ELEMENTARY BENGALI
Class Times (M-F): Synchronous 11am – 1pm & Asynchronous 9am – 11pm
Virtual Office hour (M-F): 2pm-3pm (Appointments preferred)
Credits: 8 (First Semester 4 + Second Semester 4)
Ahmed Shamim, Lecturer

Course Description a) Language overview

Bengali (endonym: Bangla), the mother tongue of the Bangalis in South Asia and across the world is the state language of Bangladesh and West Bengal, India. Bengali originally evolved from Middle Indo-Aryan dialects of the Indian subcontinent such as Magadhi Prakrit and Pali. It has developed over a thousand years. The earliest Proto-Bengali text is Charyapada (Buddhist philosophies in poems, dated 8-13 century A.D.) and the earliest Bengali text is Srikrishna Kirtana (the story of Krishna's life and love, dated circa 14 century A.D). It borrowed words heavily from Sanskrit, Persian, Arabic, as well as English during the periods of Hindu, Turkish, Mughal, and British administrations.

The number of native speakers is around 230 million and there are about 32 million second language speakers of Bengali across the world (Ethnologue, 22nd ed., 2019). US government lists Bengali as one of the critical foreign languages and promotes Bengali language learning through several scholarship programs. Learning Bengali help US researchers work in various field like public health and climate change. World-famous Bengali speakers are Rabindranath Tagore (Nobel in literature, 1913), Amartya Sen (Nobel in economics, 1998), Muhammad Yunus (Nobel in peace, 2006), and Abhijit Banerjee (Nobel in economic, 2019), Satyendra N. Bose (a scientist whose work put his name in Bose-Einstein condensates and Boson), Jagadish C. Bose (a scientist whose work was foundational in the invention of the radio). The International Mother Language Day is associated with the Language Martyr Day of the Bengali language movement in 1952, which solidified the independence movement of Bangladesh.

b) Course overview and Learning Outcomes

The Elementary Bangla course offers a foundation in developing skills to be able to speak, listen, read and write in Bangla in a culturally appropriate way in various social situations. The main objective of the course is to develop Bangla proficiency in the following skills: interpersonal communication, presentational speaking, interpretive listening, interpretive reading, and presentation writing. The assessment of those skills and the building of proficiency will be accomplished through an assortment of lessons, focusing on the various aspects of Bangla. At the end of the course you will be able to attain a proficiency level in these skills equivalent to "Intermediate Low" according to ACTFL proficiency guidelines:

- have a simple conversation on a number of everyday topics, talk with someone about family or household tasks, hobbies and interests, and school or work.
- ask and answer questions on factual information that is familiar to you related to subjects such as geography, history, art, music, math, science, language, or literature.

- use the language to meet my basic needs in familiar situations, ask for help at school, work, or in the community, make a reservation, arrange for transportation, such as by train, bus, taxi, or a ride with friends.
- talk about people, activities, events, and experiences; express needs and wants; present information on plans, instructions, and directions; present songs, short skits, or dramatic readings and express my preferences on topics of interest
- write about people, activities, events, and experiences; prepare materials for a presentation; write about topics of interest and basic instructions on how to make or do something.
- understand the basic purpose of a message, messages related to your basic needs, questions and simple statements on everyday topics when you are part of the conversation.
- understand messages in which the writer tells or asks you about topics of personal interest, identify some simple information needed on forms and some information from news media.
   The main topics covered in the Elementary syllabus will be:

Script: The main emphasis is on recognition of scripts and their sounds with writing practice. The distinctions between the forms and sounds of vowels, vowel signs, consonants, consonant signs, conjuncts and how they form words will be taught.

Grammar: The grammar topics to be covered are: pronouns (personal, possessive, objective), classifier/article, case, zero verb construction, postposition, interrogative pronouns (questions words), verb tense and aspects with conjugational endings, negation of tenses, non-finite verb forms in infinitive, past active participle, conditional and verbal nouns, comparison structures, conjunct verb, extended verb, compound verb and imperative mode of verbs.

Vocabulary: At the elementary level, you will learn vocabulary of food items, color, shapes, size, number, household items, animal, telling time and dates, days of the week, months, seasons, weather, transportation, apparels, accessories, kinship terms, body parts, health, occupations and frequently used English loan words transcribed in Bangla used in a variety of contexts. Vocabulary based on situations and your specific interests will also be provided.

Speaking: You will start speaking from day one, with basic introductions, greetings and phrases useful for classroom. Throughout the course the following topics will be covered through role-plays: introducing yourself and others, talking about family, telling time, expressing liking-disliking, expressing opinion, picture description, comparing weather-food-dress, talking about hometown, hobby, favorite books, movies, music, hiring a rickshaw/CNG, asking for directions, ordering food at a restaurant, buying, bargaining, making appointment over phone, conducting a short interview etc.

Listening: Recorded audio video materials will be used in this level, which will be incorporated with the grammar and vocabulary classes. You will hear recorded conversation, role-play,

announcements, songs, and audio of reading texts. Towards the end of the course authentic materials like clips from movie, TV commercial, documentary and children's show will be introduced.

Reading: You will start reading at the beginning of the course while learning to recognize alphabets. Reading will be introduced with shop signs where English words are frequently transcribed in Bangla alphabets. Reading materials incorporating grammatical forms and vocabulary learned in the class will be used regularly. Students will also read authentic materials such as information about people (place of residence, age, etc.) in newspapers; a concert or a film on calendars of public events or posters, wedding invitations, a questionnaire (entry permit form, hotel registration form) to be able to give the most important information about oneself (name, surname, date of birth, nationality); words and phrases on signs encountered in everyday life; shopping lists, sales promotion leaflet etc. Later in the course newspaper advertisements for apartment hunting, matchmaking, etc. will be introduced. Texts from children's book, graphic novel and other authentic sources will be used for reading comprehension in class and for assignments.

Writing: You will be introduced to writing at the beginning of the course with the practice of script. As you begin acquiring mastery over the script, you will be introduced to filling in a questionnaire with personal details (job, age, address, hobbies); writing a greeting card, a simple postcard (for example with holiday greetings); a note to tell somebody where they are or where they would like to meet; sentences and simple phrases about themselves, their hobbies, their hometown, likes and dislikes, description of their rooms etc. Towards the end of the course, you will also learn to write a recipe and a letter to a friend in Bangla. You will be required to write weekly journals from week 4 and submit them at the beginning of the following week until the end of the course. Your journal entry should incorporate grammatical forms and vocabulary learnt in class to describe your everyday experiences.

Note on script
It is expected that all elementary students will master the basic scripts within the first week of the program. The recommended online program for learning the Bangla script is:
http://depts.washington.edu/llc/olr/bengali/index.php

Required Textbook & Materials
Epar Bangla Opar Bangla: Bangla Across Borders by Carol Salomon, Nandini Abedin, Klaus Brandl, University of Washington, 2011 along with the *Epar Bangla Opar Bangla Work Book by Mandira Bhaduri.*

Reference and Suggested texts and materials
Beginner's BENGALI *(with Audio CD)* by Hanne-Ruth Thompson, Hippocrene Books, Inc, NY 2017

Technology and online resources used in the course Canvas Blackboard Ultra

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 programs 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.

Course Policies a) Placement
Based on the instructor's initial assessment, students may be assigned to a more appropriate level of instruction if needed.

   b) 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.

   c) 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 11:00 AM and go until 1:00PM
   a) **Tardiness:**
        1st time = warning

2nd time = 2nd warning
3rd time = grade deduction
4th time = sent to admin office/possible additional grade deduction

b) 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.

c) Distractions:

Students should turn off their cell phone ringers during class. Students should avoid all sorts of distractions like using social media during the class time.

Additional Notes

- Absences on days of exams, projects, presentations etc will lead to failure of that coursework except in case of documented emergencies. There will be no make-ups of quizzes, projects, presentations, etc. due to absence.

- Failure of the first/third/fifth semester course prohibits students moving to the second/fourth/sixth semester course and will result in dismissal from the program without refund.

- Contact hours for federal grants require that the SASLI program must end on the last day of class. Requests to leave or take final exams early will not be granted.

- Pre-program requests for absences will not be granted.

- If you have a chronic illness that might require you to miss classes during the semester, please inform the instructor as well as schedule an appointment with the SASLI Academic Director, Sarah Beckham at the beginning of the semester.

- If you are absent due to an illness, you are required to meet with the SASLI Academic Director, Sarah Beckham. You will also be required to submit necessary documentation.

Any emergency circumstances for absences can be addressed to the SASLI Academic Director, Sarah Beckham.

Absences due to Religious Observances

SASLI follows the UW-Madison policy for religious observances. If you need to be absent from class due to religious observances, you must notify the instructor as soon as possible and no later than the first week of class of the specific days or dates on which you request relief. The

instructor will make reasonable accommodations to schedule make-ups before or after the regularly scheduled requirements.

Recording Not Permitted
As per FERPA regulations, **you are not permitted to make audio or video recordings during synchronous class times.**

Academic Integrity
By virtue of enrollment, you agree 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 action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion. Common examples of academic misconduct include:

- cheating on an examination
- collaborating with others in work to be presented contrary to the stated rules of the course
- submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- stealing examinations or course materials
- submitting, if contrary to the rules of a course, work previously presented in another course
- using online language translation tools contrary to the rules of the course
- knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed

For detailed information, please see conduct.students.wisc.edu/academic-misconduct/

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.

Quizzes, Assignments, and Exams (plus Assessments)
    a) **Attendance & Participation:** Attendance & class participation count towards 10% of your grade. You are required to participate in all pair and group work in class and outside as deemed necessary.

b) **Homework Assignment:** 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.

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.
Please note homework assignments count towards 30% of your grade.

c) **Journal:** You are required to write your journal starting from week 4. You should hand in your journals each Monday morning starting from week 5 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. Journal grades will count towards homework assignment in the second semester. 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.

d) **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 (3 quiz in First Semester Bengali & 3 quiz in Second Semester Bangla). 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.

e) **Class Project:** You will be required to present on a topic of interest on the final week of your program. In first Semester the requirement of class project will be a poster presentation on a topic assigned by the instructor. The class project for second semester, you will 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 5 of the program. Class projects count towards 10% of your grade each semester.

f) **Final Exam:** The final exams are scheduled on Monday, July 16 and Friday, August 10, 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.

Important Program Dates Weekly
Quiz:
First Semester: Quiz 1- June 26, Quiz 2- July 3, Quiz 3- July 10, Second
Semester: Quiz 4 - July 17, Quiz 5- July 24, Quiz 6- July 31 Finals:
First Semester Final: July 13 (11:00 AM)
Second Semester Final: August 6 (11:00 AM)

Projects:
First Semester Project: July 14 (11:00 AM)
Second Semester Project: August 7 (11:00 AM)

Grade Calculations
Attendance & Classroom Participation 20%
Homework Assignments 20%
Class Project 10%
Weekly Quiz (3 quizzes each semester: Oral 10%+MCQs 10%+Written 10%) 30% 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.

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

Class Format (Overview of Instructional Mode)

- 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 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 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 Credit Fulfillment

45 Hours Per Credit – One credit is the learning that takes place in at least 45 hours of learning activities, which include time in lectures or class meetings, in person or online, labs, exams, presentations, tutorials, reading, writing, studying, preparation for any of these activities, and any other learning activities.

Student Code of Conduct (Rights and Responsibilities of Students)

https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext

Classroom Atmosphere/ Diversity & Inclusion

Diversity is a source of strength, creativity, and innovation for UW-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.

The University of Wisconsin-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. https://diversity.wisc.edu/

UW-Madison 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/on the online forum.

Class rosters are provided to the instructors with the student's legal name. We will gladly honor your request to **address you by an alternate name or pronoun**.

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 (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the first week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center (https://mcburney.wisc.edu) to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Student Health/Resource Centers

University Health Services offers a wide range of services from medical to individual and group counseling. **UHS can answer specific questions about what services are available to remote learners.** Please visit their website for more information (https://www.uhs.wisc.edu/).

One service UHS offers is ongoing individual counseling. The model for this service is brief and time-limited, which means students usually see their counselor every 2-4 weeks. There is typically a wait to get started in ongoing individual counseling at UHS. If a student is interested in more frequent individual counseling appointments or having appointments outside of standard business hours, you might consider meeting with a UHS care manager to explore options for providers in the community.   The best way to get started with UHS mental health services is to schedule an access consultation. You can schedule an access consultation at any time, including before you get to campus. Find more info here: https://www.uhs.wisc.edu/mentalhealth/gettingstarted/.

Students have access to a 24-hour mental health crisis line. The number is 608-265-5600 option 9.

LGBTQ Support : The Gender & Sexuality Campus Center (https://lgbt.wisc.edu/) is a fantastic resource for LGBTQ students on campus. If you need to locate a gender-inclusive restroom on UW campus, visit: https://lgbt.wisc.edu/support/navigate-campus/

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/.

Weekly Schedule

(See Canvas for synchronous and asynchronous distribution of topics and tasks. Subject to Change.)

June 15, 2020	Topic (Students can prepare before class or expect in the class)	Assignments (Page number, Online resources, materials, etc.)	Deadlines
	-Introductions, discussion on syllabus- course policies, assessments, course expectations - Discussion on challenges of language learning, strategies for success, learning style, collaborative learning; - Greetings & goodbye phrases - Introducing yourself - Verbs: [to do] করা, [to study] পড়া, [to live/to stay] থাকা, [to come from] আসা; WH questions:[what] কী, [where] *কাথায়, [which] *কান; -Vocabulary: [name] নাম, [country] *দশ, [city] শহর, [birth] জ2, [subject] ি বষয়; - Personal Pronoun - Question Word: *ক (ke), কারা (kara) - Classroom vocabulary এটা /ওটা কী?	-Script writing exercise 1 Greetings & Farewell Phrases -Introduce Yourself (See Canvas for homework)	Due: June 16

| | - Classroom expressions [expressions for asking questions, clarifications,
requesting to take a break, repeat a statement etc.]
- Scripts & Sounds: Vowel (অ, আ, ই, ঈ), Consonants (ক, খ, গ, ঘ, ঙ, চ, ছ, জ, ঝ, ঞ), Vowel signs/allograph (া, ি , ী), | | |

| June 16, 2020 | -Role-play: Introductions. Scenario: Meeting at a party, greeting each other, ask and respond to each other's question about name, birthplace, profession etc.
- Practicing scripts- dictation, board work, alphabet game.
- Possessive pronoun
- Question Word: [whose] এটা /ওটা কার/কাদের?
- Possessive case -র, -এর, -*দর
- Zero Verb Construction [Example: আমার নাম _____, আমার বাড়ি _____,]
- Yes/No Question কি vs. What কী (Spelling convention)
- Classroom expression practice
-Scripts & Sounds: Vowel (উ, ঊ, এ, ঐ), Consonant (ট, ঠ, ড, ঢ, ণ, ত, থ, দ, ধ, ন) , Vowel signs/allograph (ু , ূ, * , Q) | -Script Writing Exercise 2 Personal pronoun & possessive pronoun worksheet Classroom expression worksheet (See canvas for homework) | Due: June 17 |
| June 17, 2020 | -Vocabulary: Family members
-Conversation- Introductions, greetings, asking and responding questions about
yourself and your family. Introduce your classmate & their family members
-Vocabulary: Colors [আমার িRয রঙ___, আকাশের রঙ ____]
- Numbers (0-10) - Grammar: Article -টা , -জন, -Sেলা
- Question word: [how many] কতSেলা, কয়টা, কয়জন
- Grammar: আছ- verb 'to have' vs 'to be' and its negation নাই/*নই
-Vocabulary: Commonly used English words in Bangla (electronics, furniture, household appliances etc.)
- Scripts & Sounds: Vowel (ও, ঔ), Consonants (প, ফ, ব, ভ, ম, য, র, ল, শ, ষ, স, হ, য়,), Consonant-Vowel Combo (ঋ) Vowel signs/allograph (* াা, * ৌ) and Consonant-Vowel Combo's sign/allograph (ৃ). | -Script Writing Exercise 3 Introduce your family -What is the color of __ ? -Write Bangla numerals 5 times from 0-10
-How many_ ? (See canvas for homework) | Due: June 18 |

| June 18, 2020 | - Practice numbers (0-10) and introduce numbers from 1120
- Telling Time, vocabulary: units of time [বছর, মাস, স\ ○হ, িদন, ঘ] ○া, িিমনট, *সসক^], time of the day [*ভার, সকাল, _পুর, ি বকাল, স'a ○া, রাত]
- Question Word: কটার সময়/kotar shomoy/ what time, কখন /kokhon/ when, কতৡণ/kotokhon/ how long
-Verbs of action: Everyday tasks [Rি িতেদনর কাজ]
[ঘুম *সথক উc, মুখ ধুই, বa ○ায়াম িকর, নাশতা খাই, *গাসল িকর,]d ○ে স যাই, িঅফস যাই, কাজ িকর, সঘর ি িফর, রাe ○া িকর, কাপড় ধুই, ঘুমাই, হাঁ g, গিh িকর, *ফাে ন কথা ি বল, gি ভ *িদখ]
-Conversation: Daily Life [িআপন Rি িতদন কী কী সকরন? কটার সময়____?]
-Grammar: Locative case (-এ, -য়, -*ত)
[You will learn the use of locative case for time & location] | - Epar Bangla
Opar Bangla
WB Unit 1 | Due:
June 19 |
| | -Practicing script with name of continents, countries, states, cities
-Scripts & Sounds: Consonants (ড়, ঢ, ৎ , ০ৎ, ০ঃ, ০ঁ), consonant signs
(ফলা) ব-ফলা, ম-ফলা, য- ফলা, র-ফলা, *রফ,
- Introducing conjuncts with ক : example- ক + ক= m, ক+স= n, ক+র= o, ক+ত= p, ক+ব= q, ক+ল= d, ক+ষ= b | | |

| June 19, 2020 | -Vocabulary: Days of the week, Months, Numbers (21-30)
- Telling dates তারিখ /tarikh/ - Questions word: সকব?

-        Group Activity: Make an events calendar of activities in Madison in summer [June 23-August 10] ম্ৱ তি ডেসনর *কাথায় সকব কী কী সহ?

-        Find events in Madison within the time frame
-        Ask each other questions using the following phrases: কী সহr? what is happening? *কাথায় সহr?

Where is it happening? কত তাি েরখ?

Which date? স\ াে হর *কান িদন?

Which day of the week? -Practicing
Conjuncts
-Dictation, Script & Sounds Practice
-Map Reading: Map of Bangladesh & West Bengal
-Reading Holiday Calendar | -Prepare for Quiz 1
-Epar Bangla Opar Bangla WB Unit 2 | Due: June 21 |