



STARTALK Classroom Video Collection: Urdu **University of Pennsylvania**

Unit Theme: Reunions

Unit Subtheme: Hospitality

Lesson Goals:

At the end of this lesson, students will be able to

- incorporate new vocabulary to explain flavors,
- explain cultural practices and products and the perspectives that created them, and
- negotiate and convince a partner which foods to choose for a formal banquet in Urdu.

Part 1

After students watch two video clips that highlight both formal and informal banquet styles, they take part in a banquet.

Questions to consider

- How do the video clips prepare students for the new material and the scope of the lesson?
- How does the instructor connect prior knowledge with the new learning experience?
- How does the banquet experience allow students to work with cultural practices and perspectives?

Part 2

While participating in the banquet, students comment on the flavors of the food and discuss preferences while completing a survey.

Questions to consider

- How do the activities make new material comprehensible?
- How do the students practice new vocabulary?
- How is the survey activity transferable to real world scenarios?



Part 3

Students negotiate and choose foods they would include in their own banquet plans.

Questions to consider

- How does this task extend the conversation? How was learning assessed?
- What cultural practices do students experience? How does recreating a scene help students learn?

Part 4

The instructor continues to reinforce the content while students persuade others on the correct banquet choices.

Questions to consider

- How did the instructor blend instruction and assessment?
- Why was it important that these students convince others about their banquet choices? What does this strategy do to enhance student comprehension and production?
- How will these students be able to transfer this learning experience to real world situations?

Reflect on the Lesson

- Which of the 5Cs were reflected in this lesson? How were they incorporated?
- Which modes of communication were used during the lesson? How were they incorporated into the lesson?
- How will students be able to transfer their learning to real world situations?
- If you taught this lesson, what might you do differently? Why?
- If you were working with these students for the next class, what would you do?



Background Information

University of Pennsylvania
Language: Urdu
Level: Intermediate Low

This lesson took place the first day of week three during the summer course at the University of Pennsylvania Urdu STARTALK student program. The students range in age from 18–21 years old and are heritage learners at the Intermediate Low level. There are 10 students enrolled in the course. The students in this class did not rehearse this lesson prior to filming.

Program Director: Rubab Qureshi

Instructor: Rubab Qureshi

Age of Learners: 18–21 years

References:

Mahal Pictures Pvt. Ltd. (Producer), & Amrohi, Kamal. (Director). (1972). *Pakeezah* [Motion Picture]. India: Kamal Amrohi Studios.

Rajdhani Films (Producer), & Amrohi, Kamal. (Director). (1983). *Razia Sultana* [Motion Picture]. India: Filmistan Studios.