



**Indiana University
STARTALK Student Program Curriculum**

Theme: Where will you go/what will you do
this or next summer/winter/this weekend?

Target Proficiency Level: Novice Low-
Novice Mid

Number of Hours: 16 hours

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Brief Description of Program (including curricular context and goals)

By asking about other students' plans for the remainder of the summer and answering about their own plans, as well as sharing each other's information, students can get closer to each other. This specific theme is arranged with 'future tense' in mind. This theme is appropriate in the sense that this week is the last week of the program and students will have a chance to exchange information on their future trips (probably to the target country) and get excited about planning their trips.

What Enduring Understandings are Desired:

This topic can also be related to students' future plans to go to the target country. Heritage students' contributions as facilitators will be expected in sharing their experience to other non-heritage students. Non-heritage students will be exposed to various bits of information that are practical and needed for their future trip. In this way, the information will stay in their memories.

What Essential Questions Will Guide this Program and Focus Teaching/Learning:

This theme will be used as a chance to actually have the students prepare for their future plan to visit the target country.

- Do you have plans to visit India/Pakistan?
- If yes, when, and how long will you stay there?
- Will you be going alone, and how?
- What specific places in India/Pakistan do you want to see?
- When will you return?

Standards/Goals:

Major Standards: 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2

Supporting Standards: 2.2, 3.1, 5.1

Content:

- Future Tense (verb conjugation) – grammar focused
- Present/Past Continuous Tenses – grammar focused
- Exchanging information needed for a trip to the target country
- Expressions for “it takes 20 minutes...,” “It costs \$100.”
- Asking directions
- Shopping/bargaining
- In a hotel
- Going to a cinema hall/theatre hall/concert
- In a bank
- At a tourist office
- At a restaurant

Key Vocabulary: means of transportation □□, □□□□□, □□□□□□, to take (time/cost) □□□□, basic verbs, four directions □□□□□, □□□□□□, □□□□□□, □□□□□, units of currency □□□□, □□□□□□, words needed at a restaurant □□□□□, □□□□□, drinks □□□, □□□, sweets, some more adjectives and adverbs related to the theme □□□□□□, □□□□□□, □□□□□, slogans (sign posts) □□□□□□□□ □□□□ □□□ □□□.

Skills:

- We want students be able to plan their trip to the target country, getting information from their peer students, from the internet and guide books.
- Students should be able to ask for directions.
- Students should be able to bargain when shopping
- Students should be able to exchange foreign currency into Indian currency.
- Students should be able to get information at a tourist office in India.
- Students should be able to order water/dishes/sauce at a restaurant

Connections to Other Disciplines:

- Geography: how to get to the destination in native or target countries
- History (of India/Pakistan) and historical sites
- Fine Arts (showing videos of classical music/ various regional dances)
- Social studies/culture studies: shopping, inviting people/receiving guests, taboo words/behaviors (e.g. not using left hand when eating), You won't find toilet papers at hotels (except at five star hotels).

Technology Integration: Overhead projector, pictures, photos, drawings, film/video clips, and power point presentations.

Assessments: Self- assessment, peer-assessment, portfolio assessment, all three modes of communication will be used for assessments.

Performance tasks:

- Class presentation
- Interviews
- Panel discussion
- Role playing

Quizzes, Tests, Prompts, Work Samples:

- Fill in the blank
- True false
- Multiple choice
- Quizzes (vocab)
- Comprehension questions
- Matching

Unprompted Evidence (observations, dialogues):

- Essay
- Building a dialogue (group work)

Can do Statements From Linguafolio**Interpersonal Speaking**

- I can exchange information with other people using simple sentences about what do to, where/how to go, and what to see.
- I can ask for directions to a place on a street/at a railway station
- I can ask and understand how much something costs, and even do some bargaining.
- I can accept a dinner invitation or an invitation to do something
- I can interact using simple language in everyday situations:
 - I can order a meal.
 - I can buy a ticket.
 - I can make purchases.

Interpretive Listening

- I can follow some simple directions or instructions especially when people use gestures or with visual aids.
- I can understand some of what people say in a conversation when they are talking about familiar things.
- I can comprehend familiar stories that are sequenced and progress in a logical order.

Interpretive Reading

- I can understand short, simple descriptions about things and places with pictures.
- I can read short stories, short plays, poems, lyrics of songs and identify the main idea with visual aids
- I can follow directions and instructions

- I can comprehend information from advertisements, brochures, lists, menus, and schedules.

Presentational Writing

- I can create a simple schedule and calendar with days and numbers.
- I can write a shopping list.
- I can jot down short notes and messages (e.g. directions, schedules, phone numbers, addresses)

Presentational Speaking

- I can say things about my trip. (where/what places, when to go/when to come back, how, how long)
- I can present an oral invitation (e.g. birthday party, get-together)

Required Resources: textbook, dialogue prepared by the instructors, video/film clips, internet, drawings, pictures, and photos, and books.

Differentiation of Instruction:

- By this time (4th week), there are differences in terms of linguistic competencies among students. There is a tendency that heritage students excel more than non-heritage students in terms of speaking and listening skills. With this idea in mind, different materials will be used suiting the needs of students. In this way, students with advanced skills won't feel bored or students who are lagging behind won't be intimidated.
- Hindi/Urdu has a diglossia to a certain degree, which means there are slight discrepancies between written and spoken Hindi/Urdu. Instructors will have students pay attention to the differences and will ensure that instruction be given in a way that students start to use different styles of the language, even if in a minimal way.

Instructional Strategies:

- Use of heritage students as informants and facilitators
- Pair work, small/large group work (paring students of equal proficiencies or different proficiencies)
- Role playing, panel discussion

What do they already know that will help them learn new information?

- Students have been to different places other than their hometowns, thus, the information they acquired during their previous trips will help them plan their trips to the target country.
- In case of heritage students, they have been to the target country a couple of times (some students visit on a regular basis, most of them have been once or twice at least) and the knowledge and information they already have will be very helpful for themselves and their peer students.

- Although there are obvious cultural differences between the target and the native countries, manners, etiquette and common sense are needed when dealing with people at a restaurant, railway station, hotel, and post office, behaviors that are shared by people of all countries. It could be said that students must learn to “Use your common sense.”

Links to relevant web sites:

www.youtube.com

www.ddindia.gov.in

<http://ptv.com.pk/index.asp>

Sub-theme(s)/unit(s):

- My trip to India/Pakistan (at the airport)
- In a hotel
- Visiting an acquaintance

Lessons that support the subtheme/unit:

Daily lesson plans for the entire period have already been prepared.