids to post their videos?  <http://www.youtube.com/watch?v=VKP1t3gQ_o0> - sinta & Jojo lip syncing. |
| **Lexical Items**  Gemuk  Besar, kecil, etc.  (Badan & KS.) | **Cultural Foci**  Becoming a nation  Consolidate. |
| **Tasks**   * Create a lip syncing video of Dangdut is the Music of my Country? * Watching Laskar Pemimpi to finish off term.   Assessment: Hand in a completely translated version of lyrics?  Reflection of what we have learned? | |

REFLECTION

* Really good unit for some students – the boys responded significantly better than usual. E.g. students who are significantly engaged by combination visual/audio.
* I needed to be more structured about how they learned specific things. Eg. Discussion about what this song might be about would be more useful than me telling students/ interpreting the unit for themselves.
* Include more roleplay/ speaking activities.