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Language: Indonesian	Target group: Stage 5 (Year 9)	Unit of work: Eating out	Duration: 6 hours
What are the key ideas or concepts you want the students to learn? The key concepts I want students to learn are <u>that</u> : <ul style="list-style-type: none"> • there is a variety of eating places in Indonesia • there are different ways of ordering food and paying the bill. 		Why does that learning matter? That learning matters <u>because</u> : <ul style="list-style-type: none"> • eating out is a social activity and different cultures have culturally specific perspectives and conventions • understanding and using appropriate gestures and language are critical to successful social interaction and will avoid causing offence. 	
Targeted outcomes 5.UL.1, 5.UL.2, 5.UL.3, 5.UL.4, 5.MLC.1, 5.MLC.2, 5.MBC.1, 5.MBC.2			

Intellectual quality <ul style="list-style-type: none"> • Deep knowledge • Deep understanding • Problematic knowledge • Higher-order thinking • Metalanguage • Substantive communication 	Quality learning environment <ul style="list-style-type: none"> • Explicit quality criteria • Engagement • High expectations • Social support • Students' self-regulation • Student direction 	Significance <ul style="list-style-type: none"> • Background knowledge • Cultural knowledge • Knowledge integration • Inclusivity • Connectedness • Narrative
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<p>Students learn about:</p> <ul style="list-style-type: none"> • linguistic choices made in texts to influence listener • way in which texts are constructed for specific purposes • manipulation of known structures, format and choice of vocabulary to achieve specific purpose • collaborative and inclusive ways to achieve communication goals • resources available to enhance or promote independent learning • the use of technology to express ideas and create own text • variations of the message according to context, purpose and audience • meaning conveyed in words • the contributions of diverse cultures to the local and global community • etiquette and ethical behavior associated with cross-cultural communication • language used to express cultural values, and to represent people and cultures in texts 	<p>Students learn to:</p> <ul style="list-style-type: none"> • analyse the impact of linguistic choices made to achieve communication goals, e.g. to invite or to order • identify purpose, e.g. to inform, persuade or invite, and distinguish between main points and supporting details in text • select and manipulate particular structures to achieve specific communication goals, e.g. emotive language for effect • interact with reference to purpose, audience or participants, e.g. ordering food • develop skills in accessing appropriate additional information to expand and enhance communication, e.g. dictionaries, word lists, authentic texts in print and online • access websites to manipulate data to produce a specific text, e.g. multimedia presentation • reflect on formal and informal language, and when and where it is used • analyse the ways words are constructed, e.g. how words are modified for different grammatical functions, such as <i>me</i>-prefixes for verbs, stem verbs for commands • reflect on attitudes and practices that differ from their own • recognise appropriate intercultural behavior in diverse settings • analyse the use of words or expressions with particular cultural significance in Indonesian texts, e.g. <i>warung</i>, <i>pedas</i>, <i>sambal</i>
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<p>Structures:</p> <ul style="list-style-type: none"> • Di (indicating location) vs ke (indicating movement towards) <ul style="list-style-type: none"> ◦ <i>Saya mau mencoba masakan Indonesia di warung Wayan. Saya mau ke restoran Made.</i> ◦ <i>Mau ikut ke + place – Mau ikut ke McDonald?</i> • Interrogatives – <i>Jam berapa? Kamu mau pesan apa? Bisa pesan meja untuk lima orang? Boleh minta sambal? Mau tambah?</i> • Exclamations – <i>Ayo kita ke restoran Padang! Aduh, enak/pedas sekali makanan ini.</i> • Commands – <i>Minta piring kosong, Mas! Mbak, minta bonnya! Minta es teh satu lagi!</i> • Affixations – suffix – an to form a noun e.g. <i>Makan ~ makanan, minum ~ minuman, pakai ~ pakaian etc.</i> • Negative words – the use of <i>tidak, bukan, jangan, belum.</i> 	<p>Socio-cultural content:</p> <ul style="list-style-type: none"> • expressions for inviting people to eat out • expressions for agreeing to an invitation • expressions for booking a restaurant/ordering food/paying the bill • Indonesian cuisine • giving excuses • eating etiquette. 	<p>Cross-curriculum content & policies:</p> <ul style="list-style-type: none"> • ICT – photographing dishes and annotating with descriptive captions, videoing role plays. • Design and Technology – healthy food vs junk food. • Creative Arts (photography) – how to take attractive photographs. • Creative and Performing Arts – Role play - going to a restaurant.
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Building the field: – e.g. the connections to *background knowledge* and *cultural knowledge*.

Pre-testing – assessment of students’ prior knowledge either through formal or informal means, determining the need for differentiated activities.

Discussion – discuss Western eating places and cuisine. Compare and contrast Indonesian and Western cuisine.

Intellectual quality

- *Deep knowledge*
- *Deep understanding*
- *Problematic knowledge*
- *Higher-order thinking*
- *Metalinguage*
- *Substantive communication*

Quality learning environment

- *Explicit quality criteria*
- *Engagement*
- *High expectations*
- *Social support*
- *Students’ self-regulation*
- *Student direction*

Significance


- *Background knowledge*
- *Cultural knowledge*
- *Knowledge integration*
- *Inclusivity*
- *Connectedness*
- *Narrative*



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Teaching and learning activities:

Teachers make a selection from the following activities as appropriate:

1. View some photographs or video clips about eating out in Indonesia, e.g. the clip from the film *Langitku, Rumahku* (at the *warung*), or the clip from the film *Berbagi Suami* (at the restaurant and the small restaurant). Discuss what the students notice about the different places of eating in Indonesia and compare them with those in Australia. (L, S)
2.  Research Indonesian cuisine and variety of eating places on the internet including the different prices. Complete [Worksheet 1](#) and present findings to the class and give reasons for the different prices and customers. Class discussion. (R, L, S, W) OR students can read/listen to *Bagus Sekali 2*, Langkah 2 WB p. 28 (A & B), *Keren! 2*, Topic 3, CB pp. 62-63, pp. 79-83, *Saya Bisa! 2* Topic 3 WB p. 23.
3. Read several text messages/emails in Indonesian about inviting friends to have dinner out and responses (accepting/declining) (R, W) from *Bagus Sekali 2*, Langkah 2 WB p. 24, *Keren! 2* Topic 3 CB p. 61.
4. Read/listen to the telephone conversation on booking a table, ordering food, asking for more, asking for the bill (L, S, R, W) *Bagus Sekali 2*, Langkah 2 WB p. 15, pp. 19–21, *Keren! 2* Topic 3 CB p. 66, *Saya Bisa 2*, Topic 3 WB pp.28-31
5. Grammatical points: Students examine and analyse the suffix – *an* to make a noun from a verb, and consider the use of negating words – *tidak / bukan / jangan/ belum* in sentences. (See *Bagus Sekali 2*, Langkah 2 WB pp. 25–26)

Evidence of learning and ongoing feedback for students throughout unit of work

- Class discussion and teacher feedback on student contributions.
- Student use of appropriate vocabulary and structures.
- Student ability to sequence ideas.
- Teacher observation of level of participation in class discussion and oral feedback.

Ongoing feedback through:

- teacher observation
- oral/written feedback
- student self-evaluation
- peer evaluation.

Listening activities: teacher observation and oral feedback on purpose and content

Speaking activities: teacher provides oral feedback on correct pronunciation and vocabulary and ability to maintain an interaction

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<p>Teaching and learning activities (cont):</p> <ol style="list-style-type: none"> Discuss the informal language used and compare it with the formal language. (S, R) Consolidate the vocabulary relating to cutlery by playing games, such as: flashcards, memory game, matching photographs with the right captions (S, L, R) <i>Bagus Sekali 2</i>, Langkah 2 WB p. 26, <i>Keren! 2</i>, CB p. 67, <i>Saya Bisa 2</i>, WB pp. 24-27. Discuss Indonesian dinner etiquette and compare it with those of various communities in Australia. (L, S) <i>Keren! 2</i>, Topic 3 CB, pp. 42-43  * Research and choose one Indonesian dish and make a presentation to the class on the ingredients and the recipe using <i>Microsoft PowerPoint 2007</i>. (L,S,R,W) OR Role play <i>At the Indonesian restaurant</i> (L,R, S, W) OR  * Make a brochure of a culinary tour in Australia and /or Indonesia with photographs and present it in <i>Microsoft Publisher 2007</i>. <p>Note: teaching and learning activities marked with an asterisk (*) could be used as formal assessment tasks</p>	<p><u>Discussion activities</u>: teacher observation and oral feedback on how well students participate, recognise and use the vocabulary</p> <p><u>Reading activities</u>: teacher gives oral/written feedback on identifying general or specific information, purpose and content</p> <p><u>Written activities</u>: teacher observation and written feedback on purpose and content; peer evaluation</p> <p><u>ICT activities</u>: use of <i>Makanan</i> to consolidate and reinforce new structures and use of a variety of websites to provide opportunities for students to develop research skills using the internet</p>
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Resources

Indonesian [electronic resource]: *Makanan* (2008) Centre for Learning Innovation, NSW
 Martin, Gail (2008) *Saya bisa! 2 Teacher's resource*, Pearson Heinemann, NSW
 Newnham, Julie & Soehodo, Soepri (2002) *Bagus sekali! 2*, CIS Heinemann, Vic
 White, Ian, J. (2003) *Keren! 2* [electronic resource], Pearson Education, Vic
 Martin, Gail (2008) *Saya bisa! 2 Teacher's resource*, Pearson Heinemann, NSW

(Resources below do not have SCIS records and would need to be correctly referenced and added to the above list in alphabetical order.)

Bagus Sekali 2, Langkah 2

Keren 2, Topic 3

Saya Bisa 2, Langkah 3

CLI material: *Makanan*

List of Indonesian dishes – Wikipedia, the free encyclopedia. Viewed 10 July 2009. <http://en.wikipedia.org/wiki/List_of_Indonesian_dishes>

Indonesian cuisine – Wikipedia, the free encyclopedia. Viewed 10 July 2009. <http://en.wikipedia.org/wiki/Cuisine_of_Indonesia>

Eating out in Indonesia. Viewed 10 July 2009. <<http://www.tasty-indonesian-food.com/eating-out-in-indonesia.html>>

Indonesian recipes by Merry's kitchen of Indonesian cuisine. Viewed 10 July 2009. <http://www.melroseflowers.com/mkic/indo_recipes/index.html>

<<http://www.indonesianfoodonline.com/>>

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Evaluation and variation

Considerations: Time allocated for unit; variety of teaching strategies used; opportunities for teacher feedback and student reflection; suitability of resources; suitability of ICT/laptop activities; literacy/numeracy links.

Date commenced: _____

Date completed: _____

Class Teacher signature: _____

Head Teacher signature: _____

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