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## The Language Market – Stage B

How is The Language Market different from other software?

Each stage of The Language Market ...

- has 16 sequenced units with over 200 interactive activities and exercises;
- is self-contained;
- covers a whole year of classroom structured learning;
- was designed by language teachers;
- focuses on form, incorporating explanations, relevant examples and reinforcement activities and exercises;
- observes, within a unit, the methodological principles of orientating, enhancing, synthesising and extending;
- observes the principles of reinforcement and progression within the program;
- can be used progressively where learners follow sequenced language activities that cannot be accessed out of order, except in revision.

How is Stage B different from Stage A?

The Stage B program ...

- expands the use of longer passages of conversational text; provides greater exposure to the notion of sentence structure and grammatical explanations;
- has activities which are function (not vocabulary) driven;
- has units which portray a story:
  - Six young travellers, Chen Ping from China, Felix from Germany, Sakura from Japan, Juliette from France, Jono from Indonesia and Chiara from Italy arrive in the market place as guests.
  - The travellers are hosted by the market place people (Mr Lee, Mimi and Max, Nestor, Ali, Carmen and Tina). Their mascot, Mossie (Nanap), is full of mischief.



## The Language Market – Stage B

- During their adventure, they talk about their interests, ie sport and music, visit a haunted house, furnish and renovate it and then discuss their travels around Australia. They also plan world travel, camping and picnic trips, discussing modes of transport, weather, packing and shopping requirements.
- The story concludes with the friends being invited to and attending a farewell party before leaving.

How can the program be used in the classroom?

The program is self-paced so can be used in many applications such as ...

- a self-contained program in a distant mode learning situation;
- individualised learning;
- small groups in multi-level classes;
- classes with multiple entry, especially in year 8;
- reinforcement for all learners in the classroom and at home;
- a motivation booster for highly computer literate learners;
- a motivation booster for students who are slower on computers.

What does the program provide?

The program ...

- caters for the skills of reading, writing and listening;
- exposes the user to Indonesian native speakers;
- fosters and improves listening comprehension of spoken Indonesian at natural speed;
- fosters and improves reading comprehension of Indonesian texts, including letters and postcards;
- encourages the user to spell Indonesian words correctly;
- encourages the user to self-direct his/her learning;
- encourages uninhibited language learning;
- provides opportunities for problem solving and intelligent



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- guessing;
- uses a scoring system for each activity to motivate learning and improvement;
- incorporates general knowledge;
- introduces culturally specific information through postcards, language activities and activity tips;
- motivates the user to communicate;
- provides practice for the user, to learn from his/her mistakes;
- has four revision units (Units 4, 8, 13 and 16);
- introduces all functions and vocabulary in a meaningful context through the activities;
- revises and consolidates all functions encountered in each unit, with a focus activity (Mischievous Mossie – Nanap Yang Nakal) which provides:
  - a list of functions from the unit with examples;
  - a cartoon synthesising activity using the functions of the unit in a different context;
- revises and consolidates all vocabulary encountered in each unit, with end of unit exercises which provide:
  - a vocabulary list that is accessible and may be printed;
  - language games to reinforce and consolidate the learning of new vocabulary;
- provides a focus on form, which is introduced through two sequenced intermissions in each unit. These intermissions ...
  - create awareness of some of the grammatical features of Indonesian;
  - provide short concise relevant grammar explanations in English with examples in Indonesian;
  - contain exercises to reinforce grammatical points.

## Installation instructions

Congratulations on choosing The Language Market multimedia program. To start learning your language, we recommend that you follow these steps:

Minimum system requirements for Windows

Windows 95, 98, Me, 2000, NT4 SP3 and later

Pentium 100, 32 MB RAM, 20 MB free hard disk space, CD-ROM, 16 bit colour display, Soundblaster or compatible sound card.

Windows installation

1. After starting Windows, place CD into CD-ROM drive.
2. Click "Start".
3. Click "Run".
4. Type D:\README.TXT (where D: is the drive letter of your CD-ROM drive).
5. Click "OK".

Minimum system requirements for Apple Macintosh

(German, French, Italian, Indonesian only)

Apple Macintosh System 8.1 and later

PowerMac, 32 MB RAM, 20 MB free hard disk space, CD-ROM, 16 bit colour display.

Apple Macintosh installation

1. After starting MacOS, place CD into CD-ROM drive.
2. Wait for the CD icon to appear on the desktop.
3. Double click the CD icon.
4. Double click the file called "README".

The "README" file will outline the procedures in the installation process.

Once the installation program has started, instructions will appear on your computer screen to guide you through the remainder of the installation.

For technical support, please contact Eduss Asia Pacific Ltd. on 1800 344 633 (AU ONLY) OR +61 7 5597 4600(International).







## Starting up

The Language Market is a sequenced program. Each time you access an activity your score will be progressively recorded in your own score file. This file also keeps track of where you are up to, so you don't have to start at the beginning each time you use The Language Market program.

Step 1: Start The Language Market.

- If you are not running The Language Market from a network, the CD-ROM must be in the drive.

Step 2: Answer the question "Do you have a saved score file?"

When using Stage B for the first time, click on this icon.



Step 3: Type your name in the box and press Enter.

Step 4: Choose where you would like to save the file.

- If you always use the same computer, a good place would be the desktop.
- If you change computers a lot, you may wish to save it to a floppy disk.
- If you have networked computers, set up a "Score" folder on the networked drive and save it into the folder.
- If you are unable to change folders, it may be that your system administrator has configured your access privileges via The Language Market preferences file.
- Your name is used to name your file, it is best not to change this convention.

Step 5: Save the file by clicking "OK".

Step 6: Select the first activity from the main menu.



## Starting up

OR when you already have a score file, click on this icon.



Step 3: Click on your file from the box.

- If your file is greyed out or does not appear in the box, it has been deleted or moved. You will need to search for the file.

Step 4: Select an activity from the main menu.

Note:

You will need a new file for each language you are learning. You will also need a new file in addition to The Language Market Stage A file you may have saved previously.



## Main menu

The main menu is depicted by a market place with 16 characters. Each character represents one learning unit, which consists of up to 15 activities. The characters each hold an item as a guide to what is taught in that unit. The characters reading books represent revision units.

As you progress through the units, you will notice these characters changing. All units, except the current unit, will have a character seated on the grass. As each unit begins, the character will stand up. The unit you are currently working on will be depicted by the standing character who is waving to you.

Click on the waving character to access the activities. The pond is now filled with numbered lily pads, each one containing an activity. Click on the red lily pad for the current activity.



Note:

For ease of use, on the first entry into the main menu, the character for Unit 1 will automatically display the activities without waiting to be clicked on.

The Language Market is a sequenced program, therefore the next activity will only be accessible when you have achieved a satisfactory level of proficiency in the previous activity. You can, of course, select any of the completed activities in any unit.

Green lily pads are inaccessible until the previous activities have been passed. Passed activities are shown as blue lily pads.

## Meet the friends



A group of six travellers arrive at the market place to stay with friends and to have an adventure. They are welcomed by Olga and the market place's mischievous mascot, Mossie. Follow these engaging characters as they learn, explore and solve puzzles throughout the units.



The dossiers below show a glimpse of the information to be learned by students as they progress through The Language Market Stage B.



### Fact file on Felix

Visiting

Nationality

Age

Birth month

Favourite animal

Favourite sport

Favourite musical instrument

Mr Lee

German

15

February

dog

tennis

trumpet



### Fact file on Juliette

Visiting

Nationality

Age

Birth month

Favourite animal

Favourite sport

Favourite musical instrument

Tina

French

14

January

cat

cycling

clarinet



### Fact file on Chiara

Visiting

Nationality

Age

Birth month

Favourite animal

Favourite sport

Favourite musical instrument

Carmen

Italian

15

April

koala

swimming

guitar



## Meet the friends



Fact file on Jono  
Visiting  
Nationality  
Age  
Birth month  
Favourite animal  
Favourite sport  
Favourite musical instrument

Ali  
Indonesian  
13  
March  
horse  
basketball  
flute



Fact file on Chen Ping  
Visiting  
Nationality  
Age  
Birth month  
Favourite animal  
Favourite sport  
Favourite musical instrument

Nestor  
Chinese  
14  
May  
panda  
soccer  
violin























Fact file on Sakura  
Visiting  
Nationality  
Age  
Birth month  
Favourite animal  
Favourite sport  
Favourite musical instrument

Mimi and Max  
Japanese  
16  
December  
frog  
judo  
drums



## Navigation guide

Exit The Language Market		Repeat Last Audio	
Scoreboard		Turn off Repeating Audio	
Tips and Hints		Translation of Last Audio	
Close Tips and Hints Window		Close Translation Window	
Navigation Guide		Vocabulary List for Unit	
Credits		Close Vocabulary List Window	
Close Credits Window		Start or Continue Activity	
Print		Return to Previous Screen	
Return to Main Menu		Proceed to Next Activity	
Return to Previous Menu		Repeat Current Activity	



## Conventions

### Mouse

All activities use a mouse. Only the left button of the mouse is needed. Only single clicks are needed inside The Language Market.

### Mouse cursor

When the mouse cursor turns into a pointing finger, this indicates that the item may be clicked.

### Dragging items

To drag items, click once and release the mouse button over the item. Move the mouse to where you wish to drop the item. Click and release the mouse again to drop the item. Ensure the mouse pointer is directly over the object you wish to drop item onto.

### Entering text within an activity

The Language Market has a special keyboard that will appear on the screen when you are required to enter information when completing an activity. Click on the buttons with your mouse to type the information required.

### Translations

If you use the magnifying glass to translate what was said, you will lose points from your score. The exception to this rule is for the initial instructions of how to complete an activity. Translations for instructions are free. Try using the megaphone instead of the magnifying glass when you need help. This will repeat the audio for you without losing any points.

### Extra information

Some activities have extra information. When you see the mortar board appear in an activity, click on it for hints and tips.

### Volume

There is a volume control slider at the bottom right corner of every screen. Slide button to the right to increase the volume. Slide to the left to decrease the volume.



## Bonus activity types

In every unit, you will find sequenced bonus activities.

### Intermissions

Intermission activities consist of three separate exercises which must be completed in order. The exercises are represented by three tents in a camp site. The flashing tent is the activity to be completed next. The other tents will appear grey until they are accessible.

Intermissions contain grammatical features, reinforcements and grammar explanations of the language.

### End of unit exercises

At the end of every unit is an activity entitled End of Unit Exercises. It contains a list of vocabulary items for that unit and a series of three sequenced exercises to utilise the vocabulary. Objects in the river scene that appear grey are not accessible until the previous exercise has been completed to a satisfactory level.

### Mischievous Mossie

Following the End of Unit Exercises is a list of functions for that unit and a cartoon style activity using the functions of the unit in a different context.

### Certificate

The last activity of every unit is a personalised certificate that can be printed.





## Scoring system

### Activity scoring

As each individual activity is begun, the score panel at the bottom right of the navigation panel shows the score as 0.

As you progress through the activity your score is adjusted. Points are gained for correct answers, and deducted for incorrect answers. Points are also deducted for each use of the translation button (excluding instruction translations, which are free).

At the end of the activity, a score box will display above the navigation panel with your final score converted to a percentage. The percentage is calculated from your final score multiplied by 100, then divided by the perfect score possible for that activity.

If you obtain a perfect score, you will be awarded two stars and a bonus of 50 on top of your 100.

If you pass the activity, but don't quite get a perfect score, you will be awarded only one star.

Whether you obtain one star or two, you will be given the opportunity to continue on to the next activity via the forward pointing finger button. Alternatively, you may return to the main menu and the next lily pad will be red.

If you have not achieved a high enough proficiency to pass the activity, you will not receive any stars. You will not be given the forward pointing finger to continue and you will not be able to progress to the next lily pad from the main menu.

To better your score, try the activity again.



## Scoring system

### Breakdown of all scores

To view a breakdown of all your scores, go to the main menu and click the score button (the star).

Your name and overall points for all units are shown at the top of the page. Click each unit number along the top to view scores for all units attempted.

### Each unit shows:

Activity Number – made up of the unit and the lily pad number

Times Played – the total number of times this activity has been attempted

Times Passed – the total number of times a proficient level has been gained for this activity

Total Times – the total time you have spent completing this activity for all times attempted

Best Times – the fastest time you have taken to complete this activity

Best Points – the highest points you have achieved attempting this activity

Total – a total of all the best points for each activity within the unit

Activities such as intermissions and end of unit exercises are shown in multiple parts.

Each unit may be printed to keep a paper record of these details.

Alternatively, at the end of every unit there is a personalised certificate to print which shows that you have successfully completed the unit with your score for that unit.

# Unit 1

Unit Welcome to the market place  
Topics Animals, Colours, Countries, Greetings,  
Numbers 1 – 100, Personal identification

Field/Theme Personal and community life, The international world

## Activities and objectives

### 1 Where are the market people?

Objective: to revise greetings;  
to introduce the names of countries;  
to teach how to say berada di negara Cina, etc;  
to revise how to ask where people are, using Anda, kalian and dia;  
to teach how to say what country you and other people are in.

### 2 The market people are great globe trotters

Objective: to reinforce the names of countries;  
to reinforce how to say what country someone is in.

### 3 Intermission

Objective: to practise correct word order;  
to match Indonesian words with their English equivalent;  
to review pronouns.

### 4 At the airport: identifying luggage

Objective: to revise colours, the numbers 1 – 10 and the interrogative berapa;  
to consolidate the use of the personal pronouns saya, Anda, kalian, kami;  
to revise how to introduce friends.

### 5 A faulty departure board

Objective: to revise numbers greater than 10;  
to consolidate the names of countries.

### 6 The visitors collect their passports

Objective: to introduce nationalities;  
to teach how to say what nationality you are.

### 7 At the lost property office: where is Felix's suitcase?

Objective: to reinforce and consolidate the vocabulary and functions of Activities 1 – 6.



- 8 Intermission  
Objective: to review correct word order;  
to match Indonesian words with their English equivalent;  
to review jumlah and nomor.
- 9 The visitors choose their favourite animal  
Objective: to revise the names of animals;  
to revise how to ask and say what your favourite pet is.
- 10 The visitors become better acquainted  
Objective: to revise the names of months;  
to consolidate how to ask and say personal details  
including nationality and age.
- 11 A postcard from Eva in Italy  
Objective: to listen to, read and understand information  
on a postcard;  
to present cultural information about Italy;  
to revise vocabulary for colours and clothing.
- 12 End of unit exercises  
Objective: to reinforce and consolidate the vocabulary and language  
forms of the unit.
- 13 Mischievous Mossie  
Objective: to consolidate and synthesise the functions of the unit.
- 14 Certificate



## Vocabulary

anjing	dog
bagasi	luggage
binatang	animal
Cina	China
di mana	where
favorit	favourite
Indonesia	Indonesia
Itali	Italy
Jepang	Japan
Jerman	Germany
katak	frog
kebangsaan	nationality
kopor	suitcase
kucing	cat
kuda	horse
negara	country
orang Cina	a Chinese person
orang Indonesia	an Indonesian person
orang Itali	an Italian person
orang Jepang	a Japanese person
orang Jerman	a German person
orang Perancis	a French person
panda	panda
paspor	passport
Perancis	France
tas	bag
teman	friend



## Focus on functions

How to ask a person where he/she is:	Di mana Anda? Di mana kalian?
How to say in which country you are:	Saya berada di negara Indonesia. Kami berada di negara Jepang.
How to say in which country someone is:	Dia berada di negara Jerman. Mereka berada di negara Jepang.
How to introduce friends:	Ini teman saya, Chen Ping. Ini teman kami, Sakura. Jono, kenalkan ini Nanap.
How to ask a person which nationality he/she is:	Apa kebangsaan Anda?
How to say which nationality you are:	Apa kebangsaan Anda, Sakura? Saya orang Indonesia. Saya orang Cina.
How to ask a person what his/her favourite animal is:	Jono, apa binatang favorit Anda? Apa binatang favorit Anda?
How to say what your favourite animal is:	Binatang favorit saya adalah kucing. Binatang favorit saya adalah katak.

## Form

- Interrogatives: di mana, berapa, siapa
- Personal pronouns (singular): saya, dia, Anda
- Personal pronouns (plural): kami, kalian, mereka
- Position of possessive pronouns in a sentence: Ini kopor Anda.
- Demonstrative pronoun: ini
- Expressions: berada di negara Indonesia, ini teman saya
- Classifiers: orang, negara, buah

## Unit 2

Unit Topics The friends are sports fans  
Sports and other leisure activities, Days of the week

Field/Theme Leisure and recreation



### Activities and objectives

1 What sports do the friends play?

Objective: to introduce vocabulary for sports and hobbies;  
to teach how to ask and say what you do in your spare time.

2 The mascot plays a trick

Objective: to reinforce and enhance sports vocabulary;  
to teach how to say you do not like playing a particular sport;  
to revise how to say you play/do not play a particular sport.

3 Intermission

Objective: to review correct word order;  
to categorise words according to grammatical groups;  
to review negatives bukan and tidak.

4 How often do the friends play sport?

Objective: to introduce time phrases setiap, sering etc;  
to teach how to ask and say how often you play a particular sport.

5 Help Olga prepare a frequency graph

Objective: to reinforce time phrases;  
to revise vocabulary for the days of the week and sports;  
to teach how to say what activity you do on a particular day.

6 What do the market people like doing?

Objective: to introduce and revise vocabulary for other leisure activities;  
to teach how to ask if someone has a hobby;  
to teach how to say you like doing a particular activity;  
to teach how to ask others what they like doing.



- 7 Let's clean up the place  
Objective: to reinforce and consolidate the vocabulary and functions of Activities 1 – 6;  
to teach how to ask someone if he/she does a particular activity or sport.
- 8 Intermission  
Objective: to review correct word order;  
to match Indonesian words with their English equivalent;  
to review verbs related to sports and hobbies.
- 9 Agus sends a postcard from Indonesia  
Objective: to listen to, read and understand information on a postcard;  
to present cultural information about Indonesia;  
to revise nationalities, sports, names of cars and the days of the week;  
to reinforce and consolidate the functions of the unit.
- 10 End of unit exercises  
Objective: to reinforce and consolidate the vocabulary and language forms of the unit.
- 11 Mischievous Mossie  
Objective: to consolidate and synthesise the functions of the unit.
- 12 Certificate





## Vocabulary

arena balap sepeda	velodrome
arena judo	judo room
berenang	to swim
berlatih judo	to do judo
bermain mainan komputer	to play computer games
bermalas-malasan	to do nothing
bersepeda	to ride a bicycle/to go cycling
dengan	with
empat kali setiap minggu	four times a week
hobi	hobby
kadang-kadang	sometimes
kanan	right
kiri	left
kolam renang	swimming pool
lapangan bola basket	basketball court
lapangan tenis	tennis court
membaca	to read
mengumpulkan prangko	to collect stamps
menonton televisi	to watch television
satu kali setiap minggu	once a week
sering	often
setiap hari	every day
waktu luang	spare time

## Focus on functions

How to ask a person what he/  
she does in his/her spare time:

Anda melakukan apa pada  
waktu luang?

Kalian melakukan apa pada  
waktu luang?

How to say what you do in  
your spare time:

Saya bermain sepak bola.

Saya mengumpulkan prangko.

How to ask a person if he/she  
does an activity or  
plays a sport:

Apakah Anda mendengarkan musik?

Apakah Anda bermain tenis?



## Focus on functions (cont)

How to say what activities you do:	Saya mendengarkan musik. Saya membaca buku. Saya bermain mainan komputer.
How to ask a person if he/she does something often:	Apakah Anda sering bermain tenis? Apakah Anda sering membaca buku?
How to say how often you do an activity:	Saya sering bermain tenis. Saya mendengarkan musik setiap hari. Saya kadang-kadang bersepeda. Saya berenang dua kali setiap minggu.
How to ask a person what he/she likes doing:	Anda suka melakukan apa? Kalian suka melakukan apa?
How to say you like doing something:	Saya suka menonton televisi. Saya suka mendengarkan musik. Kami suka mengumpulkan prangko.
How to say you don't like doing something:	Saya tidak suka bersepeda. Saya tidak suka membaca buku.
How to say what activity you do regularly on a particular day of the week:	Saya bermain tenis pada hari Senin. Kami bermain bola basket setiap hari Minggu.

## Form

- Interrogatives
- Negatives with tidak and bukan
- Position of adverbs in a sentence
- Preposition: pada
- Time phrases: setiap, sering, sangat sering, kadang-kadang
- Intransitive ber- verbs with a noun base: berlatih, bersepeda, berolahraga
- Transitive meN- verbs: mempunyai, menonton, membaca, mengumpulkan, melakukan
- Verb: bermain with sports
- Expressions: saya suka, pada waktu luang

Field/Theme      Leisure and recreation

## Activities and objectives



### 1 All the friends are musicians

Objective: to introduce the names of musical instruments;  
to teach how to ask if you play a musical instrument;  
to teach how to ask and say what musical instrument  
you play.

### 2 Which instrument is this?

Objective: to reinforce the names of musical instruments;  
to teach how to ask about and identify different  
musical instruments.

### 3 Intermission

Objective: to review correct word order;  
to categorise words according to grammatical groups;  
to review the use of negatives and interrogatives.

### 4 Can the market people join the band?

Objective: to reinforce and synthesise vocabulary and functions from  
previous activities;  
to teach how to ask someone if he/she is good  
at something;  
to teach how to say how well you and others play a  
musical instrument;  
to teach how to say you and others play or do not play a  
musical instrument.

### 5 Choose the instruments for the band

Objective: to revise the expressions *suka/tidak suka*;  
to synthesise vocabulary for musical instruments.

### 6 The mascot ruins the poster

Objective: to read and understand the components of a poster, by  
reconstructing its text.

### 7 Intermission

Objective: to review correct word order;  
to match Indonesian words with their English equivalent;  
to recognise and use the correct word.

- 8 It's concert time!  
Objective: to synthesise the vocabulary of Activities 1 – 6;  
to reinforce the use of bermain.
- 9 Four musicians introduce themselves  
Objective: to synthesise vocabulary and language forms of the unit;  
to listen to and understand information in an  
extended passage.
- 10 A letter from Itsuko  
Objective: to listen to, read and understand information in a letter;  
to present cultural information about Japan;  
to consolidate musical instrument vocabulary;  
to reinforce and consolidate the functions of the unit.
- 11 End of unit exercises  
Objective: to reinforce and consolidate the vocabulary and language  
forms of the unit.
- 12 Mischievous Mossier  
Objective: to consolidate and synthesise the functions of the unit.
- 13 Certificate



## Vocabulary

alat musik	musical instrument
band	band
berlatih	to practise
bermain	to play
biola	violin
di mana	where
drum	drums
gitar	guitar
harmonika	mouth organ
kapan	when
klarinet	clarinet
konser	concert
musik klasik	classical music
musik pop	pop music
piano	piano
saksofon	saxophone
selo	cello
seruling	flute
siapa	who
terompet	trumpet

## Focus on functions

How to ask a person if he/she plays a musical instrument:

Apakah Anda bermain alat musik?

Apakah Anda bermain alat musik, Chiara?

How to ask which musical instrument he/she plays:

Ali bermain alat musik apa?

Tina bermain alat musik apa?

How to say which musical instrument you play:

Saya bermain piano

Saya bermain gitar.



## Focus on functions (cont)

How to say that you do not play a musical instrument:	Saya tidak bermain alat musik.
How to say which musical instrument he/she plays:	Dia bermain seruling. Dia bermain terompet.
How to ask which instrument it is:	Apakah ini klarinet? Alat musik apa ini?
How to say what the instrument is:	Ini harmonika. Ini suara terompet. Ini suara biola.
How to ask a person if he/she is good at something:	Apakah Anda bermain drum dengan baik? Apakah Anda bermain biola dengan baik?
How to say you do something well:	Saya bermain piano dengan baik Saya bermain seruling dengan baik.
How to say he/she is good at something:	Dia bermain sepak bola dengan baik. Dia berenang dengan baik.
How to say you are not good at something:	Saya tidak bermain piano dengan baik. Kami tidak bermain tenis dengan baik.
How to say he/she is not good at something:	Dia tidak bermain selo dengan baik. Dia tidak bermain sepak bola dengan baik.

## Form

- Negatives using bukan: Bukan, ini suara biola.
- Expressions: bermain dengan baik, tidak bermain dengan baik, bermain dengan sangat baik
- Intransitive verbs: ada, bermain, berlatih
- Interrogative: apakah
- Time phrases: setiap, kadang-kadang, sering, tiga kali

# Unit 4

Unit Games galore!  
Topics Revision of topics in Units 1 – 3, Directions, Months and days of the week



Field/Theme Personal and community life, The international world, Leisure and recreation

## Activities and objectives

- 1 Flag and country riddles  
Objective: to revise colours and names of countries;  
to present cultural and geographical information about six countries.
- 2 Matching up the messages  
Objective: to revise vocabulary for sports and other leisure activities;  
to revise how to say what leisure activities people do and like doing.
- 3 Musical chairs  
Objective: to revise the names of musical instruments.
- 4 Intermission  
Objective: to review correct word order;  
to categorise words according to grammatical groups;  
to review noun formation using the pe- prefix.
- 5 The relay race of opposites  
Objective: to reinforce how to say what sports and hobbies you like and do not like;  
to reinforce how to say how well you do something.
- 6 Who has which hobbies?  
Objective: to synthesise vocabulary for sports and hobbies;  
to retrieve information by solving a puzzle.
- 7 The artist's palette  
Objective: to revise colours.
- 8 Intermission  
Objective: to review correct word order;  
to match Indonesian words with their English equivalent;  
to consolidate sports vocabulary.
- 9 Mystery trips on the underground: find your destination  
Objective: to revise and enhance colours;  
to revise directions.



10 Participate in the market people's obstacle race

Objective: to synthesise the topics: numbers, leisure activities, months, days of the week, colours, countries and capitals.

11 End of unit exercises

Objective: to reinforce and consolidate the vocabulary and language forms of the unit.

12 Certificate





## Vocabulary

arena balap sepeda	velodrome
Beijing	Beijing
bendera	flag
Berlin	Berlin
Cina	Chinese
di antara	between
Indonesia	Indonesian
Itali	Italian
Jakarta	Jakarta
Jepang	Japanese
Jerman	German
klub judo	judo club
lapangan bola voli	volleyball court
lapangan sepatu roda	rollerskating rink
lingkaran	circle
mainan komputer	computer games
olahraga	sport
Paris	Paris
Perancis	French
prangko	stamp
Roma	Rome
sirkuit lari	jogging circuit
stadion bola basket	basketball stadium
stadion olahraga	track and field stadium
stadion sepak bola	soccer stadium
Tokyo	Tokyo



## Form

- Word order for adjectives: merah muda, biru muda
- Expressions: suka, tidak suka
- Negatives using tidak ada

# Unit 5

Unit  
Topics

An eerie feeling  
Housing, Rooms in a house

Field/Theme      Personal and community life, The imaginative world

## Activities and objectives

### 1 What's behind the door?

Objective: to introduce vocabulary for the rooms and various parts of a house;  
to introduce the preposition di belakang;  
to teach how to ask and say where people are;  
to introduce the inclusive pronoun kita.

### 2 Juliette's dream house

Objective: to reinforce vocabulary for the rooms of a house;  
to revise how to ask and say what something is.

### 3 In which room is the mascot?

Objective: to consolidate vocabulary for the rooms of a house;  
to reinforce the expression ada di;  
to teach how to say which floor something is on.

### 4 Intermission

Objective: to review correct word order;  
to categorise words according to grammatical groups;  
to review interrogatives.

### 5 The ghost's dream house

Objective: to introduce vocabulary for different types of housing;  
to teach how to ask and say what type of house you live in;  
to teach how to ask and say what type of house you would like/would not like to live in.

### 6 The friends make plans to occupy the house

Objective: to reinforce and extend vocabulary for different floors of a house;  
to reinforce how to say what floor you would like to live on.

### 7 Intermission

Objective: to review correct word order;  
to match Indonesian words with their English equivalent;  
to recognise and use the correct adjective.



- 8 The friends describe their homes  
Objective: to reinforce vocabulary for different types of housing;  
to reinforce the use of the exclusive pronoun kami;  
to reinforce how to say what type of house you live in;  
to teach how to describe your house and give details about its rooms;  
to teach how to say what city you live in.
- 9 A postcard from Neuschwanstein  
Objective: to listen to, read and understand information on a postcard;  
to present cultural information about Germany;  
to reinforce and consolidate the vocabulary and functions of the unit.
- 10 End of unit exercises  
Objective: to reinforce and consolidate the vocabulary and language forms of the unit.
- 11 Mischievous Mossie  
Objective: to consolidate and synthesise the functions of the unit.
- 12 Certificate



## Vocabulary

apartemen	apartment
dapur	kitchen
garasi	garage
gedung apartemen	apartment building
gedung bertingkat	high rise
jendela	window
kamar kecil	toilet
kamar mandi	bathroom
kamar tidur	bedroom
kebun	garden
lantai bawah	basement
lantai dasar	ground floor
lantai kesatu	first floor
loteng	attic
menakutkan	eerie
menyenangkan	comfortable
modern	modern
mungkin	perhaps
pintu	door
ruang duduk	living room
ruang makan	dining room
ruang santai	rumpus room
ruang tamu	guest room
ruangan	room
rumah	house
tinggal	to live
tingkat	storey
tua	old

How to ask what something is:    Apa ini?



## Focus on functions

How to say what something is:	<p>Apa itu? Ini sebuah pintu. Ini sebuah meja. Itu kursi.</p>
How to say in which city you live:	<p>Saya tinggal di Jakarta. Saya tinggal di Yokohama. Kami tinggal di Brisbane.</p>
How to say in which type of housing you live:	<p>Saya tinggal di gedung apartemen. Saya tinggal di sebuah apartemen. Kita tinggal di gedung bertingkat. Saya tinggal di sebuah rumah.</p>
How to say on which floor you live:	<p>Saya tinggal di lantai kelima belas. Saya tinggal di lantai ke-30. Kami tinggal di lantai bawah.</p>
How to describe your house/apartment:	<p>Rumah saya sangat kecil. Rumah kami sangat besar. Apartemen kami sangat tua dan kecil.</p>
How to give details about the rooms in your house:	<p>Ruang makan di rumah saya hampir sebesar lapangan sepak bola. Di rumah kami ada dua kamar mandi dan tiga kamar tidur. Di rumah saya tidak ada ruang santai.</p>
How to ask a person in which type of place he/she would like to live:	<p>Apakah Anda ingin tinggal di sebuah apartemen? Maukah Anda tinggal di gedung bertingkat?</p>
How to say you would like to live in a certain place:	<p>Saya ingin tinggal di sebuah apartemen di gedung bertingkat. Saya ingin tinggal di sebuah rumah.</p>
How to say you would not like to live in a certain place:	<p>Saya tidak mau tinggal di gedung bertingkat. Kami tidak mau tinggal di gedung apartemen. Kita tidak ingin tinggal di hotel.</p>



## Form

- Word order using adjectives: kursi malas
- Expressions: ada apakah? Bagaimana dengan?
- Interrogatives with -kah: munginkah, apakah, maukah, dapatkah
- Classifier buah: ini sebuah dapur
- Inclusive pronoun kita: mari kita
- Ordinal numbers: kelima belas, ke-30
- Simple intransitive verb: tinggal





# Unit 6

Unit Topics Riches in the attic  
Furniture, Rooms in a house, Countries, Family

Field/Theme Personal and community life, The built world

## Activities and objectives

- 1 'Treasures' in the attic  
Objective: to introduce vocabulary for furniture items;  
to reinforce the demonstrative pronoun *ini*.
- 2 Are the 'treasures' in good or bad condition?  
Objective: to reinforce and enhance furniture item vocabulary;  
to teach how to describe the condition of something.
- 3 Intermission  
Objective: to review correct word order;  
to match Indonesian words with their English equivalent;  
to review ordinal numbers and adjectives.
- 4 Mimi's permission  
Objective: to introduce and revise the names of countries;  
to revise the names of family members;  
to teach how to say what country people live in.
- 5 The cleaning team at work  
Objective: to reinforce and enhance furniture item vocabulary;  
to teach how to tell someone to clean something.
- 6 The friends furnish the old house  
Objective: to reinforce and enhance furniture item vocabulary;  
to reinforce how to say where you would like something.
- 7 Intermission  
Objective: to review correct word order;  
to categorise words according to grammatical groups;  
to review prepositions, verb forms and imperatives.
- 8 The house ghost seeks the mascot  
Objective: to introduce and reinforce prepositions *di atas*, *di bawah*;  
to teach how to ask and say where something is.



- 9 The letter needs fixing  
Objective: to reinforce prepositions;  
to consolidate and extend furniture vocabulary;  
to teach how to say what is in a particular room of  
the house.
- 10 Postcards all sliced up: reconstruct the messages!  
Objective: to read and understand postcard messages, by  
reconstructing the text;  
to synthesise the vocabulary and functions of the unit.
- 11 End of unit exercises  
Objective: to reinforce and consolidate the vocabulary and language  
forms of the unit.
- 12 Mischievous Mossie  
Objective: to consolidate and synthesise the functions of the unit.
- 13 Certificate



## Vocabulary

Amerika Serikat	United States of America (USA)
Australia	Australia
baik	in good condition
bak mandi	bathtub
bersih	clean
Brazil	Brazil
di antara	between
di atas	on
di bawah	under
di belakang	behind
di dalam	in
di depan	in front of
di samping	beside
hantu	ghost
kebun	garden
kursi	chair
kursi malas	armchair
lampu	lamp
lemari	cupboard
meja	table
membersihkan	to clean
perabot	furniture
permadani	rug
rusak	in bad condition
Selandia Baru	New Zealand
setuju	to agree
sofa	sofa
televisi	television set
tempat tidur	bed

## Focus on functions

How to say in which country you live:	Saya tinggal di Australia. Kami tinggal di Amerika Selatan.
How to say in which country he/she lives/they live:	Dia tinggal di negara Itali. Dia tinggal di Perancis. Mereka tinggal di Indonesia.
How to say what is in a particular room of the house:	Kursi, televisi, dan sofa ada di ruang duduk. Lemari dan meja ada di dapur.
How to ask where something is:	Di mana lampu? Di mana buku?
How to say where something is:	Di bawah meja. Di belakang televisi.
How to describe the condition of something:	Lemari itu rusak. Kursi itu baik.

## Form

- Demonstrative pronoun: ini
- Adjectives: rusak, baik
- Imperative using tolong
- Prepositions: di atas, di bawah, di belakang, di antara, di samping
- Simple intransitive verb: ingin

# Unit 7

Unit      A trip for a treat  
Topics    Travel, Clothing, Countries, Numbers 100  
            – 4000

Field/Theme      The natural world, The built world



## Activities and objectives

### 1 Choosing dream destinations

Objective: to introduce and revise the names of countries;  
to provide general knowledge about some countries;  
to teach how to ask and say where you would like to go;  
to teach how to say what you would like to do and see.

### 2 Voting on a destination

Objective: to revise the names of countries;  
to reinforce how to say where you would like to go;  
to teach how to say where you want to go.

### 3 Intermission

Objective: to review correct word order;  
to match Indonesian words with their English equivalent;  
to review verb and noun formation.

### 4 Places to visit in Australia

Objective: to present information about famous  
Australian landmarks;  
to introduce adjectives to describe the landmarks;  
to teach how to describe various locations and landmarks  
in Australia.

### 5 What clothes to pack for Australia?

Objective: to revise clothing item vocabulary;  
to teach how to tell people what they need/do not need  
for a trip.

### 6 Intermission

Objective: to review correct word order;  
to categorise words according to grammatical groups;  
to review correct word usage.

- 7 As the crow flies  
Objective: to introduce numbers 100 – 4000;  
to present general information about distances in Australia;  
to introduce formation of nouns from adjectives using -nya.
- 8 Who can guess the distance?  
Objective: to reinforce and extend the use of large numbers;  
to teach how to give an estimated distance.
- 9 How to travel around Australia  
Objective: to introduce vocabulary for different means of transport;  
to teach how to ask and say how you can go somewhere.
- 10 Souvenirs for the market people  
Objective: to consolidate the vocabulary of the unit.
- 11 Bobi's tour de France  
Objective: to listen to, read and understand information on a postcard;  
to present cultural information about France;  
to reinforce and consolidate the vocabulary and functions of the unit.
- 12 End of unit exercises  
Objective: to reinforce and consolidate the vocabulary and language forms of the unit.
- 13 Mischievous Mossie  
Objective: to consolidate and synthesise the functions of the unit.
- 14 Certificate



## Vocabulary

alat angkutan	means of transport
Belanda	Netherlands
berbahaya	dangerous
bus	bus
cenderamata	souvenir
dapat	can
hadiah	gift
India	India
jarak	distance
kapal	boat
kereta api	train
lima ratus	five hundred
luar biasa	spectacular
melihat	to see
menarik	interesting
mengapa	why
mengunjungi	to visit
Mesir	Egypt
misterius	mysterious
mobil	car
pergi	to go
perlu	to need
pesawat	plane
prangko	stamp
sangat luas	huge
sepuluh ribu	ten thousand
Swis	Switzerland
terkenal	famous

## Focus on functions

How to ask a person where he/she would like to go:

How to say you would like to do something:

Anda ingin pergi ke mana?

Anda ingin ke mana?

Saya ingin mengunjungi Kairo di Mesir.

Saya ingin mengunjungi Disneyland.

Kami ingin melihat Great Barrier Reef.



## Focus on functions (cont)

How to say the numbers  
between 100 and 4000:

seratus satu  
dua ratus  
dua ratus dua puluh  
tiga ratus  
tiga ratus empat  
empat ratus enam puluh  
enam ratus lima puluh tiga  
sembilan ratus sembilan puluh  
sembilan  
seribu  
seribu dua ratus lima puluh  
tiga ribu enam ratus  
empat ribu

How to ask how you  
go somewhere:

Bagaimana saya dapat pergi ke Sydney?  
Bagaimana kita dapat pergi  
ke Indonesia?

How to say how you  
go somewhere:

naik bus  
naik kereta api  
naik pesawat  
dengan mobil  
dengan kapal

How to tell someone what  
he/she needs to take on a trip:

Anda perlu kaus, sweter dan topi.  
Anda perlu jins.  
Anda perlu celana pendek.

## Form

- Simple intransitive verb: ingin
- Transport phrases: kita dapat pergi, kita dapat naik, dengan kapal, naik bus
- Modal verb: perlu
- Formation of nouns from adjectives using -nya: jaraknya



## Unit 8

Unit	Games galore!
Topics	Revision of topics in Units 1 – 7, Dates, Numbers 1000 +
Field/Theme	Personal and community life, Leisure and recreation, The natural world, The built world, The international world, The imaginative world

### Activities and objectives

#### 1 The geography board game

Objective: to revise the names of countries;  
to present cultural information about 12 countries;  
to revise how to say what country you are in and what the capital is.

#### 2 Who lives in which house?

Objective: to consolidate prepositions;  
to extend listening and reading comprehension;  
to revise how to say ages and what country a person comes from.

#### 3 Find the mascot

Objective: to revise furniture item vocabulary;  
to consolidate prepositions;  
to consolidate how to say the location of something.

#### 4 Intermission

Objective: to review correct word order;  
to match Indonesian words with their English equivalent;  
to reinforce the use of yang and prepositions.

#### 5 Travel dreams

Objective: to reinforce vocabulary for means of transport;  
to consolidate how to ask and say how you can go somewhere.

#### 6 A rainy day: let's paint!

Objective: to revise vocabulary for clothes, animals, colours and musical instruments;  
to revise how to say what you would like to do.

#### 7 Detective work: what Kevin did

Objective: to revise vocabulary for clothes, means of transport and dates;  
to create awareness of how to talk about past events.



8 Intermission

Objective: to review correct word order;  
to categorise words according to grammatical groups;  
to review the use of prepositions and negatives.

9 Bingo time!

Objective: to revise numbers 1000 +;  
to listen to and understand large numbers.

10 Around the world in 80 seconds

Objective: to revise means of transport, countries and  
clothing items.

11 End of unit exercises

Objective: to reinforce and consolidate the vocabulary and language  
forms of the unit.

12 Certificate



## Vocabulary

berasal dari	to come from
di atas	on top of
dunia	world
foto	photo
ibukota	capital city
melukis	to paint
naik bus	to take a coach
naik kapal	to take a boat
naik kereta api	to take a train
naik mobil	to take a car
naik pesawat	to take a plane
orang	person
terbang	to fly

## Form

- Simple intransitive verbs: tinggal, pergi
- Relative clauses with yang: yang tinggal di nomor 2, yang berumur 15, yang sangat besar





# Unit 9

Unit Clockwise!  
Topics Telling the time, 24 hour clock,  
Directions, Places in a town

Field/Theme Leisure and recreation



## Activities and objectives

### 1 What's on today?

Objective: to introduce vocabulary for daily activities and routines;  
to teach how to ask and say what time it is (whole hours);  
to teach how to ask and say when/what time something  
will happen;  
to teach how to tell someone to hurry up;  
to teach how to say it is time to do something.

### 2 The grandfather clock

Objective: to reinforce how to ask and say what time it is  
(whole hours).

### 3 Where has Sakura gone?

Objective: to reinforce whole hours;  
to revise the names of places in a town and directions;  
to reinforce how to say what time something will happen.

### 4 Intermission

Objective: to review correct word order;  
to review prepositions;  
to match Indonesian words with their English equivalent.

### 5 What's on at the fair?

Objective: to teach how to ask and say what time it is (half hours);  
to consolidate how to ask and say what time it is  
(whole hours);  
to consolidate how to say what time something  
will happen.

### 6 Choosing the programme

Objective: to reinforce and consolidate whole/half hours;  
to consolidate how to ask and say when something  
will happen.

### 7 Felix wins a 24 hour watch

Objective: to teach how to say the time using the 24 hour clock;  
to teach how to say the time of day using pagi, siang,  
sore, malam.



- 8 Intermission  
Objective: to review correct word order;  
to categorise words according to grammatical groups;  
to review telling the time.
- 9 Set the alarm  
Objective: to consolidate and enhance how to ask and say the time  
(whole/half hours).
- 10 Cuckoo clocks in the Black Forest  
Objective: to listen to, read and understand information  
on a postcard;  
to revise interrogatives di mana, kapan, berapa etc;  
to present cultural information about Germany.
- 11 End of unit exercises  
Objective: to reinforce and consolidate the vocabulary and language  
forms of the unit.
- 12 Mischievous Mossie  
Objective: to consolidate and synthesise the functions of the unit.
- 13 Certificate



## Vocabulary

acara	programme
ingin	to want
jam	clock
jam 24 jam	24 hour clock
jam tangan	watch
makan pagi	breakfast
makan siang	lunch
mandi	to have a shower
menulis surat	to write letters
musium	museum
pertandingan tenis/sepak bola	tennis/soccer match
pukul dua belas malam/ tengah malam	midnight
pukul dua belas siang/ tengah hari	midday
satu jam	one hour
sekolah	school
tenis meja	table tennis
waktu	time
weker	alarm

## Focus on functions

How to ask the time:

Pukul berapa sekarang?

Sekarang pukul berapa?

How to say what time it is:

Sekarang pukul delapan.

Sekarang pukul setengah dua.

Sekarang pukul setengah lima.

Sekarang pukul empat lewat tiga puluh.



## Focus on functions (cont)

How to say the time using the 24 hour clock:

Sekarang pukul dua puluh tiga. (23:00)  
Sekarang pukul tujuh belas. (17:00)  
Sekarang pukul tiga belas lewat tiga puluh. (13:30)  
Sekarang pukul sembilan belas. (19:00)

How to say the time of day:

Sekarang pukul delapan pagi.  
Sekarang setengah dua belas siang.  
Sekarang pukul empat sore.  
Sekarang pukul tujuh malam.

How to ask when something will happen:

Kapan konser itu?  
Kapan pameran busana itu?  
Pukul berapa pertandingan tenis itu?

How to say when something will happen:

Konser itu pada pukul setengah enam.  
Pada pukul delapan akan ada pertandingan tenis.

How to tell someone to hurry up: Lekaslah!

How to say it's time to do something:

Sekarang waktu untuk makan pagi.  
Sekarang waktu untuk bermain tenis.  
Sekarang waktu untuk membersihkan garasi.  
Sekarang waktu untuk makan siang.

## Form

- Expressions when saying the time: pagi, siang, sore, malam, pukul sembilan pagi, pukul enam sore
- Interrogatives: kapan, pukul berapa, di mana, siapa; question: Pukul berapa sekarang?
- Prepositions pada with time phrases: pada pukul satu
- Future tense using akan



# Unit 10

Unit Topics Ideal weather for a snowman!  
Weather, Seasons, Sport and other  
leisure activities, Months

Field/Theme The natural world, The international world



## Activities and objectives

### 1 The weather report

Objective: to introduce weather vocabulary;  
to teach how to describe the weather.

### 2 Ideal weather for kites

Objective: to reinforce weather vocabulary;  
to revise vocabulary for sports and hobbies and parts of  
the body;  
to reinforce how to describe the weather.

### 3 Intermission

Objective: to review correct word order;  
to match Indonesian words with their English equivalent;  
to review adjectives and interrogatives.

### 4 In Australia, December is summertime

Objective: to introduce the names of the seasons;  
to revise the months;  
to introduce the concept of wet and dry seasons and of  
opposite seasons in the Northern and  
Southern Hemispheres;  
to teach how to say what season it is.

### 5 Is it hot or freezing?

Objective: to teach how to ask and say what the temperature is;  
to teach how to ask what the weather is like;  
to teach how to ask and say whether it is hot or cold;  
to teach how to say you are hot or cold.

### 6 My favourite season

Objective: to reinforce weather vocabulary and the names of  
the seasons;  
to reinforce the concept of opposite seasons in the  
Northern and Southern Hemispheres;  
to consolidate how to describe the weather;  
to consolidate how to say what the temperature is.

### 7 Compare the weather

Objective: to consolidate the names of the seasons and weather vocabulary;  
to introduce comparative adjectives;  
to teach how to compare the weather in different places or seasons.

8 Intermission

Objective: to review correct word order;  
to categorise words according to grammatical groups;  
to review use of comparative adjectives and interrogatives.

9 Colder weather: shorter days

Objective: to reinforce and enhance comparative adjectives;  
to reinforce how to compare the weather in different places or seasons.

10 Pick the day for the picnic

Objective: to reinforce and consolidate the vocabulary and functions pertaining to the weather;  
to revise the days of the week.

11 Holiday pictures from China

Objective: to read and understand photo captions;  
to present cultural information about China;  
to synthesise the vocabulary and functions of the unit.

12 End of unit exercises

Objective: to reinforce and consolidate the vocabulary and language forms of the unit.

13 Mischievous Mossie

Objective: to consolidate and synthesise the functions of the unit.

14 Certificate



## Vocabulary

angin	wind
belahan bumi selatan	Southern Hemisphere
belahan bumi utara	Northern Hemisphere
berangin	it's windy
berawan	it's cloudy
berkabut	it's foggy
bermain layang-layang	to fly a kite
bersalju	it's snowing
boneka salju	snowman
cerah	it's fine
cuaca	weather
dingin	it's cold
hangat	warm
hujan	it's raining/rain
kabut	fog
lembab	humid
musim	season
musim dingin	winter
musim gugur	autumn
musim hujan	wet season
musim kemarau	dry season
musim panas	summer
musim semi	spring
panas	it's hot
piknik	picnic
prakiraan cuaca	weather report
salju	snow
sangat dingin	it's freezing

## Focus on functions

How to ask what the weather is like:	<p>Bagaimana cuaca? Bagaimana cuaca hari ini?</p>
How to describe the weather:	<p>Cuaca berangin. Hari ini cerah. Hari ini berawan. Cuaca dingin. Hujan!</p>
How to say which season it is:	<p>Sekarang musim semi. Sekarang musim panas. Ini musim gugur. Ini musim dingin. Sekarang musim kemarau. Sekarang musim hujan.</p>
How to compare the weather in different places or seasons:	<p>Di Jakarta cuaca lebih panas daripada cuaca di Roma. Di Berlin cuaca lebih dingin daripada cuaca di Tokyo. Pada musim dingin hari-hari itu lebih pendek daripada hari-hari pada musim gugur. Pada bulan Juni hari-hari itu lebih panjang daripada hari-hari pada bulan Mei.</p>
How to ask whether it's hot or cold:	<p>Apakah cuaca hari ini panas? Apakah cuaca hari ini dingin? Apakah cuaca panas atau dingin?</p>
How to say it's hot or cold:	<p>Cuaca dingin. Cuaca panas. Sekarang dingin. Sekarang panas. Hari ini panas. Hari ini dingin.</p>
How to say you are hot or cold:	<p>Saya kepanasan. Saya kedinginan.</p>



## Focus on functions (cont)

How to ask what the temperature is:

Berapa suhu udara?  
Berapa suhu udara sekarang?

How to say what the temperature is:

Sekarang minus 5 derajat.  
Sekarang 15 derajat.  
Sekarang 33 derajat.

## Form

- Comparative adjectives
- Word order using adjectives
- Expressions: berangin, berawan, cerah etc
- Interrogatives: bagaimana, berapa, apakah
- Preposition: ketika
- Prepositional phrases: di belahan bumi selatan, di belahan bumi utara
- Noun formation from adjectives using circumfix ke-...-an: kepanasan, kedinginan
- Adjunct of time: sekarang



Field/Theme Personal and community life, The international world,  
The imaginative world

## Activities and objectives

### 1 Lunch time

Objective: to introduce food and drink vocabulary;  
to introduce the preposition *ke dalam*;  
to teach how to say you are/are not hungry or thirsty;  
to teach how to ask and say what you would like to eat or drink;  
to teach how to ask for something at the table;  
to revise how to tell someone where to put something.

### 2 What to buy for the picnic?

Objective: to introduce new food and drink vocabulary;  
to reinforce food and drink vocabulary from Activity 1;  
to revise how to say what you need.

### 3 How often do you eat meat?

Objective: to reinforce food and drink vocabulary;  
to revise time phrases;  
to teach how to say how often you eat and drink something.

### 4 Intermission

Objective: to review word order;  
to match Indonesian words with their English equivalent;  
to review simple intransitive verbs.

### 5 Ask Dr Chiara

Objective: to consolidate food and drink vocabulary;  
to teach how to ask and say if something is healthy or unhealthy.

### 6 Are you keeping fit?

Objective: to consolidate food and drink vocabulary;  
to revise vocabulary for leisure activities;  
to revise how to ask and say how often you do something.

### 7 Raiding the fridge

Objective: to consolidate food and drink vocabulary.



- 8 Intermission  
Objective: to review correct word order;  
to categorise words according to grammatical groups;  
to review temporal markers.
- 9 I'm hungry! Let's eat!  
Objective: to consolidate food and drink vocabulary;  
to reinforce how to ask and say what you would like  
to eat.
- 10 Time for a midnight snack  
Objective: to consolidate vocabulary and language functions of  
the unit.
- 11 A recipe for sushi  
Objective: to read and understand information in a letter;  
to present cultural information about Japan;  
to enhance food and drink vocabulary.
- 12 End of unit exercises  
Objective: to reinforce and consolidate the vocabulary and language  
forms of the unit.
- 13 Mischievous Mossie  
Objective: to consolidate and synthesise the functions of the unit.
- 14 Certificate





## Vocabulary

air limun	lemonade
air mineral	mineral water
air putih	water
beras	uncooked rice
buah-buahan	fruit
coklat	chocolate
daging	meat
daging ayam	chicken
daging ham	ham
haus	to be thirsty
ikan	fish
jus jeruk	orange juice
keju	cheese
keripik kentang	potato crisps
lapar	to be hungry
makan	to eat
mentega	butter
minum	to drink
nasi	rice (cooked)
permen	lollies
piknik	picnic
roti	bread
sayuran	vegetables
selada	lettuce
sisis	sausages
susu	milk
telur	egg
tomat	tomato
vegetarian	vegetarian

## Focus on functions

How to say you are hungry/thirsty:

Saya lapar.  
Saya haus.  
Kami lapar.  
Kami haus.  
Kita lapar.  
Kita haus.

How to ask a person what he/she would like to eat/drink:

Anda ingin makan apa?  
Anda ingin minum apa?

How to say what you would like to eat/drink:

Saya ingin makan roti dengan mentega.  
Saya ingin makan nasi dan daging ayam.  
Bolehkah saya minta keju dan daging ham?

How to ask if something is healthy/bad for your health:

Saya ingin minum air putih.  
Kami ingin minum jus jeruk.  
Apakah tomat makanan yang baik untuk kesehatan dr. Chiara?  
Apakah coklat baik untuk kesehatan atau tidak?  
Apakah air limun baik untuk kesehatan atau tidak, Juliette?

How to say that something is bad for your health:

Nasi dan daging ayam adalah healthy/  
makanan yang baik untuk kesehatan.  
Tomat adalah makanan yang baik untuk kesehatan.  
Keripik kentang tidak baik untuk kesehatan.

## Form

- Expressions: saya lapar, saya haus, baik/tidak baik untuk kesehatan
- Negatives: tidak lapar, tidak suka
- Time phrases: sering, kadang-kadang etc
- Verb: ingin
- Preposition: ke dalam
- Simple intransitive verbs: makan, minum

# Unit 12

Unit Topics It's shopping time!  
Shopping, Food and drinks, Money,  
Telling the time

Field/Theme Personal and community life, The international world

## Activities and objectives



### 1 At the fruit shop

Objective: to introduce the names of shops;  
to revise the position of adjectives with a noun;  
to consolidate fruit and vegetable vocabulary;  
to teach how to say something is cheap or expensive;  
to revise how to say what floor something is on.

### 2 The butcher's, the baker's ...

Objective: to reinforce the names of shops;  
to consolidate food and drink vocabulary;  
to reinforce how to say something is cheap or expensive;  
to revise how to say what floor something is on.

### 3 Spin and win!

Objective: to reinforce and consolidate food and drink vocabulary.

### 4 Who carries what?

Objective: to consolidate food and drink vocabulary.

### 5 Intermission

Objective: to review correct word order;  
to match Indonesian words with their English equivalent;  
to review verb forms.

### 6 Ice-cream in any currency

Objective: to introduce the names of different currencies;  
to teach how to ask and say how much something costs;  
to reinforce how to say something is cheap or expensive.

### 7 Money up for grabs

Objective: to revise the names of different currencies.

### 8 At the cafeteria

Objective: to revise food and drink vocabulary;  
to revise how to say you are hungry or thirsty;  
to revise how to say what you would like to eat or drink.

- 9 Intermission  
Objective: to review correct word order;  
to categorise words according to grammatical groups;  
to reinforce the use of classifiers.
- 10 Can you be fooled?  
Objective: to reinforce and consolidate the vocabulary of the unit.
- 11 Tracking Mossie  
Objective: to synthesise the vocabulary of the unit;  
to revise how to say the time (whole/half hours).
- 12 Jono's mother sends a puzzle  
Objective: to listen to, read and understand information in a letter;  
to present cultural information about Indonesia;  
to revise prepositions.
- 13 End of unit exercises  
Objective: to reinforce and consolidate the vocabulary and language forms of the unit.
- 14 Mischievous Mossie  
Objective: to consolidate and synthesise the functions of the unit.
- 15 Certificate



## Vocabulary

apel/apel-apel	apple/apples
arbei/arbei-arbei	strawberry/strawberries
es krim	ice cream
jejak kaki	foot print
jeruk/jeruk-jeruk	orange/oranges
jus apel	apple juice
kafeteria	cafeteria
kemasan	container
kentang/kentang-kentang	potato/potatoes
kira-kira	approximately
kue	cake
kuitansi	docket
mahal	expensive
makan	to eat
mata uang	currency
membeli	to buy
memerlukan	to need
mengambil	to take
minum	to drink
murah	cheap
paha ayam	chicken legs
pisang/pisang-pisang	banana/bananas
rupiah	rupiah
tadi	just then
toko buah	fruit shop
toko roti	bakery
toko swalayan	supermarket
tukang daging	butcher
uang	money
wortel/wortel-wortel	carrot/carrots



## Focus on functions

How to ask how much something costs:

Berapa harga satu es krim di Indonesia?  
Berapa harga tiga kaus di Cina?  
Berapa harga lima kentang di toko swalayan itu?

How to say how much something costs:

Kira-kira Rp 2000.  
Harga tomat itu \$2.  
Di Perancis harga satu es krim kira-kira delapan franc.  
Di Jerman harga satu es krim kira-kira dua Deutschmark.

How to say something is expensive:

Sosis ini mahal.  
Apel merah itu sangat mahal.  
Buah mangga itu sangat mahal.

How to say something is cheap:

Apel itu murah.  
Roti perancis itu murah.  
Beras ini sangat murah.

## Form

- Position of adjectives
- Expression: mata uang
- Interrogative: berapa
- Preposition: di sini
- Partitives: kemasan, potongan, irisan

# Unit 13

Unit  
Topics

Games galore!  
Revision of topics in Units 9 – 12, Setting  
the table

Field/Theme

Personal and community life, The international world

## Activities and objectives



### 1 Setting the breakfast table

Objective: to introduce the vocabulary for cutlery and crockery items;  
to revise prepositions;  
to revise how to tell someone where to put something.

### 2 Pack the picnic basket

Objective: to revise food and drink vocabulary;  
to revise how to say what you need.

### 3 What has the snake eaten?

Objective: to revise food and drink vocabulary;  
to reinforce cutlery vocabulary.

### 4 Who drinks tea?

Objective: to revise drinks vocabulary;  
to revise how to say what someone likes and dislikes;  
to revise how to say where someone lives.

### 5 Intermission

Objective: to review correct word order;  
to match Indonesian words with their English equivalent;  
to reinforce the use of pronouns and verb forms.

### 6 Do you know the answer?

Objective: to consolidate vocabulary for weather, seasons, food  
and drink.

### 7 Compare and be quick!

Objective: to revise comparative adjectives;  
to revise how to make comparisons.

### 8 Ride the logs

Objective: to revise how to say the time (whole/half hours);  
to revise how to say the time using pagi, siang,  
sore, malam.



## 9 Intermission

Objective: to review correct word order;  
to categorise words according to grammatical groups;  
to revise interrogatives.

## 10 Jono in the food maze

Objective: to revise furniture, food and drink vocabulary;  
to revise prepositions.

## 11 End of unit exercises

Objective: to reinforce and consolidate the vocabulary and language  
forms of the unit.

## 12 Certificate





## Vocabulary

garpu	fork
gelas	glass
jus sayuran	vegetable juice
keranjang piknik	picnic basket
kopi	coffee
mangkok	bowl
meletakkan	to put
minuman	drink
penuh	full
piring	plate
pisau	knife
selimut	blanket
sendok	spoon
supit	chopsticks
teko kopi	coffee pot

## Form

- Comparative adjectives
- Interrogative adjective: manakah
- Prepositional phrases: di sebelah kanan, di sebelah kiri
- Transitive verb: memerlukan
- Imperative: masukkan, keluarkan



# Unit 14

Unit  
Topics

Preparations for the farewell party  
Planning a party, Daily routines,  
Invitations, Revision of topics in  
Units 1 – 13

Field/Theme      Personal and community life

## Activities and objectives

### 1 Olga plans her day

Objective: to introduce vocabulary for planning a party and daily routines;  
to teach how to say you must do something;  
to teach how to indicate the order of events;  
to teach how to talk about the immediate future.

### 2 The phone runs hot

Objective: to reinforce vocabulary for planning a party and daily routines;  
to teach how to ask a person if he/she can do something;  
to teach how to say you can and cannot do something;  
to reinforce how to talk about the immediate future;  
to revise how to ask and say telephone numbers.

### 3 Writing the invitations

Objective: to listen to, read and understand an invitation;  
to synthesise vocabulary from previous units;  
to revise interrogatives *mengapa*, *kapan*, *di mana*.

### 4 Intermission

Objective: to review correct word order;  
to match Indonesian words with their English equivalent;  
to revise verb forms.

### 5 Arranging the furniture

Objective: to revise prepositions in a problem solving situation;  
to revise vocabulary for furniture and colours;  
to revise how to tell someone where to put something.

### 6 Carmen creates place cards

Objective: to revise vocabulary for countries, animals and musical instruments;  
to reinforce how to indicate the order of events.



- 7 Mossie learns how to set the table  
Objective: to consolidate cutlery vocabulary;  
to revise prepositions;  
to provide general knowledge about how to set a table;  
to revise how to say where to put something.
- 8 A topsy-turvy table setting  
Objective: to enhance crockery and cutlery vocabulary.
- 9 Intermission  
Objective: to review correct word order;  
to reinforce the use of adverbs;  
to categorise words according to grammatical groups.
- 10 Sweet or spicy?  
Objective: to introduce adjectives and expressions to describe food;  
to revise food vocabulary;  
to teach how to say how something tastes.
- 11 Time to go home  
Objective: to revise means of transport and some food items;  
to reinforce how to talk about the immediate future;  
to revise how to ask and say how to get to different places.
- 12 Sunday lunch at Juliette's  
Objective: to revise the vocabulary and language forms from all units;  
to consolidate how to talk about the immediate future;  
to find out about Sunday winter activities in France.
- 13 End of unit exercises  
Objective: to reinforce and consolidate the vocabulary and language forms of the unit.
- 14 Mischievous Mossie  
Objective: to consolidate and synthesise the functions of the unit.
- 15 Certificate





## Vocabulary

akhirnya	finally
asam	sour
asin	salty
buah limun	lemon
dapat	to be able to
datang	to come
di sebelah kanan	to the right of
di sebelah kiri	to the left of
di tengah	in the middle of
empuk	soft
garing	crunchy
harus	to have to
kemudian	next
lalu	then
makan pagi	to have breakfast
manis	sweet
membersihkan	to clean
menata meja makan	to set the table
menelpon	to ring someone
mengatur	to organise
menulis	to write
menyiapkan	to prepare
pedas	spicy
pertama	first
saya dapat	I can
saya harus	I must
taksi	taxi

## Focus on functions

How to indicate the sequence of events:

Pertama saya akan makan pagi.  
Kemudian saya akan bermain tenis.  
Lalu saya akan bersepeda.  
Akhirnya, saya akan mandi.

How to say you must do something:

Saya harus menata meja makan.  
Saya harus menelpon teman-teman saya.

How to ask a person if he/she can do something:

Dapatkah Anda membantu saya?  
Dapatkah Anda datang ke pesta saya?  
Dapatkah Anda menulis undangan?

How to say you can/cannot do something:

Saya dapat menata meja makan.  
Saya dapat datang ke pesta.  
Saya tidak dapat menulis undangan.

## Form

- Adverbs: pertama, kemudian, lalu, akhirnya
- Modal verbs: dapat, harus
- Future tense using akan
- Verbs: membuat, menyiapkan, menata, menulis, mengatur
- Imperative: letakkanlah

# Unit 15

Unit  
Topics

Getting ready to leave  
Clothing, Colours, Parts of the face,  
Personal identification, Shopping, Telling  
the time

Field/Theme

Personal and community life, The built world,  
The international world, The imaginative world

## Activities and objectives



### 1 Creating a mask

Objective: to revise adjectives describing physical features;  
to revise agreement and position of adjectives;  
to revise parts of the face.

### 2 What's the exact time?

Objective: to teach how to say what time it is (quarter hours/ten  
past etc).

### 3 A present for Mossie

Objective: to revise the names of shops and vocabulary for food and  
other items;  
to revise how to say what you would like to do.

### 4 Happy or sad?

Objective: to introduce adjectives to describe how you feel;  
to introduce the expressions ketakutan etc;  
to teach how to say you are happy, sad etc.

### 5 Intermission

Objective: to review correct word order;  
to match Indonesian words with their English equivalent;  
to recognise and use the correct word.

### 6 Which clothes belong to Juliette?

Objective: to revise clothing vocabulary;  
to consolidate agreement and position of adjectives;  
to revise the interrogative adjective yang mana;  
to teach how to ask and say what belongs to someone.

### 7 A choice of souvenirs

Objective: to revise vocabulary for colours and clothing;  
to reinforce and enhance the interrogative yang mana;  
to revise position of adjectives;  
to revise how to ask and say which item(s) you would like.

- 8 What does the future have in store?  
Objective: to introduce the future tense;  
to introduce time phrases *depan*, *yang akan datang* etc;  
to teach how to say what you will do at a future time.
- 9 Intermission  
Objective: to review correct word order;  
to recognise and use the correct word;  
to categorise words according to grammatical groups.
- 10 Carnival masks  
Objective: to revise vocabulary for parts of the face;  
to revise adjectives describing colours and  
physical features;  
to present cultural information about 'carnevale'  
in Venice;  
to listen to and understand information about masks.
- 11 End of unit exercises  
Objective: to reinforce and consolidate the vocabulary and language  
forms of the unit.
- 12 Mischievous Mossie  
Objective: to consolidate and synthesise the functions of the unit.
- 13 Certificate





## Vocabulary

berangkat	to leave
bermain catur	to play chess
bulan	month
emas	gold
hadiah	present
jam tangan	a watch
ketakutan	to be frightened
kosong	empty
marah	to be angry
mengapa	why
minggu	week
pada pukul berapa	at what time
pulang	to go home
sedih	to be sad
senang	to be happy
tahun	year
toko buku	bookshop
topeng	mask
topi bisbol	baseball cap
yang mana	which

## Focus on functions

How to say the time:	Sekarang pukul enam lewat lima menit. Sekarang pukul enam lewat seperempat. Sekarang pukul enam lewat dua puluh. Sekarang pukul enam lewat dua puluh lima. Sekarang pukul enam lewat tiga puluh lima. Sekarang pukul tujuh kurang dua puluh. Sekarang pukul tujuh kurang seperempat. Sekarang pukul tujuh kurang sepuluh. Sekarang pukul tujuh kurang lima.
How to say you are happy:	Saya senang.
How to say you are sad:	Saya sedih.
How to say you are frightened:	Saya ketakutan.
How to say you are angry:	Saya marah.

## Form

- Position and order of adjectives
- Expressions: saya senang, saya sedih, sangat ketakutan, saya marah
- Future tense
- Interrogative: yang mana
- Time phrases: depan, yang akan datang

# Unit 16

Unit Farewell friends  
Topics Revision of topics in Units 1 – 15

Field/Theme Personal and community life, Leisure and recreation,  
The built world, The international world,  
The imaginative world



## Activities and objectives

- 1 Attend to each person's request  
Objective: to revise vocabulary and functions from previous units;  
to respond to requests using known vocabulary and functions.
- 2 Pass the parcel  
Objective: to revise comparative adjectives.
- 3 Candid camera  
Objective: to revise how to ask and say what people are doing.
- 4 What did they do?  
Objective: to teach how to ask and say what people did.
- 5 Intermission  
Objective: to review correct word order;  
to match Indonesian words with their English equivalent;  
to review the interrogative with -kah and temporal markers.
- 6 Olga's farewell speech  
Objective: to reinforce how to ask and say what people did;  
to review the main 'events' of the story.
- 7 The friends reminisce  
Objective: to revise vocabulary for sports and other leisure activities;  
to revise how to ask and say what people like doing.
- 8 First the riddle, then the gift  
Objective: to revise relative clauses;  
to revise some of the vocabulary, language forms and functions of the units.
- 9 Intermission  
Objective: to review correct word order;  
to recognise and use the correct word;  
to categorise words according to grammatical groups.

10 Homeward bound

Objective: to revise numbers and the names of countries;  
to revise how to say thank you and goodbye;  
to revise how to say the time.

11 End of unit exercises

Objective: to reinforce and consolidate the vocabulary and language forms of the unit.

12 Certificate



## Vocabulary

berdansa	to dance
bermain petak umpet	to play hide and seek
melakukan perjalanan	to go on a trip
menghiasi	to decorate
waktu berangkat	departure time

## Form

- Comparative adjectives
- Modal verbs: boleh, dapat
- Present continuous tense using sedang
- Expressions using apa: sedang apa, melakukan apa, apa yang disukai
- Salutations
- Relative clauses with yang

## Notes

## Notes



