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Integrating Language, Culture, and Content

2012 Startalk Spring Conference

Workshop Facilitators:
Gabriela Nik. Ilieva
Thomas Sauer
Integrating language, culture, and content is possible **at all levels** of instruction.

Integrating language, culture and content is possible **in all lessons** throughout the entire day.
LEARNING OBJECTIVES

By the end of this workshop, attendees will be able to:

- **identify** the elements of an integrated unit/lesson.
- **define** the elements of an integrated unit/lesson.
- **analyze** lessons that integrate language, culture & content.
- **modify** lessons in order to integrate language, culture & content.
- **create** lessons that integrate language, culture & content.
STARTALK MISSION

... to increase the number of Americans learning, speaking, and teaching critical need foreign languages by offering students and teachers of these languages engaging and creative summer experiences that strive to exemplify best practices in language education and in language teacher development, forming an extensive community of practice that seeks continuous improvement in such criteria as outcomes-driven program design, standards-based curriculum planning, learner-centered approaches, excellence in selection and development of materials, and meaningful assessment of outcomes.
Describe a learning situation where you felt that you were using a second language to learn both content and culture.
How can we recreate those experiences in Startalk Programs?
VIDEO ANALYSIS

How does this lesson allow for the integration of language, culture & content?

Do authentic materials guarantee culture?

Is the target language being used for communicative purposes?

Are students using language to learn content?

What will students know and be able to do in the target language and culture?

Identify what students will do in terms of the standards.

*Ideally, all standards will be addressed, but there may be exceptions depending on the type of program that is being offered.*
<table>
<thead>
<tr>
<th>Goals</th>
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<tr>
<td>Communication</td>
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<td>Connections</td>
<td>3.1 Knowledge of Other Disciplines</td>
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<td>3.2 Distinctive Viewpoints</td>
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CONNECTED CURRICULUM

Language

Culture

Language

Content

Culture

Content
Language
Culture
Content
DEFINITIONS

Language

Students use language to engage in meaningful conversation (interpersonal), to understand and interpret spoken language and written text (interpretive), and to present information, concepts, and ideas (presentational).
Culture
Through learning the language, they will gain an understanding of the products, practices and perspectives of other cultures and compare the language and cultures learned with their own.
DEFINITIONS

Content

Using languages to learn content from other disciplines, develop new content and to practice and apply academic skills and processes.
Purposeful Communication

Causing students to use language

Knowing how, when and why to say what to whom

Students use language to engage in interpersonal communication, to understand and interpret spoken language and written text (interpretive), and to present information, concepts, and ideas (presentational).
REVISITING “Food Facts”
LEARNING SCENARIO

Pandas in China, eagles in the United States and dogs and cats at home ... What characteristics do certain animals have? Why do we select certain animals / mascots to represent us? Why do we choose to have certain animals as pets?
CONNECTED CURRICULUM

Animals

- Service animals
- Wild animals
- Mascots, national symbols
- Veterinary medicine
- Diet
- Pets
- Zoo field trip
- Zoology
- Animal cruelty
- Product testing
- Racing
INTEGRATED CURRICULUM

Language
Purposeful Communication
Content
Culture

Animal Identities
CONNECTED CURRICULUM
INTEGRATED CURRICULUM

Purposeful Communication

Language

Content

Culture
EXAMPLE: Global Village Academy

Language

Content

Culture
EXAMPLE: Global Village Academy
EXAMPLE: Global Village Academy

Language

Content

Culture
EXAMPLE: Global Village Academy

Content

1. Students can sort animals according to their movements.
2. Students can name animals that can move in more than one way.
EXAMPLE: Global Village Academy

**Culture**

1. Students can identify and describe the twelve animals in the Chinese zodiac.

**Content**

1. Students can sort animals according to their movements.
2. Students can name animals that can move in more than one way.
Language

1. Students can name animals and how they move.
2. Students can answer simple “yes” or “no” questions.
3. Students can complete sentences “A cow can...”, using the proper verbs of motion.

Content

1. Students can sort animals according to their movements.

Culture

1. Students can identify and describe the twelve animals in the Chinese zodiac.
2. Students can name any animal in the Chinese zodiac.
EXAMPLE: Global Village Academy

**Language**
1. Students can name animals and how they move.
2. Students can answer simple “yes” or “no” questions.
3. Students can complete sentences “A cow can...”

**Content**
1. Students can sort animals according to their movements.
2. Students can name animals that can move in more than one way.

**Culture**
1. Students can identify and describe the twelve animals in the Chinese zodiac.
EXAMPLE: Global Village Academy

Purposeful Communication
EXAMPLE: Global Village Academy

CONTENT
1. Students can sort animals according to their movements.
2. Students can name animals that can move in more than one way.

LANGUAGE
1. Students can name animals and how they move. (pig, lizard, kangaroo, fish, bird, walk, crawl, hop, swim, fly.)
2. Students can comprehend and answer simple “yes” or “no” questions, such as “Can a cow fly?”
3. Students can complete sentences “A cow can. . .”, using the proper verbs of motion. (walk, crawl, hop, swim, fly)

CULTURE
1. The twelve animals in the Chinese zodiac.
RESOURCES

National Standards
Learning Scenarios

ACTFL: www.actfl.org
RESOURCES

Startalk Resources
Sample Curriculum, Lesson Plans, etc.

STARTALK: startalk.umd.edu/resources
RESOURCES

WE ALL HAVE GLOBAL NEEDS

We all need peace
We all need energy
We all need a home
We all need good health
We all need friends
We all need water

Peace Corps: http://rpcvmadison.org/weall.php
AP Themes

Personal & Public Identities:
- Alienation & Assimilation
- Beliefs & Values
- Gender & Sexuality
- Language & Identity
- Multiculturalism
- Nationalism & Patriotism
Global Challenges

Beauty and Aesthetics

Science and Technology

Families and Communities

Contemporary Life

Personal and Public Identities
RESOURCES

Human Rights

For Children:
• Identity
• Education
• Family
• Freedom from Discrimination

United Nations:
EVALUATING A LESSON

 LANGUAGE
Are students using language to engage in meaningful conversation (interpersonal), to understand and interpret spoken language and written text (interpretive), and to present information, concepts, and ideas (presentational)?

 CULTURE
Are students gaining an understanding of the products, practices and perspectives of other cultures and compare the language and cultures learned with their own?

 CONTENT
Are students using language to learn content from other disciplines, develop new content and to practice and apply academic skills and processes?
LEARNING OBJECTIVES

By the end of this workshop, attendees will be able to:

- **identify** the elements of an integrated unit/lesson.
- **define** the elements of an integrated unit/lesson.
- **analyze** lessons that integrate language, culture & content.
- **modify** lessons in order to integrate language, culture & content.
- **create** lessons that integrate language, culture & content.
Students listen as authentic products are explained.

Students view a known work of art from the target culture and select the statements that explain the story behind the painting.

Students learn about animals using the target language.

Students role-play a typical restaurant exchange that might take place where the language is spoken.

Which concept(s) do these activities address?

Language  Culture  Content

Students listen as authentic products are explained.

Students view a known work of art from the target culture and select the statements that explain the story behind the painting.

Students learn about animals using the target language.

Students role-play a typical restaurant exchange that might take place where the language is spoken.
Integrating Language, Culture, and Content

2012 Startalk Spring Conference

PowerPoint, Handouts and Links available on the Startalk website at startalk.umd.edu
LANGUAGE, CULTURE, CONTENT

Which concept(s) do these activities address?

_check all that apply._

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Learning Objectives

I can do this. I can do this with help. This is a goal of mine.

- I can **identify** the elements of an integrated unit/lesson.
- I can **define** the elements of an integrated unit/lesson.
- I can **analyze** lessons that integrate language, culture and content.
- I can **modify** lessons in order to integrate language, culture and content.
- I can **create** lessons that integrate language, culture and content.
Content
Culture
Language
Authentic Task
Arabic (LU’UB EL GIL): **Marble games in the Arab world**

Students of Arabic in the third grade learn to play games common in the Arabic speaking world using *gil* (marbles).

1. In groups, students generate a list of words that describe the *gil*, including their material, color, size, shape, and texture. They also guess about the uses of the *gil*.
2. Students then view several video clips in which they watch Arabic-speaking children playing a variety of games with the *gil*.
3. Using the language experience approach, students list the steps viewed in the game that most interested them, then they order scrambled strips that contain the sequence of activities in the game.
4. Volunteers, demonstrate activities in the sequence through Total Physical Response. In groups, students take turns telling other members to perform the activities necessary to play the game.
5. In addition, students compare the children’s uses of marbles in the United States and in the Arab World.

**Culminating Project:** Students create their own games and write instructions so other members of the class know how to play them.
Arabic: **My Dream Job**

Learning Scenarios, Grades 5 -8

Students in a fifth grade Arabic heritage language class are learning about professions in America and the Arab world while exploring which professions are highly regarded and why.

1. Students start with brain-storming activities about the professions in today’s society and in their community, the clothes professionals wear, where these professions are performed, and the types of activities and qualifications that are necessary in each profession. As a whole class, students develop a chart that identifies the pieces of information they need to know about each profession.

2. Students then listen to a guest speaker who is a doctor describing his or her work, telling what it took to become a doctor, and explaining why he or she chose this career. While listening, students take notes by filling in the chart and asking follow-up questions.

3. As homework, students interview their parents about their profession, the needed qualifications, and the reason for their choice of that profession.

4. The next day, students collect the collected information. Students read some excerpts, famous sayings, and poems that highlight the importance and status of certain jobs. As a whole class, students compare and contrast the reasons that motivate choice of profession in the U.S and in the Arab world.

**Culminating project:** Each student writes or creates a board about his/her dream career, including what he or she needs to do achieve that goal and the reason for his/her choice. They then present the project to the class. Students come to the presentation day dressed in attire appropriate to their chosen profession and carrying props that are used in that profession. Students answer questions regarding their presentation.
Chinese: **Peking Opera**

Second year Chinese students at Lincoln High School in San Francisco learn about Peking Opera.

1. The teacher, Ms. Chang, first shows the class slides taken in Beijing, giving background information on the opera and describing well-known Peking Opera stories.

2. Students compare and contrast the makeup, colors, and costumes worn by various characters.

3. Students examine the language spoken in Peking Opera and compare it to the spoken language used today.

4. Students have a chance to watch a Peking Opera performed by a local opera club.

5. They compare and contrast Peking Opera to Western operas in terms of theme, plot, costumes, makeup, music, and stage design.

6. At the end of this unit, students make Peking Opera masks and give a presentation about their masks and significance.
Russian: **Real Estate**

1. Students bring in newspaper ads and describe houses to try to persuade their classmates to buy them. Students listen to each presentation, take notes, and then move about the classroom trying to match their notes with the pictures of the various houses that are displayed on the bulletin board.

2. As a follow-up activity, students prepare their own home plans in Russian as a homework assignment. They label the different parts and special features of the house. Working in groups in class, each group selects one plan to sell to the rest of the class. Each member of the group shares the responsibility of describing the house in Russian. As other students hear the presentations, they fill a chart of features they like or don’t like about each house.

3. Another related activity, “House Tour” has students giving tours of celebrity’s houses. They stroll about the classroom, indicating where various parts of the imaginary house are located. The teacher and class are paid participants in the tour and must react in Russian to features they see.

4. A further activity has students work to create a blueprint of a room or apartment. Using a blueprint form created with a computerized program such as HyperStudio, students label areas and draw furnishings as they listen to the teacher or another student describe the room.

5. As a final activity, “Moving Time,” half the class prepares a description of a home they would like to move into, while the other half prepares a description of a home they would like to sell or rent. Students then move around the classroom trying to find potential matches.
Chinese (SIHEYUAN) - Chinese Family Residence

In Boston, Ms. Lin’s second year Chinese class at Snowden International School learns about the Siheyuan, a traditional dwelling with four-sided enclosed courtyards.

1. Students view pictures presented by the teacher and discuss the physical structure of the Siheyuan.

2. Students identify common features of traditional Chinese architecture and make a Venn diagram to compare the Siheyuan to homes in their own neighborhoods.

3. At the end of the unit, each student makes a floor plan of his/her own dream home. Students make visual presentations of their dream homes. They talk about the way in which the family hierarchy and family values were reflected in the layout of the Siheyuan, the application of “fengshui” (geomancy) for selecting home sites that are harmonious with nature, and the changing role and responsibilities of each member within the family in China today.
**Unit: Travel to Pakistan**  
**Level:** Intermediate Low  

**Thematic Unit:** Students will go on an exchange program in Pakistan. The host family lives in Karachi and students will visit a few places (Mohatta Palace, Zainab Market, Mousoleum of Quaide Azam etc.). Prior to the visit students will make an itinerary and explore the geography of the city and the places they want to visit. Once in Delhi, students will engage in interaction, orally and in writing, to seek and provide information about places to visit and how to get to different places, etc.

**Objectives:**  
1. Prior to the visit students will prepare an itinerary for the upcoming visit to Karachi. They will learn the city geography and identify places of interest, distance between places as well as the means of transportation needed to travel from one place to another. Students will become familiar with the map of Karachi, tourist and historical places and daily life in the city.

2. Prior to the visit students learn the different expressions used to seek and provide directions for instance how to get to a specific place, or give directions to a rikshawala, taxiwala, etc.

3. Upon arrival in the city, students will engage in conversations, orally and in writing, to put into practice the knowledge gained prior to the visit.

**Procedure:**  
1. Personal travel experience: To introduce travel-related vocabulary and expressions, share with students a personal experience, real or imaginary, visiting a place in the target country. Use maps, pictures, gestures and other visuals to model the language and make the input comprehensible. Draw and label your itinerary to reinforce the vocabulary. Randomly call on students to have them share short personal travel experiences. Have students, working in small groups, select a place they have been to and, following your model, draw and label to show their itinerary. Upon completion, have students share their itinerary with a group next to them. Reinforce the language as needed to make sure students are ready for the jigsaw activity that follows.

2. Jigsaw: Divide students into four or five groups, depending on the number of students in class, and assign each group a different topic and reading resources to work on, such as city location, district/s, bazaars, parks and zoo, museums, historical sites, etc. Instruct students in each group to plan an itinerary based on their topic for a specific number of days (preferably one or two days) from Zainab Market as the starting point.

3. Once the tasks are completed, regroup the students. Make sure each group has at least one student from each of the original groups. Instruct student experts to share with the other members of the new group their itinerary. Provide students with copies of blank charts to record specific information about different itineraries.
4. Have students summarize in an email the outline of their plans and the reason they chose specific places to visit. Pair up students and instruct them to share emails and critique each other’s work. Roam around during this exchange to assess students’ comprehension and needs. Do a mini lesson based on the most needed areas.

5. Have students watch a video clip ‘Karachi hai’ from [http://www.youtube.com/watch?v=IIkWuWawIGo&feature=related](http://www.youtube.com/watch?v=IIkWuWawIGo&feature=related) to become familiar with the vocabulary and expressions related to directions such as, north, east, south, west, coastline, water front, sidewalk, crossing, underpass, field, sign, roundabout, etc.

6. Have students role play to practice constructions (jaa kar, pahuNc kar), use of infinitives with postpositions (pahuNcne ke baad) and relative clauses like (jab... tab..., jaise... vaise...).

7. After they arrive in the country, send out an email to your students about how to meet you at your place in Karachi. Have students complete a true/false activity based on your email to assess their comprehension.

8. Following this model email, instruct students to exchange emails (incorporating the new structures and vocabulary) with a friend about how to reach one another’s place taking the metro. Collect students’ emails to assess their comprehension and facility with the vocabulary and expressions.

9. Do a mini lesson on the areas where students need reinforcement. Have students review their own emails and make any needed changes.

10. Provide students with a map of Karachi showing different landmarks and have students find out different routes to selected sites. Then assign students scenarios for role play.

Role play situation #1, one student just arrived at the airport and needs to reach their friend’s place and called on the phone to ask for directions, the other student gives directions.

Role play situation #2, one student is lost around the Zainab Market and would like to reach the University, the other student is local who guides him or her.

Culminating activity: Instruct students to compose emails about their days in Karachi for homework and attach photographs of the places and people they visited and met or make a timeline on Facebook.

*Based on a lesson prepared for West Windsor-Plainsboro STARTALK Hindi and Urdu Student Program (Rajni Bhargava < rb134@nyu.edu>; Nusrat Suhail <nsohail06@hotmail.com>)*
Arabic: **What can we learn from Fables? Making a difference**

As a part of a unit on fables, students of Arabic in the sixth grade learn to identify moral lessons that can be derived from a story.

1. With support from pictures from the story “The Lion and the Mouse”, students identify the characters, guess at the story line, and then read the story in order to confirm their hypotheses.

2. Selected students read portions of the text followed by various questions/prompts to determine student comprehension. Students sort components of the story into the categories who, what, where, when, and why.

3. They learn the structure of a fable, the reason for personifying animals, and the reason for embedding a moral in the plot.

4. In a whole-group format, students identify the moral of the story, which presents the idea that everyone can help no matter how small he or she is.

5. As a connection to their community service class, students identify situations in which they can help to make a difference in their community.

**Culminating Project**: students participate in community service and describe orally and in writing how they applied the lessons learned in the fable to their own lives.

Submitted by Ilham Zayat
Based on Svetlana Abramova’s STEM lesson plan, University of Washington Teacher Training Program (https://depts.washington.edu/startalk/russianstudentresources.php)

Unit: SPACE EXPLORATION:
Lesson: SPACE RACE
Task:

«Напишите о событиях, связанных с освоением космоса и историей космической станции «Мир». Опишите в своей работе как минимум три заинтересовавших вас факта».

"Write about events related to space exploration/conquer and the history of station MIR. Describe at least 3 interesting facts."

Procedure:

1. In order to activate prior knowledge about space and to prepare students for the following day's topic Space Race hand out prints of stamps dedicated to space exploration issued in 1964 in the USSR. Ask students to look at them with friends and family and report on what they know about any events related to space exploration. This activity is designed to initially assess what students already know and can say about the topic.

2. Make a power point presentation with labeled pictures of space equipment, astronauts and events related to the space exploration by Russians and Americans. Engage students in a discussion to help them identify what they see in the pictures and what they all have in common.

3. Next, ask students, working in pairs, to group the pictures in categories of their choice and explain why. Accept all the choices as long as students state their reasoning. Have students share their work and through discussion help them become familiar with the vocabulary and content-related expressions.

4. Optional: If needed, lead students in a discussion to help them identify Russian and American as two possible categories. Following this activity, have students compare the two categories using a Venn diagram. Another grouping is people vs. events vs. equipment.

5. Once students have become familiar with the vocabulary and expressions, divide students into small groups and have each group read a different article about the topic (about: first space rocket, first animal, first man, first woman in space, first man on the Moon, etc.).
6. Construct a large timeline by asking different groups to report and, based on their reading passage, to complete it. Instruct students to write above the line USSR's and below the line United States' achievements.

7. Have students in small groups summarize the timeline using round robin strategy.

8. Variation: Have each group contribute one sentence to the class generated summary. (Note: Once the summary is completed, editing it with the whole class will serve as a language lesson.)
Unit: Travel to China
Level: Intermediate Low
Thematic Unit: Students will go on an exchange program in China. The host family lives in Beijing and students will visit a few places (Lao She Tea House, Tuanjiehu City Park, Qianmen Street, Panjiayuan, etc.). Prior to the visit students will make an itinerary, explore the geography of the city, the places they want to visit and how they can get there. Once in Beijing students will engage in interaction, orally and in writing, to seek and provide information about places to visit and how to get to different places, etc., to put into practice the knowledge gained prior to the visit.

Objectives:
1. Students will be able to identify and speak briefly about places of interest and daily life in the city.
2. Students will be able to work with the map of the city and will be able to estimate and express the time and the distance between different places.
3. Students will be able to identify the local means of transportation and the fastest way to travel from one place to another depending on their location.
4. Students will be able to recognize and use different expressions used to seek and provide directions, for instance how to reach a specific place by foot, by car or by public transport, or how to give directions to a taxi driver, etc.

Procedure:
1. Personal travel experience: To introduce travel-related vocabulary and expressions, share with students a personal experience, real or imaginary, visiting a place in the target country. Use maps, pictures, gestures and other visuals to model the language and make the input comprehensible. Draw and label your itinerary to reinforce the vocabulary.

Randomly call on students to have them share short personal travel experiences. Have students, working in small groups, select a place they have been to and, following your model, draw and label to show their itinerary. Upon completion, have students share their itinerary with a group next to them. Reinforce the language as needed to make sure students are ready for the jigsaw activity that follows.

2. Jigsaw: Divide students into four or five groups, depending on the number of students in class, and assign each group a different topic and reading resources to work on, such as city location, districts, museums, bazaars, historical sites, etc. Instruct students in each group to plan an itinerary based on their topic for a specific number of days (preferably one or two days) from as the starting point.

3. Once the tasks are completed, regroup the students. Make sure each group has at least one student from each of the original groups. Instruct student experts to share with the other members of the new group their itinerary. Provide students with copies of blank charts to record specific information about different itineraries.

4. Have students summarize in an email the outline of their plans and the reason they chose specific places to visit. Pair up students and instruct them to share e-mails and critique each other’s work. Roam around during this exchange to assess students’ comprehension and needs. Do a mini lesson based on the most needed areas.
5. Have students watch a video clip about Beijing to become familiar with the vocabulary and expressions related to directions and numbers (east, west, north, south side, ring road, names of stores, river bank, sidewalk, crossing, underpass, field, sign, roundabout, etc.)

6. Have students role play to practice useful constructions in Chinese—questions and expressions about directions and time:

"How many minutes does it take to walk there?" — 要走几分钟？

"How do I get there?" — 怎么走好呢？怎么走？

"I want to go to this place" — 我想去这个地方。

"How far is it from the train station?" — 到火车站有多远？

7. After they arrive in the country, send out an e-mail to your students about how to meet you at your place in Beijing. Have students complete a true/false activity based on your e-mail to assess their comprehension.

8. Following this model e-mail, instruct students to exchange e-mails (incorporating the new structures and vocabulary) with a friend about how to reach one another’s place taking the metro. Collect students’ e-mails to assess their comprehension and facility with the vocabulary and expressions.

9. Do a mini lesson on the areas where students need reinforcement. Have students review their own e-mails and make any needed changes.

10. Provide students with a map of Beijing showing different landmarks and have students find out different routes to selected sites. Then assign students scenarios for role play.

**Role play situation #1**, one student just arrived at the airport and needs to reach their friend's place and called on the phone to ask for directions, the other student gives directions based on the subway map.

**Role play situation #2**, one student is lost around Tiantan and would like to reach the Peking University, the other student is local who guides him/her based on the subway map.

**Culminating activity**: Instruct students to compose e-mails about their days in Beijing for homework and attach photographs of the places and people they visited and met or make a timeline on Facebook.

Based on a lesson prepared for West Windsor-Plainsboro STARTALK Hindi and Urdu Student Program (Rajni Bhargava < rb134@nyu.edu>).
Unit: Travel to Egypt  
Level: Intermediate Low

Thematic Unit: Students will go on an exchange program in Egypt. The host family lives in Cairo and students will visit a few places (Al-Azhar University, Khan al-Khalili Market, Pyramids and Sphinx of Giza, City of the Dead, Tahrir Suqare, Citadel Saqqara, etc.). Prior to the visit students will make an itinerary, explore the geography of the city and the places they want to visit. Once in Cairo, students will engage in interaction, orally and in writing, to seek and provide information about places to visit and how to get to different places, etc., to put into practice the knowledge gained prior to the visit.

Objectives:
1. Students will be able to identify and speak briefly about places of interest and daily life in the city.
2. Students will be able to work with the map of the city and will be able to estimate and express the time and the distance between different places.
3. Students will be able to identify the local means of transportation and the fastest way to travel from one place to another depending on their location.
4. Students will be able to recognize and use different expressions used to seek and provide directions, for instance how to reach a specific place by foot, by car or by public transport, or how to give directions to a taxidriver, etc.

Procedure:
1. Personal travel experience: To introduce travel-related vocabulary and expressions, share with students a personal experience, real or imaginary, visiting a place in the target country. Use maps, pictures, gestures and other visuals to model the language and make the input comprehensible. Draw and label your itinerary to reinforce the vocabulary.

Randomly call on students to have them share short personal travel experiences. Have students, working in small groups, select a place they have been to and, following your model, draw and label to show their itinerary. Upon completion, have students share their itinerary with a group next to them. Reinforce the language as needed to make sure students are ready for the jigsaw activity that follows.

2. Jigsaw: Divide students into four or five groups, depending on the number of students in class, and assign each group a different topic and reading resources to work on, i.e. city location, districts, museums, bazaars, historical sites, etc. Instruct students in each group to plan an itinerary based on their topic for a specific number of days (preferably one or two days) from the Tahrir Square as the starting point.

3. Once the tasks are completed, regroup the students. Make sure each group has at least one student from each of the original groups. Instruct student experts to share with the other members of the new group their itinerary. Provide students with copies of blank charts to record specific information about different itineraries.

4. Have students summarize in an email the outline of their plans and the reason they chose specific places to visit. Pair up students and instruct them to share e-mails and critique each other’s work. Roam around during this exchange to assess students’ comprehension and needs. Do a mini lesson based on the most needed areas.
5. Have students watch a video clip about Cairo to become familiar with the vocabulary and expressions related to directions such as, east, west, north, south side, sidewalk, crossing, underpass, field, sign, roundabout, etc.

6. Have students role play to practice useful constructions related to asking for and providing simple directions (“Where is the Egyptian museum? Where is Cafe Riche? Where is Talat Harb St.” -- fayn al-matHaf al-masrii? fayn maT3am Riche? fayn shaari3 Talaat Harb?), give directions to cab-driver (“I'd like to go to the Hilton in Tahrir Square” -- 3aayiz/a aRuuh 3alaa funduq Hilton fii Tahrir min fadlak ), exchange cell phone/e-mail addresses with new friends (“Let's exchange phone nos and e-mail addresses. What's your phone no? This is mine. What's your e-mail address? This is mine.” -- yallah natbaadal arqaam al-telefon wa 3anawiin al-e-mail. eh raqam telefonak? aho raqam telefonii. eh 3inwaan al-e-mail? aho 3inwaanii.), etc.

7. After they arrive in the country, send out an e-mail to your students about how to meet you at your place in Cairo. Have students complete a true/false activity based on your e-mail to assess their comprehension.

8. Following this model e-mail, instruct students to exchange e-mails (incorporating the new structures and vocabulary) with a friend about how to reach one another’s place taking the metro. Collect students’ e-mails to assess their comprehension and facility with the vocabulary and expressions.

9. Do a mini lesson on the areas where students need reinforcement. Have students review their own e-mails and make any needed changes.

10. Provide students with a map of Cairo showing different landmarks and have students find out different routes to selected sites. Then assign students scenarios for role play.

**Role play situation #1**, one student just arrived at the airport and needs to reach their friend's place and called on the phone to ask for directions, the other student gives directions.

**Role play situation #2**, one student is lost around the Cairo downtown and would like to reach the American University in Cairo (AUC), the other student is local who guides him or her.

**Culminating activity**: Instruct students to compose e-mails about their days in Cairo for homework and attach photographs of the places and people they visited and met or make a timeline on Facebook.

*Based on a lesson prepared for West Windsor-Plainsboro STARTALK Hindi and Urdu Student Program (Rajni Bhargava < rb154@nyu.edu>).*
Unit: Travel to India

Level: Intermediate Low

Thematic Unit: Students will go on an exchange program in Delhi, India. The host family lives in Delhi. Prior to the visit students will make an itinerary, explore the geography of the city and the places they want to visit (Chandni Chaok, Lal Kila, Jantar Mantar, Kamal Mandir, etc.). They will also send emails to their host families about their plans, or make a timeline on Facebook about the events or places they will be visiting. Once in Delhi, students will engage in interaction, orally and in writing, to seek and provide information about places to visit and how to get to different places, etc., to put into practice the knowledge gained prior to the visit.

Objectives:
1. Students will be able to identify and speak briefly about places of interest and daily life in the city.

2. Students will be able to work with the map of the city and will be able to estimate and express the time and the distance between different places.

3. Students will be able to identify the local means of transportation and the fastest way to travel from one place to another depending on their location.

4. Students will be able to recognize and use different expressions used to seek and provide directions, for instance how to reach a specific place by foot, by car or by public transport, or how to give directions to a rikshawala, taxiwala, etc.

Procedure:
1. Personal travel experience: To introduce travel-related vocabulary and expressions, share with students a personal experience, real or imaginary, visiting a place in the target country. Use maps, pictures, gestures and other visuals to model the language and make the input comprehensible. Draw and label your itinerary to reinforce the vocabulary.

Randomly call on students to have them share short personal travel experiences. Have students, working in small groups, select a place they have been to and, following your model, draw and label to show their itinerary. Upon completion, have students share their itinerary with a group next to them. Reinforce the language as needed to make sure students are ready for the jigsaw activity that follows.

2. Jigsaw: Divide students into four or five groups, depending on the number of students in class, and assign each group a different topic and reading resources to work on, such as city location, districts, parks and zoo, museums, historical sites, etc. Instruct students in each group to plan an itinerary based on their topic for a specific number of days (preferably one or two days) from Chandni Chauk as the starting point.

3. Once the tasks are completed, regroup the students. Make sure each group has at least one student from each of the original groups. Instruct student experts to share with the other members of the new group their itinerary. Provide students with copies of blank charts to record specific information about different itineraries.
4. Have students summarize in an email the outline of their plans and the reason they chose specific places to visit. Pair up students and instruct them to share e-mails and critique each other’s work. Roam around during this exchange to assess students’ comprehension and needs. Do a mini lesson based on the most needed areas.

5. Have students watch a video clip (http://www.youtube.com/watch?v=bSLRqUUzl3g Part 1 - 7.52 - 10.46 or http://www.youtube.com/watch?v=6uQvbS5_I6M&NR=1&feature=fvwp Part 3 - 4.07-6.23) to become familiar with the vocabulary and expressions related to directions, such as east, west, south, north side, river bank, sidewalk, crossing, underpass, field, sign, roundabout, etc.

6. Have students role play to practice constructions (jaa kar, pahuNc kar), use of infinitives with postpositions (pahuuNcne ke baad) and relative clauses like (jab... tab..., jaise...vaise...).

7. After they arrive in the country, send out an e-mail to your students about how to meet you at your place in Delhi. Have students complete a true/false activity based on your e-mail to assess their comprehension.

8. Following this model e-mail, instruct students to exchange e-mails (incorporating the new structures and vocabulary) with a friend about how to reach one another’s place taking the metro. Collect students’ e-mails to assess their comprehension and facility with the vocabulary and expressions.

9. Do a mini lesson on the areas where students need reinforcement. Have students review their own e-mails and make any needed changes.

10. Provide students with a map of Delhi showing different landmarks and have students find out different routes to selected sites. Then assign students scenarios for role play.

Scenarios:

Situation #1: You have just arrived at the airport and for some reasons your host family is not there to meet you. Call your host family to explain where you are and figure out how you can get to their place.

Situation #2: You are lost around the Red Ford and would like to reach the University. Ask a student who is local how to get there.

Culminating activity: Instruct students to compose e-mails about their days in Delhi for homework and attach photographs of the places they visited and people they met or make a timeline on Facebook.

Based on a lesson prepared for West Windsor-Plainsboro STARTALK Hindi and Urdu Student Program (Rajni Bhargava <rb154@nyu.edu>).
Unit: Travel to Turkey

Level: Intermediate Low

Thematic Unit: Students will go on an exchange program in Turkey. The host family lives in Istanbul and students will visit a few places (Topkapi Sarayi, Hagia Sophia Museum, Sultanahmet Square, Anadolu Hisari Fortress, etc.). Prior to the visit students will make an itinerary, explore the geography of the city and the places they want to visit. Once in Istanbul, students will engage in interaction, orally and in writing, to seek and provide information about places to visit and how to get to different places, etc., to put into practice the knowledge gained prior to the visit.

Objectives:
1. Students will be able to identify and speak briefly about places of interest and daily life in the city.
2. Students will be able to work with the map of the city and will be able to estimate and express the time and the distance between different places.
3. Students will be able to identify the local means of transportation and the fastest way to travel from one place to another depending on their location.
4. Students will be able to recognize and use different expressions used to seek and provide directions, for instance how to reach a specific place by foot, by car or by public transport, or how to give directions to a taxidriver, etc.

Procedure:
1. Personal travel experience: To introduce travel-related vocabulary and expressions, share with students a personal experience, real or imaginary, visiting a place in the target country. Use pictures, gestures, maps and other visuals to model the language and make the input comprehensible. Draw and label your itinerary to reinforce the vocabulary.

Randomly call on students to have them share short personal travel experiences. Have students, working in small groups, select a place they have been to and, following your model, draw and label to show their itinerary. Upon completion, have students share their itinerary with a group next to them. Reinforce the language as needed to make sure students are ready for the jigsaw activity that follows.

2. Jigsaw: Divide students into four or five groups, depending on the number of students in class, and assign each group a different topic and reading resources to work on, such as city location, districts, museums, bazaars, historical sites, etc. on both sides of the Bosphorus. Instruct students in each group to plan an itinerary based on their topic for a specific number of days (preferably one or two days) from the Egyptian Bazaar as the starting point.

3. Once the tasks are completed, regroup the students. Make sure each group has at least one student from each of the original groups. Instruct student experts to share with the other members of the new group their itinerary. Provide students with copies of blank charts to record specific information about different itineraries.
4. Have students summarize in an email the outline of their plans and the reason they chose specific places to visit. Pair up students and instruct them to share e-mails and critique each other’s work. Roam around during this exchange to assess students’ comprehension and needs. Do a mini lesson based on the most needed areas.

5. Have students watch a video clip about Istanbul to become familiar with the vocabulary and expressions related to directions (east, west, north, south side, water front, sidewalk, crossing, underpass, field, sign, roundabout, etc.)

6. Have students role play to practice useful constructions in Turkish – ‘here is’, ‘how much’-questions (nerede, kaç para/ ne kadar); noun compounds (the street names, signs over stores have this difficult form, but visually available everywhere); command-optative verb forms (go/let us go: git/gidelim); street and location vocabulary (postoffice/bakery/hotel/hospital/laundry--postane, pastane, otel, hastane, camasirhane)

7. After they arrive in the country, send out an e-mail to your students about how to meet you at your place in Istanbul. Have students complete a true/false activity based on your e-mail to assess their comprehension.

8. Following this model e-mail, instruct students to exchange e-mails (incorporating the new structures and vocabulary) with a friend about how to reach one another’s place taking the metro. Collect students’ e-mails to assess their comprehension and facility with the vocabulary and expressions.

9. Do a mini lesson on the areas where students need reinforcement. Have students review their own e-mails and make any needed changes.

10. Provide students with a map of Istanbul showing different landmarks and have students find out different routes to selected sites. Then assign students scenarios for role play.

**Role play situation #1**, one student just arrived at the airport and needs to reach their friend's place and called on the phone to ask for directions, the other student gives directions.

**Role play situation #2**, one student is lost around the Laleli Mosque and would like to reach the Mollafenari Mh, the other student is local who guides him or her.

**Culminating activity**: Instruct students to compose e-mails about their days in Istanbul for homework and attach photographs of the places and people they visited and met or make a timeline on Facebook.

*Based on a lesson prepared for West Windsor-Plainsboro STARTALK Hindi and Urdu Student Program (Rajni Bhargava < rb154@nyu.edu>; Sibel Erol <sibel.erol@nyu.edu>).*
Unit: Travel to Pakistan
Level: Intermediate Low

Thematic Unit: Students will go on an exchange program in Pakistan. The host family lives in Karachi and students will visit a few places (Mohatta Palace, Zainab Market, Mousloleum of Quaide Azam etc.). Prior to the visit students will make an itinerary and explore the geography of the city and the places they want to visit. Once in Delhi, students will engage in interaction, orally and in writing, to seek and provide information about places to visit and how to get to different places, etc., to put into practice the knowledge gained prior to the visit.

Objectives:
1. Students will be able to identify and speak briefly about places of interest and daily life in the city.
2. Students will be able to work with the map of the city and will be able to estimate and express the time and the distance between different places.
3. Students will be able to identify the local means of transportation and the fastest way to travel from one place to another depending on their location.
4. Students will be able to recognize and use different expressions used to seek and provide directions, for instance how to reach a specific place by foot, by car or by public transport, or how to give directions to a rikshawala, taxiwala, etc.

Procedure:
1. Personal travel experience: To introduce travel-related vocabulary and expressions, share with students a personal experience, real or imaginary, visiting a place in the target country. Use maps, pictures, gestures and other visuals to model the language and make the input comprehensible. Draw and label your itinerary to reinforce the vocabulary. Randomly call on students to have them share short personal travel experiences. Have students, working in small groups, select a place they have been to and, following your model, draw and label to show their itinerary. Upon completion, have students share their itinerary with a group next to them. Reinforce the language as needed to make sure students are ready for the jigsaw activity that follows.

2. Jigsaw: Divide students into four or five groups, depending on the number of students in class, and assign each group a different topic and reading resources to work on, such as city location, district/s, bazaars, parks and zoo, museums, historical sites, etc. Instruct students in each group to plan an itinerary based on their topic for a specific number of days (preferably one or two days) from Zainab Market as the starting point.

3. Once the tasks are completed, regroup the students. Make sure each group has at least one student from each of the original groups. Instruct student experts to share with the other members of the new group their itinerary. Provide students with copies of blank charts to record specific information about different itineraries.

4. Have students summarize in an email the outline of their plans and the reason they chose specific places to visit. Pair up students and instruct them to share e-mails and
critique each other’s work. Roam around during this exchange to assess students’ comprehension and needs. Do a mini lesson based on the most needed areas.

5. Have students watch a video clip ‘Karachi hai’ from http://www.youtube.com/watch?v=IIkWuWawlGo&feature=related to become familiar with the vocabulary and expressions related to directions such as, north, east, south, west, coastline, water front, sidewalk, crossing, underpass, field, sign, roundabout, etc.

6. Have students role play to practice constructions (jaa kar, pahuNc kar), use of infinitives with postpositions (pahuuNcne ke baad) and relative clauses like (jab... tab..., jaise...vaise...).

7. After they arrive in the country, send out an e-mail to your students about how to meet you at your place in Karachi. Have students complete a true/false activity based on your e-mail to assess their comprehension.

8. Following this model e-mail, instruct students to exchange e-mails (incorporating the new structures and vocabulary) with a friend about how to reach one another’s place taking the metro. Collect students’ e-mails to assess their comprehension and facility with the vocabulary and expressions.

9. Do a mini lesson on the areas where students need reinforcement. Have students review their own e-mails and make any needed changes.

10. Provide students with a map of Karachi showing different landmarks and have students find out different routes to selected sites. Then assign students scenarios for role play.

   **Role play situation #1**, one student just arrived at the airport and needs to reach their friend's place and called on the phone to ask for directions, the other student gives directions.

   **Role play situation #2**, one student is lost around the Zainab Market and would like to reach the University, the other student is local who guides him or her.

   **Culminating activity**: Instruct students to compose e-mails about their days in Karachi for homework and attach photographs of the places and people they visited and met or make a timeline on Facebook.

Based on a lesson prepared for West Windsor-Plainsboro STARTALK Hindi and Urdu Student Program (Rajni Bhargava < rb154@nyu.edu>; Nusrat Suhail <nsohail06@hotmail.com>)
Unit: Travel to Brazil

Level: Novice High/Intermediate Low

Thematic Unit: Students will go on an exchange program in Brazil. The host family lives in São Paulo and students will visit a few places (Mercado Municipal, Catedral da Sé, parquet do Ibirapuera, Paulista Avenue, etc.). Prior to the visit students will make an itinerary, explore the geography of the city, the places they want to visit and how they can get there. Once in São Paulo, students will engage in interaction, orally and in writing, to seek and provide information about places to visit and how to get to different places, etc., to put into practice the knowledge gained prior to the visit.

Objectives:
1. Students will be able to identify and speak briefly about places of interest and daily life in the city.
2. Students will be able to work with the map of the city and will be able to estimate and express the time and the distance between different places.
3. Students will be able to identify the local means of transportation and the fastest way to travel from one place to another depending on their location.
4. Students will be able to recognize and use different expressions used to seek and provide directions, for instance how to reach a specific place by foot, by car or by public transport, or how to give directions to a taxidriver, etc.

Procedure:
1. Personal travel experience: To introduce travel-related vocabulary and expressions, share with students a personal experience, real or imaginary, visiting a place in the target country. Use maps, pictures, gestures and other visuals to model the language and make the input comprehensible. Draw and label your itinerary to reinforce the vocabulary.

Randomly call on students to have them share short personal travel experiences. Have students, working in small groups, select a place they have been to and, following your model, draw and label to show their itinerary. Upon completion, have students share their itinerary with a group next to them. Reinforce the language as needed to make sure students are ready for the jigsaw activity that follows.

2. Jigsaw: Divide students into four or five groups, depending on the number of students in class, and assign each group a different topic and reading resources to work on, such as city location, zones, museums, bazaars, historical sites, etc. Instruct students in each group to plan an itinerary based on their topic for a specific number of days (preferably one or two days) from Marco Zero in Praça da Sé as the starting point.

3. Once the tasks are completed, regroup the students. Make sure each group has at least one student from each of the original groups. Instruct student experts to share with the other members of the new group their itinerary. Provide students with copies of blank charts to record specific information about different itineraries.
4. Have students summarize in an email the outline of their plans and the reason they chose specific places to visit. Pair up students and instruct them to share e-mails and critique each other’s work. Roam around during this exchange to assess students’ comprehension and needs. Do a mini lesson based on the most needed areas.

5. Have students watch a video clip about São Paulo (http://www.youtube.com/watch?v=dm-P5tC30wM&feature=related) to become familiar with the vocabulary and expressions related to directions and numbers (east, west, north, south zone, names of stores, sidewalk, crossing, underpass, field, sign, roundabout, etc.)

6. Have students role play to practice useful constructions in Portuguese – forming questions (‘to where’-- para onde, ‘from where’-- de onde, ‘with whom’-- com quem), give directions (‘turn left/right’-- Vire à direita/esquerda, ‘on the corner’-- na esquina, at the traffic light -- no sinal, ‘on the other side of the street’ -- do outro lado da rua)

7. After they arrive in the country, send out an e-mail to your students about how to meet you at your place in São Paulo. Have students complete a true/false activity based on your e-mail to assess their comprehension.

8. Following this model e-mail, instruct students to exchange e-mails (incorporating the new structures and vocabulary) with a friend about how to reach one another’s place taking the metro. Collect students’ e-mails to assess their comprehension and facility with the vocabulary and expressions.

9. Do a mini lesson on the areas where students need reinforcement. Have students review their own e-mails and make any needed changes.

10. Provide students with a map of São Paulo showing different landmarks and have students find out different routes to selected sites. Then assign students scenarios for role play.

**Role play situation #1**, one student just arrived at the airport and needs to reach their friend's place and called on the phone to ask for directions, the other student gives directions based on the subway map.

**Role play situation #2**, one student is lost in Mooca district and would like to reach the Anhembi Convention Center, the other student is local who guides him/her based on the subway map.

**Culminating activity**: Instruct students to compose e-mails about their days in São Paulo for homework and attach photographs of the places and people they visited and met or make a timeline on Facebook.

*Based on a lesson prepared for West Windsor-Plainsboro STARTALK Hindi and Urdu Student Program (Rajni Bhargava < rb154@nyu.edu>).*
Unit: Travel to Russia
Level: Intermediate Low

Thematic Unit: Students will go on an exchange program in Russia. The host family lives in Saint Petersburg and students will visit a few places (Hermitage Museum, Palace Square, Kunstkamera, Krestovsky Island, etc.). Prior to the visit students will make an itinerary, explore the geography of the city and the places they want to visit. Once in Saint Petersburg, students will engage in interaction, orally and in writing, to seek and provide information about places to visit and how to get to different places, etc.

Objectives
1. Prior to the visit students will prepare an itinerary for the upcoming visit to Saint Petersburg. They will identify places of interest, distance between places as well as the means of transportation needed to travel from one place to another. Students will become familiar with the map of Saint Petersburg, tourist and historical places and daily life in the city.

2. Prior to the visit students learn the different expressions used to seek and provide directions for instance how to get to a specific place, or give directions to a taxidriver, etc.

3. Upon arrival in the city, students will engage in conversations, orally and in writing, to put into practice the knowledge gained prior to the visit.

Procedure:
1. Personal travel experience: To introduce travel-related vocabulary and expressions, share with students a personal experience, real or imaginary, visiting a place in the target country. Use maps, pictures, gestures and other visuals to model the language and make the input comprehensible. Draw and label your itinerary to reinforce the vocabulary.

Randomly call on students to have them share short personal travel experiences. Have students, working in small groups, select a place they have been to and, following your model, draw and label to show their itinerary. Upon completion, have students share their itinerary with a group next to them. Reinforce the language as needed to make sure students are ready for the jigsaw activity that follows.

2. Jigsaw: Divide students into four or five groups, depending on the number of students in class, and assign each group a different topic and reading resources to work on, i.e. city location, districts, museums, parks, historical sites, etc. Instruct students in each group to plan an itinerary based on their topic for a specific number of days (preferably one or two days) from the Nevsky Prospekt as the starting point.

3. Once the tasks are completed, regroup the students. Make sure each group has at least one student from each of the original groups. Instruct student experts to share with the other members of the new group their itinerary. Provide students with copies of blank charts to record specific information about different itineraries.

4. Have students summarize in an email the outline of their plans and the reason they chose specific places to visit. Pair up students and instruct them to share e-mails and
critique each other’s work. Roam around during this exchange to assess students’ comprehension and needs. Do a mini lesson based on the most needed areas.

5. Have students watch a video clip about Saint Petersburg to become familiar with the vocabulary and expressions related to directions (east, west, north, south side, river bank, sidewalk, crossing, underpass, field, sign, roundabout, etc.).

6. Have students role play to practice useful constructions related to asking for and providing simple directions (Идите справа от..., прямо до..., мимо...+ gen. case; but к..., по... + dat. case; “Go straight, then turn right/left” -- Идите прямо, потом налево/направо; “I am lost” -- Я заблудился; “Can you help me?” -- Вы можете мне помочь?; “Where is …located?” -- Где находится ...? etc.)

7. After they arrive in the country, send out an e-mail to your students about how to meet you at your place in Saint Petersburg. Have students complete a true/false activity based on your e-mail to assess their comprehension.

8. Following this model e-mail, instruct students to exchange e-mails (incorporating the new structures and vocabulary) with a friend about how to reach one another’s place taking the metro. Collect students’ e-mails to assess their comprehension and facility with the vocabulary and expressions.

9. Do a mini lesson on the areas where students need reinforcement. Have students review their own e-mails and make any needed changes.

10. Provide students with a map of Saint Petersburg showing different landmarks and have students find out different routes to selected sites. Then assign students scenarios for role play.

**Role play situation #1**, one student just arrived at the airport and needs to reach their friend's place and called on the phone to ask for directions, the other student gives directions.

**Role play situation #2**, one student is lost around the Ploshchad Alexandra Nevskogo and would like to reach the Tekhnologitchesky Institut, the other student is local who guides him or her.

**Culminating activity**: Instruct students to compose e-mails about their days in Saint Petersburg for homework and attach photographs of the places and people they visited and met or make a timeline on Facebook.

*Based on a lesson prepared for West Windsor-Plainsboro STARTALK Hindi and Urdu Student Program (Rajni Bhargava < rb134@nyu.edu>).*
**Unit:** Virtual Travel to Iran  
**Level:** Intermediate Low  

**Thematic Unit:** Students will go on an exchange program in Iran. The host family lives in Tehran and students will visit a few places (Milad Taower, Tehran Bazaar, Golestan Palace, etc.). Prior to the visit students will make an itinerary, explore the geography of the city and the places they want to visit. Once in Tehran, students will engage in interaction, orally and in writing, to seek and provide information about places to visit and how to get to different places, etc., to put into practice the knowledge gained prior to the visit.

**Objectives:**
1. Students will be able to identify and speak briefly about places of interest and daily life in the city.
2. Students will be able to work with the map of the city and will be able to estimate and express the time and the distance between different places.
3. Students will be able to identify the local means of transportation and the fastest way to travel from one place to another depending on their location.
4. Students will be able to recognize and use different expressions used to seek and provide directions, for instance how to reach a specific place by foot, by car or by public transport, or how to give directions to a taxi driver, etc.

**Procedure:**
1. Personal travel experience: To introduce travel-related vocabulary and expressions, share with students a personal experience, real or imaginary, visiting a place in the target country. Use maps, pictures, gestures and other visuals to model the language and make the input comprehensible. Draw and label your itinerary to reinforce the vocabulary. Randomly call on students to have them share short personal travel experiences. Have students, working in small groups, select a place they have been to and, following your model, draw and label to show their itinerary. Upon completion, have students share their itinerary with a group next to them. Reinforce the language as needed to make sure students are ready for the jigsaw activity that follows.

2. Jigsaw: Divide students into four or five groups, depending on the number of students in class, and assign each group a different topic and reading resources to work on, i.e. city location, districts, museums, bazaars, historical sites, etc. Instruct students in each group to plan an itinerary based on their topic for a specific number of days (preferably one or two days) from the Azadi Square as the starting point.

3. Once the tasks are completed, regroup the students. Make sure each group has at least one student from each of the original groups. Instruct student experts to share with the other members of the new group their itinerary. Provide students with copies of blank charts to record specific information about different itineraries.

4. Have students summarize in an email the outline of their plans and the reason they chose specific places to visit. Pair up students and instruct them to share e-mails and
critique each other’s work. Roam around during this exchange to assess students’ comprehension and needs. Do a mini lesson based on the most needed areas.

5. Have students watch a video clip about Tehran to become familiar with the vocabulary and expressions related to directions such as, east, west, north, south, sidewalk, crossing, underpass, field, sign, roundabout, etc.

6. Have students role play to practice useful constructions and expressions related to asking for and providing directions (‘after arriving’ -- Ba’d az residan, ‘after you arrive’ Ba’d az inkeh residid, ‘before going’ -- Qabl az raftan, ‘before you go’ -- Qabl az inkeh beravid, ‘I am lost’ -- Man gom shodan, ‘go straight, then right/left’ -- Mostaghim boro ba’ad be chap/rast bepich), etc.

7. After they arrive in the country, send out an e-mail to your students about how to meet you at your place in Tehran. Have students complete a true/false activity based on your e-mail to assess their comprehension.

8. Following this model e-mail, instruct students to exchange e-mails (incorporating the new structures and vocabulary) with a friend about how to reach one another’s place taking the metro. Collect students’ e-mails to assess their comprehension and facility with the vocabulary and expressions.

9. Do a mini lesson on the areas where students need reinforcement. Have students review their own e-mails and make any needed changes.

10. Provide students with a map of Tehran showing different landmarks and have students find out different routes to selected sites. Then assign students scenarios for role play.

**Role play situation #1**, one student just arrived at the airport and needs to reach their friend's place and called on the phone to ask for directions, the other student gives directions.

**Role play situation #2**, one student is lost around the Azadi Square and would like to reach the Tehran University, the other student is local who guides him or her.

**Culminating activity**: Instruct students to compose e-mails about their days in Tehran for homework and attach photographs of the places and people they visited and met or make a timeline on Facebook.

*Based on a lesson prepared for West Windsor-Plainsboro STARTALK Hindi and Urdu Student Program (Rajni Bhargava < rb154@nyu.edu>).*
Unit: Travel to Zanzibar Stone Town

Level: Intermediate Low

Thematic Unit: Students will go on an exchange program in Zanzibar. The family lives in Zanzibar City. Prior to the visit students will make an itinerary, explore the city geography and the places they want to visit in Stone Town (Ngome Kongwe, Sultan's Palace, Malindi Mosque, House of Wonders, Forodhani Gardens). They will also send emails to their host families about their plans, or make a timeline on Facebook about the events or places they will be visiting. Once in Stone Town, students will engage in interaction, orally and in writing, to seek and provide information about places to visit and how to get to different places, etc., to put into practice the knowledge gained prior to the visit.

Objectives:
1. Students will be able to identify and speak briefly about places of interest and daily life in the city.
2. Students will be able to work with the map of the city and will be able to estimate and express the time and the distance between different places.
3. Students will be able to identify the local means of transportation and the fastest way to travel from one place to another depending on their location.
4. Students will be able to recognize and use different expressions used to seek and provide directions, for instance how to reach a specific place by foot, by car or by public transport, or how to give directions to a taxidriver, etc.

Procedure:
1. Personal travel experience: To introduce travel-related vocabulary and expressions, share with students a personal experience, real or imaginary, visiting a place in the target country. Use maps, pictures, gestures and other visuals to model the language and make the input comprehensible. Draw and label your itinerary to reinforce the vocabulary.

Randomly call on students to have them share short personal travel experiences. Have students, working in small groups, select a place they have been to and, following your model, draw and label to show their itinerary. Upon completion, have students share their itinerary with a group next to them. Reinforce the language as needed to make sure students are ready for the jigsaw activity that follows.

2. Jigsaw: Divide students into four or five groups, depending on the number of students in class, and assign each group a different topic and reading resources to work on, such as shopping district/s, spice farms, museums, historical sites, etc. Instruct students in each group to plan an itinerary based on their topic for a specific number of days (preferably one or two days) from Darajani Market as the starting point.

3. Once the tasks are completed, regroup the students. Make sure each group has at least one student from each of the original groups. Instruct student experts to share with the other members
of the new group their itinerary. Provide students with copies of blank charts to record specific information about different itineraries.

4. Have students summarize in an email the outline of their plans and the reason they chose specific places to visit. Pair up students and instruct them to share e-mails and critique each other’s work. Roam around during this exchange to assess students’ comprehension and needs. Do a mini lesson based on the most needed areas.

5. Have students watch a video clip of a location in Stone Town to become familiar with the vocabulary and expressions related to directions (sidewalk, crossing, underpass, field, sign, roundabout, etc.)

6. Have students role play to practice useful phrases: *Kutoka nyumbani mpaka mgahawani* (from home to the restaurant); *Fuata barabara ya X moja kwa moja mpaka barabara ya Y* (Follow Street X straight until Street Y); *Pinda kulia/kushoto* (Turn right/left)

7. After they arrive in the country, send out an e-mail to your students about how to meet you at your place in Stone Town. Have students complete a true/false activity based on your e-mail to assess their comprehension.

8. Following this model e-mail, instruct students to exchange e-mails (incorporating the new structures and vocabulary) with a friend about how to reach one another’s place. Collect students’ e-mails to assess their comprehension and facility with the vocabulary and expressions.

9. Do a mini lesson on the areas where students need reinforcement. Have students review their own e-mails and make any needed changes.

10. Provide students with a map of Stone Town showing different landmarks and have students find out different routes to selected sites. Then assign students scenarios for role play.

**Scenarios:**

**Situation #1:** You have just arrived at the Zanzibar Ferry Terminal and for some reasons your host family is not there to meet you. Call your host family to explain where you are and figure out how you can get to their place in Stone Town.

**Situation #2:** You are lost around the Old Fort and would like to reach the Zanzibar Coffee House. Ask a student who is local how to get there.

**Culminating activity:** Instruct students to compose e-mails about their days in Stone Town for homework and attach photographs of the places they visited and people they met or make a timeline on Facebook.

*Based on a lesson prepared for West Windsor-Plainsboro STARTALK Hindi and Urdu Student Program (Rajni Bhargava <rb134@nyu.edu>; Alwiya Saleh Omar, <aomar@indiana.edu>).*