



## 2015 STUDENT Program Curriculum Template

For step-by-step help in completing this document, please see the accompanying guide.

### BASIC PROGRAM INFORMATION

<b>Host Institution:</b>	STARTALK Central				
<b>Program Title:</b>	Oh, The Places We Will Visit! Travel Camp Abroad				
<b>Language(s):</b>	Urdu		<b>Grade(s) of Learners:</b> K-2, 3-5, 6-8, 9-12	Grades 6–12	
<b>Heritage Speakers?</b>	No		<b>Non-Heritage Speakers?</b>	Yes	
<b>Program Setting:</b>	<i>Residential:</i>		<i>Non-Residential:</i>	x	<i>Distance/Online Component:</i>
	<i>Other (please specify):</i>				
<b>Duration:</b>	<i>Weeks/Days:</i>	15 days	<i>Contact Hours:</i>	60	
<b>Target Proficiency Level:</b> (by end of program)	Novice High		<b>Target Performance Level(s):</b> (during and by end of program)	Novice High/Intermediate Low	

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

<b>Curriculum designed by:</b>	
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<b>Email:</b>	
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### STARTALK-Endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

## STAGE 1: What will learners be able to do with what they know by the end of the program?

### Program Overview and Theme

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

Students will plan a trip to Swat Valley, Pakistan, an ideal place for a summer camp in the foothills of the Hindu Kush range and Himalayas. It is located in Khyber Pakhtunkhwa Province in the northern area of Pakistan. It is a place of great natural beauty and is popular with tourists as “The Switzerland of Asia”.<sup>1</sup> Students will sightsee and participate in a nature exploration camp with other teenagers from around the world. They will explore various tourist options as well as try to locate places that appeal to them, such as Swat River, the spectacular waterfalls, the lush green hills and lakes of Kalam valley, Malam Jabba; the famous ski resort near the Karakoram mountain range, and Mingora, Saidu Sharif, which has the most famous Buddhist shrines like the Butkara stupa.

Before leaving on the trip, they will need to make preparations. Where will they go? What will they see? They will learn about the Hindu Kush, Himalaya, and Karakoram mountain ranges; some of the landmarks; the geography; and the climate. At home in the United States, they will practice greeting others, using courtesy expressions and culturally appropriate gestures, making introductions, and talking about themselves and their preferences. They will make and taste some authentic foods, and they will apply for necessary travel documents. They are excited to travel the country with other preteens and teenagers who have similar interests. Swat offers opportunities for adventurous activities like skiing, fishing, rock climbing, trekking, rafting, and nature exploration.

In addition, although local tourist agencies and community centers offer opportunities to participate in their projects and activities related to environment and health issues, there are no resources online about such activities. Students will design camps with activities and locations they are interested in, write comments on existing webpages (such as on bookingfare.com), and help local organizations establish an online or Facebook presence.

## Learning Targets

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners' proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at [https://startalk.umd.edu/resources/NCSSFL\\_ACTFLCanDos.pdf](https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf). You will then be able to use LinguaFolio® Online to document the learning targets you've selected.

<b>NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</b> <i>Be sure to label the mode and proficiency level of each statement.</i>	<b>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</b> <i>Number the Can-Do statements here and then transfer to Stage 3.</i>
<b>Interpersonal Speaking</b>	
Novice High: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can exchange some personal information about myself and my family, including my home address and e-mail address.
	I can ask about someone's nationality and find out what languages he or she speaks.
	I can discuss activities and interests and make plans based on my interests and the interests of others.
	I can ask about and identify important information about the weather and specific locations using a map.
	I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.
	I can ask about and comment on a new food that I have tried.
<b>Presentational Speaking</b>	
Novice High: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can introduce myself and describe my family and friends.
	I can talk about my favorite activities and talk about my interests, such as my favorite club and outdoor activities.
	I can introduce a new type of food to others, explaining why I like or

	<p>don't like the dish.</p> <p>I can describe a landmark and/or a place I plan to visit and say what I am going to do there.</p> <p>I can present information about something I learned during my trip.</p>
<b>Presentational Writing</b>	
<p>Novice High: I can write short messages and notes on familiar topics related to everyday life.</p>	I can introduce myself and describe my family and friends.
	I can write a Facebook post, text, or Instagram message, sharing information about my activities and experiences.
	I can design an ideal menu for a day at camp, relying primarily on local dishes in the Swat Valley.
	I can request and complete an application for admission to a travel camp and/or any required travel documents.
	I can present the ideal camp/travel experience to others.
<b>Interpretive Listening</b>	
<p>Novice High: I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.</p>	I can understand some personal information when I hear others introduce themselves.
	I can understand a few details about what others are doing and when.
	I can sometimes recognize details about a travel experience when I hear and/or view an ad for a travel experience.
<b>Interpretive Reading</b>	
<p>Novice High: I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.</p>	I can identify destinations and major attractions found in travel brochures and on travel websites.
	I can understand questions about personal information found on

	camp applications and travel documents.
	I can understand some facts about the weather when weather symbols are used.
	I can identify the main idea of a journal entry.

*You may add additional rows as necessary.*

## STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?

### Summative Performance Assessment

Describe the *major summative* performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

INTERPRETIVE TASK	INTERPERSONAL TASK	PRESENTATIONAL TASK
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.	Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Students have the opportunity to participate in a summer camp in Swat Valley, Pakistan. They read the descriptions or watch the video and complete a graphic organizer for a possible exploration camp they want to design and organize. They answer a few questions about their interests and select locations and activities.	Each student wants their best friend to go with them to the camp that they have designed. The friend has designed a different type of camp. In pairs, students have a conversation about the advantages and disadvantages of each camp. They need to compromise.	Students design the ideal camp for speakers of Urdu in their community who might want to study abroad. They determine the location, daily schedule, and types of activities. They create the marketing campaign for their camp.

## STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

### Learning Experiences

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Dos developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

<b>PROGRAM CAN-DO STATEMENTS</b> <b>NCSSFL-ACTFL CAN-DO STATEMENTS</b> <i>Learners can . . .</i>	<b>LANGUAGE, CULTURE, CONTENT</b> <i>Learners need to use . . .</i>	<b>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</b> <i>Learners will experience &amp; demonstrate . . .</i>
Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.	List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.	Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.
<b>Interpersonal Speaking</b>		
I can exchange some personal information about myself and my family, including my home address and e-mail.	What is your name? <i>aapkaa/tumhaaraa naam kyaa hai?</i>  My name is . . . <i>meraa naam ... hai</i>  My e-mail is . . . <i>meraa iimel hai...</i>  My address is . . . <i>meraa pataa hai...</i>  Where are you from? Where do you live? <ul style="list-style-type: none"> <li>● <i>aap kahaaN rahte/rahti haiN?</i></li> <li>● <i>tum kahaaN rahte/rahtii ho?</i></li> <li>● <i>aap kahaaN se haiN?</i></li> </ul> I am from . . ./I live in . . .	Who am I? The teacher attaches a sticky note to each student's back with the name of a famous person from Pakistani culture; students circulate to ask and answer questions to find out who they are. They may not guess a name until they have asked ten questions.  People at a party. Pairs of students look at a picture of ten people at a party. Working together, they help one another identify the ten people by asking and answering questions about the people pictured. Each partner has different clues and can thus help his/her partner with the identification.

- *maiN ... se huuN.*
- *maiN ... meN rahtaa/rahtii huuN.*

What state/country is that in?

- *voh kis riaasat/mulk meN hai?*

How far is it from NYC? LA? Chicago? Beijing? Islamabad? etc.

- *yeh  
NYC/LA/Chicago/Beijing/Islamabad se  
kitnii duur hai?*

How old are you?

- *tum kitne saal ke/kii ho?*
- *aapkii umr kya hai?*

I am . . . years old.

- *maiN ... saal kaa/kii huuN.*
- *Merii umr ... saal hai.*

When is your birthday?

- *aapkaa/tumhaaraa yaum-e-  
paaidaaish/saalgiraah kab hai?*
- *Aap apnaa yaum-e-  
pedaaish/saalgiraah kab  
manaate/manaatii haiN?*

I was born on . . . And you?

- *maiN ... ko paaidaa huaa thaa.*
- *aur aap/tum?*

You are older/younger than I am.

- *aap mujhse baRe/baRii haiN*
- *aap choTe/choTii haiN*
- *tum mujhse bare/baRii*
- *tum choTe/choTii ho*

Timeline activity. Students interview a classmate to find out five important dates in his/her life, and then they create an illustrated timeline reflecting the information that was discovered. They share their timelines with the class.

Students identify the members of a family (information gap task). Students will work in pairs to complete an information gap task. Students designated A and students designated B will receive the same picture of a family at a celebration. Each student has different clues about the people in the picture. Students ask and answer questions about the people to ascertain their identities. Once completed, the pairs discuss how they discovered each person's identity.

Do you have brothers and sisters?

- *tumhaare bhaai aur bahan haiN?*
- *tumhaare kitne bhaai aur bahan haiN?*

Yes, I have . . .

- *haaN, mera ek bhaai/mere doo bhaai haiN*
- *merii ek behan/doo behaneN haiN*

No, I am an only child.

- *nahiiN, maiN akelaa/akeli huuN*
- *maiN eklautaa bachhaa/eklautii bachii huuN*

How old are your siblings?

*tumhaare bhaai/bahan kitne saal ke haiN?*

Are you the oldest? The youngest?

- *kyaa aap sabse baRe/baRii haiN?*
- *aap sabse chhoTe/chhoTii haiN?*
- *kyaa tum sabse baRe/baRii ho?*
- *aap sabse chhoTe/chhoTii haiN?*

Why are you famous?

- *aap itne mashhuur kyoN haiN?*
- *tum itne mashhuur kyoN ho?*

I am a . . .

- politician – *siaasat daan* (m/f)
- musician – *mausiiqaar* (m/f)
- artist/entertainer – *funkaar* (m/f)
- actor – *adaakaar* (m)/*adaakaaraa* (f)
- singer – *guluukaar* (m)/*guluukaaraa* (f)
- historical figure – *taariikhii shakhsiiat* (m)

	<p>Grammar:</p> <ul style="list-style-type: none"> <li>● Expressing possession: <ul style="list-style-type: none"> <li>- countable and material nouns – <i>X-ke paas (mere paas paisa hai; uske paas paanii hai)</i></li> <li>- immovable property, kinship relations, body parts, pets and legally owned properties – <i>X-kaa/ke/kii (mere do makaan haiN, merii doo bahaneN haiN, meraa ek bhaai hai; mere doo haath haiN; meraa ek kuttaa hai; merii doo gaaRiyaaN haiN)</i></li> </ul> </li> <li>● Use of reflexive possessive pronoun – when possession is expressed for the subject of the sentence, the pronoun <i>apnaa/aapne/apnii</i> is used as an adjective in agreement with the possessed object (<i>apnaa naam bataao; never tumhaaraa naam bataao, voh apnii maa se baat kar rahii hai; maiN apne dostoN ke saath ghumne jaataa huuN</i>)</li> <li>● Asking yes/no questions – <i>kyaa</i> is used in the beginning of the indicative sentence (<i>kyaa app yahaaN se haiN?</i>)</li> </ul>	
<p>I can ask someone’s nationality and find out what languages he/she speaks.</p>	<p>What nationality are you? <i>aap kis mulk se haiN?</i></p> <p>I am . . .</p> <ul style="list-style-type: none"> <li>● <i>maqaamii</i></li> <li>● <i>paakstani</i></li> <li>● <i>hindustanii</i></li> <li>● <i>banglaadeshii</i></li> </ul>	<p>Information gap task using student ID cards.</p> <p>Distribute pictures of different people to the students. Working in pairs, students discuss the photo to try to agree on the person’s age, location, nationality, and language(s) spoken.</p> <p>Students interview the mystery guest to see what they can learn about the person. They</p>

	<ul style="list-style-type: none"> <li>● <i>amrikii</i></li> <li>● <i>fraaNsiisii</i></li> <li>● <i>yuunaanii</i></li> <li>● <i>turkii</i></li> <li>● <i>afGhaanii</i></li> <li>● <i>iraqii</i></li> </ul> <p>What languages do you speak? – <i>tum kaun-sii zabaan bolte ho?</i></p> <p>Do you speak English? – <i>kyaa tum angrezii bolte ho?</i></p>	<p>have picture clue cards and ask questions until they can figure out who the person is. The teacher will create cards based on real people who are known to the students and/or native speakers who are involved in the program.</p>
<p>I can discuss activities and interests and make plans based on my interests and the interests of others.</p>	<p>What do you like to do?</p> <ul style="list-style-type: none"> <li>● <i>aapko kyaa karnaa pasand hai?</i></li> <li>● <i>tumheN kyaa karnaa pasand hai?</i></li> </ul> <p>Do you want us to go?</p> <ul style="list-style-type: none"> <li>● <i>kyaa aap caahte haiN ke ham jaaEN?</i> (subjunctive)</li> <li>● <i>kyaa tum caahte ho ki ham jaaEN?</i> (subjunctive)</li> </ul> <p>Let's go to . . . and then we can . . . – <i>ham ... calte haiN aur phir ham ... kar sakte haiN</i></p> <p>I don't really like to . . . but we can for a while – <i>mujhe (infinitive) nahiiN pasand hai, lekin ham thoRii der ke liye kuch kar sakte haiN</i></p> <p>What types of – <i>kis tarah (kii/kaa/ke)</i></p> <ul style="list-style-type: none"> <li>● movies – <i>kii filmeN</i></li> <li>● video games – <i>kii viDio gem</i></li> <li>● song – <i>kaa gaana</i></li> <li>● games – <i>ke khel</i></li> </ul> <p>What type of music do you prefer? – <i>tumheN kaisaa gaana pasand hai?</i></p>	<p>Maintain the conversation. Pairs of students work together to hold a meaningful conversation on activities and interests by asking questions and commenting on their partner's responses. Students prepare individual interest and activity cards by creating a photo collage representing things they like to do and their interests.</p>

	<p>Which video games do you have? – <i>tumhare paas kaisaa viDio gem hai?</i></p> <p>Do you like to read? – <i>kyaa tumheN paRhnaa/mutaaliaa karnaa pasand hai?</i></p> <p>What is your favorite book/kind of book (genre)? – <i>tumheN kaisii kitaabeN/kis tarah kii kitaabeN pasand haiN?</i></p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>● to like/dislike is an indirect construction in Urdu. For such constructions, the postposition <i>ko</i> is added to the subject <i>X-ko pasand hai</i> (e.g., <i>usko billii pasand hai</i> ‘he/she likes cats’)</li> <li>● Habitual tense: to express regular, repetitive activities (verb stem + <i>taa/te/tii</i> + auxiliary <i>hona</i>)</li> <li>● Construction: to want + verb (direct infinitive + <i>caahnaa</i>)</li> </ul>	
<p>I can ask about and identify important information about the weather using a map.</p>	<p>Weather-related phrases:</p> <ul style="list-style-type: none"> <li>● <i>meN mausam kaisaa hai?</i></li> <li>● It’s hot/warm – <i>mausam garm hai</i></li> <li>● It’s cool/cold – <i>mausam ThanDaa hai</i></li> <li>● It’s windy – <i>vahaaN tez hawaa hai, aandhii hai</i></li> <li>● It’s rainy – <i>vahaaN bohat baarish hoti hai</i></li> <li>● overcast – <i>kaale baadal caanaa</i></li> <li>● It’s going to rain – <i>baarish honewalii hai</i></li> <li>● It’s going to be too hot – <i>bahat garmii</i></li> </ul>	<p>Using an authentic online weather site for Swat Valley, Pakistan, students ask and answer questions about the conditions that are occurring there. They talk about what activities may be possible and express preferences about the ones they would like to try based on current conditions.</p>

	<p><i>honewaalii hai</i></p> <ul style="list-style-type: none"> <li>● It's too hot (scorching heat) – <i>tez/taptii dhuup paRtii hai</i></li> </ul>	
<p>I can ask and respond to simple question about dates, times, places, and events on schedules, posters, and tickets.</p>	<p>When do you leave? – <i>tum kaimp kab jaaoge/jaaogii?</i></p> <p>I leave on Monday at . . . o'clock – <i>maiN piir ko ... baje jaauuNgaa/jaauuNgii</i></p> <p>Where do you leave from? – <i>tum kahaaN se jaaoge/jaaogii?</i></p> <p>I am flying from . . . – <i>maiN..... se flaiT/havaaii jahaaz luuNgaa/luuNgii</i></p> <p>What will you typically do on a daily basis when you travel?</p> <ul style="list-style-type: none"> <li>● <i>safar karte hue aam taur par tum kyaa karte/kartii ho?</i></li> <li>● <i>sair-o-tafriih ke liye aapko kyaa karnaa pasand hai?</i></li> </ul> <p>Grammar and vocabulary:</p> <ul style="list-style-type: none"> <li>● <i>vaqt/paisa + lagnaa</i></li> <li>● Sequence expressions: <ul style="list-style-type: none"> <li>- first – <i>pahle</i></li> <li>- then – <i>baad meN/phir</i></li> <li>- finally – <i>aaKhir meN</i></li> <li>- in the meantime – <i>itne meN/is dauraan</i></li> </ul> </li> <li>● Time expressions (twenty-four hour clock): <ul style="list-style-type: none"> <li>- <i>ek baj gyaa</i></li> <li>- <i>do baje</i></li> </ul> </li> </ul>	<p>A group of students considers the best way to travel to camp. Students work in small groups to brainstorm their itinerary based on travel information provided by the teacher. The group creates a visual itinerary showing each step of the journey to camp. Groups share their schedules with another group to see what is similar and what is different.</p> <p>Information gap. Student A has a schedule with some of the information for a day completed. Student B has other pieces of the schedule. They ask and answer questions until they can complete the schedule for the day.</p> <p>A group of students is given a schedule for the day. They discuss what they will be doing and try to decide what the most popular activity is for their group.</p> <p>A small group of students has the daily schedule and they really want to make a change in the daily agenda. A native speaker of Urdu plays the role of the camp counselor. Students in the group attempt to convince the counselor to make at least one change in the schedule.</p>

- *savaa do*
- *paune do baje*
- *saaRhe paanc*
- *paanc bajkar das minaT*
- *paanc bajne meN das minaT*
- *Dhaai baje*
- *DeRh baje*

- Daily routine:

- to get up – *uThnaa*
- to dress up – *kapRe badalnaa*
- to bathe – *nahaanaa/Ghusal karna*
- to eat breakfast – *naashtaa karna*
- to watch television – *Tiivii dekhnaa*
- to hangout with friends – *dostoN se milnaa; dostoN ke saath ghumne jaanaa; dostoN ke saath vaqt guzaarna/tafriih karna*
- to eat dinner – *raat kaa khaanaa khaanaa*
- to go to sleep – *so jaanaa*
- to be busy – *masruuf honaa/rahnaa*

- Time expressions:

- in the morning – *subah*
- in the afternoon – *dopehar meN/ko*
- in the evening – *shaam ko*
- at night – *raat ko*
- everyday – *har roz/rozaanaa*
- usually – *aam taur par/aksar*

- Activities:

	<ul style="list-style-type: none"> <li>- to visit (a place) – <i>jaanaa</i></li> <li>- to visit someone – <i>X-se milnaa</i></li> <li>- to walk – <i>paidal calnaa</i></li> <li>- to ride (as a rider) – <i>savaar honaa</i></li> <li>- to ride (as a passenger) – <i>X par caRhnaa, X-kii savaarii karnaa</i></li> <li>- to swim – <i>tairnaa</i></li> <li>- to play – <i>khelnaa</i></li> <li>- to relax – <i>aaraam karnaa</i></li> <li>- to cook – <i>khaanaa banaanaa/pakaanaa</i></li> <li>- to go out – <i>ghuumne jaanaa</i></li> <li>- to exercise – <i>varzish karnaa</i></li> <li>- to go for a walk – <i>sair karnaa</i></li> </ul>	
<p>I can ask about and comment on a new food that I have tried.</p>	<p>I like . . . to eat and . . . to drink. Do you like?</p> <ul style="list-style-type: none"> <li>● <i>Mujhe ... piinaa aur ... khaanaa pasand hai.</i></li> <li>● <i>tumheN kyaa ... khaanaa aur... piinaa pasand hai?</i></li> </ul> <p>What is this? – <i>yeh kyaa hai?</i></p> <p>What is in the dish? – <i>is khaane meN kyaa hai?</i></p> <p>Do you like . . .? I don't know. I would like to try . . .</p> <ul style="list-style-type: none"> <li>● <i>kyaa tumheN .... pasand hai?</i></li> <li>● <i>mujhe nahiiN maaluum/pataa</i></li> <li>● <i>main cakhnaa chaahuuNgaa/chaahuuNgii</i></li> </ul> <p>Names of regional dishes:</p> <ul style="list-style-type: none"> <li>● <i>daal</i></li> <li>● <i>caaval</i></li> <li>● <i>biryaanii</i></li> </ul>	<p>Each student is given a visual image of food or a dish that will be served in camp. Students mingle to identify foods they like and foods they want to try.</p> <p>Each group of students is in charge of planning a specific meal for the camp. The meal must be healthy and must include at least two regional foods. Students offer suggestions and accept and reject ideas until they agree on the menu.</p> <p>Set up a market/store with authentic items from Pakistani culture. Acting as sellers and buyers, students role-play a variety of transactions. This store may serve as the actual camp store where students “purchase” daily snacks, etc.</p>

- *paalak paniir*
- *maTar paniir*
- *aaluu-gobhii*
- *sarsoN kaa saag*
- *bhinDii*
- *baiNgan bhartaa*
- *gaajar halwaa*
- *jalebii*
- *gulaab jaaman*
- *mithaii*
- *namkiin*
- *roTii/naan*
- *pakoRaa/samosaa*

Key ingredients:

- *dhaniyaa*
- *adrak*
- *lauNg*
- *laal/harii mirchi*
- *pyaaz*
- *lehsan*
- *(garam) masaalaa*
- *haldii*
- *ziiraa*
- *TamaaTar*
- *paudiinaa*
- *namak*

What are we having/eating for breakfast, lunch, dinner? – *kyaa khaanaa khaaeNge?*

- breakfast – *naashtaa*
- lunch – *din/dopehar kaa khaanaa*
- dinner – *raat kaa khaanaa*

What do you want to eat? What about . . .

- *aapko khaane meN kyaa cahiye?*

- *kyaa ..... khaayeNge?*
- *kyaa khaanaa khaaeNge?*

No, I am allergic to . . . – *nahiiN, mujhe ... se alarjii hai.*

Let's eat/have . . . – *ham ... khaayeN?*

What do you need? – *aapko kyaa caahiye?*

How much do you need? – *kitnaa caahiye?*

Give me less! – *kam karo/kijjiye; kam denaa*

Give me more! – *thoRaa saa/kuch aur denaa; zyaadaa denaa*

How much is it? – *yeh kitne kaa/ke/kii hai/N?*

Reduce the price! – *qiimat kam karo!*

Tell me the right price! – *sahii qiimat bataao!*

Grammar:

- Expressing having a health-related condition – *X-ko zukaam/bukhaar/alarjiii hai*
- Comparison of adjectives
  - Comparative degree – *X-se + adjective (mujh se baRaa/baRe/baRii)*
  - Superlative degree – *sab se + adjective (sab se baRaa/baRe/baRii)*
- Giving commands:
  - *tuu + verb stem (bol; khaa; jaa)*

	<ul style="list-style-type: none"> <li>- <i>tum</i> + verb stem + <i>o</i> (<i>bolo</i>; <i>khaao</i>; <i>jaao</i>; use of <i>mat</i> for negative commands)</li> <li>- <i>aap</i> + verb stem + <i>iye</i> (<i>boliye</i>; <i>khaayie</i>; <i>jaayie</i>)</li> <li>- <i>aap</i> + verb stem + <i>iyega</i> (<i>maaf kijiyege</i> – most polite command)</li> <li>- <i>aap</i> + subjunctive (<i>juute yahaaN utaareN</i> – most polite request/indirect command)</li> </ul>	
<b>Presentational Speaking</b>		
<p>I can introduce myself and describe my family and friends.</p>	<p>Basic biographical information listed above</p> <ul style="list-style-type: none"> <li>● father – <i>abuu/baap/valid</i></li> <li>● mother – <i>ammii/maN/validaa</i></li> <li>● brother – <i>bhaaii</i></li> <li>● sister – <i>behan</i></li> <li>● mother’s side grandfather and grandmother – <i>naanaa/naanii</i></li> <li>● father’s side grandfather and grandmother – <i>daadaa/daadii</i></li> <li>● friend – <i>dost</i> (m/f), <i>sahelii</i> (f)</li> </ul> <p>Describing someone’s physical appearance – <i>zaaherii shakal/banaavaT</i>:</p> <ul style="list-style-type: none"> <li>● tall – <i>lambaa qad</i>, and short/small – <i>choTaa qad</i></li> <li>● heavy – <i>moTaa</i>, and lean – <i>patlaa/dublaa</i></li> <li>● long limbs – <i>lambii baahen</i> (f), <i>baazuu aur Taangen</i> (f)</li> <li>● wide chest – <i>chauRaa siinaa</i></li> <li>● long hair – <i>lambe baal</i>, and short hair</li> </ul>	<p>Students create a multimedia presentation to send to the camp director as part of their camp application. They include personal information and take the opportunity to introduce their family members and/or friends.</p> <p>Students record self-introductions to share with the camp counselors and travel companions. They may use a podcast, a vodcast, create an avatar, or add an introduction on Voice Stream in response to a camp counselor’s request.</p>

– *choTe baal* (m)

- straight hair – *siidhe baal*, and curly hair – *ghugharaale baal* (m)
- pony tail – *coTii* (f)
- big eyes – *baRii aankheN* (f)
- to wear glasses – *chashmaa/enak + pahannaa*

Personality descriptors: *shakhsiat ke/shaksiaati pehluu*:

- arrogant – *ghamanDii/maGhruur*
- modest – *inkasaar/siidhaa-saadhaa*
- honest – *imaandaar*
- dishonest – *beimaan*
- hard-working – *mehentii*
- lazy – *sust*
- generous – *saKhii/bare dil kaa/kii*
- stingy – *kanjuus*
- emotional – *jazbaatii*
- short-tempered – *garm mizaaj*
- pleasant – *khush mizaaj*
- serious – *sanjiidaa*
- talkative – *baatuunii*
- quiet – *kam go/kam bolne vaalaa/bolne vaalii, cup*
- courageous – *himmat vaalaa*
- brave – *bahaadur/dalair*

- scared – *khofzadaa*
- dedicated – *vafaadaar*
- responsible – *zimmedaar*
- irresponsible – *Ghair-zimmedaar*
- selfless – *beGharz*
- selfish – *khudGarz/matlabii*
- focused – *tavajjoh dene  
vaalaa/vaalii, ghor karne  
vaalaa/vaalii*
- scattered – *bikhraa*
- distracted – *bad-havaas*
- patient – *saabir*
- impatient – *be-sabr/be-qaraar*
- respectful – *ba-adab/tamiiz-daar*
- disrespectful – *be-adab/bad-  
tamiiz/bad-tehziib*
- good – *achaa/naik*
- mean – *buraa*
- evil – *bad/buraa*
- outgoing – *ghuumne-phirne ka  
shoqiin/ghulne milneaalaa/vaalii*
- introverted – *kam ghulne milne  
vaalaa/vaalii*
- athletic – *khilaaRii*
- sedentary – *nikammaa/sust/bekaar*
- mischievous – *sharaaratii, bad-  
tamiiz*

	<ul style="list-style-type: none"> <li>● well-behaved – <i>tamiizdaar/baa-adab</i></li> </ul> <p>Likes to . . . – <i>X-ko + pasand hai</i></p> <ul style="list-style-type: none"> <li>● games on a computer – <i>computer khel khelanaa</i></li> <li>● watch television – <i>Tiivii dekhnaa</i></li> </ul>	
<p>I can talk about my favorite activities and talk about my interests, such as favorite musical groups, books, video games, etc.</p>	<p>Activities – <i>sargarmiyaaN:</i></p> <ul style="list-style-type: none"> <li>● to play sports – <i>X khelnaa</i></li> <li>● to ride my bike – <i>saikal calaanaa</i></li> <li>● to play video games – <i>viDio gem khelnaa</i></li> <li>● to watch television – <i>Tiivii dekhnaa</i></li> <li>● to read – <i>kitaabeN paRhnaa/mutaalyaa karnaa</i></li> <li>● to go to the movies – <i>film dekhanaa</i></li> <li>● to hang out with friends – <i>dostoN ke sath ghuumne jaanaa</i></li> <li>● to meet friends at the mall – <i>mall meN dostoN se milnaa</i></li> <li>● to shop – <i>Kharidaarii karnaa</i></li> <li>● to swim – <i>tairnaa</i></li> <li>● to listen to music – <i>mausiqii sunnaa</i></li> <li>● to play the piano, violin, guitar – <i>piano, violin, sitaar bajaanaa</i></li> </ul>	<p>Students create a podcast or vodcast to share with the travel camp directors who want to get to know them before they arrive for the summer. This information will also be used to determine roommates.</p>
<p>I can introduce a new food to others and explain why I like or don't like the dish.</p>	<p>It is healthy/unhealthy – <i>sehat ke liye acchaa/mufiid, buraa/muzir hai.</i>  It is sweet – <i>yeh miiThaa hai.</i>  It is salty – <i>yeh namkiin hai.</i>  I like it, because . . . – <i>mujhe yeh pasand hai kyoNki ...; mujhe yeh achha lagtaa hai, kyoNki ...</i></p>	<p>Students work together in small groups to present a local dish to the class. If possible, they prepare the dish and take pictures at each step. They then state what is in the dish, showing appropriate images. They conclude by giving their opinions of the dish.</p>

<p>I can describe a landmark and/or a place I plan to visit and say what I am going to do there.</p>	<p>It is located – <i>vaaqay hai/maujuud hai</i></p> <ul style="list-style-type: none"> <li>● near – <i>X-ke paas; paas</i> ‘close to’</li> <li>● from – <i>X-se duur hai</i></li> </ul> <p>It is made of – <i>X-kaa banaa huua</i></p> <ul style="list-style-type: none"> <li>● rock – <i>patthar</i> (m)</li> <li>● bronze – <i>piital/kaaNsii</i> (m)</li> <li>● steel – <i>faulaad</i> (f)</li> </ul> <p>It is:</p> <ul style="list-style-type: none"> <li>● circular – <i>gol/daairaa</i></li> <li>● square – <i>cakor</i></li> <li>● rectangular – <i>mustatiil</i></li> <li>● spread out – <i>phailaa huua</i></li> <li>● small – <i>choTaa/choTii</i></li> <li>● big – <i>baRaa/baRii</i></li> <li>● interesting – <i>dilchasp</i></li> <li>● boring – <i>bezaar-kun</i></li> <li>● exciting – <i>valvalaa khez/purjosh</i></li> <li>● busy – <i>masruuf</i></li> <li>● crowded – <i>hujuum/bhiiRzadaa</i></li> </ul> <p>I am going to . . . (for activities and interests see above)</p>	<p>Students assemble an electronic photo album of the sites they want to visit during the travel camp. They record a travelogue with descriptions of the landmarks and places, including personal comments and preferences.</p>
<p>I can present information about something I learned during my trip.</p>	<p>I visited . . . – <i>main gayaa/gayii</i>  It is located in . . . – <i>meN vaaqe hai</i>  It is near . . . – <i>ke paas hai</i>  I saw . . . – <i>maiN ne ... dekhaa</i>  I spent time – <i>maiN ne vaqt guzaaraa</i>  An interesting fact is that . . . – <i>dilcasp baat yeh hai ki...</i></p>	<p>Students create a brief documentary that highlights the sites they found most interesting during the summer camp travel experience.</p>
<p><b>Presentational Writing</b></p>		
<p>I can introduce and describe myself, my family, and my friends.</p>	<p>My name is . . .  I am from . . .  My birthday is . . .</p>	<p>Students will fill out a registration form for a travel camp in Swat Valley, Pakistan.</p>

	<p>I am . . . years old.  I was born in . . .  I am . . . (nationality).  I speak . . . (language)  I have . . . people in my family. I have a mother, father, sister, brother, etc.  I am an only child.  My family is small, large.  My mother has . . . hair and eyes. She is . . . etc.  My father . . .  My sister . . .  My brother . . .  I have two best friends. Their names are . . .  They are funny, athletic, and good students.</p> <p>(see above)</p>	<p>Students work in small groups to design a questionnaire that a camp might use to determine roommates. Each student then completes the fact sheet.</p> <p>Students complete the questionnaire about themselves and include it with their registration form for the camp. The teacher reviews the questionnaire and assigns “roommates.” Throughout the program, “roommates” engage in some of the interpersonal activities together. Near the end of the program, they write a simple statement about what ways they are like or not like their “roommate.”</p>
<p>I can write a postcard, text, or Instagram message sharing information about my activities and experiences.</p>	<p>I swam, I walked, I biked, I played sports, I sang, I visited, I hiked, etc.  I liked/preferred/didn’t like . . .  Greetings from . . .</p> <p>(see above)</p>	<p>Students write blog postings nightly about the day’s itinerary and activities. They talk about their experiences and their preferences.</p> <p>Students write postcards or send text messages to family and friends from the different places they visit on the trip.</p> <p>Students work in small groups to design the ideal camp. They create a presentation that can be shared with the other groups. The information is shared in stations around the room. As the groups circulate, they write questions requesting additional information. The original group must create a FAQ sheet to respond to the questions.</p>
<p>I can design an ideal menu for a day at camp relying primarily on local dishes in Swat Valley.</p>	<p>regional dishes – <i>ilaaqaaii khaane</i>  key ingredients – <i>buniaadii/khas ajzaa</i></p>	<p>Students work in groups to create a visual menu that includes images and language for a day of camp meals.</p>

	(see above)	Students collaborate to plan foods that will be served at a final banquet and present the information using visuals and in Urdu in ways that guests who do not speak Urdu will understand. Students might do this even if the foods are not served, explaining to parents and guests what a celebration meal might be like.
I can request and complete an application for admission to a travel camp and/or any required travel documents.	<p>Please send me information about the summer camp. I would like to know the itinerary and the dates of the trip. My e-mail is . . .</p> <p>Please send me a registration form – <i>baraai meherbaani rejisTreshan/indraaj ka farm mujhe bhej dijiye.</i></p> <p>My e-mail – <i>meraa iimel</i></p>	<p>Students write e-mails to selected camps to ask for information about their programs.</p> <p>Students write an email requesting an application form for the travel camp.</p> <p>Based on scenarios that might take place at a passport office, students will fill out the required paperwork with their personal information.</p> <p>Before disembarking from the airplane, students will fill out a customs form with the necessary information for return to the United States.</p>
I can present the ideal camp/travel experience to others.	<p>The best camp was . . .because . . .</p> <p>I had a good time when . . .</p> <p>It was (cold) and I got to (activity).</p> <p>The food was (great) and I loved the (dish).</p> <p>(see above)</p>	Students take a few minutes to jot down memories of a camp they attended other than STARTALK. The teacher may want to illustrate a pattern that sentences follow. Each student should list the three best things about that camp. Students then work in small groups to create a top-ten list of camp experiences, commenting on activities, foods, people, and places.
<b>Interpretive Listening</b>		
I can understand some personal information	Expressions denoting age Free time activities	Teachers and other native speakers interview

<p>when I hear others introduce themselves.</p>	<p>Names and relationships of family members          Descriptions of family members (physical and personality)           (see above)</p>	<p>the campers as they arrive for camp to place them in the appropriate cabins. This interview can serve as a placement assessment.</p> <p>Students listen to their travel mates' self-introductions and make a camp Facebook page where all members can meet and communicate.</p> <p>Students will identify various people from oral descriptions.</p>
<p>I can understand a few details about what others are doing and when.</p>	<p>Activities and interests          Expressions for locations          Time-related expressions: days, hours, etc.           (see above)</p>	<p>Students complete an activity grid based on what they hear from the teacher. They then answer questions in English using the information in the grid (e.g., Who is the most active? Who is most likely to enjoy a beach vacation?).</p>
<p>I can sometimes recognize details about a travel experience when I hear and/or view an ad for a travel experience.</p>	<p>Activities, interests          Weather          Places          Food</p>	<p>Students will hear various details about travel experiences and will match the events to images.</p> <p>Students will watch ads/commercials for various travel opportunities and will listen for key details. They will select the top three destinations of interest to them and explain their reasons based on what they understood.</p>
<p><b>Interpretive Reading</b></p>		
<p>I can identify destinations and major attractions found in travel brochures and on travel websites.</p>	<p>Name of organization          Purpose of brochure          Dates          Daily schedule          Activities          This is . . .          It is located in . . .          In that area there is – <i>is ilaaqe meN ... hai</i></p>	<p>Students work in pairs to locate a camp in Pakistan where Urdu is spoken. They create a top-five list of reasons for or against attending that camp.</p> <p>Students work in pairs to read a selection of online camp brochures/websites. They scan</p>

	<ul style="list-style-type: none"> <li>● mountains – <i>pahaaR</i> (m)/<i>parbat</i> (m)</li> <li>● mountain range – <i>pahaaRii silsilaa</i> (m)</li> <li>● foothills – <i>daaman-e-koh</i> (m)</li> <li>● sea/ocean – <i>samandar</i> (m)</li> <li>● seashore – <i>saahil-e-samandar</i> (m)</li> <li>● lake – <i>jhiil</i> (f)</li> <li>● city – <i>shehar</i> (m)</li> <li>● desert – <i>sehraa/registaan</i> (m)</li> <li>● river – <i>daryaa</i> (m)/<i>nadii</i> (f)</li> <li>● valley – <i>vaadii</i> (f)</li> <li>● bay – <i>Khalij</i> (f)</li> </ul> <p>Names and descriptions of monuments/sites that students will visit during the summer travel camp</p> <p>(see above)</p>	<p>the material in order to find their top three programs. They then try to convince their classmates to choose the same camp. They assemble pictures that highlight the features of the camp and write brief captions to build interest and excitement.</p> <p>Students study the posters representing the camps chosen by classmates and vote on the top three. They will mingle to find others who have the same choices and form groups to share reasons for the decisions they made.</p>
<p>I can understand some questions found on official documents, such as applications for camps and visa and passport application forms.</p>	<p>Common fields and questions on forms</p> <p>(see above)</p>	<p>Students complete an official or slightly modified application for a camp.</p> <p>Students go online to download the official US passport application form and complete that application in English. They then complete the corresponding form in Urdu, noting similarities and differences.</p> <p>Students are given an authentic or fabricated passport and/or visa of someone from the target culture. They answer questions in English based on the information found in the documents.</p>

<p>I can understand some facts about the weather when weather symbols are used.</p>	<p>Weather-related terms and expressions:</p> <ul style="list-style-type: none"> <li>● temperature – <i>darjaa-e-haraarat</i> (m)</li> <li>● weather – <i>mausam</i> (m)</li> <li>● summer – <i>garmiaaN</i> (f)</li> <li>● winter – <i>sardiaaN</i> (f)</li> <li>● spring – <i>bahaar</i> (f)</li> <li>● fall – <i>khizaaN</i> (f)</li> <li>● hot/warm – <i>garm</i></li> <li>● rain – <i>baarish</i> (f)</li> <li>● cloud – <i>baadal</i> (m)</li> <li>● lightening – <i>bijlii</i> (f)</li> <li>● humidity – <i>namii</i> (f)</li> <li>● wind – <i>havaa</i> (f)</li> <li>● storm – <i>tuufaan</i> (m)/<i>aandhii</i> (f) <i>calnaa</i></li> <li>● thunder – <i>garaj</i> (f)</li> </ul>	<p>Students read descriptions of weather and match to the appropriate city in Swat Valley on a map.</p>
<p>I can identify the main idea of a journal entry.</p>	<p>(see above)</p>	<p>Students read online or print travelogues to plan their own unique itineraries for the summer travel camp. They will post their itineraries online (Edmodo, Wikispaces, Facebook, Ning, Camp website). Students will read and comment on their classmates' ideas.</p>

*You may add additional rows as necessary.*

## Materials & Other Resources

Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

### Urdu resources:

<http://www.swatvalley.com/swat/utg/>

<http://www.swatvalley.com/swat/utg/history01.shtml>

<http://www.swatvalley.com/swat/utg/mingora.shtml>

<http://www.swatvalley.com/swat/utg/kalam.shtml>

<http://ur.wikipedia.org/wiki/%DA%A9%D8%A7%D9%84%D8%A7%D9%85>

[http://ur.wikipedia.org/wiki/%D9%85%D8%A7%D9%84%D9%85\\_%D8%AC%D8%A8%DB%81](http://ur.wikipedia.org/wiki/%D9%85%D8%A7%D9%84%D9%85_%D8%AC%D8%A8%DB%81)

<http://www.swatvalley.com/swat/utg/malamjaba.shtml>

[http://ur.wikipedia.org/wiki/%D8%B3%DB%8C%D8%AF%D9%88\\_%D8%B4%D8%B1%DB%8C%D9%81](http://ur.wikipedia.org/wiki/%D8%B3%DB%8C%D8%AF%D9%88_%D8%B4%D8%B1%DB%8C%D9%81)

[http://www.swatvalley.com/swat/utg/utrot\\_gabral\\_mahodand.shtml](http://www.swatvalley.com/swat/utg/utrot_gabral_mahodand.shtml)

<http://www.swatvalley.com/swat/utg/mausam.shtml>

[http://www.swatvalley.com/swat/utg/tourist\\_season.shtml](http://www.swatvalley.com/swat/utg/tourist_season.shtml)

<https://www.youtube.com/watch?v=GoACRWUm06w>

#### **Camping or traveling in Swat Valley:**

<http://www.pakistan-explorer.com/kaghannaranassorted-lakesshort-expeditions.html>

<http://www.tourism.gov.pk/nwfp.html>

<http://www.tourism.gov.pk/nwfp.html>

<http://www.valleyswat.net/tourism/default.html>

#### **Facebook travel logs:**

<https://www.facebook.com/KalamPakistan>

<https://www.facebook.com/swattourismcorporation?fref=ts>

<https://www.facebook.com/ichthm.uos?fref=ts>

#### **Weather expressions and reports:**

<http://www.accuweather.com/ur/pk/kp/khyber-pakhtunkhwa-weather>

<http://www.accuweather.com/ur/pk/kalam/258976/weather-forecast/258976>

<http://www.swatvalley.com/swat/utg/mausam.shtml>

[http://www.swatvalley.com/swat/utg/tourist\\_season.shtml](http://www.swatvalley.com/swat/utg/tourist_season.shtml)

<https://www.youtube.com/watch?v=s78GCYNX1xU>

<http://www.swatfruit.com/index.php/en/swat-valley/swat-valley>

<https://www.youtube.com/watch?v=KA6b0j20hpA>

#### **English resources:**

<http://www.findpk.com/Pakistan/html/swat.html>

<http://www.pakistan-explorer.com/gallery.html>

<http://www.findpk.com/Pakistan/html/mingora.html>

[http://www.findpk.com/Pakistan/html/shaidu\\_sharif.html](http://www.findpk.com/Pakistan/html/shaidu_sharif.html)

[http://en.wikipedia.org/wiki/Malam\\_Jabba](http://en.wikipedia.org/wiki/Malam_Jabba)

[http://en.wikipedia.org/wiki/Saidu\\_Sharif](http://en.wikipedia.org/wiki/Saidu_Sharif)

[http://en.wikipedia.org/wiki/Swat\\_District](http://en.wikipedia.org/wiki/Swat_District)

[https://www.google.com/search?q=urdu+articles+wadi+swat&rlz=1C1PRFE\\_enUS628US628&espv=2&biw=1366&bih=667&tbm=isch&imgil=9so89V2bVFTC8M%253A%253BmSaB7RPtaz5hGM%253Bhttp%25253A%25252F%25252Fwww.itdunya.com%25252Ft3872%25252F&source=iu&pf=m&fir=9so89V2bVFTC8M%253A%252CmSaB7RPtaz5hGM%252C\\_&usg=\\_\\_frAO7xp14t9z3y6ezXallz12X8%3D&dpr=1&ved=0CCKQyjc&ei=SkEaVb2eHMmaNtCTgcAl#tbm=isch&q=swat+valley+pakistan+images](https://www.google.com/search?q=urdu+articles+wadi+swat&rlz=1C1PRFE_enUS628US628&espv=2&biw=1366&bih=667&tbm=isch&imgil=9so89V2bVFTC8M%253A%253BmSaB7RPtaz5hGM%253Bhttp%25253A%25252F%25252Fwww.itdunya.com%25252Ft3872%25252F&source=iu&pf=m&fir=9so89V2bVFTC8M%253A%252CmSaB7RPtaz5hGM%252C_&usg=__frAO7xp14t9z3y6ezXallz12X8%3D&dpr=1&ved=0CCKQyjc&ei=SkEaVb2eHMmaNtCTgcAl#tbm=isch&q=swat+valley+pakistan+images)

[http://www.virtualtourist.com/travel/Asia/Pakistan/Things\\_To\\_Do-Pakistan-Swat\\_Valley\\_Minis\\_Switzerland\\_of\\_Pakistan-BR-1.html](http://www.virtualtourist.com/travel/Asia/Pakistan/Things_To_Do-Pakistan-Swat_Valley_Minis_Switzerland_of_Pakistan-BR-1.html)

#### **AV Resources:**

<http://www.findpk.com/Pakistan/html/swat.html>

<http://www.findpk.com/Pakistan/html/mingora.html>

[http://www.findpk.com/Pakistan/html/shaidu\\_sharif.html](http://www.findpk.com/Pakistan/html/shaidu_sharif.html)

<https://www.youtube.com/watch?v=s78GCYNX1xU>

<https://www.youtube.com/watch?v=FC34qGLOBG0>

<https://www.youtube.com/watch?v=GoACRWUm06w>

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# Daily Schedule

Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend different types of activities and learning experiences throughout the day.

TIME FRAME	ACTIVITY

*You may add additional rows as necessary.*