

**Syllabus: Elementary Indonesian I & II**  
**IDN 101 (Course # 41979) & IDN 102 (Course # 41980), Plus Optional Extension Abroad SLC 494 (Course # 42077)**  
**Critical Languages Institute: Summer 2021**

**Zoom:** TBA      **Website:** canvas.asu.edu      **Meeting times:** M-F 8:30am – 12:40pm  
**Classroom:** TBA      **Instructor:** Nyoman Riasa      **Phone:** +x (xxx) xxx-xxxx  
**E-mail:** nriasa@apbipabali.org      **Office hours:** TBA      **Office:** TBA

**Program Structure:**

This class is divided into two sessions. The first session covers the material normally included in the fall semester. The second covers the material normally included in the spring semester.

You will receive two grades; one for each session.

Session I:      May 24—June 18      (final exams on June 18)  
Session II:      June 21—July 16      (final exams on July 16)  
                    \* No class May 31<sup>st</sup>, July 5<sup>th</sup>

There is an additional optional 4-week extension

Session III:      July 19—August 13 (final exams on August 13)

**Course Description**

Credits: 10 credit hours

This intensive course provides a comprehensive introduction to Indonesian language and culture while ensuring a solid command of the fundamental grammatical structures.

By the completion of this course, all students are expected to acquire a proficiency level of “Novice High” in listening, speaking, reading, and writing. Some students may achieve “Intermediate Low” or better in one or more area.

Students at this level should be able to:

- Read and write the language and comprehend short conversations on everyday topics
- Write and translate simple texts, write short essays, letters, and advertisements
- Make polite requests, ask for information, respond to requests and descriptions, impart personal information, have simple discussions on familiar, everyday topics, and make apologies

In addition, the course will help students recognize common knowledge, beliefs, attitudes, of Indonesian culture, and to detect and conform to fundamental verbal and nonverbal cultural norms.

## Learning Outcomes

At the completion of this course, students will be able to:

- Identify some basic facts from familiar words or phrases in informational or fictional texts and in conversations
- Express basic needs related to familiar and everyday activities
- Express their own preferences and react to those of others, using practiced or memorized words, simple sentences, and questions
- Present information about themselves, their interests and activities
- Express their likes and dislikes on familiar topics of interests
- Identify some typical practices related to familiar everyday life, and Indonesian cultural life
- Communicate with others from Indonesian culture in familiar everyday situations

## Program Structure:

This class is divided into two sessions. The first session covers the material normally included in the fall semester. The second covers the material normally included in the spring semester.

You will receive two grades; one for each session.

Session I: June 1—June 23 (final exams on June 23)  
Session II: June 24—July 16 (final exams on July 16)  
\*No class July 5<sup>th</sup>

## Grading system per session:

Class participation	15%
Homework	15%
Weekly tests, quizzes, presentations	50%
Final examination	20%

<i>Grade</i>	<i>Percent</i>
A+	98–100
A	93–97

A-	90–92
B+	87–89
B	83–86
B-	80–82
C+	77–79
C	70–76
D	60–69
F	0–59

### **Auditing and Incompletes:**

Since CLI courses are tuition free, they **cannot be taken for audit**. There is no not-for-credit option. All students will receive a grade for their class. CLI does not issue grades of **Incomplete**. Students who do not complete coursework by the end of CLI will be graded normally, with a grade of zero for any assignment not completed.

### **Class Time versus Homework:**

This intensive course relies heavily on work performed outside the class.

Class time concentrates on activities that you cannot perform effectively without the immediate feedback of an instructor, for example: conversation, structured oral drills, active listening comprehension, etc.

Activities for which no instructor is necessary will typically be performed as homework, for example: reading, writing, and composition; grammar, etc.

In particular, you will be expected to **read ahead** and to **work with material that has not yet been covered in class**. It is your responsibility to learn assigned material before class, then come to class prepared to apply what they have learned. Instructors will not necessarily go over every homework topic in class. Instead, they will concentrate on topics that are particularly difficult or particularly important. Nonetheless, you are responsible for mastering every topic assigned, **including topics not emphasized in class**.

With a course moving at 5 times the usual speed, preparation is critical. Students who come to class unprepared will find it difficult to succeed.

### **Attendance and Class Participation:**

Since the course relies so heavily on listening and speaking practice, attendance and participation are mandatory and count toward your final grade.

Class participation will reflect your daily preparation and active participation in class discussions. A student who is chronically late to class, leaves early, or is not prepared to participate will not receive full attendance and participation credit.

Students who miss more than **two classes** over the course of the 7-week session **without prior consent** of the instructor or CLI administration will **receive a zero** for class participation and will be asked to **withdraw** from the course. Absences may be excused on a case-by-case basis. Extenuating circumstances should be discussed with the instructor. However, that does not guarantee that an exception will be made.

Students who need to be absent from class due to religious observances (ACD 304–04: Accommodations for Religious Practices) or due to participation in university-sanctioned activities (ACD 304–02: Missed Classes Due to University-Sanctioned Activities) should notify the instructor at the beginning of the semester about the need to be absent from class and make arrangements to make up missed assignments and in-class work.

### **Homework Grading:**

Homework is your opportunity to practice new structures. It is expected that you will make mistakes; you will not be marked down for doing so. As long as you complete your homework and turn it in on time, you will receive full credit.

### **Grade Appeals**

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades.

### **Drop/Add and Withdrawal Dates**

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course. Students should consult with their assigned academic advisor and notify their instructor to add or drop this course. If a student is considering a withdrawal, please review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal, and a Grade of Incomplete.

### **Communication and Technology Requirements**

Canvas Email/Messages is an official means of communication among students, faculty, and staff. Students are expected to read and act upon messages in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. ***All instructor correspondence will be sent to students via their ASU email account.***

This course requires a computer with Internet access and the following:

- Web browsers (Chrome, Mozilla Firefox, or Safari)

- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office or Google Drive (Microsoft 365 and Google Drive are free for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

*Note:* A smartphone, iPad, Chromebook, etc. may not be sufficient for completing work in ASU courses. While students will be able to access course content with mobile devices, students must use a computer for all assignments, quizzes and exams, and virtual labs.

### **Technical Support**

This course uses Canvas to deliver content. It is accessible through MyASU at <http://my.asu.edu> or the Canvas home page at <https://myasucourses.asu.edu>. To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>. To contact the help desk, call toll-free at 1-855-278-5080.

### **Language Tutoring and Other Campus Resources**

SILC Learning Support Services offers free language tutoring services. They provide both face-to-face and online tutoring. To check their schedule and sign-up for a tutoring session, go to <https://silc.asu.edu/learning-support-services/tutoring> (scroll down to find the schedule for tutors in for the student's target language).

Please refer to the following additional resources available to ASU students:

- ASU Academic Success Program (tutoring)
- Counseling Services
- Financial Aid
- Disability Resource Center
- Major & Career Exploration
- Career Services
- Student Organizations

### **Integrity**

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal from ASU. For more information, see <http://provost.asu.edu/academicintegrity>.

### **Accommodating Students with Disabilities**

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthew Center Building. DRC staff can also be reached at (480) 965-1234 (v) or (480) 965-9000 (TTY). For additional information visit: [www.asu.edu/studentaffairs/ed/drc](http://www.asu.edu/studentaffairs/ed/drc).

### **Policy Against Threatening Behavior**

All incidents and allegations of violent or threatening conduct by an ASU student (whether on or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

### **Reporting Title IX Violations**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

### **Policy on Sexual Discrimination**

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

### **Copyrighted Materials**

All content in this course, including video lectures/meetings, presentations, assignments, discussions, quizzes, and exams is protected by copyright and may not be shared, uploaded, sold, or distributed.

Students must refrain from uploading or submitting material that is not the student's original work to any website, course shell, or discussion used in this course or any other course unless the students first comply with all applicable copyright laws. Instructors reserve the right to delete materials on the grounds of suspected copyright infringement. Any recording of class sessions by students is prohibited, except as part of an accommodation approved by the Disability Resource Center.

### Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

### Recommended Textbooks

- *The Indonesian Way* for Beginners and Intermediate by Uli Kozok and George Quinn (available Online)

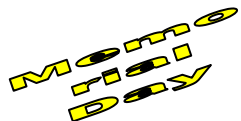
<https://indonesian-online.com/learn-indonesian-language/online/>

- *Understanding Indonesian Grammar: A student's reference and workbook* by Oleh James Neil Sneddon, 2020

@ARIZONA	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	May 24	25	26	27	28
Learning Outcome - Students Can:	Introduce themselves and others	Get to know new friends	Describe immediate and extended family members	Exchange addresses and telephone number	Tell and ask for important dates
	<b>Ayo Berbahasa</b> <b>Introduction to syllabus</b> <b>1. Introduction</b> <b>1.1 Berkenalan</b> <ul style="list-style-type: none"> <li>• Greetings and leave taking</li> <li>• Personal details <ul style="list-style-type: none"> <li>• <i>Saya John/mahasiswa</i></li> <li>• <i>Saya dari / tinggal</i></li> </ul> </li> <li>• Introducing friends</li> </ul>	<b>Bercakap-cakap</b> Politely ask question; ask where someone lives <i>Di mana ... tinggal?</i> Ask if something is located nearby <i>Dekat atau jauh?</i>  <b>Bercakap-cakap</b> Ask where something is; ask	<b>Review Pelajaran 1</b> <b>1.2 Keluarga Saya</b> Describe family relations or kinship; negate a nominal:  <b>Asking and telling where someone is.</b>  <b>Describing your family</b> <i>ayah saya ..</i> <i>ibu saya ...</i>	<b>2. Number (1)</b> 2.1 Counting from 1 – 20: home address <i>Saya tinggal di George Street 20. ... Nomor HP saya ...</i>  2.2 Polarity questions <i>Anda John?</i>  2.3 Country & nationality:	2.4 Vocabulary builder Alphabet and spelling: Battlefield  Magic words: Tolong /Silakan/Maaf ...  <b>2.5. Numbers (2)</b> <ul style="list-style-type: none"> <li>• Time and dates  21 – 60: <i>Jam vs Pukul</i></li> </ul>

	Personal pronouns: - <i>Ia/Mereka</i> - <i>Ini / Itu siapa?</i> • Offering something and asking what something is. <i>Mau ... Apa ini/itu?</i>	for a description of something. <i>Di mana ... Bagaimana ...</i> <b>Pamit</b> Ask permission to leave; politely excuse oneself.	<b>Introducing friends</b> <ul style="list-style-type: none"> <li>• Teman saya Mereka Personal pronouns <i>Ia... / Mereka...</i></li> <li>• Personal details <i>Saya John/mahasiswa</i> <i>Saya dari / tinggal di ...</i></li> </ul>	Provinces, capital cities in Indonesia  Noun phrase: <i>orang, makanan, bendera Indonesia</i>	61 – 100: <i>Umur</i> <ul style="list-style-type: none"> <li>• Days of the week</li> </ul> Important dates for America and Indonesia <b>Small Test 1</b>
--	--	--	--	--	---



Week 2	31	June 01	02	03	04
Learning Outcome - Students Can:		<b>Tell and ask for daily routines</b>	<b>Describe and ask about daily routines at work</b>	<b>Describe physical appearance</b>	<b>Express and describe ability and possibility</b>
		<b>3. Kegiatan sehari-hari</b> 3.1 Daily routines with base-form verbs: <i>bangun, tidur, mandi, makan, pergi, tiba</i>  4.2 Places and activities: rooms in the house <i>kamar/ruang</i>  3.3 Family routines: <ul style="list-style-type: none"> <li>Household chores: <i>-nya</i></li> <li><i>suka – tidak suka</i></li> </ul>	<b>4. Kegiatan rutin di kantor</b> 4.1 Office daily routines: <i>masuk, tiba, baca/buka email, rapat, mulai, selesai kerja, pulang</i>  5.2 Information questions <i>Siapa, Di/Ke mana, Berapa, Bagaimana</i>	<b>5. Teman &amp; Tetangga baru</b> 5.1 Describing physical appearance <i>tinggi-pendek; kurus-gemuk; tua-muda; cantik/ganteng-jelek; kotor-bersih; mahal-murah</i>  5.2 Connector 'Yang' <i>Yang tinggi/pendek/cantik Yang mana ...?</i>  5.3 Polarity questions with <i>Apakah</i> <i>Apakah Anda kuliah di ASU?</i> <i>Apakah Anda bisa bahasa ...?</i>	<b>6. Kemampuan</b> 6.1 Describing ability or skills <i>... bisa masak</i> <i>... (main) tenis</i> <i>... bisa computer</i> <i>... renang</i>  6.2 Asking what Indonesian <i>Apa Bahasa Indonesianya ...?</i>  <b>Small Test 2</b>
<b>@ARIZONA</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Week 3	07	08	09	10	11
Learning Outcome - Students Can:	<b>Describe food and drinks</b>	<b>Order food and drinks</b>	<b>Do shopping at the local stalls or market</b>	<b>Politely ask someone to do something</b>	<b>Identify locations</b>
	<b>7. Makan di luar</b> 7.1 Eating out – Indonesian food and drinks  7.2 Describing how food tastes <i>enak/nikmat/gurih manis, pahit, asing, pedas, hambar</i>  7.3 Explaining what is and is not available <i>Di sini ada / tidak ada ... Apakah di sini ada ...?</i>  7.4 Negating with <i>tidak</i> and <i>bukan</i>	7.5 Special occasions, special food <i>Makanan Indonesia ... goreng / rebus / bakar</i>  7.6 Ordering food <i>Maaf ... Permisi ... Saya mau (pesan) ... dengan / tanpa ... Bisa ... Tolong ... Boleh ...?</i>  <i>... belum/tidak/sudah pernah ...</i>  7.7 Recommending and complaining about food <i>...nya gurih / enak / mantap ...nya tidak enak / mahal ..</i>	<b>8. Berbelanja di toko / mal</b> 8.1 Favorite clothes and colors <ul style="list-style-type: none"> <li>Female and male clothings</li> <li>Color and sizes</li> <li>Verbs of shoppers: <i>menjual, membeli, melihat, mencoba</i></li> </ul> 8.2 The art of bargaining <i>Berapa harga ...? Boleh tawar / kurang? Ah ... mahal sekali.</i>  Negotiating the price <i>Bagaimana kalau ...?</i>	8.4. More intensifier <i>agak / terlalu / cukup</i>  Verbs in base form and full form <i>jual - menjual; beli -membeli, lihat-melihat, coba-mencoba</i>  Tolong or Silakan + Base Form <i>Saya mau / suka + Base or Full Form</i>	<b>9. Describing positions (indoors and outdoors)</b> <ul style="list-style-type: none"> <li><i>di samping / depan / belakang / sebelah ... / terletak di ...</i></li> </ul> 9.1 Town planning <ul style="list-style-type: none"> <li>Students design a new town and make a presentation in front of a committee</li> </ul> <b>Poster Session 1</b> Your ideal city to live  <b>Small Test 3</b>

		Intensifier: <i>sangat enak; enak sekali</i>	8.3 Complaining about clothing or other equipment <i>Baju ini robek / kotor.</i>		
<b>Week 4</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
Learning Outcome - Students Can:	<b>Asks and answer questions about directions and public places</b>	<b>Order and instructions to do things</b>	<b>Describe facilities and locations, landmarks etc.</b>	<b>Describe physical characteristics and appearances</b>	<b>Ask and answer questions about jobs and professions</b>
	<b>10. Tempat umum</b> 10.1 Indonesian traffic signs and common street names <i>Dilarang berhenti / parkir.</i>  10.2 Giving instruction <i>Belok kiri / kanan</i> <i>Lurus, jalan terus</i> <i>Sampai di ...</i>  10.3 Following instructions: <i>Naik / turun / 2 kotak</i> <i>Ke kiri /kanan 3 kotak</i> <i>Gambar / tulis ...</i>  Middle and final /h/	10.4. Making Balinese head-dress – sequencing <i>Pertama, ...</i> <i>Kedua, ...</i> <i>Lalu, ...</i> <i>Akhirnya</i>  <b>Poster session 2</b> What people do if they visit Arizona for the first time	<b>11. Geografi Indonesia dan Amerika</b> 11.1 Describing landmarks of a city or place <b><i>ada / tidak ada</i></b> <i>Di Tempe ada / tidak ada...</i> <i>Di Bali ada / tidak ada ...</i>  <b><i>terletak vs terdapat</i></b> <i>Arizona terletak di ...</i> <i>Bali terletak di ...</i>  <i>Patung Liberty terdapat di ...</i> <i>Tugu Monas terdapat di</i>	<b>12. Clothing and physical appearance</b> 12.1 Clothing with <i>ber</i> <i>bertopi, berbaju, bersepatu</i> 12.2 Physical appearance with <i>ber-</i> <i>berrambut, berkulit, bermata, berbadan</i>  12.3 Producing something with <i>ber</i> <i>berkeringat, berair, berdarah</i>  12.4 Pronunciation The rolling /r/	<b>13. Pekerjaan dan kegiatan</b> 13.1 Job with <i>ber-</i> and occupation with <i>pe-</i> <i>pertinju – petinju</i> <i>bertani – petani</i>  13.1 Your hobby – riding <i>ber</i> <i>bermobil, bersepeda, berkuda</i>  13.2 Adverb of frequency <i>sering – jarang</i> <i>selalu – tidak pernah</i> <i>kadang-kadang</i>  <b>FINAL EXAM 1</b>
<b>@ARIZONA</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Week 5</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
Learning Outcome - Students Can:	<b>Asks and answer questions about duties</b>	<b>Describe responsibilities</b>	<b>Respond politely to personal enquiries or questions</b>	<b>Give polite instructions unknown visitors</b>	<b>Request and decline invitations</b>
	<b>14. Pekerjaan dan tugas</b> 14.1 Describing jobs and related duties (1) <i>Saya guru, tugas saya mengajar</i> <i>Saya sekretaris tugas saya mengetik surat</i>  14.2 Asking questions Combined QW-questions	<b>15. Membantu keluarga</b> 15.1 Duties and activities that require <b>meN-</b> <ul style="list-style-type: none"> <li><i>Dia sering mengambil gambar</i></li> <li><i>Saya jarang membeli baju</i></li> <li><i>Manajer it membeli mobil</i></li> <li></li> </ul> 15.2 Gallery walk: - operating <b>meN</b> - .	<b>16. Teman dari Indonesia</b> 16.1 Being personal with an Indonesian friend ... <i>sudah menikah</i> ... <i>mempunyai anak</i> ... <i>sudah bekerja</i>  16.2 Beach activity survey - distinguishing between activity with <i>ber-</i> and <b>meN-</b>	<b>17. Menyambut tamu</b> 17.1 Helping guests in a function - <i>Tolong isi daftar tamu.</i> - <i>Silakan isi daftar tamu.</i> - <i>Tolong tunggu di sana</i> - <i>Silakan tunggu di sana.</i>  - <i>Tolong berdiri di sana.</i> - <i>Silakan berdiri di sana.</i>	<b>18. Making, accepting and declining an invitation</b> 18.1 Important expressions for making an invitation - <i>Kami mau mengundang ... untuk ...</i> - <i>undang → mengundang</i> - <i>ajak → mengajak</i> - <i>minta → meminta</i>

	forms: <ul style="list-style-type: none"> <li>• Jam/Tanggal berapa</li> <li>• Hari apa</li> <li>• Untuk apa/siapa</li> <li>• Dengan apa/siapa</li> </ul>	15.3 Describing jobs and related duties (2) – Snake and Ladder to consolidate <b>meN-</b>  Middle / <b>ŋ</b> /	<ul style="list-style-type: none"> <li>• berjemur, berselancar, berlari</li> <li>• menjemur baju, membeli es krim, mengambil foto</li> </ul>	- Tolong berkumpul di atas - Silakan berkumpul di atas.  17.2 Verb maker – <b>kan</b> - Tolong bersihkan kamar ini. - Panaskan makanan ini. - Tolong hitamkan gambar ini.	18.2 Accepting and declining an invitation <ul style="list-style-type: none"> <li>• Dengan senang hati. Saya akan datang dengan ...</li> <li>• Terima kasih tetapi atas undangan Bapak, tetapi ...</li> </ul> <b>Poster Session 3</b> Invitation to attend an Indonesian music concert
<b>Week 6</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>July 01</b>	<b>02</b>
Learning Outcome - Students Can:	<b>Compare things and people</b>	<b>Describe health issues and illnesses</b>	<b>Negotiate local Gojek (motorbike taxi) fares</b>	<b>Compare public facilities and transportation</b>	<b>Do a role play on taxi driver vs. passenger</b>
	<b>19. Orang Amerika dan Indonesia</b> 19.1 Describing people and things ... tinggi – tinggi ... besar – besar ... baik – baik  19.2 People's characters ... pemalu ...	19.3 Taking care of your health <ul style="list-style-type: none"> <li>• Parts of the body             <ul style="list-style-type: none"> <li>• Perut / kepala saya sakit.</li> </ul> </li> <li>• Symptoms of sickness             <ul style="list-style-type: none"> <li>• Sakit perut / kepala ...</li> <li>• Mual-mual, pusing-pusing</li> </ul> </li> <li>• Visiting a doctor and giving advice about health             <ul style="list-style-type: none"> <li>• Sebaiknya kamu ...</li> </ul> </li> </ul>	<b>20. Jalan-jalan di Bali</b> 20.1 <b>Modes of Transportation</b> Ask about fares, ask about the location to get on and off; Ask about the length of a trip.  20.2 Modes of Transportation Kinds of transportation (vocabulary); Inquire about modes of transportation; Offer an alternatives.  20.3 Ordering a taxi or a Gojek	20.4 Comparing transportation in Denpasar (Bali) and Tempe - ada / tidak ada - tetapi, juga  20.5 Asking for information about transportation ... bus <b>yang</b> berangkat ... ... ferry <b>yang</b> datang ... ... pesawat yang ke ...	20. 6 Role Play <ul style="list-style-type: none"> <li>• Taxi driver</li> <li>• Taking an ojek</li> </ul> <b>Small Test 5</b>
<b>@ARIZONA</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Week 7</b>	<b>05</b>	<b>30</b>	<b>July 1</b>	<b>2</b>	<b>3</b>
Learning Outcome - Students Can:		<b>Talk about entertainment on Indonesian Independence Day celebration</b>	<b>Get information on Indonesian films</b>	<b>Compare Indonesian cities and the <i>desa</i> (rural areas)</b>	<b>Describe geographical changes over time</b>
		<b>21. Hiburan</b> 21.1 Important events and celebrations <ul style="list-style-type: none"> <li>• 17-an (Independence Day)</li> </ul>	21.2 Going to the movie theatre <ul style="list-style-type: none"> <li>• Apakah kamu mau ... / Maukah kamu ...?</li> </ul>	<b>22. Kota saya</b> 22.1 Important city landmarks - Denpasar memiliki / tidak	22.3 Housing issues in Bali/Indonesia <b>sangat – makin</b> - Rumah-rumah di Bali

	<b>Administrative Holiday</b>	celebration • Balinese temple ceremony <i>... bagus / ramai / meriah / menarik / menyenangkan</i>	• Apakah kamu mau ... / Mau tidak kamu ... • Connecting ideas with <b>bahwa</b> - <i>Saya senang / sedih bahwa ...</i> - <i>Saya suka / tidak suka bahwa ...</i>	<i>memiliki ...</i> - <i>Tempe memiliki / tidak memiliki ...</i>  22.2 Contrasting a city and a village - <i>Desa-desa di Bali ...</i> - <i>Penduduk desa / kota ...</i> - <i>Orang desa / kota ...</i>	sangat kecil. - Rumah-rumah di Bali makin kecil.  22.4 Traditional Balinese houses <b>July 5 2021</b> – no class <b>Poster Session 4</b> Comparison of traditional and modern Balinese houses
<b>Week 8</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
Learning Outcome - Students Can:	Asks and answer questions about typical landmarjs of Bali	Talk about experiences	Ask and answer questions about general Dos and Don'ts in Bali	Talk about flashback	
	<b>23. Berkunjung ke Bali (Indonesia)</b> 23.1 Landmarks of Bali or Denpasar  23.2 Future activity • <i>Kami akan pergi ke Bali.</i> • <i>Di Bali kami akan belajar Bahasa Indonesia.</i> • <i>Di sana saya / kami akan tinggal di keluarga angkat.</i>	23.3 Making a plan a. Review of <b>belum / sudah / tidak tahu</b>  b. Planning your activities - <i>Kami akan berkunjung ke ...</i> - <i>Kamin akan melihat ...</i> - <i>Kami akan makan ...</i> - <i>Kami tidak akan ...</i>	<b>FINAL EXAM 2</b>  <b>24. Kebiasaan orang Indonesia</b> 24.1 Dos and Don'ts in Bali (Indonesia) - <i>tidak boleh vs boleh</i> - <i>dilarang</i> - <i>boleh vs harus</i>  24.2 Role Play Visiting a temple ceremony	24.3 Review and reflections • Individual presentation on Indonesia or Bali based on Poster 1 – 4  • Reflections: - Achievement - Areas of improvement - Next Bali target  <b>Class farewell</b>	<b>GRADUATION DAY</b>