Indonesian Stage 4 – sample unit of work

What do you want to buy? – *Mau beli apa?*

Contents

[Unit description and duration 3](#_Toc167786653)

[Student prior learning 4](#_Toc167786654)

[Syllabus outcomes and content 5](#_Toc167786655)

[Summative assessment task – end of unit 6](#_Toc167786656)

[Introduction 8](#_Toc167786657)

[Weeks 1–3 – saying what foods you want to buy 10](#_Toc167786658)

[Expressing what foods you want to buy 11](#_Toc167786659)

[Asking for and giving prices 17](#_Toc167786660)

[Mini task 1 – progress checkpoint 19](#_Toc167786661)

[Weeks 4–6 – shopping for souvenirs and giving justifications 22](#_Toc167786662)

[Saying what souvenir you want to buy 23](#_Toc167786663)

[Expressing where to buy items and giving opinions when shopping 28](#_Toc167786664)

[Mini task 2 – progress checkpoint 31](#_Toc167786665)

[Weeks 7–9 – bargaining 33](#_Toc167786666)

[Understanding culturally appropriate bargaining strategies 34](#_Toc167786667)

[Using culturally appropriate bargaining strategies to make a purchase 37](#_Toc167786668)

[Mini task 3 – progress checkpoint 40](#_Toc167786669)

[Week 10 – assessment 43](#_Toc167786670)

[Evaluation and variation 44](#_Toc167786671)

[Registration 44](#_Toc167786672)

[Appendix A – sample summative assessment task 45](#_Toc167786673)

[Outcomes and content 45](#_Toc167786674)

[Task 46](#_Toc167786675)

[Marking guidelines 49](#_Toc167786676)

[Sample response for sample summative assessment task 52](#_Toc167786677)

[Appendix B – unit of work infographic for students 57](#_Toc167786678)

[About this resource 58](#_Toc167786679)

[How to use this resource 58](#_Toc167786680)

[Supporting students with disability 58](#_Toc167786681)

[Additional support for EAL/D students 60](#_Toc167786682)

[Evidence base 61](#_Toc167786683)

[Further information 61](#_Toc167786684)

[Support and alignment 62](#_Toc167786685)

[Evidence base 64](#_Toc167786686)

# Unit description and duration

This 10-week (25-hour) unit introduces students to discussing items, expressing preferences and giving opinions when shopping. Students also explore different places to shop in Indonesia and learn how to bargain in a culturally-appropriate manner.

In this unit, students are provided with opportunities to:

* identify and describe popular souvenirs
* express personal preferences about foods and souvenirs when shopping
* ask for and understand the price of items
* describe various places to shop in Indonesia
* use culturally-appropriate phrases and etiquette to bargain when shopping.

# Student prior learning

This is the Term 4 unit of the Stage 4 scope and sequence for the mandatory 100 hours.

Before engaging in these teaching and learning activities, students may have had prior experience with the vocabulary and structures below, if they have been following the [Indonesian Stage 4 scope and sequence (DOCX 545 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-sample-scope-and-sequence.docx):

* greeting people at different times of the day
* using personal and possessive pronouns*: saya, kamu, -mu, dia, -nya, kami, kita*
* counting to 20
* identifying and describing a range of food and drinks
* expressing personal preferences in relation to food and drink items
* saying what there is or is not, in relation to food and drink items, using *ada* or *tidak ada*
* using colours to describe a noun.

# Syllabus outcomes and content

This unit addresses the following outcomes.

* **ML4-INT-01** exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
* **ML4-UND-01** interprets and responds to information, opinions and ideas in texts to demonstrate understanding
* **ML4-CRT-01** creates a range of texts for familiar communicative purposes by using culturally appropriate language

The relevant syllabus content points are included after each teaching and learning activity. These are suggested only and may vary according to how you use and/or adapt each activity for your context.

[Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

# Summative assessment task – end of unit

This is an overview only. Further details, including related content dot points and marking guidelines, can be found at [Appendix A](#_Appendix_A).

**Outcome:**

* **ML4-INT-01 exchanges information and opinions in a range of familiar contexts by using culturally appropriate language**

You are shopping in a market in Indonesia and want to buy a souvenir to take back to your friend in Australia. Have a conversation[[1]](#footnote-2) in Indonesian with the seller, outlining the specific item you wish to buy and bargaining to make the purchase.[[2]](#footnote-3)[[3]](#footnote-4)

During your conversation as the buyer:

* refer to the [poster](https://www.canva.com/design/DAGAewcoF_0/5qTUz7NW8rnJC8mVNOecvQ/view?utm_content=DAGAewcoF_0&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview), representing the shop front and decide on an item to buy
* appropriately greet and thank the seller
* identify and describe the item to the seller
* use culturally-appropriate bargaining strategies to make the purchase.

During your conversation as the seller:

* identify the item the buyer wishes to purchase
* appropriately greet and thank the buyer
* use culturally-appropriate bargaining strategies to sell the item.

# Learning sequence

## Introduction

This unit embeds [explicit teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching) strategies. Explicit teaching works for students of all ages and all backgrounds. It aligns with how students process, store and retrieve information.

Learning is a cumulative and systematic process. Organising the content, teaching strategies and activities into learning sequences chunks the learning, acknowledging that the use of working memory is optimised when new content is broken into manageable steps and consolidated with practice. The learning sequences in this unit allow students to develop their skills gradually, reinforcing and building vocabulary and structures over time. By providing opportunities to revisit and build upon what they have learned, students can use their language skills to participate in increasingly complex situations.

Adjust the learning sequences to suit your context. This includes adjusting the timeframes, formative and summative assessment tasks, teaching and learning activities and reflection and feedback opportunities, based on the specific strengths and needs of your students.

Teaching strategies included in the learning sequences include:

* **Student engagement strategies** to encourage student participation and engagement. Learning is regularly linked to students’ personal worlds, encouraging them to make connections and appreciate the relevance of the learning in a meaningful way. Colour cards are used as a tool to form groups. Number cards and the [Wheel of names online tool](https://wheelofnames.com/) are used when formatively assessing students – calling on students at random to participate in activities promotes student engagement as students must remain on task and be prepared to respond at any time. The inclusion of games also facilitates enjoyment in learning. Many of these games can be played regularly, gradually becoming [routines](https://www.edresearch.edu.au/sites/default/files/2024-02/rules-and-routines-aa.pdf) (PDF 536 KB). The unit also includes activities which can be completed outside and/or which involve physical movement.
* [**Brain breaks**](https://education.nsw.gov.au/schooling/school-community/wellbeing-framework-for-schools/cognitive-wellbeing-strategies/brain-breaks-for-cognitive-wellbeing) allow students to replenish focus and attention.
* **Differentiation examples** to adjust the learning for students with advanced proficiency in the target language, for high potential and gifted students, and for students requiring additional support. Adjust or add to these strategies to suit your students.
* **Anchor charts** to provide a visual summary of learning. Anchor charts can be created collaboratively as a class or individually for a personalised summary of useful vocabulary and structures for the unit. Anchor charts can be handwritten or digital, using tools such as [Bubbl.us](https://bubbl.us/), set out with various categories such as food items, souvenirs, bargaining phrases and so on.
* **Visible thinking routines** to promote deeper understanding, student reflection and feedback opportunities. A wide range of visible thinking routines for the languages classroom, feedback guides for teachers and students, the ‘Learning journals – guide for students’ and an online sample self-reflection guide for students can be found at the [Teaching tools page](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/teaching-tools) of the Languages curriculum web section. Practising routines with students, so they become automatic, can reduce cognitive load.
* **Sentence builder/conversation scaffold** to support students with modelled and guided learning.
* **Online flashcards and games** using ICT tools such as [Kahoot](https://kahoot.com/) and [Quizlet](https://quizlet.com/en-gb) to provide students with opportunities to create flashcards and play games to practise new vocabulary and structures. Allowing students ongoing opportunities to revisit and memorise vocabulary and structures at intervals throughout the unit (spreading out study over time) supports memory retrieval practices.
* **Mini whiteboard activities** to check for every student’s understanding. If you do not have access to mini whiteboards, you can use A4 paper in plastic sleeves, with whiteboard markers and paper towel.
* [**Exit slips**](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543) to encourage student reflection, check for understanding and provide informal feedback.

## Weeks 1–3 – saying what foods you want to buy

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 1 – learning intentions and success criteria for Weeks 1–3

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning:   * to express what they would like to buy and ask another person what they would like to buy | **Students can:**   * ask questions about what they would like to buy using *Mau beli apa?*, and respond |
| * to use number patterns for large number formation | * understand and express large numbers |
| * to ask and express the quantity and price of an item | * ask and respond to questions about prices and quantity |
| * that prices and currencies vary in different contexts. | * understand that Indonesia has a different currency to Australia * convert, with guidance, between Australian and Indonesian currencies * compare the prices of items between Australia and Indonesia, and between different places to shop in Indonesia, for example a shop and a market. |

**Suggested vocabulary and grammatical structures**

**Saying what you want to buy:** *Mau beli apa?*; *Mau beli…?*; *Saya mau beli…*; *Saya tidak mau beli…*

**Expressing quantities:** *sekilo, dua kilo, Beli berapa?*

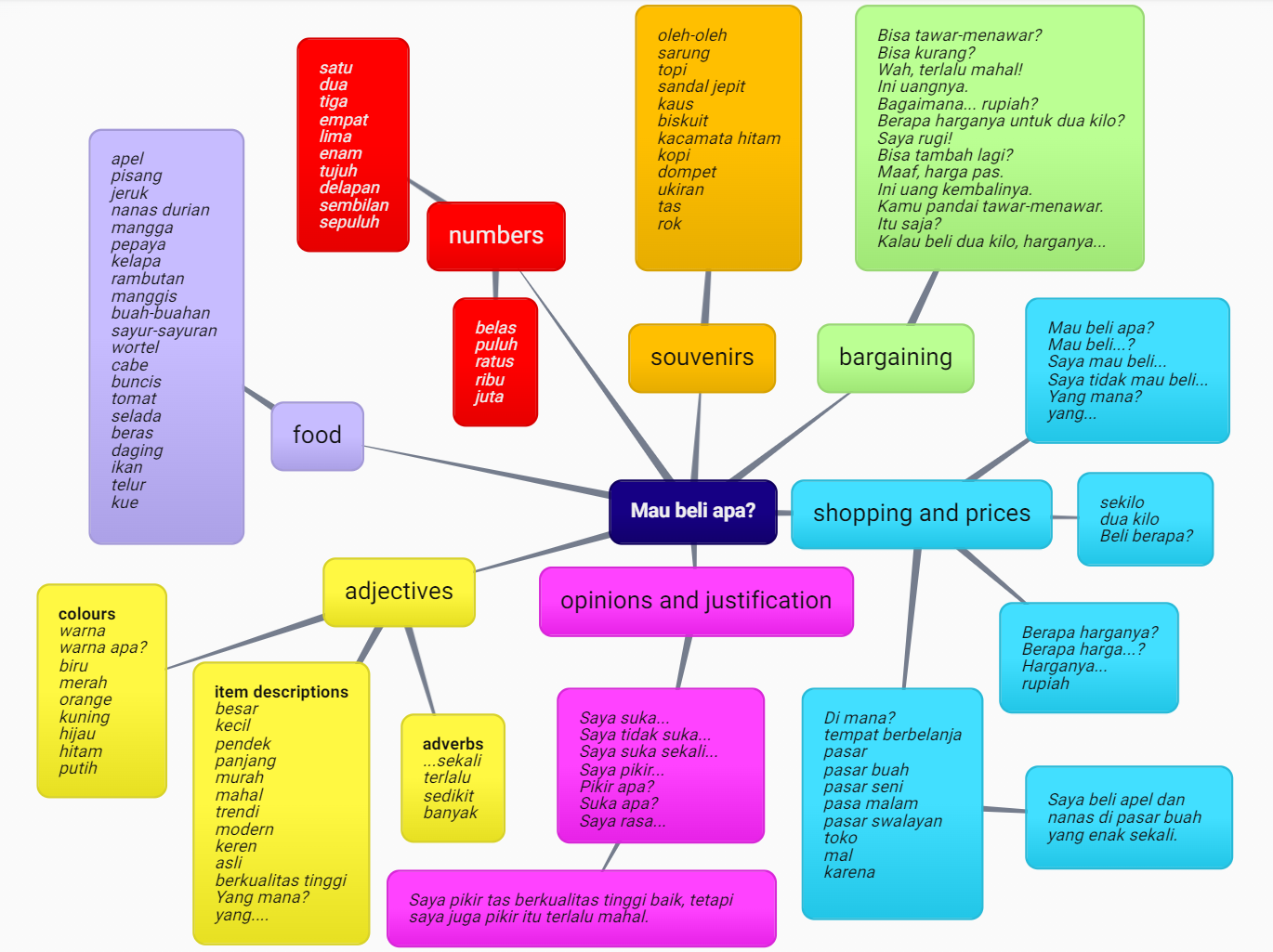
**Asking for and saying the price:** *Berapa harganya?*; *Berapa harga…?*; *Harganya…*; *~nya*; *… rupiah*

**Large numbers:** *belas, puluh, ratus, ribu, juta*

### Expressing what foods you want to buy

* Introduce the final summative assessment task which students will do at the end of the unit. Discuss the expectations of the task and the marking guidelines. Explain that all activities completed during the unit will build the students’ skills to help them complete the task. Ask questions to check for understanding of the task and encourage students to ask questions. Share the ‘[Summative assessment task planner’ resource (DOCX 343 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-summative-assessment-task-planner.docx) with students and explain what students need to do in each section of the planner. Tell students they will complete this planner after each mini task to check on their progress, identify language they can use from the learning sequence in the final task and identify areas where they need to develop or ask for help.
* To introduce the topic of shopping in Indonesia, ask students to suggest (in English or, where appropriate, Indonesian) relevant vocabulary and language structures required for shopping. Make connections with prior learning and with the unit’s learning goals and summative assessment task. On the board, use student suggestions to model the creation of an anchor chart (see Figure 1 for an example), discussing possible categories, for example, numbers, food items, adjectives, prices or opinions. Students then start their own anchor chart, which they will add to throughout the unit. Through use of colour coding and sample sentences and questions, students can connect learning and extend their learning. Students needing additional support can use the anchor chart as a reference when doing activities. **Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**

Figure 1 – sample anchor chart



* As a hook, ask students to share any prior experiences they have had shopping in Indonesia, including possible differences and similarities between Indonesia, Australia or from their cultural backgrounds. Using the [‘Shopping in Indonesia’ resource (PPTX 38 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-shopping-in-indonesia.pptx), introduce the cultural aspects of shopping in Indonesia. The resource includes the [Jalan Malioboro Yogyakarta video (6:50)](https://www.youtube.com/watch?v=bbP1SQigDZM). Using this video, students can further explore shopping in Indonesia. Ask students to see if they can identify words or phrases in the video, pointing out to students that the images displayed and sounds and tones of the narrator and people in the video can help to understand the content. Students should consider the questions in the See, Think, Wonder activity on the final slide of the Shopping in Indonesia PowerPoint. Students may record their responses in their notebooks or devices, or using an online tool such as [Mentimeter](https://www.mentimeter.com/). Give students an opportunity to share and discuss their responses. **Develop and use comprehension strategies to interpret information, opinions and ideas in texts (ML4-UND-01)**
* Give students, in pairs or small groups, 2 minutes to list on paper or mini whiteboards as many fruit and vegetable words in Indonesian that they can remember from prior learning. Using the [‘Food items revision’ resource (PPTX 39 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-food-items-revision.pptx), say each item and ask students to repeat the vocabulary from prior learning, paying attention to pronunciation. Foods revised are *apel, pisang, jeruk, nanas, durian, mangga, pepaya, kelapa, rambutan, manggis, buah-buahan, sayur-sayuran, wortel, cabe, buncis, tomat, selada, beras, daging, ikan, telur, kue*. While going through the PowerPoint, students should check words off their lists if they have them. Give students 5 minutes to write down as many questions and phrases they know that they can use with the words on the slides, such as *Saya suka…*, *Saya tidak suka…*, *Saya mau…*, *Jeruk enak*, *Kamu suka…* Note these on the board as the students share them with the class. Show each slide again and ask students to turn to the person next to them and provide a sentence or ask a question in Indonesian about the food displayed. **Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* **Brain break** – students find a place anywhere in the classroom or take students outside of the classroom (if possible). Ask students to form groups of 3 or 4. Say a food item, such as *telur* and, in groups, students must use their bodies to form a shape which resembles the food item. Each round lasts approximately 30 seconds. Play the game for 4 to 5 minutes.
* Play [Kahoot – Indonesian food items and simple likes/dislikes](https://create.kahoot.it/share/languages-nsw-stage-4-indonesian-food-items-and-simple-likes-dislikes-revision/20d61166-4897-42f3-ab9c-f7e72ba41ab2) (live as a class or individually) to revise food and likes/dislikes vocabulary and structures. As students play, monitor student progress for speed and accuracy. Students add a phrase for *Saya suka…*, *Saya suka sekali…* and *Saya tidak suka…* with words of their choice to their anchor charts. **Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts (ML4-UND-01),** **Use relevant and familiar vocabulary from a range of themes to create texts ML4-CRT-01**
* Take students outdoors to play a game using the [‘Running reporter’ resource (DOCX 336 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-running-reporter.docx). Students work in pairs. One student is the scribe and the other is the running reporter. The running reporter runs back and forth from a list of words and relays them to the scribe. The scribe will need a pen and the ‘Running reporter – answer sheet’ section from the resource to write the list of words on. The students race to be the first pair to complete their list correctly. Differentiation examples are included in the resource. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Using slide 2 of the [‘What do you want to buy?’ resource (PPTX 40 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-what-do-you-want-to-buy.pptx), introduce students to the language required to ask someone what they want to buy, *Mau beli apa?* Use slide 3to introduce the response *Saya mau beli...* Give students a number card each, from the [‘Numbers 1 to 30 call card’ resource (DOCX 5 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-1-to-30-call-cards.docx) and tell students they will need to listen for their number to be called during the activity – when a student’s number is called, they will need to respond. Use the instructions on slide 4 to drill the question and response with images on slides 5 to 10. Each time a new food item is displayed, call out a number in Indonesian. Ask the student with the corresponding number card *Mau beli apa?*. The student respondsusing the food item on display. When students show confidence responding to the questions, they then work in pairs and follow the same pattern to ask and respond to questions as the pictures are displayed on the board. **Ask questions and describe actions; Use features of the sound system in spoken interactions (ML4-INT-01)**
* Ask questions that encourage students to consider how they would change this structure to ask someone if they want to buy a specific item. Using slide 11, explain how the question word *apa* can be replaced with a food item, for example, *Mau beli nanas?* Use slide 11 to explain how to respond positively and negatively using *Ya, saya mau beli nanas* or *Saya tidak mau beli nanas*. Practise using slides 5 to 10, once again using the number cards to select students at random. When students show confidence responding to the questions, they then work in pairs and follow the same pattern to ask and respond to questions as the pictures are displayed on the board. Students add these structures and *Mau beli apa?*/*Saya mau beli...* to their anchor charts with foods of their choice. **Use relevant and familiar vocabulary from a range of themes to create texts** **(ML4-CRT-01)**
* Use slide 13 to revise conjunctions that add depth to responses such as, *dan*, *tetapi* and *juga*. Drill using the instructions on slide 14, with the images on slides 15 to 22. When students show confidence responding to the questions, they then work in pairs and follow the same pattern to ask and respond to questions as the pictures are displayed on the board. Students add each conjunction to the anchor chart and add a sentence for each, or a sentence with all of them included. **Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* Use slide 23 to explain to students how to ask for different quantities of food, using *Mau beli berapa…?* and the units of measurement *gram* and *kilo*. Use slide 24 to explore a range of responses. Use the instructions on slide 25, with the images on slides 26 to 31, to practise asking and responding to buying specific quantities of food. When students show confidence responding to the questions, they then work in pairs and follow the same pattern to ask and respond to questions as the pictures are displayed on the board. Students add the question and response structures to the anchor chart with a food of their choice. **Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* Ask students if they remember how to say ‘I went to the shop’ from prior learning. Revise the structure *Saya ke toko*. Give each student a colour card in Indonesian from the [‘Colour card’ resource (DOCX 4.2 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-colour-cards.docx) and tell students to form groups with students who have a matching colour card. Give each group a set of [‘Food items playing cards’ resource (DOCX 3.8 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-food-items-playing-cards.docx) to play Activity 1, ‘I went to the shops and I bought …’. In the activity, students practise saying what they bought at a shop, *Saya ke toko dan saya beli…* using the food items vocabulary. They also practise conjunction use and active listening to add to the sentence created when it is their turn. Instructions for the activity are in the resource. Differentiation examples are included in the resource. Students add a sentence using *Saya ke toko dan saya beli…dan…* to their anchor charts. **Use features of the sound system to create spoken texts; Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Students complete the [‘What do you want to buy? listening activities’ resource (DOCX 542 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-what-to-buy-listening-activities.docx) which includes 3 listening activities related to shopping for food: Spot the difference, Match the picture and Cloze passages. **Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes; Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts (ML4-UND-01)**
* **Brain break** – ask students to find a place to stand in the room. Ask students if they like a particular food using the structure *Kamu suka…?* After each question, students gesture a response by placing their hand on their head if they like the food (*Saya suka)* or placing their hands on their hips if they don’t like the food *(Saya tidak suka*). This activity should take 3 to 4 minutes. **Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts (ML4-UND-01)**
* Using the [‘One pen, one dice’ resource (DOCX 3.7 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-one-pen-one-dice.docx), students play a game of ‘One pen, one dice’ in pairs or small groups, racing each other to translate sentences into Indonesian. Differentiation examples are included in the resource. **Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01****)**
* Ask students to recall the phrases required to ask if a seller has a particular food available using *Ada…?* (Is there/Are there?) and the phrases required for saying what someone has or does not have using *Ya, ada…* (Yes, there is/there are)or *Tidak ada…* (There is not/There are not)*.* Students add these phrases with foods of their choice to their anchor charts. Using the [‘Food items playing cards’ resource (DOCX 3.9 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-food-items-playing-cards.docx), students complete Activity 2 to consolidate structures. **Use structures and features of the grammatical system to create texts (ML4-CRT-01); Socialise with peers; Use features of the sound system in spoken interactions (ML4-INT-01)**
* Using the [‘Sentence stealer’ resource (PPTX 910 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-sentence-stealer.pptx), students play the sentence stealer game. Give students 3 blank sticky notes to write a sentence on each from the modelled sentences displayed on the PowerPoint. Students race to steal as many sticky notes as possible in the allocated time by reading one of the modelled sentences to a partner and stealing it if the partner has that sentence written on their sticky notes.Differentiation examples are included in the resource. **Use knowledge of features of the sound system to understand text (ML4-UND-01)**
* **Exit slip** – display the [‘Exit slip – food items visual vocabulary list’ resource (DOCX 4.2 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-exit-food-visual-vocabulary.docx) on the board or give students a printed copy . Ask students to respond to the question *Mau beli apa?* which means ‘What do you want to buy?’ by stating what they want to buy, with an additional comment of their choice such as *saya suka/tidak suka* or a description such as *enak*. Students may respond verbally to the teacher, on sticky notes or by using a [Menti](https://www.mentimeter.com/) survey. Give students feedback on their responses and make note of any areas of support students may need. **Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**

### Asking for and giving prices

* Students complete a range of activities from the [‘Smaller number revision’ resource (DOCX 910 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-smaller-number-revision.docx), to revise smaller numbers between 0 to20 (*nol/kosong, satu, dua, tiga, empat, lima, enam, tujuh, delapan, sembilian, sepuluh, sebelas, dua belas, tiga belas, empat belas, lima belas, enam belas, tujuh belas, delapan belas, sembilan belas, dua puluh*). Choose activities which best suit the level of revision required and student engagement in your context. The smaller number playing cards, required for some of the activities, are embedded within the resource. **Socialise with peers; Use features of the sound system in spoken interactions (ML4-INT-01);** **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Ask students to recall the functions of *belas* (used for numbers in the ‘teens’) and *puluh* (used for multiples of ten) and write these on the board. Introduce the vocabulary required to express larger numbers using *ratus* (‘hundreds’), *ribu* (‘thousands’) and *juta* (‘millions’). Write several large numbers on the board as examples. Compare large number formation in Indonesian to English for similarities and differences in patterns. Have students write the words *ratus*, *ribu* and *juta* on their anchor charts, along with examples of large numbers in Indonesian words. **Use sound–symbol correspondences to create written texts (ML4-CRT-01)**
* Use the [‘Larger number cards’ resource (DOCX 5.3 MM)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-larger-number-card-activities.docx) to play 2 listening activities with students to practise numbers. Differentiation examples are included in the resource. **Use knowledge of features of the sound–symbol to understand texts (ML4-UND-01)**
* Students play [Quizlet – large numbers in Indonesian](https://quizlet.com/909733914/large-numbers-in-indonesian-flash-cards/) to drill large number words. Students can play individually or play Quizlet live as a class. As students play, monitor student progress for speed and accuracy. **Use knowledge of features of the sound–symbol to understand texts (ML4-UND-01)**
* **Brain break** – play the count up and down game with the class. Specify to students a pattern of numbers that the class will count with, for example, counting upwards in hundreds from 100. The teacher says *seratus*, then any student must stand up and say *dua ratus*, followed by another student who must stand up and say *tiga ratus*, and so on. If 2 students happen to stand up at the same time and call out the same number, the class must start again from *seratus*. Play for a specified time (for example, 3 minutes) with the goal of students counting as high as possible in the specified time. Provide variation by changing the specified sequence of numbers, for example, counting upwards in thousands or counting backwards from 20,000 in lots of one thousand. **Use knowledge of features of the sound–symbol to understand texts (ML4-UND-01)**
* Ask students to share in a class discussion what they know about different currencies and exchange rates. Students complete the [‘Indonesian currency activity’ resource (DOCX 329 KB](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-indonesian-currency-activity.docx)) to explore Indonesian currency and exchange rates, as well as practise numeracy skills. Students add the word *rupiah* and exchange rate for AUD $1 to their anchor chart.
* To develop intercultural capability, students complete the [‘Online shopping activity’ resource (DOCX 330 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-online-shopping-activity.docx) using the Indonesian online shopping website [*Klik Indomaret*](https://www.klikindomaret.com/). Students complete a range of activities considering items for sale, identifying shopping categories and prices. Encourage students to use the Indonesian version of the website. For students requiring support with this activity, the website may be used in English. **Develop and use comprehension strategies to interpret information, opinions and ideas in texts; Respond to texts by reflecting on how language is connected with cultural practices and values, and how this is evident in their own language(s), culture(s) and identity (ML4-UND-01)**
* Introduce to students how to ask for and give a price using the [‘How much is it?’ resource (PPTX 1.9 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-how-much-is-it.pptx). Look at the phrases *Berapa harganya?* and *Harganya…* and have students repeat several times to practise pronunciation. Ask students to identify any parts of the structures they know from prior learning. Drill phrases and questions with students as you progress through the presentation. Students make a record of the notes in their book or on their device, or teachers provide the material. Students write *Berapa harganya?*, *Berapa harga…?*, *Harganya…*, *Harga…* with their own examples on their anchor charts. **Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Give students a mini whiteboard to use individually, with a peer or in groups. Using the [‘The price is right!’ resource (PPTX 26.8 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-the-price-is-right.pptx), move through the slides to display items for sale. Each time a new item is displayed, the teacher will ask *Berapa harganya?* Students estimate how much the price is of each item in Indonesian by writing the price on their mini whiteboard (in words). The teacher asks students to reveal their guesses by holding up their mini whiteboards. **Use sound–symbol correspondences to create written texts (ML4-CRT-01)**
* Using the [‘Disappearing text’ resource (PPTX 917 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-disappearing-text.pptx), students complete the disappearing text activity. Display the dialogue on the board. Students read the passage aloud several times, filling in the gaps as the text gradually disappears on each slide. **Use knowledge of sound–symbol correspondences to understand and respond to texts (ML4-UND-01)**
* **Exit slip** – as students exit the classroom, ask *Berapa harga…?* and name an item, for example, *dua jus jeruk* or *lima nanas*. Students think about and estimate what would be a reasonable price for that item in Indonesian *rupiah*, and respond *Harganya…* with a price. The suggested items can be simple and straightforward or silly, to test students’ understanding of large numbers too (for example, *seratus durian* or *seribu apel*). **Use relevant and familiar vocabulary from a range of themes to interact (ML4-INT-01)**

### Mini task 1 – progress checkpoint

Table 2 – mini task – progress checkpoint 1

|  |
| --- |
| Mini task – shopping list and conversation |
| As a formative assessment task, to ensure students are on track to succeed in the final summative assessment task, students create a shopping list and then engage in an interaction with a peer to share information about the items and prices.  **Task** – you and your Indonesian friend want to cook together and will choose one dish each to make. Using the [‘Mini task 1 – shopping list’ resource (DOCX 319 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-mini-task-1-shopping-list.docx), create a shopping list for your dish in Indonesian using a range of food item vocabulary you have been learning or revising in this unit. Write the quantity of each item required and estimate an appropriate price in *rupiah*. Then take turns to ask each other what you want to buy using *Mau beli apa?* Ask about the quantity you need to buy using *Mau beli berapa…?* Ask about the price of each item using *Berapa harganya?* Record the information you hear. Once you have both shared your lists, create a combined list and calculate the total price of the items. Compare with your partner to check that you have both reached the same amount.  Students should consult the marking guidelines for the final assessment task to check for understanding of language and expectations, and apply these to the mini task, as well as identify future learning goals.  **Use relevant and familiar vocabulary from a range of themes to create text (ML4-CRT-01); Use relevant and familiar vocabulary from a range of themes to interact (ML4-INT-01)**  **Feedback** – as students engage in their conversations, provide verbal feedback on responses and ask spontaneous questions to check for understanding and support students to extend on their responses. With each pair, or with the whole class at the conclusion of the task, comment on pronunciation, the variety of questions asked, and the appropriateness and content of responses, including the range of vocabulary and structures. |

 **Differentiation examples**

The following strategies provide a starting point for how you can differentiate this mini task for a range of learners. Adapt or design alternatives, to meet the needs of students in your class.

**Students with advanced proficiency** – pair students with advanced proficiency together to complete this task, or if there is only one student, they could work with the teacher. Students consider an authentic Indonesian dish and list the ingredients required to make this dish on their shopping list. Students use adjectives and adverbs to comment on the food or give opinions, with reasoning, about the food, using a range of authentic phrases familiar to them in the target language.

**High potential and gifted students** – students incorporate additional vocabulary learned in class, such as adjectives and classifiers, on their shopping list and within their interaction. Students may choose to form a shopping list for a different context rather than food items, or use different items, drawing on prior knowledge.

**Students requiring additional support** – students work with a partner to create a role-play based on the interaction. This could be used as a scaffold in the interaction. With practice, as the students’ confidence increases, the teacher may encourage students to attempt an interaction without using their written dialogue.

 **Student reflection** – students complete a learning reflection journal entry, digitally or on paper (see [sample](https://spark.adobe.com/page/uo3V2GkvM9bGJ/), or students could use their own format), reflecting on their learning progress and setting new learning goals.

Reflection questions:

1. How could this learning be applied to the final summative assessment task? Write specific examples in Indonesian that can be used in the task.
2. What did I do well? Write specific detail and how it can be applied to future language use or learning.
3. What am I still unsure about? Write specific detail and an action plan of how to get help and by when.

Students should review and add to their [Summative assessment task planner (DOCX 343 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-summative-assessment-task-planner.docx) after completing this self-reflection.

 **Teacher reflection and evaluation** – reflect on the unit of work to this point, along with student data such as formative assessment and feedback through exit tickets. Use this space to add any adjustments made to the unit or that will be made to the next stage of the learning sequence. Which areas, if any, are students still working towards or need further support with, and what strategies will be used to support them before moving to the next learning sequence?

## Weeks 4–6 – shopping for souvenirs and giving justifications

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 2 – learning intentions and success criteria for Weeks 4–6

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| **Students are learning:**   * about souvenirs in Indonesia and where they can be purchased | **Students can:**   * use appropriate vocabulary to identify popular souvenirs * express where they want to go shopping |
| * how to specify and describe an item | * use the *yang…* structure to specify an item * use adjectives and adverbs to describe an item |
| * to give justifications about shopping choices. | * express why they want to buy a particular item or go to a particular shopping place. |

**Suggested vocabulary and grammatical structures**

**Souvenirs:** *oleh-oleh,* *sarung*, *topi*, *kalung*, *cincin*, *sandal jepit*, *kaus*, *biskuit*, *kacamata hitam*, *kopi*, *dompet*, *ukiran*, *tas*, *rok*

**Adjectives and adverbs:** *besar*, *kecil*, *pendek*, *panjang*, *murah*, *mahal*, *trendi*, *modern*, *keren*, *asli*, *berkualitas tinggi*, *terlalu*, *sedikit*, *banyak*, *sekali*

**Saying and asking ‘which one?’:** *Yang mana?; Yang…*

**Giving opinions/justifications:** *lebih suka*, *mau*, *saya pikir*, *karena*, *saya rasa*

**Shopping places:** *tempat berbelanja, pasar, pasar buah, pasar seni, pasar malam, pasar swalayan, toko, mal*

### Saying what souvenir you want to buy

* To introduce the theme of souvenirs and expand students’ intercultural understanding, ask students who have been to Indonesia to share any stories of what souvenirs they saw or purchased. Facilitate a discussion about how souvenirs differ from country to country and how they can reflect culture and/or cultural stereotypes. Invite students to share what souvenirs are commonly available in different countries, adding them to a mind map on the board and making comparisons to souvenirs commonly found in Indonesia and Australia/countries of their own background culture.
* Introduce souvenir vocabulary using the [‘Souvenir flashcards’ resource (PPTX 25.5 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-souvenirs-flashcards.pptx). Using slides 2 and 3, explain the difference between *suvenir* and *oleh-oleh*. Then show one flashcard at a time, saying the Indonesian word for each souvenir, and asking students to repeat it to practise correct pronunciation. Go through the PowerPoint a second time. This time, using the [Wheel of names online tool](https://wheelofnames.com/), call on one student at random to answer a question based on the image on the slide such as *Kamu suka…? Mau beli…? Ada…?*. Students record the vocabulary in their book or on their device and create a few sentences using the new vocabulary. Students record their 5 most appealing souvenirs on their anchor chart. **Use relevant and familiar vocabulary from a range of themes to interact (ML4-INT-01); Use relevant and familiar vocabulary from a range of themes to create text (ML4-CRT-01)**
* Practise pronunciation and develop students’ recall of vocabulary by playing a game of ‘Beat the teacher’. Hold up one of the [souvenir flashcards (PPTX 25.5 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-souvenirs-flashcards.pptx) and, in Indonesian, say a phrase or question using the souvenir shown. If the souvenir word used in the sentence or question matches the image on the flashcard, the students repeat it. If it does not match, they remain silent. If one student makes an error and breaks the silence, you win the point. If all students remain silent, the class wins the point. The first to 7 points is the winner. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Students play Quizlet, using the ‘[Indonesian souvenir set’](https://quizlet.com/910507021/indonesian-souvenirs-flash-cards/?funnelUUID=4d45ca11-f6a4-4e56-8cb0-1fc8dfca68ec) to drill new souvenir vocabulary. Students can play individually or play Quizlet live as a class. As students play, monitor student progress for speed and accuracy. **Use knowledge of sound–symbol correspondence to understand and respond to texts (ML4-UND-01)**
* **Brain break** – complete a game of individual ‘Draw this’ with students. Say a souvenir in Indonesian. Students draw a picture of the souvenir on a mini whiteboard or on a piece of paper. Once the souvenir is drawn, students stand up. The teacher may introduce a prize system (for example, stickers or bookmarks) where the student with the most accurate drawing is awarded a point. This may not necessarily be the first student to stand up. Play for 4 to 5 minutes. As an extra challenge and to increase student engagement, students can take turns to be the caller, or include words from any prior topic. Students could show their picture when they stand, then for a bonus point ask a question or make a comment about the item. The student with the most points at the end of the game wins the prize. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Ask students to recall what they know about the word and the use of *bagaimana* from prior learning. Discuss the meaning of the structure and practise pronunciation. Use the [‘Describing items when shopping’ resource (PPTX 17.5 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-describing-when-shopping.pptx) to drill *bagaimana* while introducing adjectives to describe souvenirs. Ask students to think of a time when they have used an adjective to request an item when they have been shopping. Reinforce the relevance of the learning by explaining to students that if they were shopping in Indonesia, these adjectives would be useful for specifying the type of souvenir they wish to purchase. Progress through the slides showing common Indonesian souvenirs and using structures to ask and respond, such as *Bagaimana?* *Bagaimana sarong ini? Biskuit ini berkualitas tinggi.* **Use relevant and familiar vocabulary from a range of themes to interact (ML4-INT-01)**
* Show slide 14 of the [‘Describing items when shopping’ resource (PPTX 17.5 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-describing-when-shopping.pptx), which is a summary of the new adjectives introduced. Students make a record of the adjectives in their book or on their device. Students create 3 questions and answers using the adjectives in their book or on their device. They choose one question and sentence to add to their anchor chart. **Use relevant and familiar vocabulary from a range of themes to create text (ML4-CRT-01)**
* Display slide 15 of the [‘Describing items when shopping’ resource (PPTX 17.5 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-describing-when-shopping.pptx) to explain how to use the adverbs *sekali, sedikit* and *terlalu* to add further details when describing an item. Students add these to their anchor chart with an example sentence for each. **Use relevant and familiar vocabulary from a range of themes to create text (ML4-CRT-01)**
* In pairs, students play ‘Talking tennis’, using the [‘Talking tennis’ resource (DOCX 3.8 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-talking-tennis.docx). Give each student in the pair a different set of sentences. The sentences increase in length and complexity, for example, *Saya mau beli dompet, Saya mau beli dompet dan sarung, Saya mau beli dompet biru, Saya mau beli dompet biru dan sarung, Saya mau beli dompet biru dan sarung kuning*. Students take turns to read a sentence aloud to their partner from their sheet, and their partner must repeat the sentence with accuracy. The student who can repeat the most sentences accurately at the end is the winner. Differentiation examples are included in the resource. **Use knowledge of features of the sound system to understand texts (ML4-UND-01); Use features of the sound system to create spoken texts (ML4-CRT-01)**
* Play a game of ‘Whispers’ with the class. Use the [‘Colour card’ resource (DOCX 3.8 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-colour-cards.docx) to group students with classmates who have the same colour card. Each group will need a copy of the [‘Whispers’ resource (DOCX 3.8 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-whispers.docx). Each group member will take a turn as runner, whisperer and writer. The runner reads a phrase, memorises it and races back to their team. The phrase is whispered down the line of team members and the final member of the group (the writer) writes it on the answer sheet. The fastest group to fill their answer sheet with correct answers, wins. Differentiation examples are included in the resource. **Use knowledge of features of the sound system to understand texts (ML4-UND-01); Use features of the sound system to create spoken texts (ML4-CRT-01)**
* Explicitly teach the *Yang mana?* and *Yang…* structure to students so they can ask about and specify a particular item. Using the [‘Which one?’ resource (PPTX 22.6 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-which-one.pptx), use the slides to practise the correct use of this structure while simultaneously revising colours and adjectives from prior learning. Students make a record of *Yang mana?* and *Yang…* using an adjective of their choice on their anchor chart. **Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* Give students a number card each, from the [‘Numbers 1 to 30 call card’ resource (DOCX 4.2 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-1-to-30-call-cards.docx) and tell students they will need to listen for their number to be called during the activity. Move through the picture slides on the [‘Which one?’ resource (PPTX 22.6 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-which-one.pptx). Each time a new item is displayed, call out a number in Indonesian. Ask the student with the corresponding number card *Yang mana?* The student responds by identifying which item they would like to choose. For example, *Yang biru* or *Yang merah*. When students show confidence responding to the questions, they then work in pairs and follow the same pattern to ask and respond to questions as the items are displayed on the board. **Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* To familiarise students with Indonesian currency and process, hold a class auction using the [‘Auction game’ resource (DOCX 5.2 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-auction-game.docx). Print and cut out the ‘Auction item cards’ from the resource to display to students as the ‘prizes’ they are bidding for during the auction (or use items of your choosing). Print and cut out the Indonesian currency sheet from the resource for each student which is the money they will use to bid during the auction. The auction ends when all prizes are sold. Encourage students to extend themselves by making comments on the items using language from prior learning. Differentiation examples are included in the resource. **Use features of the sound system in spoken interactions; Use relevant and familiar vocabulary from a range of themes to interact (ML4-INT-01)**
* Play a game of ‘Find your match’ with students using the [‘Find your match’ resource (DOCX 5.7 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-find-your-match.docx). Provide each student with a souvenir card from the resource – students then ask and respond to questions in order to find the student with the matching card in the class. Students ask *Mau beli apa?* and respond describing the item they have on their card, including the colour and at least one another adjective, for example, *Saya mau beli kaus hijau dan kecil*. If they describe an item which is different to what their classmate is looking for, their classmate will respond *Tidak ada* (I don’t have that) and move on to the next classmate. If their classmate has the matching item, they respond with *Saya juga!* (Me too!). The game ends when every student has found their match. Differentiation examples are included in the resource. **Ask questions and describe actions; Use structures and features of the grammatical system to interact (ML4-INT-01)**
* In pairs, students play *Kamu jual apa?* (What are you selling?) using the [‘What are you selling?’ resource (DOCX 4.2 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-what-are-you-selling.docx). Display the souvenir picture cards on the board and ask students to choose one of the souvenirs on the board that they wish to ‘sell’. The aim of the game is to decipher what item their peer is selling before their peer guesses theirs. Students take turns asking questions to elicit key information such *as Suvenir itu besar?* or *Suvenir itu hijau?* Students must respond in the target language, *Suvenir itu tidak besar* or *Suvenir itu kecil sekali.* The first student to guess the souvenir their peer is selling*,* wins. Differentiation examples are included in the resource. **Socialise with peers; Use relevant and familiar vocabulary from a range of themes to interact; Use structures and features of the grammatical system to interact (ML4-INT-01)**
* Using the [‘Which one? mixed listening activities’ resource (DOCX 323 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-which-one-listening-activities.docx), students complete a range of listening activities: Faulty echo, This or that and Missing words. **Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes (ML4-UND-01)**
* **Exit ticket** – on the way out of the classroom, students use Indonesian to express what item they would like to buy at a market with an extra detail. For example, *Saya mau beli dua kacamata hitam. Teman saya suka kacamata hitam* or *Saya mau beli tiga sarung yang murah dan biru.* **Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**

### Expressing where to buy items and giving opinions when shopping

* To build intercultural understanding, discuss and compare the different places you can go shopping in Australia and compare these to places in Indonesia and places from students’ own background cultures. Use the [‘Shopping places’ resource (PPTX 44.9 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-shopping-places.pptx) to display each shopping place in Indonesian, ask students to repeat the words to practise their pronunciation. Students make a record of the places on their anchor chart.
* Using slide 10 of the [‘Shopping places’ resource (PPTX 44.9 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-shopping-places.pptx), revise the use of *ke* to indicate where someone is going, for example *saya ke mal, saya ke pasar, saya ke toko*. Using slide 11, revise the use of *di* to indicate in/at or on a place and *di mana* to ask questions about location. Using slide 12, students create a written sentence in Indonesian outlining where they are going and why, with a justification of what they would buy. For example, *Saya ke pasar karena saya mau beli tiga nanas.* Students write a sentence for each in Indonesian on their anchor charts.**Use relevant and familiar vocabulary from a range of themes to create texts; Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Students play a game of [Kahoot](https://create.kahoot.it/share/languages-nsw-stage-4-indonesian-places-and-food-items-souvenir-revision/ac427435-3f97-4b7b-880e-205f08b75b2c) to revise places vocabulary and phrases. **Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts; Use knowledge of structures and features of the grammatical system to understand and respond to texts (ML4-UND-01)**
* Students watch the [Walk Through Bali's Ubud Center and Colorful Markets video (20:41)](https://www.youtube.com/watch?v=QUazcCpTKK0). Note that the students do not need to watch the whole video, but can watch key sections in the market such as 6:00 to 11:00 and 15:00 to 20:41. Students use the [See, Think, Wonder thinking routine](https://pz.harvard.edu/sites/default/files/See%20Think%20Wonder.pdf) (PDF 281 KB) to make notes and participate in a class discussion. Ask questions such as: What souvenirs did you **see** being sold? What differences did you **see** between markets in Australia and Indonesia? What Indonesian phrases did you **see** being used? What do you **think** you would you want to buy from the market shown in the video? What else do you **wonder** after watching the video?
* Ask students to suggest justifications of why they want to go to a place, beyond justifying their decision based on what they want to buy, and list these on the board, for example ‘it is cheap’, ‘there is more choice’. Revise the ways students can give an opinion, using *saya pikir* and *saya rasa.* Use the [‘Sentence scaffold’ resource (PPTX 892 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-sentence-scaffold.pptx) as a model to demonstrate ways to justify the choice of place. For example, *Saya mau ke pasar karena murah, Saya mau ke mal karena modern*. Introduce new phrases in the sentence builder resource, such as *ada banyak pilihan*. Using the [Wheel of names online tool](https://wheelofnames.com/), call on students at random to answer questions such as *Mau ke mana? Mau ke pasar? Mengapa?* Students use the sentence scaffold to assist them in forming their answers. Then, gradually have students complete the activity on their own so that they ask each other questions and respond using the sentence builder slide as a stimulus to add their own content. Encourage students to extend on their responses using language from prior learning. Students record the new structures and vocabulary on their anchor chart, making their own sentences and questions as examples. **Use relevant and familiar vocabulary from a range of themes to create texts;** **Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Using the [‘Shopping places flashcards’ resource (DOCX 16.9 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-shopping-places-flashcards.docx) and the sentence scaffold from the previous activity, show the class a picture of a place. In pairs, students take turns asking each other questions based on the places shown, for example: *Mau ke pasar?* Their partner responds, using the sentence scaffold to assist them in justifying their response. For example, *Ya, saya mau ke pasar karena ada banyak pilihan.* **Express and explain emotions, opinions and personal preferences; Ask questions and describe actions (ML4-INT-01)**
* Play ‘Sentence bingo’. Using a collaborative sticky note platform, for example [Padlet](https://padlet.com/), each student forms a sentence related to the topic so far. The teacher may give examples on the board such as*: Saya mau ke pasar karena saya mau beli dua puluh apel, Saya mau ke toko karena saya mau beli suvenir, Saya tidak mau beli sarung ini, Saya lebih suka sarung kuning*. When students have added a sentence each to the Jamboard, review the sentences as a class to ensure they are correct. Students then choose 6 sentences from the collated list of sentences and copy them into their books. Read out the sentences in random order. The winner is the first student to have all their sentences read out. **Use knowledge of features of the sound system to understand texts (ML4-UND-01); Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* **Brain break** – students watch the [walking tour video (1:10:11)](https://www.youtube.com/watch?v=Eyi9FNi72eQ) of malls in Jakarta. There is no need to watch the whole video, just choose a brain break length that suits students, for example, 5 minutes. Interesting sections of the video include the different shopping malls from 15:00 to 20:00, 45:00 to 50:00, and 1:00:00 to 1:05:00. Encourage students to engage with the brain break by asking prompt questions such as, ‘What do you notice? What do you hear? What seems different? What seems the same?’. This video could be used several times throughout the unit as a brain break.
* Divide students into groups of 2 or 3 to create a written dialogue. Give each student a dialogue prompt from the [‘Dialogue prompts’ resource (DOCX 5.8 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-dialogue-prompts.docx), ensuring each group is given a different prompt which indicates the place, items to be purchased and prices they must use. Encourage students to expand on their dialogue using any content from this unit, for example, opinions, justifications, asking which one, colours and adjectives, and other prior learning, for example, greetings and goodbyes. Encourage students to think creatively about how they can make their dialogue authentic. While students are creating their texts, walk around the classroom and provide informal feedback. Once the dialogues are completed, students switch their dialogues with another group in the class for peer feedback. Students read the other group’s dialogue and make any corrections or suggestions before switching dialogues back and reflecting on the peer feedback they have received. The final dialogues could be recorded or performed in front of the class. Differentiation examples are included in the resource. **Use relevant and familiar vocabulary from a range of themes to create texts; Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Play a game of ‘Jeopardy’ with the class, using the [‘Jeopardy game’ resource (PPTX 23.7 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-jeopardy-game.pptx) to revise the vocabulary and structures learned so far in the unit. The game requires students to work in teams using the game board to create Indonesian questions and responses using the word or image cues. Differentiation examples are included in the resource. **Use relevant and familiar vocabulary from a range of themes to create texts; Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Using the [‘SuperMart board game’ resource (DOCX 13.6 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-supermart-board-game.docx), students play a board game to practise vocabulary and structures relating to food items, souvenirs and prices. Divide the class into groups of 2 to 8 students. Students follow the game rules to move around the board, making purchases and shopping for as many items as possible. Encourage students to use the phrases listed in the game resource while playing. Differentiation examples are included in the resource. **Socialise with peers; Use a range of communication strategies to facilitate interactions in familiar contexts (ML4-INT-01)**

### Mini task 2 – progress checkpoint

Table 3 – mini task – progress checkpoint 2

|  |
| --- |
| Mini task – listening to advertisements in Indonesian |
| As a formative assessment task, to ensure students are on track to succeed in the final summative assessment task, students will listen to 3 short radio advertisements, answer questions in English and write a short message in Indonesian.  **Task** – using the [‘Mini task 2 – advertisements’ resource (DOCX 320 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-mini-task-2-advertisements.docx), listen to 3 advertisements in Indonesian from different shopping places in Indonesia. Demonstrate your understanding by answering questions in English about the items available, including a description of them, their prices and where they are available. Use this information to decide on item(s) you would like to buy from one of the shopping places being advertised. Write a short message in Indonesian to an Indonesian friend to ask them to buy the item(s) for you and tell them why you want the item(s). Tell them what shop they must go to, describe the item(s) and give the price(s).  Students should consult the marking guidelines for the final assessment task to check for understanding of language and expectations, and apply these to the mini task, as well as identify future learning goals.  **Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes; Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas (ML4-UND-01); Use relevant and familiar vocabulary from a range of themes to create texts; Use structures and features of the grammatical system to create texts (ML4-CRT-01)**  **Feedback** – correct the English responses with students, with opportunity for student self-reflection. Students can swap messages written in Indonesian to give peer feedback using the [Two stars and a wish](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549?clearCache=994f1797-9815-5007-fd1-4abe1deedaf6) feedback strategy. |

 **Differentiation examples**

The following strategies provide a starting point for how you can differentiate this mini task for a range of learners. Adapt or design alternatives, to meet the needs of students in your class.

**Students with advanced proficiency** – students create a blog post about shopping at the markets in Indonesia, prompted by the information in the advertisements, and extending to include opinions and suggestions with reasoning.

**High potential and gifted students** – students write a diary entry about their experience at one of the shopping places from the advertisements and describe what they bought and why they are happy with their purchases.

**Students requiring additional support** *–* provide students with a cloze passage transcript of each advertisement so that students are listening for key details. Students may also be provided with a scaffold to write the message.

 **Student reflection** – students complete a learning reflection journal entry, digitally or on paper (see [sample](https://spark.adobe.com/page/uo3V2GkvM9bGJ/), or students could use their own format), reflecting on their learning progress and setting new learning goals.

Reflection questions:

1. How could this learning be applied to the final summative assessment task? Write specific examples in Indonesian that can be used in the task.
2. What did I do well? Write specific detail and how it can be applied to future language use or learning.
3. What am I still unsure about? Write specific detail and an action plan of how to get help and by when.

Students should review and add to their [Summative assessment task planner (DOCX 343 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-summative-assessment-task-planner.docx) after completing this self-reflection.

 **Teacher reflection and evaluation** – reflect on the unit of work to this point, along with student data such as formative assessment and feedback through exit tickets. Use this space to add any adjustments made to the unit or that will be made to the next stage of the learning sequence. Which areas, if any, are students still working towards or need further support with and what strategies will be used to support them before moving to the next learning sequence?

## Weeks 7–9 – bargaining

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 4 – learning intentions and success criteria for Weeks 7–9

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| **Students are learning:**   * to use questions and phrases to bargain when making a purchase in Indonesia | **Students can:**   * make a purchase by effectively negotiating an agreed price * use a variety of verbal and non-verbal strategies when bargaining |
| * about cultural practices when bargaining in Indonesia. | * demonstrate cultural awareness during bargaining interactions, for example interacting respectfully and making appropriate offers. |

**Suggested vocabulary and grammatical structures**

**Bargaining phrases for a buyer:** *Bisa tawar-menawar?*; *Bisa kurang?*; *Wah, terlalu mahal!*; *Berapa harganya?*; *Ini uangnya*; *Terima kasih saja*; *Bagaimana [*price*]?*; *Berapa harganya untuk sekilo…?*

**Bargaining phrases for a seller:** *Mau beli apa?*; *Yang mana?*; *Saya rugi!*; *Bisa tambah lagi?*; *Kualitasnya baik!*; *Maaf, harga pas*; *Ini uang kembalinya*; *Kamu pandai tawar-menawar!*; *Itu saja?*; *Kalau beli dua kilo, harganya…*

### Understanding culturally-appropriate bargaining strategies

* Revisit the summative assessment task with students. Display the marking guidelines and discuss as a class what learning has already taken place and what is still required. Students reflect on their understanding of the content so far using the ‘exclamation and question’ approach. Students write an exclamation mark and question mark in their books. Next to the exclamation mark, students write any aspect of the learning they feel confident with. Next to the question mark, students write an aspect of the learning they identify requires improvement. Students brainstorm ways to address areas requiring improvement.
* Play the ‘Chair swap’ game to revise the content learned so far during this unit. Arrange chairs in a circle in the classroom or outside. Give each student one of the revision sentences cards from the [‘Chair swap game’ resource (DOCX 4.3 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-chair-swap-game.docx). Make sure there are at least 2 copies of each sentence distributed among the class. Each student sits in a chair and checks their card without showing anyone else. Call out one of the sentences in Indonesian (or English, depending on ability) and the 2 students who have that sentence on their card must stand up and quickly swap chairs as fast as they can. To give students practice at listening for different phrases, periodically collect and shuffle the cards, then redistribute to students. Differentiation examples and ideas to increase competition are included in the resource. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Ask students to share if they have ever bargained when shopping, or observed it, either in Australia or overseas. Write stimulus questions on the board to facilitate a discussion, such as ‘Where have you bargained or where could you bargain? What setting may be appropriate to bargain in when shopping? What type of item were you (or could you be) shopping for? How did (might) you feel when bargaining? Were (are) there any strategies which were (might be) helpful or unhelpful while bargaining?’. If students have not experienced bargaining, watch the [Bargaining for Handicrafts in West Java, Indonesian video (1:00)](https://www.youtube.com/watch?v=FN06yw_kvzY) and consider the stimulus questions ‘Where did the bargaining take place? What was the man shopping for? What tone did the man bargaining and shopkeeper display during the bargaining process? What strategies were helpful for the man bargaining?’. Using the Think-Pair-Share strategy, students reflect on the stimulus questions then discuss these with a classmate. Survey the class to find common observations and experiences.
* Introduce common bargaining phrases used by buyers and sellers using the [‘Bargaining strategies’ resource (PPTX 18MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-bargaining-strategies.pptx). Say each phrase using the gesture indicated in the image on each slide to associate a specific movement with each phrase. Use the gestures to help students remember each phrase, and have students repeat each phrase with the gesture. Alternatively, students could make their own gestures. Students make a record of these notes in their book or on their device. Students write the new phrases for bargaining on their anchor charts. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Students play a game of ‘Charades’ to consolidate the bargaining phrases vocabulary using the associated gestures. Using the bargaining phrases flashcards in the [‘Charades’ resource (DOCX 4 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-charades.docx), play charades either in pairs, small groups or as a class. The ‘actor’ must act out each phrase quickly and accurately so that the players on their team can guess what is being acted out, scoring a point. The team with the most points, wins. Differentiation examples are included in the resource. **Socialise with peers (ML4-INT-01)**
* Students play Quizlet, using [Indonesian bargaining phrases](https://quizlet.com/906389590/bargaining-phrases-flash-cards/?funnelUUID=1e92e65e-b065-49d3-b9f8-4f0f1b92e7f4) to drill new vocabulary and phrases. Students can play individually or play Quizlet live as a class. As students play, monitor student progress for speed and accuracy. **Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts; Use knowledge of structures and features of the grammatical system to understand and respond to texts (ML4-UND-01)**
* Teach students the word *bisa*, meaning ‘can’, and how it is used as a language structure in both question and answer format when bargaining. Write the questions on the board: *Bisa tawar-menawar?*, *Bisa kurang?* and *Bisa tambah lagi?*,with students repeating the questions to practise pronunciation and intonation.Model the responses *Bisa* or *Tidak bisa*. Explain to students that in this structure, *Bisa* or *Tidak bisa* are commonly used as a response, as opposed to *Ya* or *Tidak*. Students create 3 questions and responses using *bisa*, with language from prior learning. Students make a record of the bargaining questions and responses which include *bisa* on their anchor chart. **Use relevant and familiar vocabulary from a range of themes to create texts; Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* **Brain break** – play word chains. This game can be played as a class using the board, or in small groups or pairs using mini whiteboards or paper. One student starts the word chain by writing down a word in Indonesian related to the category of shopping, for example, *beli*. The next student uses the last letter of the word to then add their own word to the chain, for example, *beli 🡪 ikan*. Students take turns adding to the chain (for example, *beli 🡪 ikan 🡪 nanas 🡪 seribu)* until they run out of ideas. An alternative is to allow students ‘free play’, where they can add any Indonesian word they know and are not restricted to a category. Students gain a point for each word they add to the chain, and the longest chain of words wins. As an extra challenge, phrases could be used instead of individual words. **Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* Display slide 17 of the [‘Bargaining strategies’ resource (PPTX 12.1 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-bargaining-strategies.pptx) and discuss with students the various tips and tricks that are commonly observed when bargaining in Indonesia. Students access the article ‘[Bargaining Tips, or How to Be a Success at Bargaining in Indonesia](https://www.expat.or.id/info/bargainingtipsforindonesia.html)’ to learn further bargaining tips and tricks and cultural etiquette when bargaining. Students create a ‘Dos and Don’ts’ infographic about shopping in Indonesia, using a digital tool such as [Canva](https://www.canva.com/) for visitors travelling to Indonesia. Students include cultural information and etiquette (in English) and relevant phrases to use (in Indonesian). **Use language that is appropriate to cultural practices and values to create texts (ML4-CRT-01)**
* **Exit slip** – students submit a [3-2-1 routine](https://docs.google.com/presentation/d/1PhurE4I8jABIGkfATjKgoAvS4dasAvI09-ZMBnjnwiA/template/preview?clearCache=885713ee-790b-3ab8-e87b-a488d19c505e) response on a piece of paper or sticky note. They write down 3 aspects of shopping in Indonesian culture that they find interesting, 2 similarities between shopping in Indonesia and their own culture, and one aspect of shopping in Indonesian culture that they would like to learn more about.

### Using culturally-appropriate bargaining strategies to make a purchase

* Students watch the [Bargaining at the Fruit Market video (1:50)](https://www.youtube.com/watch?v=P00C0nnCWa8) in which a bargaining dialogue takes place in Indonesian. Students then answer questions, in English and Indonesian, using the [‘Bargaining at the fruit market video’ resource (DOCX 333 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-bargaining-at-the-fruit-market-video-activity.docx). For students requiring additional support with this activity, both Indonesian and English subtitles are available on the video. **Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts; Use knowledge of structures and features of the grammatical system to understand and respond to texts; Recognise and use structures and features of the target language writing system to understand and respond to texts (ML4-UND-01); Use relevant and familiar vocabulary from a range of themes to create texts; Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Model questions and responses used when shopping, with students using mini whiteboards. Ask the class questions that have been covered in this unit, for example, *Mau beli apa?*, *Berapa harganya?*, *Bagaimana sarung itu?*, *Yang mana?*, *Bisa tawar-menawar?*, *Bisa kurang?*, *Kamu mau berbelanja di mana?* As each question is asked, students write a response in Indonesian on their mini whiteboards and hold them up. This activity can be turned into a game by awarding points for correct responses, with bonus points for creative responses. Encourage students to include a variety of details in their responses such as adjectives, adverbs, conjunctions and opinions. **Use relevant and familiar vocabulary from a range of themes to create texts; Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Students interact with each other in short bargaining scenarios using the [‘Bargaining story cubes’ resource (DOCX 12.1 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-bargaining-story-cubes.docx). Each cube has a theme: items, prices, bargaining phrases for a seller, bargaining phrases for a buyer. Students play in pairs. The cubes can be used all at once or added progressively as students become more confident with the language on each cube. For example, to start, students roll the ‘item’ cube. They use the item they roll to ask and respond to a question. If the cube reveals picture of the hat, the student interaction could be *Mau beli apa? Saya mau beli topi.* Further cubes can then be added to extend the interaction. For example, students roll the prices cube and reveal *Rp 50.000*, which prompts the interaction *Berapa harganya? Harganya lima puluh ribu rupiah.* Cubes are added progressively, with the end goal being to build a short, spontaneous bargaining interaction. Differentiation examples are included in the resource. **Ask questions and describe actions; Use features of the sound system in spoken interactions; Use relevant and familiar vocabulary from a range of themes to interact; Use structures and features of the grammatical system to interact (ML4-INT-01)**
* Using the [‘Narrow reading’ resource (DOCX 340 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-narrow-reading-activity.docx), students read 3 different bargaining dialogues, synthesising and analysing information across all 3 scenarios. **Recognise and use structures and features of the target language writing system to understand and respond to texts; Respond to texts by reflecting on how language is connected with cultural practices and values, and how this is evident in their own language(s), culture(s) and identity (ML4-UND-01)**
* **Brain break** – play a game of *Ibu/Bapak berkata* or ‘Simon says’ with the class. Encourage students to get up and move around the classroom, finding a place to stand. If the teacher says *Ibu/Bapak berkata…* followed by an Indonesian bargaining phrase, the class must complete the gesture associated with the phrase. However, if the teacher only says the phrase, not preceded by *Ibu/Bapak berkata…*, the class must not act out the gesture and must remain frozen. Play for approximately 5 minutes. **Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts (ML4-UND-01)**
* Students complete the [‘Bargaining mixed listening activities’ resource (DOCX 377 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-bargaining-listening-activities.docx). The resource includes 3 listening activities: What would you say next?, Listening slalom and Bargaining dialogue comprehension questions. **Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas; Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas (ML4-UND-01)**
* Using the [‘Bargaining guided conversation’ resource (PPTX 670 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-bargaining-guided-conversation.pptx) as a model, students create a bargaining dialogue. Display the sample guided conversation to the class on the board. Discuss with students the importance of understanding each line of dialogue, ensuring the conversation flows appropriately. Students work in pairs to complete the guided conversation task. Once they have made their choices, students practise their dialogue with their partner. They then present their dialogue orally to another pair and exchange peer feedback. For a further challenge, encourage students to add additional details from prior learning or remove sections of the guided conversation for students to complete using their own knowledge. **Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts (ML4-UND-01); Use relevant and familiar vocabulary from a range of themes to create texts; Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Using the [‘Dictogloss’ resource (DOCX 3.7 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-dictogloss.docx), students complete a dictogloss listening activity. Read the text aloud several times with students listening to understand, recall and reconstruct the text. Once students have completed reconstructing the text, display the correct version for students to check and (if required) edit their work. Differentiation examples are included in the resource. **Use knowledge of features of the sound system to understand texts; Recognise and use structures and features of the target language writing system to understand and respond to texts (ML4-UND-01)**
* Use the [‘Speed chatting’ resource (PPTX 685 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-speed-chatting.pptx) to give students the opportunity to participate in spontaneous dialogues with their peers. Use the resource as a stimulus for students to chat with a partner in Indonesian, asking and answering questions about their shopping experiences. Provide a copy of possible conversation questions to students, either by displaying them on the board or providing a handout. The conversation questions include questions about shopping such as *Di Australia, kamu suka berbelanja di mana?*; *Di Indonesia, kamu suka berbelanja di mana?*; *Di Indonesia, kamu mau beli suvenir apa?*; *Mengapa kamu suka suvenir itu?*; *Kamu suka tawar-menawar?*; *Kamu suka berbelanja online?* Brainstorm additional ideas for conversation questions with the class and remind students that they can improvise their own questions during the activity. Walk around the classroom, listening to the interactions, and provide informal feedback to students. Differentiation examples are included in the resource. **Socialise with peers; Understand and reciprocate information about their own and others’ personal worlds; Express and explain emotions, opinions and personal preferences; Use a range of communication strategies to facilitate interactions in familiar contexts; Use structures and features of the grammatical system to interact (ML4-INT-01)**
* **Exit slip** – use the [traffic light routine](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543?clearCache=6c6d78-b310-ff15-2af3-b80f69357fa2) for reflection. Provide each student the [‘Traffic light exit slip’ resource (DOCX 3.9 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-traffic-light-exit-slip.docx). In the red box, students must write, in Indonesian, something they are finding challenging and need more help with. In the amber box, they write something they have improved. In the green box, they write something they feel confident with. This is a tool for students to self-reflect in the lead up to the summative assessment task. **Use relevant and familiar vocabulary from a range of themes to create texts; Use structures and features of the grammatical system to create texts (ML4-CRT-01)**

### Mini task 3 – progress checkpoint

Table 5 – mini task – progress checkpoint 3

|  |
| --- |
| Mini task – role play |
| As a formative assessment task, to ensure students are on track to succeed in the final summative assessment task, students will work in groups of 2 or 3 to construct a dialogue in Indonesian about making purchases.  **Task** – you are planning to make a purchase in a market in Indonesia. In preparation, write the script of the conversation, with each group member taking the part of a buyer or seller. Identify the item(s) you wish to purchase, and ask and respond to questions about the item(s) using adjectives and adverbs to describe the item(s). Use appropriate bargaining strategies to buy the item(s).  Record your dialogue and submit it with your script to your teacher for feedback.  Students should consult the marking guidelines for the final assessment task to check for understanding of language and expectations, and apply these to the mini task, as well as identify future learning goals.  **Use features of the sound system to create spoken texts; Use relevant and familiar vocabulary from a range of themes to create texts; Use structures and features of the grammatical system to create texts (ML4-CRT-01)**  **Feedback**– as students are writing their dialogues in Indonesian, move around the class to discuss student ideas and make suggestions to connect prior learning and manipulate language to extend themselves. Discuss areas of challenge with the language and support students can engage with to develop skills in these areas. |

 **Differentiation examples**

The following strategies provide a starting point for how you can differentiate this mini task for a range of learners. Adapt or design alternatives, to meet the needs of students in your class.

**Students with advanced proficiency** – if possible, pair advanced proficiency students together to spontaneously interact in a shopping scenario, or work with the teacher. Students are encouraged to extend their interaction with visits to multiple shops, discussing with their peers where they would like to go next and for what purpose. They should include authentic, appropriate cultural features such as negotiating price based on multiple quantities, starting the bargaining price at an appropriate amount and sentence fillers.

**High potential and gifted students** – if possible, pair high potential and gifted students together to spontaneously interact in a shopping scenario. Students can offer comments or opinions with reasoning in their interaction, as well as conjunctions and sentence starters to make the interaction more authentic.

**Students requiring additional support** *–* provide students with sentence starters or part of the dialogue to add details to, as well as vocabulary lists they can use to create their script.

 **Student reflection** – students complete a learning reflection journal entry, digitally or on paper (see [sample](https://spark.adobe.com/page/uo3V2GkvM9bGJ/), or students could use their own format), reflecting on their learning progress and setting new learning goals.

Reflection questions:

1. How could this learning be applied to the final summative assessment task? Write specific examples in Indonesian that can be used in the task.
2. What did I do well? Write specific detail and how it can be applied to future language use or learning.
3. What am I still unsure about? Write specific detail and an action plan of how to get help and by when.

Students should review and add to their [Summative assessment task planner (DOCX 343 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-summative-assessment-task-planner.docx) after completing this self-reflection.

 **Teacher reflection and evaluation** – reflect on the unit of work to this point, along with student data such as formative assessment and feedback through exit tickets. Use this space to add any adjustments made to the unit or that will be made to the next stage of the learning sequence. Which areas, if any, are students still working towards or need further support with and what strategies will be used to support them before moving to the next learning sequence?

## Week 10 – assessment

Complete the unit’s final summative assessment this week. Review the task description and marking guidelines with the students. Identify any areas of support needed. Direct students to their anchor chart and give opportunities for spontaneous discussion and practice in preparation for the task.

# Evaluation and variation

 *Record any variations you implemented, including extensions and adjustments implemented to support student learning or for students with special education needs. The evaluation can include feedback from students.*

## Registration

Teacher name:

Teacher signature:

Date:

# Appendix A – sample summative assessment task

## Outcomes and content

**ML4-INT-01 exchanges information and opinions in a range of familiar contexts by using culturally appropriate language**

* Use features of the sound system in spoken interactions
* Use relevant and familiar vocabulary from a range of themes to interact
* Use structures and features of the grammatical system to interact
* Use language that is appropriate to cultural practices and values to interact

## Task

You are shopping in a market in Indonesia and want to buy a souvenir to take back to your friend in Australia. Have a conversation[[4]](#footnote-5) in Indonesian with the seller, outlining the specific item you wish to buy and bargaining to make the purchase.[[5]](#footnote-6)[[6]](#footnote-7)

During your conversation as the buyer:

* refer to the [poster](https://www.canva.com/design/DAGAewcoF_0/5qTUz7NW8rnJC8mVNOecvQ/view?utm_content=DAGAewcoF_0&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview), representing the shop front and decide on an item to buy
* appropriately greet and thank the seller
* identify and describe the item to the seller
* use culturally-appropriate bargaining strategies to make the purchase.

During your conversation as the seller:

* identify the item the buyer wishes to purchase
* appropriately greet and thank the buyer
* use culturally-appropriate bargaining strategies to sell the item.

You and your partner will take turns in both roles of buyer and seller. [[7]](#footnote-8) After the first interaction, you will switch roles so that each person has a turn playing each role.

 **Differentiation examples**

The following strategies provide a starting point for how you can differentiate this task for a range of learners. Adapt or design alternatives, to meet the needs of students in your class.

**Students with advanced proficiency** – pair students with advanced proficiency in the target language together, or the student could complete an interaction with the teacher so they can use more sophisticated language. Students may include a range of authentic phrases familiar to them in the target language, in addition to the content learned in class. Students may expand on why they want to purchase a particular souvenir and explain to the seller who it is for. In the role of seller, students may give recommendations and opinions with reasoning.

**High potential and gifted students** – pair students of a similar proficiency together. Students may apply and manipulate vocabulary and grammatical structures learned in class in their interaction. Students may expand on their descriptions of the item using conjunctions, adverbs and positive and negative forms, or use a wider range of bargaining strategies such as comparing items, asking about larger quantities and making multiple purchases. Students could be creative in their interaction, such as changing their mind and deciding to purchase an alternative item. Add an extra prompt, with an unfamiliar item or market, to add to the spontaneous interaction.

**Students requiring additional support** – provide support phrases such as sentence starters and vocabulary lists, during the assessment task.

## Marking guidelines

Table 8 – marking guidelines for summative assessment task

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcome and content | A – extensive | B – thorough | C – sound | D – basic | E – elementary |
| ML4-INT-01   * Use features of the sound system in spoken interactions | Communicates effectively and authentically, using accurate intonation and pronunciation. | Communicates effectively and authentically, with minor errors, using clear intonation and pronunciation. | Communicates with mostly clear intonation and pronunciation, with some errors. | Communicates with errors in intonation and pronunciation that may hinder comprehension. | Attempts to replicate the sound system. |
| * Use relevant and familiar vocabulary from a range of themes to interact * Use structures and features of the grammatical system to interact | Interacts with accuracy, using a broad range of vocabulary and structures to facilitate an interaction in which students:   * greet and thank each other * ask and respond to questions * use adjectives to clarify the specific item of choice (colours, size) * use bargaining structures for price and quantity negotiation * finalise payment and money. | Interacts, with minor errors, using a range of vocabulary and structures to facilitate an interaction in which students:   * greet and thank each other * ask and respond to questions * use adjectives to clarify the specific item of choice (colours, size) * use bargaining structures for price and quantity negotiation * finalise payment and money. | Interacts using familiar vocabulary and structures, with some errors, to participate in an interaction in which students:   * greet and thank each other * ask and respond to questions * use adjectives to clarify the specific item of choice (colours, size) * use bargaining structures for price and quantity negotiation * finalise payment and money. | Interacts using limited familiar vocabulary and structures, with frequent errors, to participate in an interaction in which students:   * greet and thank each other * ask and respond to questions * use adjectives to clarify the specific item of choice (colours, size) * use bargaining structures for price and quantity negotiation * finalise payment and money. | Attempts to participate in an interaction. |
| * Use language that is appropriate to cultural practices and values to interact | Demonstrates extensive understanding of Indonesian cultural practices related to bargaining, including all of the following:   * using *Bagaimana…* to suggest prices * making a reasonable offer of a third or half the price suggested by the seller * negotiating a cheaper price for purchasing multiple quantities * using tactics to persuade someone to accept your offer, for example, *Saya rugi! Terlalu mahal* * maintaining a friendly and polite tone. | Demonstrates an understanding of Indonesian cultural practices related to bargaining, including most of the following:   * using *Bagaimana…* to suggest prices * making a reasonable offer of a third or half the price suggested by the seller * negotiating a cheaper price for purchasing multiple quantities * using tactics to persuade someone to accept your offer, for example, *Saya rugi! Terlalu mahal* * maintaining a friendly and polite tone. | Demonstrates some understanding of Indonesian cultural practices related to bargaining, including some of the following:   * using *Bagaimana…* to suggest prices * making a reasonable offer of a third or half the price suggested by the seller * negotiating a cheaper price for purchasing multiple quantities * using tactics to persuade someone to accept your offer, for example, *Saya rugi! Terlalu mahal* * maintaining a friendly and polite tone. | Demonstrates a limited understanding of Indonesian cultural practices related to bargaining, including at least one of the following:   * using *Bagaimana…* to suggest prices * making a reasonable offer of a third or half the price suggested by the seller * negotiating a cheaper price for purchasing multiple quantities * using tactics to persuade someone to accept your offer, for example, *Saya rugi! Terlalu mahal* * maintaining a friendly and polite tone. | Little evidence of understanding of Indonesian cultural practices related to bargaining. |

### Sample response for sample summative assessment task

This sample is provided as a guide to demonstrate the intentions of the task aligned to the unit and the marking guidelines. Responses will vary. This is the transcript of a sample Grade A response.

Student A (seller): *Selamat pagi!*

Student B (buyer): *Selamat pagi, Bu!*

Student A (seller): *Apa kabar?*

Student B (buyer): *Baik-baik saja. Apa kabar?*

Student A (seller): *Baik, terima kasih. Mau beli apa?*

Student B (buyer): *Saya mau beli dompet.*

Student A (seller): *Dompet yang mana?*

Student B (buyer): *Dompet yang biru. Berapa harganya?*

Student A (seller): *Harganya lima puluh ribu rupiah.*

Student B (buyer): *Wah, terlalu mahal. Bisa kurang?*

Student A (seller): *Ya, bisa.*

Student B (buyer): *Bagaimana kalau dua puluh ribu rupiah?*

Student A (seller): *Aduh, saya rugi. Empat puluh ribu rupiah.*

Student B (buyer): *Hmmm…saya mau beli dua dompet.*

Student A (seller): *Ok, kalau beli dua dompet, harganya tujuh puluh ribu rupiah.*

Student B (buyer): *Enam puluh ribu rupiah, bisa?*

Student A (seller): *Bisa. Kamu pandai tawar-menawar!*

Student B (buyer): *Terima kasih, Bu. Ini uangnya.*

Student A (seller): *Terima kasih. Sampai jumpa!*

Student B (buyer): *Sampai jumpa!*

**English translation:**

Student A (seller): Good morning!

Student B (buyer): Good morning, Ma’am!

Student A (seller): How are you?

Student B (buyer): I’m fine. How are you?

Student A (seller): I’m fine, thank you. What do you want to buy?

Student B (buyer): I want to buy a wallet.

Student A (seller): Which wallet?

Student B (buyer): The blue one. How much is it?

Student A (seller): The price is fifty thousand rupiah.

Student B (buyer): Wow, that’s too expensive. Can you reduce the price?

Student A (seller): Yes, I can.

Student B (buyer): How about twenty thousand rupiah?

Student A (seller): Oh no, I’ll lose money. Forty thousand rupiah.

Student B (buyer): Hmmm … I want to buy 2 wallets.

Student A (seller): Ok, if you buy 2 wallets, the price is seventy thousand rupiah.

Student B (buyer): Sixty thousand rupiah, can you do it?

Student A (seller): Yes, I can. You are good at bargaining!

Student B (buyer): Thank you, Ma’am. Here’s the money.

Student A (seller): Thank you. See you later!

Student B (buyer): See you later!

# Appendix B – unit of work infographic for students

To support student engagement in the unit, the [Stage 4 Indonesian – ‘What do you want to buy’ infographic (PDF 2 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-scope-and-sequence-infographic.pdf) gives students a visual guide of the unit’s learning pathway. You can also access an [editable version](https://www.canva.com/design/DAGEfk2QqjU/OgQuoXwAlcu14f6Wp2crDg/view?utm_content=DAGEfk2QqjU&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview), to amend for your own context. Using visual learning journeys also supports [Embedding Aboriginal pedagogies in language teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-k-6/embedding-aboriginal-pedagogies-in-language-teaching#:~:text=Embedding%20Aboriginal%20pedagogies%20enables%20you,rather%20than%20in%20Aboriginal%20content.) through Learning Maps – explicitly mapping/visualising processes.



# About this resource

* The target audience for this resource is teachers of Stage 4 Indonesian.
* Email questions and feedback about this resource to [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au) using the subject line ‘Stage 4 Indonesian’.
* This resource will be reviewed in 12 months’ time as part of ongoing internal evaluation.
* Created/last updated: 31 May 2024

## How to use this resource

This 10-week unit 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. [Assessing and identifying high potential and gifted learners](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Assessment1) will help teachers decide which students may benefit from extension and additional challenge. To learn more about how to support the specific learning needs for high potential and gifted learners, you can access the department’s [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies). Accessing the microlearning series [Curriculum planning for every student in every classroom](https://myplsso.education.nsw.gov.au/mylearning/catalogue/details/95110cf8-aa81-ed11-ade7-0003fffeadf8) will support you to plan for the diversity of student need. The learning, teaching and assessment strategies and assessment task are suggestions only.

## Supporting students with disability

When using this unit of work, the assessment task and embedded scaffolds, planners and teaching and learning activities consider the needs of students with disability to ensure inclusivity for student access, engagement and expression in lessons.

Considerations may include:

* providing scaffolds as an option for all students to use when needed to guide their response
* providing a visual list of key vocabulary and phrases
* providing options for student expression using their preferred mode of communication
* using closed captions (with English translation setting where appropriate) and/or provide transcripts for deaf or hard of hearing students
* providing documents digitally and/or orally as well as on paper so that they may be accessed by means such as screen readers
* advising students of accessibility options for websites used in the unit such as Quizlet, such as large font and voice over options.

Adjustments are recommended to cater to your class’s learning needs. This could include how students will present their work and communicate their understanding.

Appropriate adjustments may include:

* use of explicit instructions and defining key terms/concepts
* simplified or modified practical activities
* use of pictures and diagrams, clearly labelled to support students to access the tasks
* speech-to-text or augmentative communication devices.

Tailoring the mini task – progress checkpoints should provide an equitable opportunity for all students to demonstrate their understanding and receive quality feedback to improve learning outcomes.

Further examples of differentiated and personalised adjustments are provided on [the Inclusive Practice hub](https://education.nsw.gov.au/campaigns/inclusive-practice-hub).

## Additional support for EAL/D students

When using this resource, it is important to consider the needs of EAL/D students’ backgrounds when adapting teaching and learning activities. Considerations may include:

* building background knowledge (cultural and linguistic) for what may be considered ‘common’ terms as students may not have a conceptual understanding of some terms
* understanding that topics that address ‘home life’ can be a sensitive topic for many students, particularly those from refugee backgrounds. Teachers’ knowledge of their students’ family backgrounds is essential to adapt the task appropriately
* including comparisons between Indonesian-speaking countries and Australia. Comparisons with their home countries will help students make connections and use their experiences as a resource
* questions in English posed using language that is accessible for EAL/D students as students will have varying levels of proficiency in English and will need to process and make meaning across 2 languages different from their own
* EAL/D learners may require [scaffolding](https://education.nsw.gov.au/teaching-and-learning/multicultural-education/english-as-an-additional-language-or-dialect/teaching-and-learning#Differentiation2) to support them to gain content knowledge, while providing extra time and assistance to master the English language required to engage with texts or complete classroom tasks. EAL/D students could require background knowledge and explicit teaching of particular text types (audience, purpose, structure, register, language). EAL/D students may be unfamiliar with a blog. They should have multiple authentic examples/models to read and opportunities to practise writing blog responses prior to the task.

## Evidence base

This unit of work supports the following themes from [What works best 2020 update](https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update#Summary1):

* high expectations
* explicit teaching
* effective feedback
* use of data to inform practice
* assessment.

## Further information

* Aligned to system priorities and/or needs: [Our Plan for NSW Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education)
* Aligned to [School Excellence Framework (PDF 298 KB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/school-excellence-and-accountability/media/documents/SEF_Document_Version_2_2017_AA.pdf): Learning domains – curriculum; assessment; Teaching domain – effective classroom practice
* Consultation: Inclusive Education

# Support and alignment

**Resource evaluation and support:** All curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance, and effectiveness. For additional support or advice, contact the Languages and Culture team by emailing [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au).

**Differentiation:** Further advice to support Aboriginal and/or Torres Strait Islander students, EAL/D students, students with a disability and/or additional needs and High Potential and gifted students can be found on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage.

**Assessment:** Further advice to support formative assessment is available on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Classroom assessment advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/classroom-assessment-advice-7-10-). For summative assessment tasks, the [Assessment task advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/assessment-task-advice-7-10) webpage is available.

**Consulted with:** Curriculum and Reform, Inclusive Education and subject matter experts.

**Alignment to system priorities and/or needs:** [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [Our Plan for NSW Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education)

**Alignment to the School Excellence Framework:** This resource supports the [School Excellence Framework](https://education.nsw.gov.au/inside-the-department/directory-a-z/strategic-school-improvement/school-excellence-framework) elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

**Alignment to Australian Professional Teaching Standards:** This resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 3.2.2, 3.3.2.

**NSW syllabus:** Modern Languages K–10 Syllabus

**Author:** Languages and Culture

**Publisher:** State of NSW, Department of Education

**Resource:** Unit of work guidelines and template

**Related resources:** Further resources to support Modern Languages can be found on the [Languages curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages).

**Professional learning:** Relevant professional learning is available through the [Languages Statewide staffroom](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kSNaKRC4ClVDiPgZI5jjt3lUQ1pMWVRSU0kzWExaMEIyVFg5VlJPVkRVRyQlQCN0PWcu&wdLOR=cEA84311A-3447-4AD2-B1BB-FA5CACDA69B7) (entry survey link for staff only).

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# Evidence base

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NESA (NSW Education Standards Authority) (2022a) ‘[Advice on units](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-units)’, *Programming*, NESA website, accessed 31 May 2024.

NESA (2022b) ‘[Assessment Principles](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/assessment-principles)’, *Assessment*, accessed 31 May 2024.

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1. As this task assesses interaction, students are encouraged to work in pairs for the conversation. Some students may prefer to work individually and/or use assistive technology to provide oral responses. [↑](#footnote-ref-2)
2. Students may do this as a live interaction for the teacher to observe, or record using a voice or video recording application. This could also be adapted to a ‘Creating texts’ task where students create a role play of a bargaining scenario in Indonesia. [↑](#footnote-ref-3)
3. Students take turns in each role. After the first interaction, students switch roles so that each student has a turn as buyer and seller. Alternatively, the teacher could play the role of the seller. [↑](#footnote-ref-4)
4. As this task assesses interaction, students are encouraged to work in pairs for the conversation. Some students may prefer to work individually and/or use assistive technology to provide oral responses. [↑](#footnote-ref-5)
5. Students may do this as a live interaction for the teacher to observe, or record using a voice or video recording application. This could also be adapted to a ‘Creating texts’ task where students create a role play of a bargaining scenario in Indonesia. [↑](#footnote-ref-6)
6. Students take turns in each role. After the first interaction, students switch roles so that each student has a turn as buyer and seller. Alternatively, the teacher could play the role of the seller. [↑](#footnote-ref-7)
7. The role of the seller may be taken by the teacher if they wish to manage the parameters of the language used, adjusting to the context of their student needs. [↑](#footnote-ref-8)