



Wisconsin Intensive Summer Language Institutes

UNIVERSITY OF WISCONSIN-MADISON

Elementary Tamil (ASIALANG 317 & 327)

ASIALANG 317 — FIRST SEMESTER SUMMER ASIAN LANGUAGE

4 credits

ASIALANG 327 — SECOND SEMESTER SUMMER ASIAN LANGUAGE

4 credits

Institution Name: University of Wisconsin–Madison

Credits

8 Credits (By the end of the SASLI program, you will complete two four-credit language courses)

Course Designations and Attributes

Core GenEd – Humanities & Arts

Frng Lang – 1st and 2nd semester language

Level – Elementary

L&S Credit – L&S Liberal Arts and Science

Course Description

This course aims to achieve proficiency at the elementary level in listening, speaking, reading, and writing, using communicative approaches.

Requisites:

First-semester language courses require no prior knowledge of the language. Enrollment in subsequent semesters requires successful completion of the preceding semester, equivalent coursework, or demonstrated proficiency as determined by the instructor.

Meeting Time and Location

8:30 AM–1:00 PM CDT, Monday through Thursday, with a 30-minute break at 10:30 AM. On Fridays, we will follow a similar schedule, with a slight adjustment to the break time based on the co-curricular program schedule.

Online, synchronous thru Zoom

Instructional Modality: Online. This course will meet Synchronously.

Instructor Contact Info:

Dr. Arun Raja Selvan, Jeevaraj

Office hours: Tuesdays and Thursdays 01:30 - 02:30 PM online thru Zoom

Generally, the instructor is available on Tuesday and Thursday afternoons from 01:30 to 02:30 PM and this can be modified to suit students'/instructor's availability. As this course is offered remotely, students are requested to inform the instructor in advance so that a link is created and shared with them before tutorials. Please note that availability may occasionally be affected by SASLI faculty meetings, workshops or other events.

Course Learning Outcomes: At the end of the course a student will be able to

- introduce themselves, their family members, and engage in basic participatory conversations on the topics such as daily life, home, family, food, school, work, shopping, travel, etc.
- perform some tasks such as shopping—groceries, clothing, necessary items, etc. (find out and negotiate prices, quantity, and quality of the items, express their preferences).
- plan a trip and arrange tickets, accommodation, and local sightseeing tours, taxi rides, etc.
- ask and tell directions, order a simple meal, invite friends, accept and decline invitations.
- describe their present and most recent job and activities, familiar persons and places, etc.
- talk about their childhood memories, likes, dislikes, schedules, etc.
- read and understand signs, restaurant menus, invitations, level-appropriate target language texts, news headlines, etc.
- listen and comprehend the simple level-appropriate authentic materials on the above topics.
- write simple compositions on the above topics in simple connected sentences and paragraphs.
- interactively participate in the language according to contexts and situations.
- use culturally appropriate language and show cultural competence related to cultural products, practices, and perspectives.
- participate in conversations about topics that go beyond everyday life in an organized way with some details about events and experiences in various time frames such as talking about current events and narrating their experiences, describing their plans, etc.
- give organized presentations appropriate to an audience on a variety of topics relevant to their everyday life.
- understand the main idea and some supporting details on a variety of topics of personal and general interest
- understand the main idea and supporting details of televised promotions, documentary, movies, talk shows, drama serials and short interviews on various topics and interests.
- write topics related to school, work and community in a generally organized way in simple paragraphs in various time frames such as a summary of the plot of a movie or an episode of a TV show.
- handle a variety of communicative tasks such as describing daily activities, interests, personal and social needs such as food, travel and lodging with ease and confidence. In addition, they will also be capable of asking a variety of questions to obtain information to satisfy basic needs. They will be able to speak and write comfortably by linking sentences.

How Credit Hours are Met by the Course

The credit standard for each of the 4-credit courses is met by requiring at least **180 total hours of student engagement** with course learning activities, consistent with the UW–Madison standard of **at least 45 hours of learning activities per credit**. These learning activities include scheduled instructor-student meeting times as well as asynchronous reading, writing, listening, speaking, preparation, homework, projects, studying, and other course-related activities. **Required co-curricular programming** will take place on Fridays, which includes lectures, language practice, cultural sessions, and other structured activities designed to support and extend course learning.

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

As this is an elementary level course, no previous knowledge or formal instruction in the Tamil language is expected or required for enrollment in this course. Active and enthusiastic participation in class will benefit students' learning experience. At the end of the course students are expected to give a twenty-sentence presentation in Tamil. Heritage learners and students with prior knowledge of Tamil are expected to collaborate respectfully and are encouraged to support their peers in the learning process.

Tamil, a Dravidian language, is predominantly spoken by the Tamil people of India and Sri Lanka, as well as the Tamil diaspora, Sri Lankan Moors, Douglas, and Chindians. It holds official status in three countries: India, Sri Lanka, and Singapore. Additionally, it is the official language of the Indian state of Tamil Nadu and the Union Territory of Puducherry. The earliest written attestations of Tamil are generally dated from the 2nd century BC. Among Indian languages, Tamil boasts the most ancient non-Sanskritic literature. Tamil is considered one of the longest-surviving classical languages globally. Its rich classical literature is renowned, earning it the distinction of being "one of the great classical traditions and literatures of the world."

Tamil literature has been documented for over 2000 years, with the earliest period, Sangam literature, dating from around 300 BC to AD 300. The language's antiquity is evident in epigraphic records found on rock edicts and 'hero stones' from the 3rd century BC.

Tamil Nadu boasts a vibrant film industry, playing a significant role in Tamil politics. As the second-largest film industry in India after Bollywood, the Tamil film industry releases approximately three new films every week. This industry contributes around 0.1% to the gross domestic product (GDP) of Tamil Nadu.

The Tamil language course is designed to enable you to communicate with the local Tamil population, understand spoken and written varieties, equip you to write a one-page essay in Tamil and make you feel confident in using Tamil outside of the classroom. The Tamil language program aims to develop students' competency in all skills of language at **Novice High** or **Intermediate Low** level according to ACTFL standards (see www.actfl.org).

- In order to achieve the goals mentioned above, the communicative approach will be highly emphasized throughout the entire course. Communicative tasks will be blended with grammar instructions, vocabulary lessons and cultural explanations. Video/movie clips will be shown throughout the course, and you will be given relevant questions to answer. The class will also watch/ listen, learn and sing-along to some songs.
- The use of English will decrease as the class progresses. Students will be expected to take an active role in the class. Students will work in groups (if applicable) to engage in different types of classroom activities with the aid of a vocabulary list. The instructor will give short topics for conversations or students may also come up with their own topics.
- Students will be regularly updated on their progress and areas of weakness through the homework corrections, weekly quizzes and exams.
- Students are encouraged to actively participate in the classroom by volunteering to write on the blackboard so that they may overcome hesitation in the new language and help/correct one another with spelling, structure and grammar. Please keep in mind that participation makes up 10% of the final grade.
- Regular vocabulary review will be done in class to help students build their vocabulary. In addition, regular reading and writing practice will also be done in the classroom.

Course Website, Learning Management System and Digital Instructional Tools

- Link to institute website <https://sasli.wisc.edu/>
- Link to Canvas page 1st Semester [REDACTED]
2nd Semester [REDACTED]
- Zoom link [REDACTED]

Required Textbook, Software & Other Course Material

Materials to be provided: Handouts, texts, reading, audio and other materials

Audio: Jim and Raja Conversations and audio files for conversation class

Recommended books, Software & Other Material

1. **A Basic Tamil Reader and Grammar Volume I: Readings (with CDs)**
K.Paramasivam and James Lindholm Tamil Language Study Association Evanston, Illinois. (available with CDs)
2. **A Basic Tamil Reader and Grammar Volume II: Annotations**
K.Paramasivam and James Lindholm Tamil Language Study Association Evanston, Illinois
3. **The Jim and Raja Conversations (with CDs)**
E. Annamalai
Tamil Language Study Association, Evanston, Illinois
4. **The University of Madras Tamil Lexicon**
<https://dsal.uchicago.edu/dictionaries/tamil-lex/>
5. **Crea's Tamil Dictionary**
<https://dsal.uchicago.edu/dictionaries/crea/>
6. **Typing in Tamil & Tamil Font conversion** – both for Windows and Mac
<https://www.azhagi.com/>
7. **Digital Instruction Tool** - Quizlet

Homework & Other Assignments

Since this is an online course, assignments, homework, and exercises will be shared with students via Canvas, email, or Zoom. Students are encouraged to **print the materials**, complete them by hand, **scan the completed work**, and submit it preferably via **email** or through **Canvas**. If printing is not possible, students may **neatly copy the assignment title and questions by hand**, complete the work, and **submit a scanned copy of the answers** to the instructor. All submitted work will be reviewed and returned with feedback to help students track their progress and improve.

Home work: Assignment and homework are crucial components for learners overall language development. Assignments can require them to prepare for some oral presentation, translation exercise and a conversational piece to practice language. Drill to review grammar, pronunciation, vocabulary, structures will also become an integral part of homework. Students should submit the homework sincerely on the due dates. One mark a day will be deducted for late submissions and any assignment late by more than two days will not be graded. Assignments will be shared to students thru canvas or by email or thru zoom. Students have to preferably print those, write answers, scan and send these thru canvas to the instructor.

Oral Presentation and Language Use: This is a very vital component for developing functional aspect in language use. The students are expected to put sincere and original effort to develop presentations and should aim for native speaker-like pronunciation, intonation and stress. The presentations should be creative, natural, unhampered, smooth and substantial. Grading will be done largely based on the scheme mentioned in the previous section. Missed presentations can't be made up.

Class Participation Policy: Daily attendance and active participation in class are necessary and expected. Learner's active participation and creativity is very crucial for language development and will be accessed on a daily basis. The following criteria will be used to determine the grade. One mark will be taken off for absences.

10 Always well-prepared; is attentive and volunteers often; tries to use Tamil with classmates and instructor; makes most out of each activity; shows resourcefulness and imagination in using the language; responds to and engages classmates in a respectful manner; remains open-minded towards target culture; very highly motivated and never tired of using language; smiling and flexible

08 Usually well-prepared; is attentive and volunteers occasionally; tries to use Tamil with classmates and makes some effort to engage fellow students; completes exercise with some imagination and resourcefulness; shows some development of cultural sensitivity; motivated and not often tired of using language

06 Adequately prepared and attentive and often waits to be called upon; needs to be reminded to use Tamil outside and with classmates; responds and completes exercises with minimal imagination; does not engage in language use beyond the minimum requirements for an assignment

04 Not adequately prepared and complete assignments just for the sake of doing it; often needs to be reminded to use language outside; completes exercise with no imagination; shows low energy and reluctance in using language

02 Usually unprepared; makes little effort to participate or complete exercises; rarely tries to use Tamil outside of class and with classmates; shows no interest; complaints a lot

00 Makes no contribution to class whatsoever; is not on task; looks absent in class; yawns, talks, appears irritated and hostile

Lesson: Students should read the materials before coming to class. Materials will be given at the beginning of the session. Students should note down their questions, new vocabulary and structures for class discussion.

Textual Grammar: Exercises will be given which will cover the new grammatical structures and syntax learned in the prepared reading class. Students are expected to finish the exercises in the class and generate more sentences based on the new structures. They are strongly encouraged to use the new structures with their classmates. The teacher will also introduce new grammar and review old grammar in the class. Items such as Tamil very conjugations, case markers, post positions, pronouns, tense and PNG suffixes, conditionals, reported speech, progressive and perfect tenses will be reviewed/taught and home work sheets will be given regularly.

Conversation: A topic will be assigned before and students are asked to gather vocabulary relating to the assigned topic. They are also expected to make sentences and frame questions (in Tamil) relating to the topic, before coming to class. In the class, the students will ask questions and involve in conversation in Tamil.

Oral Presentation: This is an important class to develop the students' spoken ability and to build up confidence in their speaking skills. Students will choose a topic and prepare for an oral presentation on that topic. They are encouraged to be creative when they prepare their presentations. They will have to give their presentation in the class which might be recorded for review later, if necessary.

Language Lab/Spoken Language Practice: Jim and Raja conversation exercises will be practiced in the class. Text and audio files will be shared with students. Students have to repeatedly listen to the conversational exchanges and practice repeating them sincerely. This class is primarily incorporated to practicing and internalizing utterances in spoken Tamil, in addition to learning intonation, stress, pronunciation and accent patterns in the spoken language. **Tue and Thurs 12:30-01:30 PM CDT.**

Vocabulary: Vocabulary list on a certain topic will be given to the students. Students should learn the vocabulary and are required to make sentences of their own and frame questions using the words given in the list. Students will then be asked to gather synonyms and antonyms for each word given in the list.

Task/Project Based Language Learning: This is a vital exercise for developing functional skills in target language. The students will be asked to prepare a good amount of conversational exchanges, presentations, dialogues, speeches and debates to be performed in class in Tamil in order to instill confidence in using Tamil in real-life situations in the target culture. Developing a skit in Tamil will be part of this component too.

Exams, Quizzes, Papers and Other Major Graded Work

Quizzes and Tests:

Weekly quizzes will be administered to assess students' understanding of the material covered during that week. These may include components of listening and speaking in addition to reading and writing. There will be a minimum of two major tests: one at the end of the first session (**Friday, July 10, 2026**) and another at the end of the second session (**Thursday, August 06, 2026**). Each major test will last for two hours and will include four components: Listening, Speaking, Reading, and Writing. In classes with more than six students, the speaking portion of the test may be rescheduled to the following day to ensure all students are adequately assessed.

Quizzes and tests will be conducted online thru zoom and will be proctored. Failure to use the proctoring service will result in zero on tests and/or quizzes. The questions for tests and quizzes will be available on Canvas and will be available only during test time. Students are encouraged to **print the materials**, complete them by hand, **scan the completed work**, and submit it preferably via **email** to the instructor. If printing is not possible, students may **neatly copy the quiz/test title and questions by hand**, complete the work, and **submit a scanned copy of the answers** to the instructor. No make-up quizzes or tests will be conducted.

Please know that the test times are set online and so the students need to **submit their scanned answer papers before the end of the test time**. The system will not accept late submissions. The use of AI tools is strictly prohibited during quizzes and tests. All assessments will be remotely proctored by the instructor. Students are required to have their video on and remain visibly seated in front of the camera for the entire duration of the assessment. Failure to comply with these requirements will result in a score of zero for the affected quiz or test. **This course covers the content of two semesters and will result in two separate final grades.**

Co-curricular Programming

WISLI runs a variety of co-curricular intercultural and professional development activities for students. New for Summer 2026, instructors will facilitate co-curricular programming on three to four designated Fridays during the summer for approximately 1–2 hours during the latter portion of class time. These sessions will focus on informal language practice through interactive activities with expert users of the language and cultural engagement through interactive instructor-led or guest-facilitated activities. Activities may be coordinated across levels or programs, and cultural components may be conducted in English for beginning levels.

Course Schedule/Calendar

Important dates to note:

- Global Professionals sessions : June 19 11:00 AM onwards
- Informal Language Practice Session : June 26 11:00 AM onwards
- WISLI Research Symposium : July 3 TBD
- First Semester Final : July 10 08:30 AM
- Asynchronous review/study day : July 17 All day
- Informal Language Practice Session : July 24 11:00 AM onwards
- Cultural Engagement Activity : July 31 TBD
- Second Semester Final : August 06 08:30 AM
- There will be a quiz on Mondays. Other quiz dates will be informed to the students in advance and as and when the instructor deems necessary
- For WISLI events update, please check SASLI website
- Attendance in the co-curricular Friday programs is required

Grading

Grading	Percentage
Quizzes	15
Spoken / Oral Proficiency	15
Class Participation	15
Home Work	15
Task Based / Project Based Language Learning	15
Final Test	25
TOTAL	100

Grading Scale: The following grading scale will be used to determine the final course grade each session/semester. The grades are not cumulative.

A	100-92	BC	82-80	F	64 or Less
AB	91-89	C	79-71		
B	88-83	D	70-65		

Class Schedule:

M-F 4 hours/day with an expectation of 3-4 hours of study/home work each day. A rough class schedule is given below. However the first few weeks will be primarily devoted to learning Tamil script, syllabic writing system and sounds. As the class progresses, changes to the structure and schedule will be gradually implemented.

	1	2	3	4
Monday	<i>Reading/Lesson</i>	<i>Textual Grammar</i>	<i>Oral Presentation</i>	<i>Casual conversation</i>
Tuesday	<i>Reading/Lesson</i>	<i>Textual Grammar</i>	<i>Vocabulary</i>	<i>Language Lab/ Situational Conversation practice</i>
Wednesday	<i>Conversation</i>	<i>Reading/ Lesson</i>	<i>Textual Grammar</i>	<i>Film Viewing/ review</i>
Thursday	<i>Reading/Lesson</i>	<i>Textual Grammar</i>	<i>Task Based Language presentation</i>	<i>Language Lab/ Situational Conversation practice</i>
Friday	<i>Quiz/ Test</i>	<i>Lesson</i>	<i>Grammar</i>	<i>Review & pronunciation practice</i>

CLASS ETIQUETTES:

- Be on time (classes starts at 8:30 AM CDT)
- Be respectful of other students and avoid distracting them and hindering their opportunity to learn.
- Show your group members the same courtesy that you would give to the professor.
- Do not text with your cell phone or digital devices during the class time. On a related note, you are not allowed to record the class with video or audio devices.
- Greeting one another and the instructor upon arrival in the class contributes to a positive learning environment and is encouraged.
- WISLI is committed to creating a diverse and welcoming learning environment for all students, and has a non-discrimination policy that reflects this philosophy. Disrespectful behaviours or comments addressed towards any group or individual, regardless of race/ethnicity, sexuality, gender, religion, ability, or any other identity or community are deemed unacceptable in class and will be referred to the Academic Coordinator.
- Students with documented disabilities are encouraged to inform me of their conditions at the beginning of the program (first three days), so that the necessary arrangements for attendance,

assignments, tests, etc., can be made in advance in consultation with WISLI administration.

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 a half-day absence.

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.

UW-Madison Academic Policies and Statements

- [Academic Calendar and Religious Observances](#)
- [Academic Integrity](#)
- [Accommodations for Students with Disabilities](#)
- [Course Evaluations](#)
- [Diversity and Inclusion](#)
- [Student Health, Well-Being & Basic Needs](#)
- [Privacy of Student Records and the Use of Audio Recorded Lectures](#)
- [Remote Proctoring with Honorlock \(if applicable\)](#)
- [Students' Rules, Rights and Responsibilities](#)
- [Teaching & Learning Data Transparency](#)

SASLI 2026
Lesson Plan
Week 1 (15 June - 19 June)

Day	Lesson Plan	Home Work	Learning Outcomes
15 June (Monday)	1. Introductions 2. Discuss syllabus 3. Introduction to Tamil language, history, antiquity, and culture 4. Overview of Dravidian languages and Tamil's unique features 5. Tamil cinema, identity, and politics 6. Tamil script: vowels and diphthongs; long and short vowels 7. Introduction to the syllabic writing system 8. Introduction to impersonal verbs in Tamil (veenum, veenaam, etc.) 9. Distribute PDFs: Impersonal Verbs, Vocabulary-1 and 1.1	1. Vowels and Tamil Script Practice Sheet 2. Vowels-2.pdf	- Understand the cultural-historical context of Tamil. - Identify vowels and diphthongs in Tamil script. - Begin using impersonal verbs in Tamil. - Develop foundationa l Tamil vocabulary.
16 June (Tuesday)	1. Review vowels and impersonal verbs 2. Yes/No questions (suffix -ஆ) 3. Introduce consonants K–N (12 consonants) 4. Consonants Pronunciation practice 5. Question Suffix - ஆ 6. Pronouns – அவர், அவங்க, என், உங்க 6. Numbers 1–5 7. Sentence connectors – ஆனா, அப்புறம் 8. Adjectives – நல்ல, அழகான 9. Dative case suffix -க்கு with pronouns 10. Impersonal verbs – want, need, know, like 11. Suffix -உம் (and, also) 12. Vocabulary: வீடு, பை, etc. 13. Distribute PDFs: Pronouns, Vocabulary-2	1. Home Work 1-new+new-1.doc 2. Home Work 2.rtf 3. Home Work – Consonant s.pdf	- Practice consonant sounds and basic sentence structure. - Use personal pronouns with adjectives and impersonal verbs. - Form yes/no questions with suffixes. - Apply dative case in context.

17 June
(Wednesday)

1. Review vowels and consonants. Introduce vowel-consonant letters.
2. Review Impersonal verbs, pronouns, practice conversations in class with simple sentences with impersonal verbs.
3. Question suffix –aa, teach how to form Yes-or-No questions.
4. Dative case suffix – kku.
5. Locative case suffix -il/-la
6. Adjectives - nalla, azakaana, cinna, periya, putu, pazaiya
7. Practice Yes-or-No questions with material learned today.
8. Connective Suffix '-um' - 'and' and 'also'
9. Conversations - Impersonal verbs practice conversation
10. Distribute PDFs – (1) [Comunicative drill-1](#)
[Impersonal Verbs-1.rtf](#) (2) [Vowel-Consonant chart](#), (3)
[Vocabulary - Adjectives](#)

1. Home Work
[3.rtf](#)
2. Homework –
[Introduce Yourself in Tamil \(check the sample file copied below\) \(Annam.docx\)](#)

- Combine vowels and consonants into syllables.
- Use case suffixes and adjectives in spoken Tamil.
- Initiate and participate in guided conversations.
- Create and share a simple self-introduction.

18 June
(Thursday)

1. Introduce simple Vocab such as aanaa 'but', koncam 'a little' and rompa 'a lot', ippa 'now', enaku and unkalukku, vanakkam, paakkalaam, aamaa, illa pal, paal, kal, kaal. Peyar, uur, enna, vanakkam,
2. Practice equational sentences with Adjectives
3. Practice Impersonal verb sentences with sentence connectors
4. Practice forming Yes-No questions
5. Introduce Vowel-Consonant letters [Vowel-Consonant chart-1.pdf](#) [Download Vowel-Consonant chart-1.pdf](#)
6. Introduce 'grantha' letters such as ஷ, ஸ, ஜ, ஹ, ஸ்ரீ and vowel-consonant letter formation for these letters
7. Introduce Question Words [Vocab 6- Question words.pdf](#)
8. Introduce Adjectives [Vocabulary - Adjectives-1.rtf](#) [Download Vocabulary - Adjectives-1.rtf](#)
9. Introduce Sentence Connectors [Sentence Connectors.rtf](#) [Download Sentence Connectors.rtf](#)
10. Tamil movie posters for reading [TBLL-12 Tamil movie posters.docx](#) [Download TBLL-12 Tamil movie posters.docx](#)
11. Introduce vowel consonant formation for vowels short u and long uu

1. Home Work –
[Introduce Yourself in Tamil \(TBLL-1 updated\)](#)
2. Home Work –
[Vowel-Consonants Practice Sheet.rtf](#)
3. TBLL-1 –
[Names & Neighborhood.rtf](#)
4. Home Work
[3.rtf \(continued\)](#)

- Expand vocabulary for basic conversation.
- Read and pronounce 'grantha' and vowel-consonant forms.
- Practice comprehension with authentic materials (posters).
- Participate in task-based

19 June (Friday)

1. *Grammar:

1.1 Choosing the 'right' 'n' in Tamil - ங்க, ஞ்ச, ண்ட, ன்ற combinations [Nasal sounds - distribution.pdf](#)
Nasal sounds - distribution.pdf

1.2 Place of occurrences of ற and ன

1.3 Give practice exercises for choosing the correct 'n' in words.

2. Sandhi rules - inserting a glide ய் and வ்

2.1 ய் insertion with the words ending in -இ, -ஈ, -ஐ (கடை, நீ, இலை, காய்கறி, பை, தம்பி, டை)

2.2 வ் insertaion with the words ending in -அ, -ஓ, -ஔ and -ஊ (பூ, அம்மா, அமெரிக்கா, இந்தியா)

2.3 வ் insertaion with 'minimal/reduced' words (i.e. having not more than two letters, neither contain vowel) ending in -உ (தெரு, கொசு)

2.4 Deletion of final consonant short -உ in non-r words (நாடு, பந்து, பாம்பு, உடம்பு, கழுகு, பட்டு)

3. Practice Exercise

Convert the following into interrogative sentence:
question suffix -ஆ

1. இந்த பை உங்க பை

2. அந்த வீடு அவரு வீடு

3. அவங்க உங்க அம்மா

4. இந்த தெரு நல்ல தெரு

5. உங்களுக்கு இப்ப காப்பி வேணும்

1. Home Work 4.1 –

Irukku-type

Sentences.rtf

2. Homework – Read

'என்பேரு அன்னம்'

(Annam-1.docx)

3. Homework – Oral

Self-Introduction

Presentation

4. Homework –

Prepare for Quiz-1

(Monday 9–10:15 AM)

- Apply nasal and sandhi rules in Tamil spelling.
- Create questions and responses using new structures.
- Strengthen grammar, kinship vocabulary, and honorific usage.
- Practice reading/writing Tamil and presenting self-introductions.

6. இந்த பூ மல்லிகை பூ

7. உங்க ஊரு அமெரிக்கா

8. அந்த பாம்பு நல்ல பாம்பு

9. அவரு அவங்க அண்ணன்

10. அந்த கடை பெரிய கடை.

4. Introduce Irukku-type of sentences

5. Introduce Locative case suffix - இல்/-ல

6. Expand the sentences using the vocab introduced in c students to create questions in Tamil and make them as their classmates. Motivate them to answer in Tamil

7. Vocabulary Kinship terms in Tamil

8. Honorific suffix –nka in Tamil – significance, uses, c

9. Conversation on topic “[Introducing oneself in Tamil conversation handout and practice conversations in Ta](#)

10. Introduce new vocab, new structure, syntax, gramm appearing in the conversation.

11. Read name boards, movie posters, and street signs

12. Write students name in Tamil script

13. [Global Professionals sessions 11:00 AM onwards](#)

SASLI 2026
Lesson Plan
Week 2 (22 – 26 June)

Day	Lesson Plan	Home Work	Learning Outcomes
22 June (Monday)	1. Quiz-1 2. Vocabulary - Adjectives review 2. Introduce and review demonstrative adjectives - inta and anta 3. 'Equational' sentences in Tamil. 4. Review locative case suffix - il / -la. Explain one other meaning of the locative suffix, meaning 'among / of'. Play 'காலங்களில் அவள் வசந்தம்' song. Distribute lyrics. Explain the meaning of this song. Kalangalil aval vasantham - Tamil yrics.docxDownload Kalangalil aval vasantham - Tamil yrics.docx 5. Learn - Vocab in 'காலங்களில் அவள் வசந்தம்' 6. Review 'pakkaththila' "close to" to be used along with locative case suffix. Form sentences incorporating this structure and also generate interrogative sentences based on this structure 7. Learn post positions - க்குப் பக்கத்தில், -க்கு மேல, -க்குக் கீழ், -க்கு முன்னால, -க்கு பின்னால, -க்கு நடுவுல, -க்கு இடையில, -க்கு உள்ள, -க்கு வெளிய Vocabulary - Post positions (Directions).rtf Download Vocabulary - Post positions (Directions).rtf Vocabulary - Post positions (Directions).pdfDownload Vocabulary - Post positions (Directions).pdf 8. Sandhi rules - inserting a glide ய் and வ்	1. Homework -16: Post-positions involving directions.docx 2. Home Work 4.1 - irukku-3.rtf 3. Vocabulary - compile new vocabulary in the song 4. Conversation #2	- Demonstrate understanding of adjective forms and sentence types. - Interpret and analyze Tamil song lyrics. - Use locative and post-position suffixes correctly. - Apply Sandhi rules and form questions with suffixes.

2.1 ய் insertion with the words ending in -இ, -ஈ, -
ஏ, -ஏ, -ஐ (கடை, நீ, இலை, காய்கறி, பை,
தம்பி, டி)

2.2 வ் insertaion with the words ending in -அ, -
ஆ, ஒ, -ஓ, -ஔ and - ஊ (பூ, அம்மா,
அமெரிக்கா, இந்தியா)

2.3 வ் insertaion with 'minimal/reduced' words
(i.e. words haviing not more than two letters,
neither containing a long vowel) ending
in -உ (தெரு, கொசு)

2.4 Deletion of final consonant short -உ in non-
minimal words (நாடு, பந்து, பாம்பு, உடம்பு,
கழுக்கு, பட்டு)

9. Practice Exercise

Convert the following into interrogative
sentences by adding question suffix -ஆ

1. இந்த பை உங்க பை
2. அந்த வீடு அவரு வீடு
3. அவங்க உங்க அம்மா
4. இந்த தெரு நல்ல தெரு
5. உங்களுக்கு இப்ப காப்பி வேணும்
6. இந்த பூ மல்லிகை பூ
7. உங்க ஊரு அமெரிக்கா
8. அந்த பாம்பு நல்ல பாம்பு
9. அவரு அவங்க அண்ணன்
10. அந்த கடை பெரிய கடை.

1. This bag is your bag

இந்த பை உங்க பை

இந்த பை உங்க பையா?

2. That house is his house

அந்த வீடு அவரு வீடு

அந்த வீடு அவரு வீடா?

3. she is your mother

அவங்க உங்க அம்மா

அவங்க உங்க அம்மாவா?

4. He is her older brother

அவரு அவங்க அண்ணன்

அவரு அவங்க அண்ணனா?

5. You want coffee now

உங்களுக்கு இப்ப காப்பி வேணும்

உங்களுக்கு இப்ப காப்பி வேணுமா?

6. Your nation is America உங்க நாடு அமெரிக்
கா

உங்க நாடு அமெரிக்காவா?

7. That snake is cobra (nalla paampu)

அந்த பாம்பு நல்ல பாம்பு

அந்த பாம்பு நல்ல பாம்பா?

8. That stone is a very big stone(kal)

அந்த கல் ரொம்ப பெரிய கல்

அந்த கல் ரொம்ப பெரிய கல்லா?

9. This flower is a jasmine flower

இந்த பூ மல்லிகைப் பூ

இந்த பூ மல்லிகைப் பூவா?

10. They don't know Tamil

அவங்களுக்கு தமிழ் தெரியாது

அவங்களுக்கு தமிழ் தெரியாதா?

Frame sentences using these question words with irukku sentences.

23 June
(Tuesday)

1. Review vowel-consonant letters
2. Review locative case suffix
3. Review song vocabulary: Kalangalil Aval Vasantham
4. Reading Lesson 1 – இந்தியா
5. Review post positions
6. TBLL: 'Where is my Glass?' task
7. Vocabulary - Tastes
8. Expressing food quality: சாப்பாடு எப்படி இருக்கு?
9. Language Lab - Jim and Raja Conversations
10. Vocabulary – Numbers in Tamil
11. Learn vocabulary from song – கண்ணுக்கு மை அழகு

1. TBLL:
Describing a
Country
(BTRG
Lesson 1)
2. Listen to
கண்ணுக்
கு மை
அழகு and
காலங்களி
ல் அவள்
வசந்தம்
songs

- Identify and apply post positions and locative markers.
- Understand cultural expressions in songs and food context.
- Engage with task-based language activities for listening and speaking.
- Practice reading comprehension and vocabulary recognition.

24 June (Wednesday)	1. Review Tamil script and sentence structures 2. Introduce case suffixes: -kitta, -kkum, -il, -la, -utan/-oota 3. Reading Lesson 1 – இந்தியா (focus: directions, vocab) 4. Morphophonemic rule changes with case suffixes (மரம்+ஐ > மரத்தை) 5. Introduce numbers 1–20 6. Expressing fractions ($\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$) with reference to time 7. Vocabulary – Body parts	1. Home Work #5 – irukku type.doc	- Understand and use multiple case suffixes appropriately. - Recognize and apply morphophonemic changes in Tamil words. - Expand number and body-related vocabulary. - Interpret reading material in Tamil.
25 June (Thursday)	1. Oral presentation – Introducing oneself in Tamil 2. Review Sandhi rules with nouns ending in ம், டு, று 3. Read/discuss Lesson 1 – இந்தியா 4. Vocabulary – home and numbers (1–100+) 5. Introduce Tamil verb stems and Present Tense 6. Introduce PNG suffixes and verb conjugation 7. Language Lab – Jim and Raja Conversations	1. Home Work 9 – Present Tense.rtf 2. Reading – என்பேரு அன்னம் (oral) 3. TBLL 16 – Talking to a Doctor.docx	- Present oneself orally with clarity and fluency. - Apply tense, suffix, and verb conjugation rules. - Strengthen listening comprehension through dialogues. - Learn and use Tamil household and numerical vocabulary.
26 June (Friday)	1. Song: பச்சைக் கிளிகள் தோளோடு – review dative case 2. Review case suffixes 3. Form questions with irukku sentences (X-kitta irukku / X-kku irukku) 4. Vocabulary – review question words (எங்கே, எப்போ, எப்படி, எவ்வளவு, என்ன) 5. Conversation practice with question words 6. Verb stems and present tense 7. PNG suffixes and verb conjugation 8. TBLL 16 – Doctor conversation presentation	1. Home Work 9 – Present Tense-1.rtf 2. TBLL: Describing a Country WP (BTRG) 3. Suggested: Watch 'Kaakkaa Muttai' Tamil movie (cultural learning)	- Construct sentences and questions using correct tense and suffixes. - Engage in thematic conversation activities. - Apply grammar in context through TBLL. - Deepen cultural understanding

9. Language Lab – Jim and Raja Conversations

through film
and song.

10. Reading – Lesson 2: தமிழ் நாடு

11. Informal Language Practice Session 11:00 AM onwards

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