

INTERMEDIATE BANGLA, LCALANG449 & LCALANG450  
SASLI-2017, UW-MADISON

Classroom: Van Hise Hall, Room-483 8:30 am-1:00 pm

Office: Medical Science Building, Room-438

**Instructor's Name:** Razima S. Chowdhury (রাজিমা সেলিম চৌধুরী)

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**Phone Number:**

**Office Hours:** MTWThF: 4:00 pm-5:00 pm, Memorial Union

**Language Tables:** TBA

**COURSE DESCRIPTION:**

Bengali/Bangla (বাংলা) is the seventh most commonly used language in the world today with more than 250 million speakers around the world. It is the national language of People's Republic of Bangladesh (বাংলাদেশ) and the official language of West Bengal (পশ্চিমবঙ্গ) and Tripura (ত্রিপুরা) in India. The geographical concentration of Bangla speaking population extends to Australia, East and Southeast Asia, Middle East, European Union, UK, Canada and the US, as more and more people are migrating to these regions for work and immigration. The International Mother Language Day observed on February 21 is associated with the Language Movement of Bangladesh in 1952, which paved way to the independence of the country.

Bangla has a strong literary tradition dating back to 10<sup>th</sup> Century C.E. *Charyapada* (চর্যাপদ), a collection of mystic songs composed by various Buddhist poets is known to be the earliest examples of Bangla. The language has evolved over the centuries with influence on vocabulary from Pali, Sanskrit, Arabic, Persian, Dravidian and other foreign languages. The Bangla as we know it today has a sizable vocabulary borrowed from English for use in business, health, law, science etc. often transcribed using Bangla scripts.

The Intermediate Bangla course offers a strong foundation in developing skills to be able to speak, listen, read and write in Bangla in a culturally appropriate way with native speakers in various social situations.

**COURSE OBJECTIVES & OUTCOMES:**

The Intermediate Bangla language program aims to develop students' competency in all skills of language at an Advanced Low level according ACTFL standards (see [www.actfl.org](http://www.actfl.org)). The order of emphasis given on the course is interpersonal communication, presentational speaking, interpretive reading, interpretive listening and presentational writing. At the end of the course a student will be able to:

- 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 global issues, compare jobs and study programs in a conversation with a peer, conduct or participate an interviews etc.
- Deliver organized presentations appropriate to an audience on a variety of topics such as a project or policy, importance of certain social and cultural practices, present reasons for or against a position on a political or social issues, provide explanation about a process or procedure such as applying for college admission, scholarship, financial aid etc.
- Understand the main idea and some supporting details on a variety of topics of personal and general interest in newspapers, blogs, job descriptions, short stories, poems etc.

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- 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 brief summary of the plot of a movie or an episode of a TV show.

**PRE-REQUISITE:**

It is expected at the beginning of the Intermediate Bangla program that a student has completed at least one academic year of Bangla. It is assumed that a student has mastered the script including conjuncts prior to starting the course and comfortable reading in the target language. Prior to starting the program a student is expected to have knowledge of the language in the following areas:

**Grammar:** Pronouns (personal, possessive, objective), article, postposition, case (nominative, possessive, locative, objective), zero verb construction, use of **আছ** verb, vowel mutation, verb conjugation in simple present tense, future tense, present perfect tense, simple past tense, present and past continuous tense, past perfect tense, habitual past tense; negation of tenses, non-finite verb forms (infinitive, past active participle, verbal noun) conditional structure, imperative, joining words, comparison, conjunct verbs, compound verbs, extended verbs, adverbs, adjectives, use of **লাগা**.

**Vocabulary:** Colors, numbers, size, shapes, days of the week, Bangla months, fruits, vegetables, spices, food, body parts, occupations, apparels and accessories, body and health, direction, questions words, household items, family and kinship terms, animals and insects, weather, nature, emotions, adverbs of frequency, adverbs of degree, subjects of interests etc.

**Speaking:** Exchange personal information, exchange information through texts, graphs or pictures, ask for and give directions, make plans with others, interact with others in everyday situation such as meals, making a purchase, buying tickets, describe family and friends, school, where you work and what you do, talk about likes and dislikes, hobbies, give biographical information about others, tell how to prepare something to eat, describe pictures.

**Listening:** Understand simple questions or statements on familiar topics, understand simple information when presented with pictures or graphs, understand the main topic of conversation when you overhear others talking.

**Reading:** Understand basic familiar information from an ad, identify the purpose of a brochure, identify information from a movie brochure or poster, understand simple information in a text message from a friend, simple captions under photos, very basic information from a real estate ad, website descriptions of clothing items to make an appropriate purchase, identify the categories on a graph, distinguish a birthday wish from a note expressing thanks, identify destinations and major attractions on a travel brochure, locate places on city maps, understand a simple public transportation schedule, locate notices on where to park, understand notices that tell of street or metro closings, a store's hours of operation etc.

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**Writing:** Write information about your daily life in a letter, blog, discussion board, or email message, introduce yourself, describe your family and friends, school, where you work and what you do. You can write a postcard message, a special occasion message such as a birthday or congratulatory note, a short announcement, invitation, or thank you note. You can write what you do in class or at work, what happens after school or during the weekend, about a website, a field trip, or an activity that you participated in. You write up a simple process like a science experiment, recipes, about a topic from a lesson using pictures or photos, about something I learned online, in a class, at work, or in the community.

**REQUIRED TEXT BOOKS (LANGUAGE MATERIALS):**

There is no required textbook for Intermediate Bangla. The instructor will provide all materials for class. To review materials that are covered in the First Year Bangla program refer to:  
Epar Bangla Opar Bangla: Bangla Across Borders by Carol Salomon, Nandini Abedin,  
Klaus Brandl, University of Washington, 2011

**GRAMMAR REFERENCE:**

Bengali by Hanne-Ruth Thompson, John Benjamins Publishing Company, 2012.  
Bengali A Comprehensive Grammar by Hanne-Ruth Thompson, Routledge, 2010.

**DICTIONARY**

Bangla Academy English to Bangla Dictionary

(Note: Dictionary entries differ in the context of use and tend to use high register vocabulary that may not be appropriate for everyday conversation. The same applies for online dictionaries and Google translations.)

**TECHNOLOGY AND ONLINE RESOURCES USED IN THE COUSE:**

**Quizlet** is an online application for learning vocabulary. The instructor will invite the class via email to join on Quizlet. You can create your Quizlet profile either by signing up directly or by using your google account or facebook profile. After logging in you can study your assigned vocabulary set with pictures and sounds. Each vocabulary set can be studied using flashcard, learn and speller options. You can test yourself using test, scatter and space race options. The instructor will be able to monitor if you have practiced your assigned vocabulary set on quizlet.

**Recommended software and fonts for Bangla typing**

A number of applications are available for Bangla typing. The most widely used program is "Avro Keyboard" for PC and Mac. The installation guideline and Avro keyboard is available in the following link: <http://www.omicronlab.com/avro-keyboard.html> Google transliteration can also be used for Bangla typing. The preferred fonts for typing are 'Bangla', 'Shonar Bangla' and 'Kalpurush'. The preferred font size is 18.

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## **COURSE POLICIES**

### **1. CLASS ETIQUETTES:**

- Be on time (classes starts at 8:30am)
- Turn in your homework on time.
- Participate in discussions and activities.
- 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. Inform them of group meetings or activities that you will have to leave early or miss.
- Do not record the class on video /audio devices.
- Do not text with your cell-phone or digital devices during the class time

### **2. ATTENDANCE**

It is the policy of SASLI that students attend class every day during the summer, due to the intensive structure. Students with extenuating circumstances must discuss the situation with the instructor and SASLI administration. Absences, other than illness, will be worked out on a case-by-case basis. Vacation is not a valid excuse for a student to have an absence. If a student misses class, it is their responsibility to make up the work and to keep up with the other students in the class. SASLI has a written absence, tardiness, and religious observance policy as below.

#### **Tardiness and Absence:**

Classes start on time at 8:30AM and go until 1:00PM (with a half hour break)

#### **Tardiness:**

1st time = warning

2nd time = 2nd warning

3rd time = grade deduction

4th time = sent to admin office/possible additional grade deduction

#### **Absence:**

1st unexcused absence = warning + grade deduction

2nd unexcused absence = sent to admin office + grade deduction

Excused and unexcused absences cannot equal more than 2 per semester. Once a student has a 3rd absence, must see the admin office

#### **Religious Observance:**

If you wish to take a day off to observe Eid, please bring it to the instructor's attention at the beginning of the program.

### **3. CELL PHONES AND LAPTOPS**

Students should turn off their laptops and cell phone ringers during class.

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#### 4. CONSISTENT INDEPENDENT WORK

Students should expect to spend at least 3-4 hour studying and preparing outside of class for each class session. In addition, students should listen to the audio and video clips assigned each week to get used to the sound of the language.

#### 5. QUIZZES, ASSIGNMENTS, AND EXAMS (ASSIGNMENTS AND ASSESSMENTS)

**Homework:** You will be assigned homework in each class, and are expected to submit it on time on the agreed date. Your work is factored into planning for future classes; therefore, timely completion of all assigned homework will allow instructor to more accurately gauge student progress and effectively utilize class time. You can expect the instructor to correct your homework and return them before your following quiz date and review in class if deemed necessary.

**Assignment:** Each week you will be assigned a task to prepare during weekends. You may be assigned to prepare a skit or role-play or a poster to present in class the following week. Assignments must be turned in on time; late submission or failure to submit will adversely affect your grade. The schedule for assignments will be announced in class. Each assignment will be graded on a system of points; the total score will be converted to a letter grade. Each student must save the graded written in-class and home assignments for this course, and re-submit all of them in a portfolio at the end of term. This portfolio will be an overall record of your progress during term, and I will review it, along with your final exam, before assigning your final grade for this course.

**Journal:** You are required to write your journal starting from week 1. You should hand in your journals each Monday morning starting from week 2 onwards. The purpose of writing journal is to enhance your writing capability and organizing thoughts in Bangla. You are not expected to write in your journals without errors. In fact, the errors in your journal will allow the instructor to understand the gaps in your learning and help design remedial activities in class. Journals will be graded based on timely submission and proper integration of topics learned during the academic week. Some pointers regarding journal:

- Use a new notebook.
- Write date & day of the week on top of each entry in Bangla.
- Keep double line spacing for error correction.
- Write only on one side of the page.
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**Quiz:** Your weekly quiz will be scheduled on Monday morning from week 2, which will test on topics and skills covered in the previous week. On the 8-week program you will take 6 quizzes in total. The weekly quiz will have a speaking section where you will be assessed on your oral proficiency in a one to one session with the instructor. The best 4 of 6 quizzes will be counted towards your final grade.

**Midterm:** Your mid term is scheduled on week 5 of the program on July 17. The mid term will

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assess contents covered in the first half of the course from week 1 to 4. The midterm will test all communicative skills including grammar and vocabulary.

**Final Project:** You will be required to present on a topic of interest on the final week of your program on August 9. You need to submit the topic and an abstract of your final project by July 14 and discuss with the instructor during office hours the following week. The format of the project will be discussed in detail on week 4 of the program.

**Final Exam:** The final exam is scheduled on Friday, August 11, the last day of the class. The format and content of the exam will test all skills, grammar and vocabulary points learnt in the second half of the program. An extended interview will be part of your final exam.

**6. Your final grade will be calculated as follows (GRADING SYSTEM)**

Attendance & Classroom Participation	10%
Homework Assignments	20%
Final Project	10%
Weekly Quiz (6 quizzes)	20%
Midterm Examination (oral and written)	20%
Final Examination (oral and written)	20%

All assignments must be done in the required format (as announced in class), and must be submitted on time. Unexcused late assignments will receive lowered points or grades. Students who anticipate an absence on the day an assignment is due, or a conflict between the schedule for this course and other schedules, should discuss the situation with me in advance, and arrange for an alternative submission date. Late, incomplete, and missed assignments will adversely affect your final grade.

**7. IMPORTANT DATES:**

**Holiday:**

July 4, 2017 (Tuesday) No Class

**Weekly Quiz:**

Quiz 1- June 26, Quiz 2- July 3, Quiz 3- July 10, Quiz 4 -  
July 24, Quiz 5- July 31, Quiz 6- August 7

**Mid-term:**

July 17 (Monday)

**All SASLI Program:**

July 27 (Thursday 1:00 PM)

**Final Project Presentation:**

August 9 (Wednesday)

**Final Exam:**

August 11 (Friday)

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[Note: All SASLI program is organized on week 6 of the program on July 27 to showcase what students can do in the target language. Participation in the all SASLI program is mandatory for all students. The program showcases performances or talents of students in the target language as an individual (if you are the only student in the class) or as a group. The performance can be a song, a skit, recitation of a poem etc.]

## 8. GRADING SCALE

A (Excellent)	90-100
AB (Intermediate Grade)	83-89
B (Good)	74-82
BC (Intermediate Grade)	67-73
C (Fair)	61-66
D (Poor)	55-60
F (Failure)	54 or less

## 9. CLASS FORMAT: (OVERVIEW OF INSTRUCTION)

- 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 the midterm exam. Students who need extra assistance are strongly encouraged to attend office hours.
- 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 20% 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.

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- 10. Student Code of Conduct:** The student Academic Misconduct Policy & Procedures for the University of Wisconsin is available on the website listed below:

<<https://www.students.wisc.edu/doso/academic-integrity/>>

This document outlines the rules and regulations regarding your student rights and responsibilities while a student at the University of Wisconsin-Madison. It states that “Academic misconduct is an act in which a student:

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of a student's academic performance;
- assists other students in any of these acts.

Please see the website listed above for further information.

**11. CLASSROOM ATMOSPHERE**

- SASLI is committed to creating a diverse and welcoming learning environment for all students, and has a non-discrimination policy that reflects this philosophy. Disrespectful behaviors 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 addressed by the instructor or referred to the Academic Director.
- Class rosters are provided to the instructor with the student’s legal name. We will gladly honor your request to address you by an alternate name or gender pronoun.

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## **UNIVERSITY POLICIES**

### **McBurney Disability Resource Center:**

The McBurney Center is available for all students at the University of Wisconsin. The Center offers a wide array of services for students with disabilities. If you need any disability accommodations you need to register with the McBurney Center. The McBurney Center is available for all students at the University of Wisconsin. The Center offers a wide array of services for students with disabilities. For a list of the services provided, please visit the website: <http://www.mcburney.wisc.edu/services/>

### **Rights and Responsibilities**

- Students with disabilities have the right to:
- Full and equal participation in the services and activities of the University of Wisconsin-Madison
- Reasonable accommodations, academic adjustments and/or auxiliary aids and services
- Privacy and to not have confidential information freely disseminated throughout the campus
- Limit access to confidential records. In doing so, however, students recognize that implementing accommodations may become more difficult
- Information readily available in accessible formats

Students with disabilities have the responsibility to:

- Meet qualifications and maintain essential institutional standards for courses, programs, services, jobs and activities
- Identify as an individual with a disability when an accommodation is needed and to seek information, counsel and assistance as necessary
- Demonstrate and/or document (from an appropriate professional) how the disability limits their participation in courses, programs, services, jobs and activities
- Follow published procedures for obtaining reasonable accommodations, academic adjustments and/or auxiliary aids and services, or requesting barrier removal

### **The University, through faculty and staff, has the right to:**

- Establish essential functions, abilities, skills, knowledge and standards for courses, programs, services, jobs and activities or facilities and to evaluate students on this basis;
- Determine the appropriate standards in developing, constructing, remodeling and maintaining facilities;
- Confirm disability status and request and receive current, relevant documentation that supports requests for accommodations, academic adjustments and/or auxiliary aids and services;

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- Have appropriate staff discuss students and their disabilities in order to implement requested accommodations (particularly instructional accommodations);
- Deny a request for accommodations, academic adjustments or auxiliary aids and services, and/or barrier removal in facilities if the documentation does not demonstrate that the request is warranted, or if the individual fails to provide appropriate documentation;
- Select among equally effective accommodations, academic adjustments and/or auxiliary aids and services;
- Refuse unreasonable accommodations, academic adjustments or auxiliary aids and services, and/or facility-related barrier removal requests that impose a fundamental alteration on a program or activity of the university.

**The University has the responsibility to:**

- Provide information to faculty, staff, students and guests with disabilities in accessible formats upon request
- Ensure that courses, programs, services, jobs, activities and facilities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings
- Evaluate students on the basis of their abilities and not their disabilities
- Respond to requests on a timely basis
- Provide or arrange reasonable accommodations, academic adjustments and/or auxiliary aids and services for students with disabilities in courses, programs, services, jobs, activities and facilities
- Maintain appropriate confidentiality of records and communication except where permitted or required by law

**Contact information for the McBurney Disability Resource Center:**

702 W Johnson Street, Suite 2104  
Madison, WI, 53715  
phone: 608-263-2741  
text: 608-225-7956  
fax: 608-265-2998

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**Student Health/ Resource Centers:**

**University Health Services:** You are all considered UW-Madison students for the summer, and so you have access to all student services, including those relating to physical and mental well-being. Issues tend to arise in small, intensive classes, and some students find that the pace and intensity of the summer classes can be mentally or even emotionally difficult. You are encouraged to take good care of yourself, and take advantages of the resources available should any issues arise.

University Health Services: <https://www.uhs.wisc.edu/> or 608-265-5600

University Mental Health Services: <https://www.uhs.wisc.edu/mental-health/>

24-Hour Mental Health Crisis Services: 608-265-5600 (option 9)

**LGBTQ Support:**

The LGBT Campus Center is a fantastic resource for LGBTQ students on campus. Visit them in person at the Red Gym or online at <https://lgbt.wisc.edu/>.

**Dean of Students:**

The Dean of Students' office can provide you with support and resources for a variety of problems; their main reason for existing is to promote student well-being. They are located in Bascom Hall and can be contacted at 608-263-5700. Their website is <https://students.wisc.edu/doso/>.

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**WEEKLY SCHEDULE**

The schedule and plan for each week will be provided on Friday the week before.

<b>WEEK 1</b>	<b>TOPIC</b>	<b>HW</b>	<b>DUE DATE</b>
<b>DAY 1</b> <b>JUNE 19</b> <b>MONDAY</b>	-Syllabus Overview -Introductions (in Bangla) -Review: Epar Bangla Opar Bangla Unit 1-5	-Epar Bangla Opar Bangla, Workbook Unit 1-5	<b>June 20</b>
<b>DAY 2</b> <b>JUNE 20</b> <b>TUESDAY</b>	Review: Epar Bangla Opar Bangla Unit 6	- Epar Bangla Opar Bangla, Workbook Unit 6	<b>June 21</b>
<b>DAY 3</b> <b>JUNE 21</b> <b>WEDNESDAY</b>	Review: Epar Bangla Opar Bangla Unit 7	-Epar Bangla Opar Bangla, Workbook Unit 7	<b>June 22</b>
<b>DAY 4</b> <b>JUNE 22</b> <b>THURSDAY</b>	Review: Epar Bangla Opar Bangla Unit 8	-Epar Bangla Opar Bangla, Workbook Unit 8	<b>June 23</b>
<b>DAY 5</b> <b>JUNE 23</b> <b>FRIDAY</b>	-Create vocabulary sets on Quizlet based on Epar Bangla Opar Bangla Unit 1-8 <b>DEER PARK EXCURSION</b>		<b>June 26</b>
<b>WEEKEND ASSIGNMENT</b>	-Study Quizlet sets EBOB -Journal Entry - Prepare for Quiz 1		<b>June 26</b>

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WEEK 2	TOPIC	HW	DUE DATE
<b>DAY 6</b> <b>JUNE 26</b> <b>MONDAY</b>	Quiz 1 EBOB Unit 9 Topic 1: Shopping for food	-EBOB, Workbook Unit 9	<b>June 27</b>
<b>DAY 7</b> <b>JUNE 27</b> <b>TUESDAY</b>	EBOB Unit 9 Topic 1 Continued -Vocabulary for cooking -Recipe Topic 2: Shopping for clothes	- Quizlet sets from EBOB Unit 9 - Write a recipe for a meal	<b>June 28</b>
<b>DAY 8</b> <b>JUNE 28</b> <b>WEDNESDAY</b>	EBOB Unit 10 Topic 1: Weather and Seasons Watch documentary on seasons প্রকৃতি ও জীবন Watch two recipe videos ছধপুলি পিঠা ও ভাপা পিঠা Adverbials	-Write names of US states & major cities - Write an email in Bangla making plans for the weekend - Make Vocabulary list from Documentary - Write the recipes following the instruction from the video -Make 5 sentences each with adverbials	<b>June 29</b>
<b>DAY 9</b> <b>JUNE 29</b> <b>THURSDAY</b>	EBOB Unit 10 Topic 2: Travel Grammar: Expressing need, obligation, should, likes, love, Third Person Imperative -Travel Vocabulary	-Write sentences using expressions of likes, love, wish, should, have to, need, -Third Person Imperative -Textbook C 347 interview no travel -Textbook K358 -Upload vocabulary on Quizlet -Workbook Topic 1 & 2	<b>June 30</b>
<b>DAY 10</b> <b>JUNE 30</b> <b>FRIDAY</b>	EBOB Unit 10 Topic 3: Emotions and Feelings লাগ-, পা-, করা-, হ- Use of কথা	-EBOB Unit 10 Topic 3 Workbook -Upload vocabulary on Quizlet - Write a story on traveling to a place. Combine vocabulary of emotion. -Textbook Topic 3 Activity G	<b>July 3</b>
<b>WEEKEND</b> <b>ASSIGNMENT</b>	- Prepare a travel brochure in Bangla -Journal Entry - Prepare for Quiz 2 (Unit 8- Unit 10 Topic 2)		<b>July 3</b>