# One pen, one dice

You will work in pairs (or groups of 3, where necessary) to play this game.

The goal of the game is to be the first to complete the translations of the sentences in the tables below.

You will use one dice and one pen between you, taking turns to translate your list.

To select who goes first, roll the dice – whoever rolls the highest number starts translating their list first.

While your classmate is translating their list, keep rolling the dice until you get a 6. When you get a 6, say *‘Giliran saya!’* and your classmate must stop translating and give you the pen. Say *‘Terima kasih’* and then start translating your list. You continue until your classmate rolls a 6, and then you must swap the pen again, while they translate.

You will continue swapping each time one of you rolls a 6.

When one of you completes your list, stop and call out *‘Sudah selesai!’* and the teacher will check the translations are correct. If they are not correct, keep playing.

Whoever is the first to correctly translate their list is the winner.

You may use a dictionary to help you if needed.

|  |  |
| --- | --- |
| English | Indonesian |
| 1. I want to buy 3 apples. |  |
| 1. I don’t want to buy fruit. |  |
| 1. What do you want to buy? |  |
| 1. I want to buy 6 eggs. |  |
| 1. Do you want to buy vegetables? |  |
| 1. I want to buy a mango but I don’t want to buy a mangosteen. |  |
| 1. I don’t want to buy carrots. |  |
| 1. I want to buy tomatoes and chillis. |  |
| 1. I went to the shop and I bought 2 coconuts. |  |
| 1. Do you want to buy fish? |  |

## For the teacher

Remove this section before sharing this resource with students.

1. *Saya mau beli tiga apel.*
2. *Saya tidak mau beli buah-buahan.*
3. *Mau beli apa?*
4. *Saya mau beli enam telur.*
5. *Mau beli sayur-sayuran?*
6. *Saya mau beli mangga tetapi saya tidak mau beli manggis.*
7. *Saya tidak mau beli wortel.*
8. *Saya mau beli tomat dan cabe.*
9. *Saya ke toko dan saya beli dua kelapa.*
10. *Mau beli ikan?*

 **Differentiation examples**

**Students with advanced proficiency in the target language** – the teacher can use short paragraphs, rather than sentences, with more complex language structures already familiar to students.

**High potential and gifted students** – the teacher can add modifiers such as ‘however’*, ‘*although’and 'yet’ to the sentences.

**Students requiring additional support** – the teacher can reduce the number of phrases or use simpler phrases. The teacher can provide cloze texts so students are only required to translate key words, rather than entire sentences. Students may use their books or devices to complete the activity.

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