Indiana University
STARTALK Student Program Curriculum

Theme: Who am I? Who are you? Target Proficiency Level: Novice-Low to Novice-Mid

Number of Hours: 16

Designed by: Sungok Hong and Tahsin Siddiqi

Brief Description of Program (including curricular context and goals)
India and Pakistan are multilingual and multicultural countries and people greet and address each other on the basis of age, relationship, socioeconomic status and religion. In this unit students will learn how to greet people of different ages, status. How to introduce themselves to other and get information about others such as name, age, profession, where the person is from? Learn names and locations of classroom objects.

The students will
- learn various greetings and when and how to use them
- learn to use polite versus informal way of addressing people
- learn to tell about professions that they or their family members have [doctor, engineer, businessman, taxi-driver, teacher etc]
- learn leave taking
- identify various states in India and Pakistan on a map
- identify countries surrounding India and Pakistan on a map
- identify classroom objects
- develop an understanding of being polite in South Asia

What Enduring Understandings are Desired:
- Appreciate and respect for different cultures.
- Understand of and sensitivity to importance of culturally appropriate behavior when interacting with people from other cultures.
- Understanding that human beings have many things in common, regardless of their cultural backgrounds.

What Essential Questions Will Guide this Program and Focus Teaching/Learning:
- What is a multicultural and multilingual society?
- How are people living in multicultural societies are different from people living in mon-cultural society?
- How do people show respect and appreciation for other cultures?
Standards/Goals:

**Major Standards:** 1.1, 2.2, 3.2, 4.1, 5.1

**Supporting Standards:** 1.2, 2.1, 3.1, 4.2, 5.2

Content:
- different modes of greetings and appropriate use of greetings
- polite versus formal forms to address people
- leave taking
- nationalities
- giving information about self and getting information about others such as name, age, height, profession, birthday
- how to express feelings when introduced to a person
- names and locations of important states of India and Pakistan
- location of an object such as the book is on the table
- numbers 1-10
- introduction to Hindi and Urdu scripts

**Key Vocabulary:** greetings; leave taking; saying good bye; classroom expressions; terms of appreciation; **nouns:** doctor, teacher, businessman/businesswoman, student, engineer, manager, table, chair, door, window, book, copy, pen, pencil, height, age.

**Grammar:**
- Pronouns: I am a teacher. She/he is a doctor. They are from Punjab. Who are you?
- Adjectives: good, bad, short, tall, long, old, new, happy, American, Indian, Pakistani, Gujarati, Punjabi.
- Yes-no questions: Are you a doctor? Yes, I am a doctor. No I am not a doctor. I am a teacher.
- Postpositions: He is from India? She is in the class. This is John’s book.
- Question words: What is your name? Where are you from? How are you? When is your birthday? How many students are in the class?
- Verb ‘to be’: I am a teacher. You are a good student.
- Imperative forms: Please tell me your name. Read your book.

**Skills:**
- Ability to greet people according to their age, religion, social status
- Ability to address people appropriately
- Ability to give information about yourself and ask others for information
- Ability to tell the location of an object
- Ability to locate a country or state on map

**Connections to Other Disciplines:**
- Geography
- Cultural studies

**Technology Integration:**
- Overhead projector
- Film clips
- Songs/children’s poems/children’s songs

Assessments:

Performance tasks
- Greet people of various ages, status, religion
- Tell about yourself and your family: name, age, height, birthday, profession
- Interview your classmate and/or Indian/Pakistani and find out ‘What is his/her name? Where he/she is from? What is his/her profession? When is his/her birthday? Say you are happy to meet him/her
- Find a city/state on the map

Quizzes, Tests, Prompts, Work Samples
- Quizzes
- Listening comprehension (dictation, fill-in the blanks questions)
- Write a dialog on a given situation
- Watch a taped conversation and circle the correct answers.

Unprompted Evidence (observations, dialogues)
- Active participation in classroom activities
- Efforts to converse in Hindi/Urdu with instructors and peers
- Memorize the dialogs in the textbook and write a dialog of your own

Can do Statements From Linguafolio

I. Interpersonal Speaking

I can
- introduce myself and others using basic culturally appropriate greetings
- identify names of people and places
- exchange personal information about myself, my family and familiar things using simple phrases
- ask and response to simple questions
- tell someone where something is located

II. Interpretive Listening

I can
- understand some common words and expressions
- understand names of objects in my immediate environment such as words for familiar objects found in my classroom
- understand simple words and phrases about daily activities
- understand when someone ask me about my name, age, telephone number, where I live

III. Interpretive Reading
I can
- connect letters to their sounds
- connect letters to their meanings
- follow along on the page when something familiar is read out
- read a simple sentence on a familiar topic

IV. Presentational Writing

I can
- write my name
- label some familiar things
- label items in a poster
- write the time of day

Required Resources:
- Text
- Dialogs prepared by instructors
- Map of South Asia
- Pictures
- Film clips
- Songs (CDs and DVDs)
- A Hindi/Urdu speaking visitor to class

Differentiation of Instruction:
- Everyday the class will start with a conversation between the instructors involving students
- It will be re-enforced by written text followed by conversation
- Audio-visual aids such as tape recorded conversation, film clips, songs will be used to enhance learning
- Various games [including songs] will be used to teach the vocabulary and structures

Instructional Strategies:
- Scaffolding
- Pair and group works
- Instructors students interaction
- Role playing
- Constructing a story from a given outline
- Video watching and guessing what will happen next
- Listening and singing songs
- Antakshri [a game to built up vocabulary]
- Games
- Self-assessment

What do they already know that will help them learn new information?
- Common knowledge of greetings [hi, hello, how do you do, good morning]
- Formal/polite versus informal speech
- New Delhi, Taj Mahal, Gandhi
- Expressing feelings upon meeting someone
- Leave taking
Links to relevant web sites:
http://www.ncsu.edu/project/hindi_lessons/
http://www.avashy.com/hindiscripttutor.htm
http://www.ukindia.com/zurdu1.htm
http://www.youtube.com/watch?v=z719Ex52iSc
http://www.bbc.co.uk/languages/other/guide/urdu/key_phrases.shtm
CultureTalk India

Sub-theme(s)/unit(s)
• Where are you from?
• Are you Indian/Pakistani…?
• I am from………………
• I am taller than you.
• I am …………………..tall.

Lessons that support the subtheme/unit:
Daily instructional plan