<table>
<thead>
<tr>
<th><strong>BASIC PROGRAM INFORMATION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Host Institution:</strong> STARTALK Central</td>
</tr>
<tr>
<td><strong>Program Title:</strong> Oh, the Places We Will Visit! Tourist and Traveler</td>
</tr>
<tr>
<td><strong>Language(s):</strong> Urdu</td>
</tr>
<tr>
<td><strong>Heritage Speakers?</strong> No</td>
</tr>
<tr>
<td><strong>Program Setting:</strong> Residential:</td>
</tr>
<tr>
<td><strong>Other (please specify):</strong></td>
</tr>
<tr>
<td><strong>Duration:</strong> Weeks/Days: 15 days</td>
</tr>
<tr>
<td><strong>Target Proficiency Level:</strong> Novice High/Intermediate Low</td>
</tr>
</tbody>
</table>

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

Curriculum designed by:

Email:
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?

A group of friends signed up for an excursion to the Kashf Foundation in Lahore. The group found an exciting option that they will pursue with their parents’ permission. This excursion goes beyond the typical sightseeing expedition by taking them to Lahore, Karachi, and Islamabad. In Lahore they will visit the Kashf Foundation. Established in 1999, this was “the first specialized microfinance program in Pakistan... to specifically target women from low income communities, which has now transformed itself into the first wealth management company for women from low income households. The organization focuses on enhancing the role that women can play in improving the economic status of their families by building their entrepreneurship skills through access to business loans, improving their financial management skills by delivering financial education training, and reducing family level contingencies by providing micro-insurance services”.

1. Source: http://kashf.org/?page_id=16

Students first spend a week traveling to Karachi to see to landmarks like the Quaid-e-Azam House/ Wazir Mansion, Shri Swaminarayan Mandir, and other historical sites, and Islamabad to visit the Gate of Pharwala Fort, the Mosque at Gulshan Dadan Khan, and Purana Qila. Next, they spend three days with a local family in Lahore where they can practice their language skills and gain an understanding of family life. They will also visit historical sites like Shahi Qila, Badshahi Mosque, Shalimar Gardens, the shrine of Data Darbar, as well as important places such as the inner city and the Lahore Museum. During their stay, they will write daily blog posts describing their adventures and include photos that document their journey. The International Rotary Club in Karachi wants them to give lunchtime speeches about their experiences. They should plan to bring artifacts and photos to supplement their presentations. Afterwards, they will interact with the members by answering questions and conversing about the trip. This presentation will be part of the final STARTALK program celebration for parents, friends, and community members.

1. Source: http://kashf.org/?page_id=16
**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.

<table>
<thead>
<tr>
<th>NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</th>
<th>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number the Can-Do statements here and then transfer to Stage 3.</td>
</tr>
<tr>
<td><strong>Interpersonal Speaking</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Novice High</strong>: I can participate in conversations and exchange information on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.</td>
<td>I can talk with friends and family about my likes and dislikes and my reasons for signing up for combination travel.</td>
</tr>
<tr>
<td></td>
<td>I can exchange personal information with my travel companions, my leaders, and my host family.</td>
</tr>
<tr>
<td><strong>Intermediate Low</strong>: I can handle short social interactions in everyday situations by asking and answering a variety of questions.</td>
<td>I can talk about my daily routine during the homestay and compare that schedule with what I normally do at home and what I am doing in the STARTALK program.</td>
</tr>
<tr>
<td></td>
<td>I can talk about a few customs and traditions that I learned when interacting with native speakers of Urdu.</td>
</tr>
<tr>
<td></td>
<td>I can talk about the tourist aspects of the trip, including places I visited and things I did.</td>
</tr>
<tr>
<td></td>
<td>I can talk about things to do in a city and give and ask for directions for getting around in the cities of Pakistan.</td>
</tr>
<tr>
<td><strong>Presentational Speaking</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Novice High</strong>: I can present information on most familiar topics using a series of simple sentences.</td>
<td>I can describe my summer plans for traveling and living with a family in Pakistan.</td>
</tr>
<tr>
<td><strong>Intermediate Low</strong>: I can make presentations on a wide variety of familiar topics using connected sentences.</td>
<td>I can describe the travel and homestay environment (including where I stay, conditions, expectations, travel companions, and leaders).</td>
</tr>
</tbody>
</table>
I can give a presentation about the famous places I visited and about an experience I had during the homestay.

**Presentational Writing**

**Novice High:** I can write briefly about most familiar topics and present information using a series of simple sentences.

**Intermediate Low:** I can write on a wide variety of familiar topics using connected sentences.

On a blog or in the comments section of a tourist website, I can write about a vacation I took in Pakistan.

I can write about customs and traditions I have learned.

I can write out a draft of a presentation that I plan to present orally, including notes for the speech I will make in Urdu to the International Rotary Club members.

**Interpretive Listening**

**Intermediate Low:** I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.

I can understand simple questions about my vacation.

I can understand simple descriptions of the places I visited.

I can understand simple directions to find my way around town.

**Interpretive Reading**

**Intermediate Low:** I can understand the main idea of short and simple texts when the topics are familiar.

I can understand personal questions to complete a profile on an application to live with a host family.

I can understand basic information on travel brochures and on websites in Urdu.

I can understand postings in blogs on familiar topics.
**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.

<table>
<thead>
<tr>
<th>INTERPRETIVE TASK</th>
<th>INTERPERSONAL TASK</th>
<th>PRESENTATIONAL TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</td>
<td>Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**After reading brochures or perusing websites that advertise summer travel experiences in Pakistan, students complete an organizational grid with relevant information such as location, dates and duration of the trip, experiences, benefits, requirements, and costs. They share the information with their parents in order to convince them to allow them to take part in this summer experience.**

**On a daily basis, students post blog messages about their experiences during the travel and homestay portions of the trip. They respond to posts from parents and friends in an ongoing conversation. In class, they compare experiences and discuss what to include in the final presentation for the Rotary Club in Pakistan. Students connect with friends on Skype to share their travel experiences.**

**Students make a presentation to the International Rotary Club in Pakistan. They highlight places they visited and what they learned about the people, their customs, and their country. This presentation will be given to other speakers of Urdu and will also be part of a travel “fair” held at the end of the program.**
**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.

<table>
<thead>
<tr>
<th>PROGRAM CAN-DO STATEMENTS</th>
<th>LANGUAGE, CULTURE, CONTENT</th>
<th>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSSFL-ACTFL CAN-DO STATEMENTS</td>
<td>List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.</td>
<td>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.</td>
</tr>
<tr>
<td>Learners can . . .</td>
<td>Learners need to use . . .</td>
<td></td>
</tr>
<tr>
<td>Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Stage 3 may have more learning experiences than are possible given the timeframe. The intent was to offer a representative sample knowing that different languages would have to adapt to address differences in languages and materials.*

### Interpersonal Speaking

**I can talk with friends and family about my likes or dislikes and my reasons for signing up for a combination travel and home-stay program.**

**Why do you want to participate in a travel/home stay experience?**
- to travel in – *X-kaa safar + karna*
- homestay – *khaandaan ke saath rahnaa*
- to experience, to feel – *X-ko mahsuus + karna*
- to participate – *X-meN hissaa lenaa*

**What will you do during the travel portion or during the home stay?**
- *tum safar ke dauran kyaa karo ge?*
- Where will you go? – *tum kahaaN jaoge?*

**The teacher organizes students into “buzz groups” of three or four individuals to discuss their reasons for wanting to travel, the activities they want to participate in, and the places they would like to visit. Each buzz group discusses one of the topics and comes to a decision about the top three items that interest them (reasons for taking part in the combined travel/homestay, activities, reasons for traveling, and places they want to visit). One person from each group reports the findings to the class in Urdu.**
I want to /am interested in travel/experience another culture/perfect my language skills

- duusrii tahziib aur zabaan siikhnaa, chahta/chahti huuN
- duusrii tahziib aur zabaan siikhne meN kaa shaq hai

I will meet new people.

- mujhe naye log mileNge
- maiN naye logoN se miluungaa/miluuNgii

I will be able to use my language skills – mujhe urduu meN baat karne/bolne kaa mauka milegaa

I will work with local residents.

- yahaaN/vahaaN ke rahnewaale logoN se milne-julne kaa maukaa milnaa
- unke saath kaam karnaa
- unke saath waqt guzaarnaa

I will see new places and learn about the culture.

- naiyii jagaheN dekhnaa
- tahziib ke baare meN siikhnaa

Grammar:
- Future tense:
  Verb stem + 
  - 1 ps. sg. uuNgaa/uuNgii (main)
  - 2 ps. pl. oge/ogii (tum)
  - 2/3 ps. sg. egaa/egii (tuu, vah/yah)
  - plural eNge/eNgii (ham baazaar jaayeNge)
I can exchange personal information with my travel companions, my leaders, and my host family.

My name is . . . Where are you from? Where do you live? I am from . . . I live in . . . I was born in.

- *aap kahaaN se haiN/aap kahaaN rahte haiN?*
- *aap kahaaN paidaa hue?*

What do you like/dislike to do in your free time? I like to . . .

- *mujhe + infinitive + (zyaadaa/nahiiN) pasand hai*
- *aap ko fursat ke vaqt kyaa karnaa pasand hai?*
- *aap ke shauq kyaa haiN?*
- *paRhne, sair karne, ghuumne + kaa shauq hai*
- *safar karnaa, mauseeqi sunnaa achchhaa/buraa lagtaa hai*

What is your favorite type of music? Musical group? Artist?

- *musician – mauseqaar (m/f)*
- *artist – adaakaar (m/f)*
- *sab se/zyaadaa pasandidaa, manpasand*

I play/Do you play sports? Which ones?

- *aap kyaa/kahaaN/kiske sath*

On the first days of the trip, students meet and greet one another. They circulate and gather information about their travel companions. As they learn more about their travel companions, they form similarity groups (students who have three or more things in common) and report to the whole group about their commonalities.

In small groups, students reminisce and list experiences they have had on previous vacations or homestays. These lists are then used to create “find someone who” activities where students interact to find the person in class who has done a certain thing. In small groups, students discuss the activities, deciding if they were funny, sad, scary, awkward, etc.
**kheti haiN?**
Do you play a musical instrument? Which one?

- kyaa aap mauseeqi sunte haiN?
- koi saaz bajaate bhii haiN?
- aap kyaa bajaate haiN?
- Aapko kaunsaa saaz bajaanaa aataa hai

**Grammar:**

- Constructions expressing obligation: X-ko + infinitive + chahiye/honaa/paRnaa
  - hameN hindii/urduu bolnii chahiye
  - klaas meN janaa hai
  - imtahaan denaa paRegaa

- Constructions with lagnaa:
  - Noun + lagnaa (mujhe bhuukh lagii hai)
  - Adjective + lagnaa (mujhe aam achchhaa/buraa/miThaa lagtaa hai)
  - Oblique infinitive + lagnaa (ve gaane lage)

- Construction with indirect verb aanaa for skill – X ko + infinitive + aanaa construction – to know how to (mujhe/mujhko deshii khaanaa pakaanaa aataa hai, usko tairnaa aataa hai)

<table>
<thead>
<tr>
<th>I can talk in Urdu about my daily routine during the homestay and compare that schedule with what I normally do at home and what I am doing in the STARTALK</th>
<th>Daily activities:</th>
<th>In pairs, students create a Venn diagram to illustrate similarities and differences between their daily schedules at home and abroad. They display their diagrams</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>in the morning – subah meN</td>
<td></td>
</tr>
</tbody>
</table>
and talk about an ideal daily schedule, possibly one that blends elements of both cultures.

<table>
<thead>
<tr>
<th>Time Expression</th>
<th>Hindi Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>in the afternoon – dopahar meN</td>
<td>in the evening – shaam ko/meN</td>
</tr>
<tr>
<td>at night – raat ko/meN</td>
<td></td>
</tr>
<tr>
<td>to get up – uThnaa</td>
<td></td>
</tr>
<tr>
<td>to dress up - kapRaa pahanna</td>
<td></td>
</tr>
<tr>
<td>to bathe – nahaanaa</td>
<td></td>
</tr>
<tr>
<td>to eat breakfast – naashtaa karnaa</td>
<td></td>
</tr>
<tr>
<td>to watch television – Tiivii dekhnaa</td>
<td></td>
</tr>
<tr>
<td>to hangout with friends – dostoN ke saath samay bitaanna/waqt guzaarna; tafrii karna; ghumne jaanaa</td>
<td></td>
</tr>
<tr>
<td>to eat dinner – raat kaa khaanaa khaanaa</td>
<td></td>
</tr>
<tr>
<td>to go to sleep – so jaanaa</td>
<td></td>
</tr>
<tr>
<td>to everyday – har roz, rozaanaaa</td>
<td></td>
</tr>
<tr>
<td>usually – aam taur par, aksar</td>
<td></td>
</tr>
<tr>
<td>to be busy – masruf honaa/rahnaa</td>
<td></td>
</tr>
</tbody>
</table>

Grammar:

Time expressions (twelve hour clock):

- AM – diin kaa/ke
- PM – sham/raat kaa/ke
- Hourly – ek bajaa hai, do baje haiN, paaNch baje haiN/
- quarter after – sawaa bajaa hai, sawaa do/tiin/chaar baje haiN
- half hourly – DeRh bajaa hai, Dhaaii baje haiN, saaRhe
### tiin/chaar/paan ch baje haiN

- quarter before – **paun bajaa hai**, **paune do/tiin/chaar baje haiN**
- minutes after – **paaNch bajkar das minaT hue haiN**
- minutes before – **paaNch bajne meN das (baakii) haiN**

---

I can talk about a few customs and traditions that I learned when interacting with Urdu speakers.

### Attending and participating in a wedding ceremony:

- going to a wedding – **shaadii meN jaanaa**
- organizing a wedding/help in – **shaadii kii taiyaarii karnaa**; **X ko madad+denaa vs. X-kii madad+karnaa**
- receive/send an invitation to a wedding – **X-ko daavat + milnaa/bhejnaa**
- to participate in functions – **rasmoN meN hissaa lenaa**
- rituals – **rukhsati** (f), **valima** (m), **mehndi** (f)

### Grammar:

- **Conjunct verbs:**
  - **Noun** (m) + **karna** (X-kaa intazaam/intazaar + karna)
  - **Noun** (f) + **karna** (X-kii saafaaii/madad/koshish + karna)
  - **Adjective** + **karna** (X-(ko) thiik/saaf/taiyaar karna)

---

Team word webbing. Working in small groups, students brainstorm a concept map. They contribute ideas orally and assign one team member to record their ideas on a piece of chart paper. They talk about different ceremonies of a wedding, such as the list of rituals, roles of different relatives in various rituals, and special wedding costumes and ornaments.

In small groups students reminisce and list experiences they have had on previous vacations and/or celebration. These lists are then used to create “Find Someone Who” activities where students interact to find the person in class who has done a certain thing. In small groups students discuss the activities deciding if they were funny, sad, scary, awkward, etc.
- **Presumptive:**
  - Present progressive presumptive – progressive participle + *honnaa* in the future tense (*baaraat aa rahii hogii*)
  - Perfect presumptive – perfect participle + *hohaa* in the future tense (Note: *ne* construction is used with participles of transitive verbs – *baaraat aayii huii hogii* vs. *unhoNne usko bhejaa hogaa*)
  - Present habitual presumptive – present participle + *honnaa* in the future tense (*uske saath kaam kartaa hogaa*)

- **Causatives:**
  - *bhejnaa-bhijvaanaa*
  - *sajaanaa-sajvaanaa*
  - *khaanaa-khilaanaa-khilvaanaa*
  - *piinaa-pilaanaa-pilwaanaa*
  - *bannaa-banaanaa-banvaanaa*

I can talk about the tourist aspects of the trip, such as places I visited and things I did.

<table>
<thead>
<tr>
<th>Sightseeing activities and descriptions:</th>
</tr>
</thead>
</table>
| - I saw – *main ne mahal* (m) *dekhiaa/imaarat* (f) *dekhii*
| - I visited – *main* (m/f) *gayaa/gayii*
| - I climbed – *X par charRhnaa* (*siilRhii par charRhnaa*)
| - I hiked – *paidal gayaa/gayii*
| - I took pictures of – *maiN ne*

Students each receive a card with the name of a famous site in one of the cities they visit written in Urdu. They circulate to ask and answer questions about the sites that their classmates have. They must ask at least five questions before they guess the name of the place. Working in pairs, students create a collage of famous places in Pakistan where Urdu is spoken. They join with a different pair to ask and answer questions about the sites.
I learned about – main ne Mughal taariKh ke bare meN siikhaa

It is famous – X ke liye mashhuur hai

Made of marble/stone – sangmarmar kaa banna huaa

Grammar:
• Perfective: transitivity/intransitivity in use of the ne construction and exceptions:
  - no use of ne + Darnaa, laanaa, bhulnaa, milnaa
  - optional use of ne + bolnaa, samajhnaa
  - use of ne + intransitive verbs related to bodily functions – chhiiNknaa, khaaNsnaa, nahaanaa

• Relative correlative clauses:
  - jo-voh, jitnaa-utnaa, jaisaa-vaisaa, jab-tab, jahaaN-vahaaN

• Participles:
  - adjectival use (X-kaa banaa huaa mahal)
  - adverbial use (dekhte hii khush hue; kaam karte hue/kaam karte- karte thak janaa; baiThe-baiThe uub/udaas ho janaa)

I can talk about things to do in a city and give and ask for directions for getting around in the cities I visit.

Visiting places:
• What would you like to do? – aap ko kyaa karna passand hai?
• Where is . . . located? – kahaaN

Students are given sentences reflecting possible activities that they might do in a city. They discuss what they want to do and then work with a map to decide how
<table>
<thead>
<tr>
<th>hai? kahaaN maujuud hai?</th>
<th>• Can you please give me directions to . . . – kaise pahuncheNge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• How long/much money will it take – kitnaa waqt/paisa + lagnaa</td>
</tr>
<tr>
<td></td>
<td>• Sequence expressions:</td>
</tr>
<tr>
<td></td>
<td>- first – pahle</td>
</tr>
<tr>
<td></td>
<td>- then – baad meN/phir</td>
</tr>
<tr>
<td></td>
<td>- finally – akhir meN</td>
</tr>
<tr>
<td></td>
<td>- in the meantime – itne menN</td>
</tr>
<tr>
<td></td>
<td>• turn right/left, front/back – daayeN/baayeN, aage/piichhe + jaanaa/muRnaa</td>
</tr>
<tr>
<td></td>
<td>• go straight – sidhe jaanaa</td>
</tr>
<tr>
<td></td>
<td>• continue – aage chalte jaanaa</td>
</tr>
<tr>
<td></td>
<td>• at the corner – kone meN</td>
</tr>
<tr>
<td></td>
<td>• it is close/far – nazdiik/paas/duur hai</td>
</tr>
<tr>
<td></td>
<td>• distance between – ke biich kaa faaslaa/kii duurri</td>
</tr>
</tbody>
</table>

**Grammar:**

- **Habitual tense:** verb stem + taa/te/tii + auxiliary honaa

  vs.

- **Frequentative aspect:** verb past participle always in m.sg. + auxiliary karnaa (log aayaa-jaayaa karte haiN)

- **Progressive tense:** verb stem + rahaa/rahe/rahii + auxiliary verb
<table>
<thead>
<tr>
<th>Presentational Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can describe my summer plans for traveling and living with a family in Lahore where Urdu is spoken.</td>
</tr>
<tr>
<td>I want to . . . because . . . – maiN + infitive + chahta huuN, kyoNki . . .</td>
</tr>
<tr>
<td>travel abroad – videsh jaanaa, videsh kaa safar karna/videsh meN ghumnaa</td>
</tr>
<tr>
<td>explore new places – nayii jagaheN dekhnaa</td>
</tr>
<tr>
<td>perfect my target language skills – urduu behtar karna</td>
</tr>
<tr>
<td>to hike – chaRhnaa</td>
</tr>
<tr>
<td>to trek – paidal chaHnaa</td>
</tr>
<tr>
<td>to swim – tairnaa</td>
</tr>
<tr>
<td>Students create a concept map that outlines their summer plans and their reasons for traveling. They then assemble an electronic poster with information they brainstormed.</td>
</tr>
</tbody>
</table>

| Students record a daily reflection using a site like http://vocaroo.com and then e-mail the audio file to family and friends. They begin with a description of their living conditions and on subsequent days talk about the rules and expectations, their new friends (traveling companions), and their leaders. |
| Working in groups, students go online to... |
Staying at a hotel:
- hotel room – *hotel kaa kamraa*
- single/double bed – *ek/do bistar*
- bathroom – *bathroom/gusalkhanaa* (m)
- luxurious – *araamdeh*
- simple – *maamuulii*
- amenities – *assaa’ish ka saaman*
- light outside – *baahar ki roshnii*
- wake-up call – *X-ko jagaanaa*

Describing someone’s physical appearance – *jismaani waz’a*
- tall – *lambaa*; and short – *naaTaa*
- heavy – *moTaa*; and lean – *patlaa*
- long limbs – *lambii baaheN aur TangeN*
- wide chest – *chauRaa siinaa*
- long hair – *lambe baal*; and short hair – *choTe baal*
- straight hair – *siidhe baal*; and curly hair – *ghungharaale baal*
- big eyes – *baRii aankheN*
- to wear glasses - *chashmaa + pahannaa*

Personality descriptors:
*vyaktitva/svabhaav kaa vivaraN/shakhsiyat kii pehchaan*

locate appropriate hotels. Each group selects what they feel is the best choice and then prepares a brief presentation to give to the other groups. The class votes on the best option.

Each student goes online to select a housing option for the homestay. They also create the perfect family for them. In small groups, they share information about where they will live and their host family.
<table>
<thead>
<tr>
<th>Adjective</th>
<th>Urdu Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>honest</td>
<td>imaandaar</td>
</tr>
<tr>
<td>dishonest</td>
<td>beimaandaar</td>
</tr>
<tr>
<td>hard-working</td>
<td>mehnatii</td>
</tr>
<tr>
<td>lazy</td>
<td>sust</td>
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<tr>
<td>brave</td>
<td>bahaadur</td>
</tr>
<tr>
<td>scared</td>
<td>Daraa huua</td>
</tr>
<tr>
<td>generous</td>
<td>bare dil kaa/kii/sakhi</td>
</tr>
<tr>
<td>stingy</td>
<td>kaNjuus</td>
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<tr>
<td>responsible</td>
<td>zemmedaar</td>
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<tr>
<td>irresponsible</td>
<td>Gairzimmedaar</td>
</tr>
<tr>
<td>emotional</td>
<td>jazbaati</td>
</tr>
<tr>
<td>short-tempered</td>
<td>ghussail/ghusilla/lii</td>
</tr>
<tr>
<td>patient</td>
<td>karaar</td>
</tr>
<tr>
<td>impatient</td>
<td>bekaraar</td>
</tr>
<tr>
<td>pleasant</td>
<td>khushmizaaz</td>
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<tr>
<td>modest</td>
<td>siidhaa-saadaa</td>
</tr>
<tr>
<td>serious</td>
<td>sanjiida</td>
</tr>
<tr>
<td>talkative</td>
<td>baatuunii</td>
</tr>
<tr>
<td>quiet</td>
<td>kam bolnewaalaa/bolnewaalii/khamosh tab'a</td>
</tr>
<tr>
<td>mischievous</td>
<td>sharaartii/badtamiiz</td>
</tr>
<tr>
<td>well-behaved</td>
<td>tamizdaar</td>
</tr>
</tbody>
</table>

I can give a presentation about a famous place I visited in Pakistan or about an experience I had during the homestay.

Describing a visit:
- I visited – maiN ne . . . dekhaa/ghuumne gayaa/gayii

Students assemble an electronic photo album of the sites they visit while traveling and in the homestay in Lahore.
**It is located near, close to, far from, etc.**

**It is made of** – X se banaa huaa hai
- rock – patthar (m)
- bronze – piital (m)
- steel – Stiil (m) loha

**I spent time** – vaqt guzaarnaa

**I stayed for (X time) – X mahiine/hafte/din vahaaN rahaa/rahii** (Note for students – no use of ke liye with time)

### Describing a landmark/place:

- **square** – varg
- **circular** – gol da’ira
- **rectangular** – qa’im ul zawi’a
- **spread out** – phailaa huaa/phailii huii
- **exciting** – josh-angez/dilchasp
- **boring** – ubaauu/bezaar-kun
- **unusual** – khaas
- **historic** – taariiKhii
- **political** – siyaasii
- **peaceful** – pur-sukoon
- **noisy** – shorgulwaala/pur-shor

They record a travelogue with descriptions of the landmarks and places, including personal comments and preferences.

Students create a brief documentary that highlights the sites they found most interesting during the summer travel/homestay experience in Pakistan.

Each student posts one image with the intent of doing a podcast on that image. Once the initial recording is made, three additional students must comment or ask questions. The original author then records the final podcast, incorporating the additional detail suggested by others.

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### Presentational Writing

| On a blog site, I can write about a vacation I took to Pakistan where Urdu is spoken. | Daily travel/home stay activities (see above) | Students write blog postings nightly about the day’s itinerary and activities. They comment on their experiences and their |

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| I can write about something I have learned. | Characteristics of host family members: descriptive phrases about physical and personality characteristics (see above) | Students work in groups to post images reflecting a typical day using a site like Voicethread.com. They record their comments. Other students read what is posted, asking follow-up questions and recording additional thoughts based on their experiences. |
| - Daily schedule while living with host family (see above) | - The family’s daily life is similar to or different than my life at home (see above) | |
| - Feelings about the experience: excited, scared, comfortable, uncomfortable, interesting, hectic, fun, etc. (see above) | | |
| I can write out a draft of a presentation that I plan to present orally, including notes for the speech I will make to the International Rotary Club members in Lahore about my trip to the Kashf Foundation. | Products, perspectives and practices of the target region: | Students prepare a digital presentation that they will give to the International Rotary Club members in Lahore. They write an outline and notes, making sure to include important information and their reactions to the experiences they had at the Kashf Foundation. This presentation will also be shared at the travel fair held at the end of STARTALK camp. |
| - village life in Pakistan – ga’oN kii zindagii | - tools and crops – kudaal (m/f), haNsiyaa (f), dranti (f), makkaa (m)/makkii (f), gehuuN (m), sarsoN (f) | |
| - khetiibaarii karnaak | | |
- **environment** – *maahaul*
  - maiN raddobadal aur tarraqii
  - banjar aur upjauu zamiin/banjar aur - zamiin
  - namii, baRh aur suukhaa/baarish aur
- **sources of energy** – *tawanaa’ii ka mam’ba* (paanii, koylaa, tel, gaiz, lakRii)
- **forestation** – *darakht laganaa, hariyaalii baRhanaa, janglaat*
- **water conservation** – *panii kii bachat karnaa/
- **water supply** – *paanii kaa intazaam/kii farahi:* nal (m), naalii (f), kuaaN (m), sotaa (m), soTii (f), nadii (f), maTkaa (m), ghaRaa (m), baalTii (f)
- **food resources** – *ashi’aye khordni ke wasaa’il*
  - sarkaarii raasan (m)
  - khetii (f) kii upaj (f), anaaj (m)
  - saag-sabzii (f), maaNs/gosht (m), machlii (f), phal (m)
- **rural education** – *gaaNv meN taaliim*
- **women’s role and empowerment** – *khawateen ka kirdar aur ikhtiyaraat*
- **health issues** – *sehat ke massa’il*

Personal feelings and experiences about the trip (see above)
<table>
<thead>
<tr>
<th>Interpretive Listening</th>
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</thead>
<tbody>
<tr>
<td>I can understand simple questions about my vacation.</td>
</tr>
</tbody>
</table>
| I can understand simple descriptions of the places I visited. | Name of site  
Location  
Geographical characteristics:  
- directions:  
  - in the north – *shumal meN*  
  - in the south – *junoob meN*  
  - in the east – *mashriq meN*  
  - in the west – *maghrib meN*  
- topographical features:  
  - flat – *maidaanii*  
  - mountainous – *pahaaRii*  
  - desert area – *registaanii ilaqaqaa*  
  - forest area – *janglii ilaqaqaa*  
  Descriptive expressions (see above) | Working in pairs, students will identify various places visited on the trip from oral descriptions. Together, the pair of students will assemble a collage based on the descriptions. They share their collages on the group travel wiki or blog. |
| I can understand simple directions to find my way around town. | Giving directions:  
- Turn right or left  
- Go straight  
- Corner  
- Continue for . . . blocks/kilometers  
(for language targets in this section, see above) | Listening to oral directions, students identify places in a city that they might want to visit.  
Students take part in geocaching or a similar type of scavenger hunt to find artifacts associated with travel. |
<table>
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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Interpretive Reading</strong></td>
<td></td>
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</tbody>
</table>
| I can understand personal questions to complete a profile on an application to live with a host family in Lahore. | Name  
Age  
Address  
E-mail  
Gender  
Preferences  
Reasons for participating in the travel program or homestay  
(for language targets in this section, see above) | Students complete a personal profile for the homestay portion in Lahore. This will be shared with the host family. |
| I can understand basic information on travel brochures and on websites. | Location  
Itinerary  
Schedule  
Cost  
Dates | JigSaw: The teacher divides the class into groups of three or four. Each group is in charge of scanning different websites for travel opportunities in a country where the target language is spoken (the teacher will have the sites bookmarked on Diigo or a similar site for students to use). They fill in a grid with relevant |
<table>
<thead>
<tr>
<th>Requirements</th>
<th>Information for the class (name of city, itinerary, requirements, cost, duration, tourist sites).</th>
</tr>
</thead>
</table>
| I can understand blog postings on familiar topics. | Names and descriptions of monuments or sites that students will visit during the travel or homestay program  
Daily schedule while living with the host family  
Descriptions of the host family members  
Daily experiences and reflections on cultural similarities and differences (for language targets in this section, see above) | Students read blogs of classmates and respond to two posts per day.  
Students will read authentic target language blogs that comment on travel homestays and will respond to questions in English. |

**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.

**Materials:**
( Teachers may decide to play the video clips without sound so that they might supply the narration, making the information more comprehensible for students. Similarly, they might add visuals to the readings or divide the information into sections. )

**Text-based online materials:**
Lahore:  
http://ur.wikipedia.org/wiki/%D9%84%D8%A7%DB%81%D9%88%D8%B1  

Karachi:  
http://ur.wikipedia.org/wiki/%DA%A9%D8%B1%D8%A7%DA%86%DB%8C  

Islamabad:  
http://ur.wikipedia.org/wiki/%D8%A7%D8%B3%D9%84%D8%A7%D9%85_%D8%A2%D8%A8%D8%A7%D8%AF  

Peshawar:  
http://ur.wikipedia.org/wiki/%D8%A7%D8%B3%D9%84%D8%A7%D9%85_%D8%A2%D8%A8%D8%A7%D8%AF
Quetta: http://ur.wikipedia.org/wiki/%DA%A9%D9%88%D8%A6%D9%B9%DB%81

Video materials:
Khashf Foundation: http://www.dailymotion.com/video/xvf34h_ms-roshaneh-zafar-s-interview-m-d-kashf-foundation_news

Lahore:
https://www.youtube.com/watch?v=HSaj0YpovHk
http://www.dailymotion.com/video/x17c9d8_shahi-qila-lahore-geo-ajooba-documentry_travel
https://www.youtube.com/watch?v=EDtESIJaG5Q
https://www.youtube.com/watch?v=wYNSVbByi1U

Karachi:
https://www.youtube.com/watch?v=dZmj_qBhTyA
https://www.youtube.com/watch?v=GkPab6ny2Vk (in English)
https://www.youtube.com/watch?v=TfHAu2xLHYs (no commentary)

Islamabad:
https://www.youtube.com/watch?v=jwHLuY4UrJA
https://www.youtube.com/watch?v=ZMRd_outW2s (Shah Allah Ditta Village, Islamabad)

Travel in Pakistan:
https://www.youtube.com/watch?v=f9jW07-CVRE (village life, no commentary)

V materials Pakistani wedding:
Wedding clothes:

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.

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>ACTIVITY</th>
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<tbody>
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*You may add additional rows as necessary.*