

## Intermediate Bengali

**Institution Name:** SASLI, University of Wisconsin–Madison

**Course Subject, Number and Title:** ASIALANG 417 & ASIALANG 427

**Credits:** 8 Credits

**Course Designations and Attributes:** Foreign language: Third- and Fourth semester language course, L&S credits

### Course Description:

Bengali (endonym: Bangla, বাংলা) is the seventh most widely spoken language in the world. It is the national language of Bangladesh (বাংলাদেশ) and one of the official languages of India, primarily spoken in the states of West Bengal (পশ্চিমবঙ্গ), Assam (আসাম), and Tripura (ত্রিপুরা). According to Ethnologue (27th ed., 2024), Bangla has approximately 250 million native speakers and about 41 million second-language speakers globally. Driven by migration for education and employment, Bangla-speaking communities have established a global presence, particularly in Australia, East and Southeast Asia, the Middle East, the European Union, the United Kingdom, Canada, and the United States.

The Bangla language has evolved over more than a thousand years, emerging from Middle Indo-Aryan dialects such as Magadhi Prakrit and Pali. Among the earliest known texts are Charyapada, a collection of Buddhist mystical poems composed between the 8th and 13th centuries, and Srikrishna Kirtana, a 14th-century devotional narrative centered on the life of Krishna. Over time, Bangla has absorbed extensive vocabulary from Sanskrit, Persian, Arabic, and English, reflecting the cultural and political influence of Hindu, Turkish, Mughal, and British administrations. In contemporary usage, Bangla incorporates a significant number of English loanwords, especially in fields like business, healthcare, law, and the sciences—often rendered in Bangla script.

One of the most celebrated figures in Bangla literature is Rabindranath Tagore, who was awarded the Nobel Prize in Literature in 1913 for his poetry collection Gitanjali. He was not only the first non-European but also the first lyricist to receive this honor. The Swedish Academy praised his work for its “profoundly sensitive, fresh, and beautiful verse,” elevating Bangla literature to the global stage and highlighting its expressive depth and cultural richness. The significance of the Bangla language extends beyond literature to political and social movements. The 1952 Bangla Language Movement, a pivotal moment in the history of Bangladesh, eventually led to the country's independence in 1971. February 21, now recognized as International Mother Language Day, commemorates the martyrs of that movement and celebrates linguistic and cultural diversity around the world. Proposed by Bangladesh and endorsed by the United Nations, this day underscores the global importance of preserving linguistic heritage and promoting multilingualism.

**Requisites:** Elementary Bengali

**Meeting Time and Location:** 9:00-11:00 a.m., 12:00-2:00 p.m. Central Time, Online

**Instructional Modality:** Online (Synchronous, Remote)

**Instructor Contact Info:** ashamim@wisc.edu.

**Office hours:** WF: 3-4 PM

### Course Objectives and Learning Outcomes

This course aims to develop your proficiency in Bangla across five core skill areas:

- Interpersonal communication
- Presentational speaking

- Interpretive listening
- Interpretive reading
- Presentational writing

These skills will be developed and assessed through a range of lessons focused on language use in meaningful contexts. By the end of the course, you are expected to achieve an *Intermediate High/Advanced Low* proficiency level, as defined by the ACTFL guidelines. At this level, you will be able to:

- Understand the main ideas and key details in short, straightforward informational texts, fictional passages, and spoken conversations.
- Engage in conversations on familiar and researched topics, exchange personal information, express preferences, feelings, and opinions, and offer basic advice using connected sentences and appropriate follow-up questions.
- Narrate stories about personal experiences, activities, events, and social situations using sequences of connected sentences.
- Express viewpoints on familiar topics and support them with basic reasoning.
- Deliver clear, structured presentations on a range of familiar and researched topics using connected sentences.

[Click here for a more detailed description of the Intermediate Mid proficiency benchmarks: [Intermediate Can-Do Statements.pdf](#)]

In addition to developing language proficiency, you will:

- Gain awareness of the different varieties of Bangla, including distinctions between standard, colloquial, and regional forms, and understand how language use shifts based on register and context.
- Critically examine linguistic and cultural norms within Bangla-speaking communities, analyzing texts and practices as expressions of resistance, power, inequality, and social identity—both within the Bangla-speaking world and in its diasporic extensions.

### **How Credit Hours are Met by the Course**

The credit standard for this course is met by an expectation of a total of 180 hours of student engagement with the course learning activities (at least 45 hours per credit), which include regularly scheduled instructor and student meeting times (e.g., 4 hours of synchronous course sessions daily, 5 sessions per week), reading, writing, listening, speaking, and out-of-class homework and project activities.

### **Regular and Substantive Student-Instructor Interaction**

This course meets the regular and substantive student-instructor interaction requirement. By engaging students in teaching, learning and assessment through direct instruction, providing feedback on student work, providing information about course content, and facilitating discussion of course content on a weekly basis. Regular and substantive student-instructor interaction, as defined by the US Department of Education (Within 34 C.F.R. §600.2), is always a requirement of UW-Madison for-credit learning activities

### **Course Overview**

This course meets *online synchronously via Zoom*. *Canvas* will be your central hub for all course materials, updates, and assignments. The complete course is organized in **modules** on Canvas. Throughout the semester, *homework, quizzes, exams, and other assessments* will be posted there. Be sure to check

Canvas regularly, along with your *Canvas-linked email and message inbox* for notifications.

### Course Website and Digital Instructional Tools

- Link to institute website: <https://sasli.wisc.edu/languages/>
- Links to Canvas pages:
  1. Intermediate Bangla I (ASIALANG 417): <https://canvas.wisc.edu/courses/460096>
  2. Intermediate Bangla II (ASIALANG 427): <https://canvas.wisc.edu/courses/460123>
- Zoom links for class:
  1. Morning Session (9-11 AM, CT) <https://uwmadison.zoom.us/j/99689969008>
  2. Afternoon Session (12-2 PM, CT) <https://uwmadison.zoom.us/j/95692622265>

### Policy on using Artificial Intelligence (AI) tools:

AI tools, including but not limited to ChatGPT, Gemini, CoPilot, and DeepSeek must not be used to produce any materials that will be graded. Do not use AI tools to generate responses for quizzes, tests, exams, homework, assignments, or projects.

### Required Textbook, Software and Other Course Materials

#### Required Textbook:

*Epar Bangla Opar Bangla – Bangla Across Borders! By* Carol Solomon et al. University of Washington. ISBN: 978-0-615-52514-3.

#### Access the textbook, its workbook, and Bengali script tutor here:

<http://depts.washington.edu/lc/bengali/>

- Selected chapters from *Epar Bangla Opar Bangla (EBOB)* along with corresponding chapters of the workbook will be available on **Canvas**.
- Students are strongly encouraged to **print out the workbook chapters** for ease of use.

#### Software for typing Bangla script:

Avro Keyboard (preferred font: Kalpurush). <https://www.omicronlab.com/avro-keyboard.html>

#### Vocabulary Practice with Quizlet:

We will use **Quizlet**, an online tool for vocabulary learning. You'll receive an invitation via email to join our class. You can sign up using a Google account, Facebook, or by creating a Quizlet account. Once logged in, you can study vocabulary sets using features like **Flashcards**, **Learn**, **Speller**, and test yourself with **Test**, **Scatter**, and **Space Race**. As your instructor, I will be able to track your practice activity.

#### Join our Quizlet class using this link:

<https://quizlet.com/join/MXwjGfbn?i=kwwx6&x=1bqt>

#### Additional Course Materials

- Reference Grammar book: Thompson, Hanne-Ruth. *Beginner's Bengali (Bangla)*, with audio cd. New York: Hippocrene Books, Inc. [2021] ISBN 9780781813525
- Additional materials prepared by the instructor will be uploaded to the **Modules** section on Canvas throughout the semester. Please check the platform regularly for updates and new content.

#### Homework and Other Assignments

Homework will be assigned daily and posted on Canvas with specific due dates. Homework assignments will be submitted on Canvas. Grades and feedback will be posted through SpeedGrader on Canvas. Timely submission is expected.

## **Exams, Quizzes, Papers and Other Major Graded Work**

### **Attendance**

Regular attendance is required. WISLI policies on absences and tardiness will be strictly enforced (see the WISLI Program Policies below for details on the Attendance and Tardiness Policies). In the case of emergency medical absences, a doctor's note must be provided. Students who anticipate needing flexibility for religious observances are responsible for informing the instructor within the first two weeks of the course.

### **Class Participation**

Active participation is essential for success in this course. This includes contributing to class discussions, asking and answering questions, giving feedback on peer or instructor presentations, and keeping your video on throughout the class.

### **Weekly Quizzes**

A quiz will be given every Friday, covering the material learned during the week. Quizzes will assess your understanding of vocabulary, grammar, comprehension, and creative language use. The scores of the best five quizzes will be counted toward the final grade.

### **Final Project/Presentation**

Each student will complete a final project, either individually or in pairs, and present it in the target language. Further details and a rubric will be shared in class.

### **Final Exam**

The final exam will cover content from the entire course. It is a one-time assessment and cannot be retaken.

## **Course Schedule/Calendar**

- July 4, 2025: No Classes.
- Quizzes: Every Friday, except for the first week of July, the quiz is on Thursday, July 3rd.
  - Quiz 1: June 20th,
  - Quiz 2: June 27th,
  - Quiz 3: July 3rd,
  - Quiz 4: July 11th,
  - Quiz 5: July 18th,
  - Quiz 6: July 25th
  - Quiz 7: August 1
- Final Project:
  - Final project Proposal: Friday, 7/11
  - Final project 1st draft: Friday 7/25
  - Final Project Submission: Thursday 8/7
  - Final Project Presentations: Friday 8/8 (Afternoon Session)
- Final Exam: Friday 8/8 (Morning Session)

WISLI and SASLI organize a range of events during the summer, such as lectures, workshops,

conferences, and a career fair. You can find the [full schedule of these events on the WISLI website](#).

## **Grading**

Attendance and participation are key components of your overall grade. Your active engagement—being present, contributing to discussions, and participating in class activities—will have a direct impact on your final evaluation. Please review the grading breakdown below for details on how each component is weighted. Final grades may be slightly adjusted (curved) to ensure fairness and consistency across the class.

Attendance – 10%

Class Participation – 15%

Homework Assignments – 20%

Weekly Quizzes – 20%

Final Project – 20%

Final Exam – 15%

## **Grading Scale:**

A= 90-100%

AB=87-89%

B=80-86%

BC=77-79%

C=70-76%

D=60-69%

F=0-59%

## **WISLI Program Policies**

### **WISLI Attendance Policy**

Students may miss one class per semester without penalty; a second absence can result in a full grade deduction; three or more absences may lead to an additional grade reduction or automatic failure.

### **WISLI Tardiness Policy**

Given the intensive nature of the summer language classes, it is imperative to be ready to join class on time for both 2-hour sessions. To ensure a productive learning environment for all participants, WISLI defines tardiness as the following:

Tardiness: arriving more than 5 minutes late to a class session.

Excessive tardiness: arriving more than 10 minutes late to any session.

Tardiness in excess of 30 minutes will be considered an absence for the 2-hour

session. Repeated tardiness:

Three instances of tardiness will result in a warning. A fourth instance of tardiness will require a meeting with an Academic Director.

Three instances of excessive tardiness (arriving more than 10 minutes late but less than 30) will be counted as one absence for the 2 hours.

Repeated tardiness in excess of 30 minutes will then be subject to the WISLI absence policy. Continued tardiness or excessive tardiness may result in further penalty or dismissal.

WISLI understands that unforeseen circumstances can occur. Please communicate any tardiness or absences to the course instructor as soon as possible.

### WISLI Technology Policy

There are many helpful online tools available to language learners, and it is expected that these tools are used responsibly and in alignment with UW-Madison expectations of [academic integrity](#) and guidelines on [generative artificial intelligence](#). Do not use translation software such as Google Translate or AI tools such as Microsoft Copilot unless your instructor directs you to use these tools for assignments or projects. And in these instances, these types of tools are only to be used in the manner permitted by the instructor. Ask your instructor for clarification if you have any questions about what is allowed.

### **UW-Madison Academic Policies and Statements**

**Academic Calendar & Religious Observations.** View the full [academic calendar](#) in addition to information about religious and election day observances. Students are responsible for notifying instructors within the first two weeks of classes about any need for flexibility due to [religious observances](#).

Establishment of the academic calendar for the University of Wisconsin–Madison falls within the authority of the faculty as set forth in [Faculty Policies and Procedures](#). Construction of the academic calendar is subject to various rules and laws prescribed by the Board of Regents, the Faculty Senate, State of Wisconsin and the federal government. Find [additional dates and deadlines for students](#) on the Office of the Registrar website.

**Academic Integrity.** By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin–Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of [disciplinary sanctions](#) include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension or expulsion.

**Accommodations for Students with Disabilities:** The University of Wisconsin–Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12) and UW–Madison policy ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the [McBurney Disability Resource Center](#) to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

**Course Evaluations.** Students at the University of Wisconsin–Madison have the opportunity to evaluate their learning experiences and the courses they are enrolled in through course evaluations. Many instructors use a [digital course evaluation tool](#) to collect feedback from students. Students typically receive notifications two weeks prior to the end of the semester requesting that they complete course evaluations. Student participation is an integral component of course development, and confidential feedback is important. UW–Madison strongly encourages student participation in course evaluations.

**Diversity & Inclusion.** [Diversity](#) is a source of strength, creativity, and innovation for the University of Wisconsin–Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. UW–Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

**Mental Health and Well-Being.** Students often experience stressors that can impact both their academic experience and personal well-being. These may include mental health concerns, substance misuse, sexual or relationship violence, family circumstances, campus climate, financial matters, among others.

UW–Madison students are encouraged to learn about and utilize the university’s mental health services and/or other resources as needed. Student can visit [uhs.wisc.edu](https://uhs.wisc.edu) or call University Health Services at (608) 265-5600 to learn more.

**Privacy of Student Records & Use of Audio Recorded Lectures.** Lecture materials and recordings for this course are protected intellectual property at UW–Madison. Students enrolled in this course may use the materials and recordings for their personal use related to participation in the course. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities, with the exception of sharing copies of personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor’s express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university’s policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct. View [more information about FERPA](#).

**Students’ Rules, Rights & Responsibilities.** View more information about [student rules, rights and responsibilities](#) such as student privacy rights, sharing of academic record information, academic integrity and grievances.

**Teaching and Learning Data Transparency.** The privacy and security of faculty, staff and students’ personal information is a top priority for UW–Madison. The university carefully reviews and vets all campus-supported digital tools used for teaching and learning, including those that support [data empowered educational practices](#) and proctoring. View more information about [teaching and learning data transparency](#) at UW–Madison.

## First Two Weeks Plan

| Week 1<br>(June 16-20) | Lesson Topic, Skills and Activities | Assignment & Deadline | Learning Outcome |
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| <p>Day 1</p> <p>June 16, 2025</p> | <p><b>Topics:</b></p> <p>Meet and Greet</p> <p>Introduction to the course and the Syllabus.</p> <p>Check-ins (Scripts, Numerals, Dialects, Self assessed skills, focuses reading-writing, standard dialects, strategic competence).</p> <p>Daily routine, routine on the weekends.</p> <p><b>Skills:</b> Speaking, Listening, Reading</p> <p><b>Activities:</b></p> <p>Presentations and Role-plays involving the ability to describe, narrate (present), ask questions and make requests.</p> <p>Related vocabulary games: Quizlet</p> <p>Listening comprehension (textbook).</p> <p>Reading comprehension (textbook).</p> <p>Diagnostic test</p> | <p><b>Graded (submit to Canvas):</b></p> <p>Tell me (write/record) about your usual routine on the weekends.</p> <p>Complete the exercises in the EBOB Workbook Unit 9 Topic 1.</p> <p><b>Not graded (email to me):</b></p> <p>Review the syllabus, write your expectations/focus (language option: Bangla/English).</p> <p>List the new vocabulary you learned today.</p> <p>Trace the letters (not for all)</p> <p>Write down the newly learned numerals.</p> <p>Extra assignment:</p> <p>On demand.</p> <p><b>Due: June 17, 2025</b></p> | <p>Talk about food</p> <p>Describe clothing and what people wear.</p> <p>Buy and Bargain</p> <p><b>Reference:</b></p> <p>Textbook EBOB Unit 9.</p> |
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| <p>Day 2</p> <p>June 17, 2025</p> | <p><b>Topic:</b></p> <p>Description of people, things, and places.</p> <p>Likes and dislikes.</p> <p>Comparison</p> <p>Check-ins: Conjunct letters, numerals, ordinal numbers, words that don't correspond to their spellings.</p> <p><b>Skills:</b> All four skills</p> <p><b>Activities:</b></p> <p>Presentations and Role-plays involving the ability to instruct (recipe), narrate plans (future narration), compare using comparatives and superlatives.</p> <p>Describe a day (weatherwise).</p> <p>Listening comprehension (textbook).</p> <p>Reading comprehension (textbook).</p> <p>Writing.</p> <p>Related vocabulary games: Quizlet</p> | <p><b>Graded (submit to Canvas):</b></p> <p>Describe (write/record) a person you know very well. Include their daily routine, likes and dislikes, their looks, usual clothing, and personality, and what you like and dislike about them.</p> <p>Complete the exercises in the EBOB Workbook Unit 9 Topic 2.</p> <p><b>Not graded (email to me):</b></p> <p>List the new vocabulary you learned today.</p> <p>Trace the letters (not for all)</p> <p>Write down the newly learned numerals.</p> <p>Extra assignment:</p> <p>On demand.</p> <p><b>Due: June 18, 2025</b></p> | <p>Give direction/instructions.</p> <p>Talk about plans (future).</p> <p>Compare</p> <p><b>Reference:</b><br/>Textbook EBOB Unit 9.</p> |
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| <p>Day 3</p> <p>June 18, 2025</p> | <p><b>Topic:</b></p> <p>What did you do yesterday?</p> <p>A letter from the past.</p> <p>Eyewitness statements.</p> <p>Check-ins (Conjuncts, Numerals, Ordinal numbers).</p> <p>Grammar notes: Past narrative using past simple.</p> <p><b>Skills:</b> All four skills</p> <p><b>Activities:</b></p> <p>Presentations and Role-plays, involving the ability to narrate past events, make statements with tag questions, form negative questions and make requests (positive and negative).</p> <p>Listening comprehension (textbook).</p> <p>Reading comprehension (textbook).</p> <p>Writing an email to your friend/family regarding your last weekend fun activities.</p> <p>Related vocabulary games: Quizlet</p> | <p><b>Graded (submit to Canvas):</b></p> <p>Write/record a letter/statement regarding your last memorable trip to a wonderful place.</p> <p>Complete the exercises in the EBOB Workbook Unit 8.</p> <p><b>Not graded (email to me):</b></p> <p>List the new vocabulary you learned today.</p> <p>Trace the letters</p> <p>Write down the newly learned numerals.</p> <p>Extra assignment: on demand.</p> <p><b>Due: June 19, 2025</b></p> | <p>Talk about activities in the recent past</p> <p>Tell stories in the past</p> <p>(using Past Simple forms, idiomatic in West Bengal, India)</p> <p><b>Reference:</b><br/>Textbook EBOB Unit 8.</p> |
| <p>Day 4</p> <p>June 19, 2025</p> | <p><b>Topic:</b></p> <p>Tell-a-tale: funny, adventurous, horror story.</p> <p>An exciting adventure.</p> <p>Sequence of events</p> <p>Grammar note: PAP and Present Completeive.</p> <p><b>Skills:</b> All four skills</p> <p><b>Activities:</b></p> <p>Presentations and Role-plays, involving the ability to narrate past events, make statements with tag questions, form negative questions</p>                                                                                                                                                                                                                                                                                                                   | <p><b>Graded:</b></p> <p>Tell me about ten things you didn't do last week. Used at least ten sentences.</p> <p>Joining sentences (use Past Active Participle)</p> <p><b>Not graded (email to me):</b></p> <p>List the new vocabulary you learned today.</p> <p>Trace the letters</p> <p>Write down the newly learned numerals.</p>                                                                                                        | <p>Narrate past events both affirmative and negative in Present Perfect forms (Idiomatic in Bangladesh)</p> <p><b>Reference:</b> Textbook EBOB Unit 8.</p>                                           |

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|                                   | <p>and make requests (positive and negative).</p> <p>Listening comprehension (textbook).</p> <p>Reading comprehension (textbook).</p>                                                                                                                                                                                                                                                                                                    | <p>Extra assignments:<br/>on demand.</p> <p><b>Due: June 20, 2025</b></p>                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                             |
| <p>Day 5</p> <p>June 20, 2025</p> | <p><b>Topic:</b></p> <p>Review of topics of the week: reading/writing, description, present narration, past narration, future narration, compare (and contrast).</p> <p><b>Skills:</b> All four skills</p> <p><b>Activities:</b></p> <p>OPI style tasks on topics covered throughout the week. Describe a place, report a current event, narrate a past event (use all sorts of past forms idiomatically).</p> <p><b>Weekly Quiz</b></p> | <p><b>Graded (submit to Canvas):</b></p> <p>Compare (write/record) two places you visited. Include the description of the places, things they offer to the visitors.</p> <p><b>Not graded (email to me):</b></p> <p>List the new vocabulary you learned today.</p> <p>Trace the letters</p> <p>Write down the newly learned numerals.</p> <p>Extra assignments:<br/>on demand.</p> <p><b>Due: June 23, 2025</b></p> | <p>Will be able produce discourse level texts on the topics of the week with ease.</p> <p><b>Reference:</b><br/>Textbook EBOB Unit 8-9.</p> |

| <b>Week 2<br/>(June 23-27)</b> | <b>Lesson Topic, Skills and Activities</b>                             | <b>Assignment &amp; Deadline</b>                                                                | <b>Learning Outcome</b>               |
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| <p>Day 1,<br/>June 23.</p>     | <p><b>Topic:</b></p> <p>Seasons, and Weather</p> <p>Seasonal food.</p> | <p><b>Graded (submit to Canvas):</b></p> <p>Describe (write/record) the weather of the day.</p> | <p>Talk about seasons and weather</p> |

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|                                | <p><b>Skills:</b> All four</p> <p><b>Activities:</b></p> <p>Role play: Describe the weather of the day and the climate of the area.</p> <p>Talking about seasonal food (local)</p> <p>Listening comprehension (textbook, course pack).</p> <p>Reading comprehension (textbook, course pack).</p>  | <p>Complete the workbook exercises of Unit 10, Topic 1.</p> <p><b>Not graded (email to me):</b></p> <p>List the new vocabulary you learned today.</p> <p>Trace the letters</p> <p>Write down the newly learned numerals.</p> <p>Extra assignment:<br/>on demand.</p> <p><b>Due: June 24, 2025</b></p>                                                                                                                        | <p>Talk about emotions and feelings</p> <p><b>Reference:</b><br/>Textbook EBOB Unit 10.</p>            |
| <p>Day 2<br/>June 24, 2025</p> | <p><b>Topic:</b></p> <p>Going to places and getting around.<br/>Reading Timetable</p> <p><b>Skills:</b> All four</p> <p><b>Activities:</b></p> <p>Role play: giving directions.</p> <p>Listening comprehension (textbook, course pack).</p> <p>Reading comprehension (textbook, course pack).</p> | <p><b>Graded (submit to Canvas):</b></p> <p>Write a small script: talking to the travel agent and planning a trip.</p> <p>Complete the workbook exercises of Unit 10, Topic 1.</p> <p><b>Not graded (email to me):</b></p> <p>List the new vocabulary you learned today.</p> <p>Trace the letters</p> <p>Write down the newly learned numerals.</p> <p>Extra assignment:<br/>on demand.</p> <p><b>Due: June 25, 2025</b></p> | <p>Talk about traveling</p> <p>Ask for a favor</p> <p><b>Reference:</b><br/>Textbook EBOB Unit 10.</p> |

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| <p>Day 3<br/>June 25, 2025</p> | <p><b>Topic:</b><br/>Body parts and Personal Hygiene.</p> <p>Grammar notes: If clauses and conditional conjunctives.</p> <p><b>Skills:</b> All four skills</p> <p><b>Activities:</b><br/>Role play: Doctor-Patient, Patient and Patient's interpreter.</p> <p>Reading comprehension (textbook).<br/>Listening comprehension (textbook).<br/>Related vocabulary games: Quizlet</p> | <p><b>Graded (submit to Canvas):</b><br/>Write/record how you took care of your health and hygiene during the last pandemic.</p> <p>Complete the exercises in the EBOB Workbook Unit 11 topic 1.</p> <p><b>Not graded (email to me):</b><br/>List the new vocabulary you learned today.<br/>Trace the letters<br/>Write down the newly learned numerals.</p> <p>Extra assignment:<br/>on demand.</p> <p><b>Due: June 26, 2025</b></p>                                    | <p>Ask questions about a person's state of health<br/>Answer questions about health conditions</p> <p><b>Reference:</b> Textbook EBOB Unit 11.</p> |
| <p>Day 4<br/>June 26, 2025</p> | <p><b>Topic:</b><br/>Illnesses, and accidents.</p> <p><b>Skills:</b> All four skills.</p> <p><b>Activities:</b><br/>Police and Witness/ Bystander.<br/>Reading comprehension (textbook).<br/>Listening comprehension (textbook).<br/>Related vocabulary games: Quizlet</p>                                                                                                        | <p><b>Graded (submit to Canvas):</b><br/>Write/record a script:<br/>Making an appointment with your doctor regarding your current illness (make an illness up).</p> <p>Complete the exercises in the EBOB Workbook Unit 11 topic 2.</p> <p><b>Not graded (email to me):</b><br/>List the new vocabulary you learned today.<br/>Trace the letters<br/>Write down the newly learned numerals.</p> <p>Extra assignment:<br/>on demand.</p> <p><b>Due: June 27, 2025</b></p> | <p>Make typical exchanges at the doctor's office<br/>Talk about illness and accidents</p> <p><b>Reference:</b> Textbook EBOB Unit 11.</p>          |

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| <p>Day 5<br/>June 27, 2025</p> | <p><b>Topic:</b></p> <p>Review of topics of the week: past narration with past simple, past narration with present perfect, asking questions, and making requests.</p> <p><b>Skills:</b> All four skills</p> <p><b>Activities:</b></p> <p>OPI style tasks on topics covered throughout the week. Narrate a past event (use all sorts of past forms idiomatically). Make an appointment with your dentist.</p> <p><b>Weekly Quiz</b></p> | <p><b>Graded (submit to Canvas):</b></p> <p>Tell us about your last trip to a fun place.</p> <p><b>Not graded (email to me):</b></p> <p>List the new vocabulary you learned today.</p> <p>Trace the letters</p> <p>Write down the newly learned numerals.</p> <p>Extra assignments:<br/>on demand.</p> <p><b>Due: June 30, 2025</b></p> | <p>Will be able produce discourse level texts on the topics of the week with ease.</p> <p><b>Reference:</b> Textbook EBOB Unit 10-11.</p> |
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