 Indonesian Year 9: Eating out (2 to 4 weeks)

Key concepts

The key concepts I want students to learn are that:

* there is a variety of eating places in Indonesia
* there are different ways of ordering food and paying the bill.

The learning matters because:

* 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.

Literacy

Composing an email, recipe, review, brochure

Numeracy

Understanding money, foreign currency, exchange rates, adding up the total bill and calculating change

ICT

Internet research, email, use of [Languages Online](http://www.education.vic.gov.au/languagesonline/indonesian/sect34/index.htm) to consolidate and reinforce new vocabulary and structures

Socio-cultural content

Comparison of Indonesian and Australian:

* currency
* eating etiquette
* cuisine
* expressions for inviting, and making excuses
* expressions for booking a restaurant, ordering food, paying the bill.

Structures

*Di* indicating location versus *ke* indicating movement towards (Saya mau mencoba masakan Indonesia di warung Wayan. Saya mau ke restoran made.) (Mau ikut ke + place – Mau ikut ke McDonald?)

Interrogatives – Jam berapa? Kamu mau pesan apa? Bisa pesan meja untuk lima orang? Boleh minta sambal? Mau tambah?

Exclamations – Ayo kita ke restoran Padang! Aduh, enak/pedas sekali makanan ini.

Commands – Minta piring kosong, Mas! Mbak, minta bonnya! Minta es teh satu lagi!

Affixations – suffix *~an* to form a noun (Makan ~ makanan, minum ~ minuman, pakai ~ pakaian)

Negative words – the use of tidak, bukan, jangan, belum.

Suggested assessment

Restaurant role play

Students role play eating a meal at an Indonesian restaurant and demonstrate using correct language to order food, use Indonesian dinner etiquette, pay the bill. (Listening, Reading, Speaking, Writing)

Make a brochure

Students use a map of Indonesia and identify major cities and the local cuisine. Students compare the similarities and differences between the regions. Make a brochure of a culinary tour in Indonesia with photographs and present it as a brochure using software such as Microsoft Publisher. (Reading, Writing)

Create a recipe

Research and choose one Indonesian dish and find sample recipes detailing the ingredients and the cooking method. Students prepare a PowerPoint presentation of their own version of the recipe and cooking method using correct Indonesian. (Listening, Speaking, Reading, Writing)

Building the field

Assessment of students’ prior knowledge either through formal or informal means, determining the need for differentiated activities through:

* stimulus material – flashcards, DVD, posters, menus, realia, websites
* discussion – compare and contrast Indonesian and Western eating places, cuisine, manners, currency.

Outcomes

Outcomes and other syllabus material referenced in this document come from [Indonesian K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/wcm/connect/ac0c3648-3edf-4393-83c4-efbd0038d7c3/indonesian_k10_syl.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.

| Outcome | Students learn about | Students learn to |
| --- | --- | --- |
| 5.UL.1 | ways in which texts are constructed for specific purposes | identify purpose, eg to inform, persuade or invite, and distinguish between main points and supporting details in text |
| 5.UL.1 | linguistic choices made in texts to influence listeners | analyse the impact of linguistic choices made to achieve communication goals, eg to invite or to order |
| 5.UL.2 | ways in which texts are formatted for particular purposes and effects | explore the way text content is developed and how ideas and information are sequenced, eg headings, paragraphing, introductory sentences, topic shifts |
| 5.UL.2 | ways of identifying relevant details when reading for specific information | make judgements about the relevance of detail in analysing text, eg extracting ideas and issues referred to in text |
| 5.UL.3 | the manipulation of structure, format and choice of vocabulary to achieve specific purposes | select and manipulate particular structures to achieve specific communication goals, eg use appropriate tense for recounting, emotive language for effect |
| 5.UL.3 | collaborative and inclusive ways to achieve communication goals | interact with reference to purpose, audience or participants, eg making arrangements, ordering food |
| 5.UL.4 | resources available to enhance or promote independent learning | develop skills in accessing appropriate additional information to expand and enhance communication, eg dictionaries, word lists, authentic texts in print and online |
| 5.UL.4 | the use of technology to express ideas and create own text | access websites to transfer and manipulate data to produce a specific text, eg multimedia presentation |
| 5.MLC.1 | variations of the message according to context, purpose and audience | reflect on formal and informal language, and when and where it is used |
| 5.MLC.2 | meaning conveyed in words | analyse the ways words are constructed, eg how words are modified for different grammatical functions, such as me-prefixes for verbs, stem verbs for commands |
| 5.MBC.1 | the contributions of diverse cultures to the local and global community | reflect on attitudes and practices that differ from their own |
| 5.MBC.1 | etiquette and ethical behaviour associated with cross-cultural communication | recognise appropriate intercultural behaviour in diverse settings |
| 5.MBC.2 | language used to express cultural values, and to represent people and cultures in texts | explain cultural references in texts, eg analyse the use of words or expressions with particular cultural significance in Indonesian texts, warung, pedas, sambal |

Sample teaching and learning activities

1. Discussion

View some photographs or video clips about eating out in Indonesia, for example, 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). Students discuss what they notice about the different places of eating in Indonesia and compare them with those in Australia. (Listening, Speaking)

2. Internet research

Research Indonesian cuisine and variety of eating places on the internet including the different prices. Present findings to the class and give reasons for the different prices and customers. Class discussion. (Reading, Listening, Speaking, Writing)

3. Telephone role play

Read and listen to a telephone conversation, with a customer calling to book a table. Students role-play their own version. (Listening, Speaking, Reading, Writing)

4. Make a menu

In small groups, students are given a list of common Indonesian dishes. Students work collaboratively to classify the meals and create a menu for breakfast, lunch and dinner. (Speaking, Reading, Writing)

5. Email and text messages

Read several text messages and emails in Indonesian about inviting friends to have dinner out and making responses (accepting/declining). Students make judgements about the language used and then write their own invitation to a friend. (Reading, Writing)