# Whispers

This resource is for the teacher. It provides the content and instructions you need to share with students.

Play a game of ‘Whispers’ with the class. If circumstances permit, this is a great game to play outside to allow for more space and the physical movement of students, enhancing student engagement.

To form groups, give each student a colour card from 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). Based on the colour card received, students form groups with students who have the same colour card.

Print one list of the phrases for each group. Cut them up and keep them in sequential order as each phrase increases in length and complexity. Put them in a pile face down, a short distance away from each group of students. Give each group one answer sheet each.

Students stand in a line in their groups, with all students facing one direction, except for the student at the back of the line who faces the teacher.

The student at the back of each group must walk to the pile of phrases and turn over the phrase on top. They read the sentence, return to their line and then whisper the phrase to the next person in their group, aiming to remember it correctly. Students continue to whisper the phrase to each group member down the line. When it reaches the person at the front of the line of the group, they write what they hear on the answer sheet. Once the student has finished writing their response, they must go to the back of the line and receive the next phrase from the teacher, before whispering it to the next person in line. This cycle continues until all phrases have been written on the answer sheet.

The fastest group with the most phrases written correctly wins.

 **Differentiation examples**

**Students with advanced proficiency** – encourage students to not only write the sentence they hear correctly, but also write an additional sentence which provides an extra detail, such as an adjective or opinion, using familiar language.

**High potential and gifted students** – instruct students to write the sentence correctly, and then write it in its opposite form. For example, ‘I want to buy a skirt’ would also need to then be written as ‘I don’t want to buy a skirt’. By doing so, students practise word order and various language structures.

**Students requiring additional support** – when taking their turn as the ‘whisperer’, provide shorter sentences and/or use cloze sentence prompts to support participation.

## List of phrases

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|  | *Saya mau beli oleh-oleh.* |
|  | *Kalung ini mahal sekali!* |
|  | *Saya mau beli dua rok trendi.* |
|  | *Maaf, saya tidak mau beli kopi asli.* |
|  | *Saya ke toko dan saya beli cincin kecil dan berkualitas tinggi.* |
|  | *Saya suka sekali sandal jepit ini.* |
|  | *Saya mau beli kaus yang panjang.* |
|  | *Kacamata hitam ini tidak terlalu keren.* |
|  | *Saya tidak suka rok ini kerena terlalu pendek.* |
|  | *Ada banyak sarung tetapi tidak ada topi.* |

## Answer sheet

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