



Stage 4 Indonesian – mandatory 100 hours (10 weeks)

This unit starter can be modified to suit the needs of your learners, including adding your own resources, modifying content or duration and differentiating for learning needs and learner groups. The learning, teaching and assessment strategies and assessment task are suggestions only.

Makan dengan teman-teman Indonesia! – Dining with Indonesian friends!

Indonesian food is popular worldwide. Indonesians have one of the world’s most vibrant and colourful cuisines, connecting not only to its geographic and cultural diversity across the archipelagos, but also to its long history of traders who came from around the world. Food plays a significant part in social interactions for Indonesians, whether it be at an event, a get-together or just meeting someone on the street. In this unit starter, students explore the world of Indonesian food, including food stalls and restaurants, eating etiquette, ordering food and drinks, and expressing preferences and opinions.

Key inquiry questions	Learning across the curriculum
<ul style="list-style-type: none">• What role does food play in Indonesian cultures?• How does this differ from our own cultures?• What do you need to know when dining with Indonesian people?• What are some typical Indonesian dishes?• How do we express preferences and order food/drink?• How do we bargain for food purchases and where is it appropriate to do so?	<ul style="list-style-type: none">• Critical and creative thinking (collaborative tasks and activities)• Intercultural understanding (value own and others’ cultures and beliefs)• Literacy (types of texts, register)• Numeracy (working out costs, bargaining and tips)

Outcomes

- LIN4-1C – uses Indonesian to interact with others to exchange information, ideas, and opinions, and make plans
- LIN4-2C – identifies main ideas in, and obtains information from texts
- LIN4-3C – organises and responds to information and ideas in texts for different audiences
- LIN4-4C – applies a range of linguistic structures to compose texts in Indonesian, using a range of formats for different audiences
- LIN4-5U – applies Indonesian pronunciation and intonation patterns
- LIN4-6U – applies features of Indonesian grammatical structures and sentence patterns to convey information and ideas
- LIN4-7U – identifies variations in linguistic and structural features of texts
- LIN4-8U – identifies that language use reflects cultural ideas, values, and beliefs

All outcomes referred to in this unit starter come from the [Indonesian K-10 Syllabus](#) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

Vocabulary and structures

Dining with friends	Talking about food (giving opinions)	Food and drink	Menu items, Indonesian dishes	Sentence starters and conjunctions	Adverbs and adjectives
<ul style="list-style-type: none"> • <i>warung</i> • <i>rumah makan</i> • <i>kaki lima</i> • <i>pedagang kaki lima</i> • <i>rumah teman</i> • <i>restoran</i> • [place] <i>di...</i> • [place] <i>ada...</i> [food/drink/items] <i>seperti...</i> • <i>Selamat makan!</i> • <i>Mau makan di...</i> 	<ul style="list-style-type: none"> • <i>rasayanya...</i> • <i>baunya...</i> • <i>suka/tidak suka</i> • <i>lebih suka...</i> • <i>saya</i> <i>pikir...karena...</i> • <i>makan</i> • <i>minum</i> 	<ul style="list-style-type: none"> • <i>minuman</i> • <i>makanan</i> • <i>air putih</i> • <i>jus jeruk</i> • <i>es jeruk</i> • <i>soda</i> • <i>daging</i> • <i>ikan</i> • <i>nasi putih</i> • <i>sayur/sayuran</i> • <i>telur</i> 	<ul style="list-style-type: none"> • <i>pilihan</i> • <i>daftar makanan</i> • <i>gado-gado</i> • <i>buah/buah-buahan</i> • <i>ayam goreng</i> • <i>sate ayam</i> • <i>nasi goreng</i> • <i>rendang</i> • <i>mie goreng</i> • <i>bakso</i> • <i>krupuk</i> 	<ul style="list-style-type: none"> • <i>kalau</i> • <i>juga</i> • <i>dan</i> • <i>tetapi</i> 	<ul style="list-style-type: none"> • <i>sekali</i> • <i>sedikit</i> • <i>kurang</i> • <i>tidak</i> • <i>tidak begitu</i> • <i>mahal</i> • <i>murah</i> • <i>enak/lezat</i> • <i>manis</i> • <i>pedas</i> • <i>asin</i>

Dining with friends	Talking about food (giving opinions)	Food and drink	Menu items, Indonesian dishes	Sentence starters and conjunctions	Adverbs and adjectives
<ul style="list-style-type: none"> • <i>Bagaimana kalau...?</i> 		<ul style="list-style-type: none"> • <i>udang</i> • <i>ayam</i> • <i>buah-buahan</i> • <i>roti</i> • <i>keju</i> 	<ul style="list-style-type: none"> • <i>sambal</i> • <i>mie goreng</i> 		<ul style="list-style-type: none"> • <i>asam</i>

Final assessment task

(Note: This assessment task, with marking guidelines, is available on the [Indonesian Stages 4 and 5 section](#) of our website.)

Providing students with assessment choices allows for creativity, differentiation, ownership of learning and self-reflection. It can also lead to increased engagement and deeper understanding of content.

This sample assessment provides examples of choices that assess the same outcomes and use the same language skills, despite the audience, purpose and context varying for each choice. Students choose one option, or they could create their own, with teacher approval.

You can also access a [digital version](#) of this task.

Suggested task for second or additional language learners – including variations

Create a 2-minute virtual tour introducing a favourite restaurant OR a local supermarket.

In your presentation:

- encourage the audience to visit the location
- include what food and drinks are available, what they are like and the prices
- say what food and drink you like and don't like to eat at the restaurant/supermarket
- say what you recommend, and why
- include audio in Indonesian

- include English subtitles.

Consider using [Adobe Spark](#), Google Sites or PowerPoint to create your virtual tour.

Context	Purpose	Audience
Virtual tour of your favourite Australian restaurant	To encourage the Indonesian students to visit the restaurant on a future trip to Australia	A class in Indonesia
Virtual tour of a local supermarket	To consider what to buy to cook a meal online together	An Indonesian friend
Virtual tour of your favourite Indonesian restaurant that you visited while on a holiday	To encourage your classmates to visit the restaurant on a future trip to Indonesia	Your Indonesian class in Australia

Students select the context-purpose-audience which interests them from the table above, and then select one of the following products:

- create a multimedia presentation, with Indonesian commentary and English text
- create a television commercial, with Indonesian audio and English subtitles
- create a video, with Indonesian audio and English subtitles.

Outcomes to be assessed: LIN4-4C, LIN4-5U, LIN4-6U

Suggested task for students with a background in Indonesian – including variations

Create a 3-minute virtual Indonesian food tour experience for your Indonesian class, with suggested places to eat on a future trip to Indonesia.

In your presentation:

- include a range of culturally-specific Indonesian food experiences, including food stalls and restaurants
- cater to a range of dietary requirements
- include what food and drinks there are, what they are like and prices, and how they compare to Australian restaurants
- give recommendations based on your chosen food stalls and restaurants, saying what you like or dislike about the places and explaining your reasons

- include audio in Indonesian
- include English subtitles.

Consider using [Adobe Spark](#), Google Sites or PowerPoint to create your virtual tour.

Context	Purpose	Audience
Virtual tour of Indonesian food experiences	To recommend places to eat on a future trip to Indonesia	Your Indonesian class
Virtual restaurant tour of your favourite restaurants in Australia	To consider visiting on a future holiday in Australia	A friend or family member in Indonesia

Students select the context-purpose-audience which interests them from the table above, and then select one of the following products:

- create a multimedia presentation, with Indonesian commentary and English text
- create a television commercial, with Indonesian audio and English subtitles
- create a video, with Indonesian audio and English subtitles.

Outcomes to be assessed: LIN4-4C, LIN4-5U, LIN4-6U

Unit plan

Week/s	Outcomes	Suggested strategies and assessment	Evidence of learning
Weeks 1-2	LIN4-2C Identifies main ideas in, and obtains information from texts LIN4-3C Organises and responds to information and ideas in texts for different audiences	Shopping for friends coming to dinner Second or additional language learners Revise numbers and see how much items cost in Indonesia with the Price auction game . During the game, as prices are revealed, ask students to convert prices into Australian dollars and compare to Australian prices in order to develop the concept of exchange rates. Drill adjectives <i>mahal</i> and <i>murah</i> in response and likes and dislikes <i>suka</i> and <i>tidak suka</i> . Students complete the following activities to develop and understanding of shopping for food in Indonesia. The activities may be completed as a class at the same time,	Second or additional language learners Correctly say numbers in Indonesian and make comments about how expensive items are and if they like them or not. Complete and submit Wizer activity sheet. Construct vocabulary list for

Week/s	Outcomes	Suggested strategies and assessment	Evidence of learning
	<p>LIN4-6U</p> <p>Applies features of Indonesian grammatical structures and sentence patterns to convey information</p> <p>LIN4-7U</p> <p>Identifies variations in linguistic and structural features of texts</p>	<p>or individually in a blended learning workstation rotation setting.</p> <ol style="list-style-type: none"> Types of shops to buy groceries in Indonesia – students explore places to buy food in Indonesian through the completion of the Wizer supermarket interactive worksheet. Students develop intercultural understanding by comparing supermarkets in Indonesia and Australia to decide where to shop if inviting a friend over for dinner in Indonesia, or if invited to a friend’s house and wanting to take a food gift. Students learn about the evolution of grocery shopping in Indonesian with technology developments and foreign interaction. Students make a vocabulary list of the types of shops in Indonesian. Grocery shopping in Bali – students become familiar with typical items found in an Indonesian grocery store, with prices, through viewing the video Bali grocery shopping (11.22 mins). While watching the video, students create a shopping list in Indonesian (dictionaries may be used) of the food and drinks shown in the video. This list should be used to plan a meal for an Indonesian friend who might come and visit when they are staying in Bali or to cook an online meal together. Snacks, dessert, drinks, main meal and the quantities needed should be considered. The budget for the meal is \$50 Australian dollars. Students discuss why some vegetables are more expensive in Indonesia than Australia and which items are more expensive and why. Online grocery shopping in Indonesia – students complete the liveworksheets online shopping activity, exploring the Happy Fresh online shopping website and answering questions about departments, foods and prices. Students create a vocabulary list of different food groups and common food items that suit personal dietary preferences/habits/needs and use the table completed in the worksheet to write sentences about what different departments have using the structure <i>Di [place] ada...</i> <p>Students explore the following websites to make a list of Indonesian text abbreviations that they then use to compose a simple SMS in Indonesian about a forgotten food item.</p> <ul style="list-style-type: none"> Indonesianpod101 Indonesian text slang Most common texting slang Bahasa Indonesia SMS abbreviations explained <p>Students compose an SMS to a member of their household who is stopping at the grocery store on the way home, asking them to pick up a forgotten item for the dinner</p>	<p>shops in notebooks.</p> <p>Create a shopping list that covers all elements requested within the set budget limit.</p> <p>Complete and submit the liveworksheet.</p> <p>Create a personalised list of foods and drinks for future use.</p> <p>Compose an SMS message including all elements required.</p> <p>Answer Kahoot questions with speed and accuracy.</p> <p>Students with a background in Indonesian</p> <p>Create an online gift shopping guide.</p> <p>All students</p> <p>Complete detailed and well-considered self-reflections.</p>

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		<p>they are making for their friend. The message should include the type of shop to go to, for example market/supermarket or the name of the shop, the item needed, the price of the item and <i>Tolong membeli... untuk saya. (Please buy...for me)</i>. Provide students with a modelled example. Students can use ifaketextmessage to compose their message.</p> <p>Students practise food and drink vocabulary by playing Kahoot – Indonesian food game.</p> <p>Students with a background in Indonesian</p> <p>Students create an Adobe Spark shopping guide for non-Indonesian background students about appropriate gift purchases when visiting Indonesian people. This should include shops, gift examples, descriptions and reasons why these are popular or appropriate gifts. They should share the coolest/best/most unique gift they have received or given too. English and Indonesian text should be included to help with understanding the guide.</p> <p>All students</p> <p>Self-reflection – students complete self-reflection language learning journals, identifying new learning and understanding, connecting to prior and future learning, setting new learning goals and identifying areas where help is needed. The online language learning reflection guide is a good tool to support students in this process.</p>	
Weeks 3-4	<p>LIN4-1C Uses Indonesian to interact with others to exchange information, ideas and opinions, and make plans</p> <p>LIN4-3C Organises and responds to information and ideas in texts for different audiences</p> <p>LIN4-4C Applies a range of</p>	<p>Dining at a friend’s home</p> <p>Second or additional language learners</p> <p>Students review the Trip Adviser thread seeking advice on What gift to take to a Balinese family dinner. Whilst reviewing, students make a list of suggested gifts in English and Indonesian. Students use The Explanation Game thinking routine to consider the objects that make popular gifts and give reasons why these gifts are culturally acceptable in Indonesia. Students also consider advice given in the thread about which family members may eat with them and why, and discuss with peers.</p> <p>Introduce and drill adjectives used for food with flashcards, repeating with correct pronunciation – <i>manis, enak, pedas, asin, asam, suka, tidak suka</i>. Students list these in their books.</p> <p>Using the gift list created (food and drink items – <i>kopi, gula, mie, beras, minyak, coklat, gula-gula, kueh, buah, anggur, biskuit</i>), students add an adjective for each</p>	<p>Second or additional language learners</p> <p>Complete the thinking routine and share responses with class.</p> <p>List adjectives in books and create sentences showing reasons for liking or disliking 2 items.</p> <p>Compose role plays and share with peers, providing peer feedback with consideration to the marking guidelines of the final assessment task.</p>

Week/s	Outcomes	Suggested strategies and assessment	Evidence of learning
	<p>linguistic structures to compose texts in Indonesian, using a range of formats for different audiences LIN4-5U</p> <p>Applies Indonesian pronunciation and intonation patterns LIN4-6U</p> <p>Applies features of Indonesian grammatical structures and sentence patterns to convey information LIN4-8U</p> <p>Identifies that language use reflects cultural ideas, values and beliefs</p>	<p>gift. As an extension activity, students write about 2 items – one they like, and one they don't like, and provide reasons. For example, <i>Saya suka cokelat karena enak. Saya tidak suka anggur karena asam.</i> Students then join the sentences together using the conjunction <i>tetapi</i>. For example, <i>Saya suka cokelat karena enak tetapi tidak suka anggur karena asam.</i> Students share their sentences with other students to compare their opinions on different items.</p> <p>Provide students with the marking guidelines for their final assessment task, and discuss, so they can target and build relevant vocabulary and structures in class activities.</p> <p>In pairs, students create a role play between an Australian and Indonesian friend discussing foods they like and dislike and why, for consideration when visiting their home for dinner. Students can write their conversation as an online chat or record as a video chat. As a class, brainstorm and develop a scaffold for ways students can add details to sentences, including sentence starters and conjunctions to make their conversation more authentic. Once completed, each pair then shares with another pair, providing peer feedback, including grammatical corrections and possible further additions for extension. The Providing peer feedback guide can support students in peer assessment.</p> <p>Students watch the video How to eat Indonesian food (4 mins) to gain an understanding of eating etiquette when visiting an Indonesian home. Hold a class discussion about the differences between Australian and Indonesian eating etiquettes – students create an infographic or jot down the main points to remember in their books. Introduce the expression <i>selamat makan</i>, enjoy your meal, here too and make note in books.</p> <p>Students with a background in Indonesian</p> <p>Students create an infographic for their classmates, digital or hand drawn, outlining the culturally appropriate etiquette when both visiting and dining in an Indonesian home. Students include why these practices are significant to daily life in Indonesia and any differences to Australia life. Students then write 5 questions about visiting or eating etiquettes in Australia that they would like to know more about.</p> <p>All students</p> <p>Self-reflection – students complete their self-reflection language learning journals identifying new learning and understanding, connecting to prior and future learning,</p>	<p>Participate in class discussion about eating etiquette and record information in an infographic or in books.</p> <p>Students with a background in Indonesian</p> <p>Create an informative and engaging food etiquette infographic.</p> <p>All students</p> <p>Complete detailed and well-considered self-reflections.</p>

Week/s	Outcomes	Suggested strategies and assessment	Evidence of learning
		setting new learning goals and identifying areas where help is needed.	
Weeks 5-6	<p>LIN4-1C Uses Indonesian to interact with others to exchange information, ideas and opinions, and make plans</p> <p>LIN4-3C Organises and responds to information and ideas in texts for different audiences</p> <p>LIN4-4C Applies a range of linguistic structures to compose texts in Indonesian, using a range of formats for different audiences</p> <p>LIN4-5U Applies Indonesian pronunciation and intonation patterns</p> <p>LIN4-6U Applies features of Indonesian grammatical structures and sentence patterns to convey information</p>	<p>Places to go to when dining with friends</p> <p>Second or additional language learners</p> <p>Students complete Quizlet – places to eat activities, writing down new vocabulary relating to where they can eat with friends in Indonesia and structures for talking about them. Students research what the different eating venues offer and look like.</p> <p>Students watch the video of Americans dining with an Indonesian friend in Americans try Indonesian street food (6.05 mins) and compose a list of the popular Indonesian dishes tried in Indonesian and English to gain an understanding of popular street food – <i>bakso</i>, <i>telur gulung</i>, <i>gorengan tofu</i>, <i>cireng</i>, <i>bola ubi</i> fried sweet potato balls, <i>putu</i> steamed shredded coconut with palm sugar filling, <i>klepon</i> rice cake balls with grated coconut and palm sugar filling, <i>martabak manis</i> thick pancake with chocolate, cheese and peanuts</p> <p>On the board, write a simple sentence such as <i>Saya suka ayam</i> (I like chicken). Ask the class to help add other elements to the sentence to make it more complex, demonstrating how to use language from prior learning to build extended sentences. For example: <i>Saya suka ayam.</i> > <i>Saya suka sekali ayam.</i> > <i>Saya suka sekali ayam goreng.</i> > <i>Saya suka sekali ayam goreng di Warung Enak.</i> > <i>Saya suka sekali ayam goreng dan nasi goreng di Warung Enak.</i> > <i>Saya suka sekali ayam goreng dan nasi goreng di Warung Enak tetapi saya tidak suka sambal.</i> > <i>Saya suka sekali ayam goreng dan nasi goreng di Warung Enak tetapi saya tidak suka sambal karena sedikit pedas.</i> > <i>Saya selalu suka sekali ayam goreng dan nasi goreng di Warung Enak tetapi saya tidak suka sambal.</i></p> <p>Using the +1 Routine thinking tool, students work in small groups to write their best sentence about any food or drink on whiteboards or A4 paper, then pass it to another group to see what they can add. Make sure each response is passed to every group so that students can think about the structures and gain ideas for composing in the future without relying on Google Translate.</p> <p>From the list of dishes composed during the video, students choose one they think they would like and one they think they would not like and write a sentence showing the opposing opinions and reasons why. Conjunctions, adverbs, adjectives and opinion structures should be used. Students can record their responses on Flipgrid and share with the class, leaving comments on other students' agreeing or</p>	<p>Second or additional language learners</p> <p>Create vocabulary list for places to dine with friends in Indonesia, with a short description of each place.</p> <p>Create a list of common Indonesian street foods.</p> <p>Create extended sentences with opposing ideas about food likes/dislikes.</p> <p>Complete notes when watching video.</p> <p>Write a sentence about the flavour and smell of a food.</p> <p>Compose a basic restaurant review.</p> <p>Participate in class discussion on videos.</p> <p>Students with a background in Indonesian</p> <p>Create a detailed restaurant advertisement.</p> <p>All students</p> <p>Complete detailed and well-considered self-reflections.</p>

Week/s	Outcomes	Suggested strategies and assessment	Evidence of learning
		<p>disagreeing with a simple reason why, for example <i>Saya setuju/tidak setuju karena...</i></p> <p>Students watch the video Is Indonesian food good? (14.41 mins) and take notes about:</p> <ul style="list-style-type: none"> • what the people say about the places they visit, including the name of the restaurants • where they are and what they have there • what are in the famous Indonesian dishes at <i>Warung Babi Guling</i> (7.19 mins) and at <i>Warung Biah Biah</i> (11.17 mins) • what the overall impression the two people had of Indonesian food and why, in Indonesian, for example <i>Mereka pikir makanan Indonesia...karena...</i> • what you would ask these bloggers about Indonesian food in an interview – 3 questions in Indonesian and 1 in English. <p>Use flashcards to revise flavour vocabulary from weeks 3 and 4, with students repeating and recalling meaning. Introduce the terms for smell and flavour <i>baunya...</i>, <i>rasanya...</i> Drill with foods and drinks – initially with the teacher asking questions and then students asking each other. Students make note of these terms and choose a dish from the video to write a sentence about its smell and flavour.</p> <p>Restaurant review – using their notes from the video Is Indonesian food good? in the previous activity, combined with the modelled restaurant review, students write their own restaurant review for Ayam Yummy from the video. Students share their finished reviews with a peer and discuss areas of warm and cool feedback and any additions that can be made to extend language use. Alternatively, students could use a restaurant of their own choice. Consider modelling one together, as a class.</p> <p>Students watch the two videos below, which show children from around the world trying Indonesian snacks and food.</p> <ul style="list-style-type: none"> • Kids try snacks from Indonesia (4.02 mins) • More Indonesian foods kids try (5.28 mins) <p>Using the videos as a stimulus, students discuss why the children like or dislike certain foods, for example <i>Mereka pikir [food] [adjective] [adverb] karena...</i> or <i>Mereka suka/tidak suka [food] karena...</i></p> <p>Students with a background in Indonesian</p>	

Week/s	Outcomes	Suggested strategies and assessment	Evidence of learning
		<p>Students watch Restoran Putera Ayu official promo video to identify information and language used in advertisements for restaurants in Indonesia. Students then create a TV/internet/radio advertisement for a restaurant they like, either in Indonesia or Australia, including information on offerings, flavours, smells and service to attract classmates to come to the restaurant. Students include 5 questions in Indonesian about the advertisement classmates to check their understanding and decide if they would like to go there or not.</p> <p>All students</p> <p>Self-reflection – students complete their self-reflection language learning journals identifying new learning and understanding, connecting to prior and future learning, setting new learning goals and identifying areas where help is needed.</p>	
Weeks 7-8	<p>LIN4-2C Identifies main ideas in, and obtains information from texts</p> <p>LIN4-3C Organises and responds to information and ideas in texts for different audiences</p> <p>LIN4-4C Applies a range of linguistic structures to compose texts in Indonesian, using a range of formats for different audiences</p> <p>LIN4-5U Applies Indonesian pronunciation and intonation patterns</p> <p>LIN4-6U</p>	<p>Dining with friends in a caring and inclusive way</p> <p>Second or additional language learners</p> <p>Play Indonesian food and drinks on Kahoot to drill vocabulary. Students repeat vocabulary after the teacher for pronunciation and identify any traditional Indonesian dishes that have not been previously studied and add to the list created in weeks 5 and 6.</p> <p>Understanding Halal – direct students to use the thinking tool I used to think, but now I think to write a brief statement about their understandings or thoughts about what Halal is. Watch the video What is Halal? (2.09 mins) then complete the second statement, <i>Now I think...</i> Ask students to share their thoughts and experiences and if there are other societal groups that have dietary observations in their daily life?</p> <p>Students may also like to consider the articles Halal certification in Indonesia and Indonesia's Halal law takes effect to be able to identify the Halal logo on products, furthering their understanding and deepening conversations on what considerations need to be made when having an Indonesian friend over or dining out with an Indonesian friend.</p> <p>Communicating dietary requirements – discuss other dietary needs due to health or personal reasons that are to be considered and communicated when dining with friends, for example, allergies, vegan, vegetarian. How would these be expressed and negotiated in Indonesian?</p> <p>Students read the Chef Card template and identify the words for main allergies in Indonesian and English, listing in their books. Students create a warning to a chef</p>	<p>Second or additional language learners</p> <p>Repeat vocabulary with correct pronunciation and identify vocab.</p> <p>Identify the key aspects of Halal and its relevance to the Indonesian community.</p> <p>Identify other dietary considerations and compose messages to communicate these in a dining context.</p> <p>Compare two menus in Indonesian to make appropriate choices for various dietary needs.</p> <p>Compose a simple email enquiry to a restaurant.</p> <p>Students with a background in Indonesian</p> <p>Compose a report on impacts on dining during COVID.</p> <p>All students</p>

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	<p>Applies features of Indonesian grammatical structures and sentence patterns to convey information LIN4-7U</p> <p>Identifies variations in linguistic and structural features of texts LIN4-8U</p> <p>Identifies that language use reflects cultural ideas, values and beliefs</p>	<p>about a friend's food allergy.</p> <p>Students read the Ultimate Vegetarian Guide to Bali and write the words for vegan and vegetarian in their books, along with the statement <i>Saya tidak makan...</i> (I will not eat...) and <i>Saya (seorang)...</i> (I am a...). Students choose one dish from the article they think they will like and write a sentence to explain why.</p> <p>Menu comparison – students complete the Wizer menu comparison activity looking at two Indonesian menus and determining which would be the best option for them to visit with their friend.</p> <p>Email enquiry to a restaurant – students imagine they are making an online booking for a restaurant to dine with their Indonesian friend during a visit to Indonesia. The friend has special dietary requirements. Students write an email to the restaurant to check that they can cater to the friend's requirements, communicating the dietary requirement, what they cannot eat and asking if they serve foods the friend may like. The student guide to writing emails in Indonesian may support students in composing their emails.</p> <p>Students with a background in Indonesian</p> <p>Students watch the TV advertisement regarding restaurants in Indonesia during COVID-19. Students then conduct their own research into the impact the pandemic has had on people in Indonesia dining socially together in homes and out in public and write a report for the school magazine about the challenges and restrictions faced.</p> <p>All students</p> <p>Self-reflection – students complete their self-reflection language learning journals identifying new learning and understanding, connecting to prior and future learning, setting new learning goals and identifying areas where help is needed.</p>	<p>Complete detailed and well-considered self-reflections.</p>
<p>Weeks 9-10</p>	<p>LIN4-4C</p> <p>Applies a range of linguistic structures to compose texts in Indonesian, using a range of formats for different audiences</p>	<p>Dining in? Let's go shopping! Dining out? Let's pick a place!</p> <p>All students</p> <p>Students review the digital assessment guide to revisit assessment task requirements. Students discuss the assessment notification, with the task and marking guidelines, highlighting key criteria to include in their chosen presentation.</p> <p>Students choose the context, purpose and audience they wish to complete for their task and explore and choose the means of delivery. Using the lotus design planning</p>	<p>Plan task, with extensive detail.</p> <p>Highlighted assessment notification.</p> <p>Identify language, content and areas of support required.</p> <p>Create virtual tour.</p>

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	<p>LIN4-5U Applies Indonesian pronunciation and intonation patterns</p> <p>LIN4-6U Applies features of Indonesian grammatical structures and sentence patterns to convey information</p>	<p>tool template, students plan to include a range of ideas, language structures and vocabulary, identifying areas they need support with (and including these on the diagram).</p> <p>Students research, compose their drafts and create their presentations including recording audio. Time should be set aside for self-reflection, teacher feedback and peer feedback on students' progress and what they can change to further develop their presentation while referring to the task marking guidelines.</p> <p>To celebrate the end of the unit of work, in small groups students can research and choose a different Indonesian dish per group, including drinks and dessert, to cook and share. Students will need to plan ingredients, check for any dietary needs of the class and negotiate who is bringing in different items for the cooking lesson. Alternatively, they may decide to bring in ready-made dishes and celebrate with some in Indonesian as found in Languages and Culture's games presentation.</p> <p>Self-reflection – students complete their self-reflection language learning journals identifying new learning and understanding, connecting to prior and future learning, setting new learning goals and identifying areas where help is needed.</p>	

Evaluation and variation

Record any variations you implemented, including extensions and adjustments for students with special education needs. The evaluation can include feedback from students.

Registration

Teacher name:

Teacher signature:

Date: