



Elementary Hindi Syllabus and Guidelines - (Summer 2020)

Meeting Time and Location: Monday-Friday 8.30 am -1 pm (CST) Remote -Online

Instructor Information:

Instructor: **Bhanu Sisodia Ji**

Office hours: Monday - Thursday –1:30PM -2:30 PM (Each time zone will get one day of the week).

Or by appointment.

Teaching Assistant Information

Teaching Assistant: **Lydia Odegard**

Office hours: Monday –Thursday: 2 :30PM – 3 :30 PM (Each time zone will get one day of the week).

Or by appointment.

I. Course Description:

SU20 ASIALANG(Hindi) 317004 DDD is a four credit- hour courses designed for beginners in Hindi, primarily for those who have little or no exposure to Hindi language. The course will cover reading, writing, and speaking of Hindi. We will base our language work in the context of South Asian culture. Students will learn to read Hindi through Devanagari script and learn basic survival linguistic skills needed in day to day life in the target language. It is proficiency-based course and emphasize on all four skills: reading, writing, listening and speaking.

Classes will be based primarily on student interaction and collaborative work. Therefore, active participation in all class activities, arriving to class well prepared, engaging with course material, sharing ideas, and remaining ontask will be of great importance. Since this is an intensive course, **students should expect to devote three to four hours of study time outside of class every day.**

II. Course Objectives:

The course objectives are seen in terms of students performing linguistic tasks successfully, gaining selfconfidence, relying on themselves and classmates, and expanding their risk-taking in real-life communicative situations. The language students practice in class is realistic - what they would speak in a Hindi speaking environment. In this class, focus will be on developing reading, writing, listening, and speaking skills in Hindi language. Besides, there will be lexical, grammatical, and cultural inputs.

Reading Goals

At the beginning of this course, students do not have knowledge of reading in Devanagari script. Therefore, class will start from the scratch: reading vowels, consonants, conjuncts, words, phrases, clauses, and simple sentences

in Devanagari script. This skill will be developed in a student individually and in group. By the end of this course students will be ready to read words, phrases, clauses, and simple sentences.

Writing Goals

Class will begin with writing practice of Devanagari script. This skill will be developed in a student individually and in group. Vocabulary is limited to common objects and routine activities, adequate to express elementary needs. By the end of this course students are expected to be able to write simple and compound sentences.

Listening Goals

Basic introduction to simple greetings, imperatives, words, phrases, and sentences. At the end of the course, students will be able to handle successfully a limited number of uncomplicated communicative tasks with the language in straightforward social situations.

Speaking Goals

At the end of this course students are expected to be ready for Intermediate Hindi. By the end of the year, students will be able to handle a limited number of uncomplicated communicative tasks with the language in straightforward social situations.

Grammar and Vocabulary

In order to acquire the four skills (reading, writing, listening, speaking), students must also possess knowledge of vocabulary and grammar. It is important to realize, that vocabulary and grammar are means to an end; knowing the definition of vocabulary items or being able to recite grammar rules is not using the language. Students must learn vocabulary in order to use it in conjunction with the skills of listening, speaking, reading and writing. Checking entries in Hindi dictionary are different from checking the same in English. Therefore, students are required to buy an English-Hindi-English dictionary.

Course Outcome:

- Read and write in the Hindi script at a satisfactory speed.
- Comprehend main ideas and important details of simple texts relating to personal information, daily activities, and everyday events and be able to produce written summaries and answer simple questions relevant to the material
- Accurately *recognize and pronounce* all Hindi sounds.
- Interact in Hindi in a variety of situations involving familiar topics by incorporating specific conversational practices and sociolinguistic/sociocultural cues. The sociocultural and interactional focuses are:
 - Initiating dialogue and closing Hindi conversations in formal and informal settings
 - Using response tokens to demonstrate active listenership and (positive and negative) assessment
 - Engage in basic conversation with other Hindi speakers on the following topics/situations.
- Participation in basic social exchanges (talking about home, family, work, school, social customs in India, marriage, etc.)

- Making basic inquiries and negotiating practical problems (discussing available facilities for housing, asking and giving directions, asking and telling time etc.)
 - Shopping (going to the store, asking for items, talking about prices, etc.)
 - Talking about everyday essentials (food and drink, ordering food, expressing needs and desires, clothing, weather and climate, locations, colors, body parts, physical attributes etc.)
- *Listen* with comprehension, *analyse* linguistically, and *identify* main ideas of short audio/video texts.
- *Read and produce* short texts about familiar topics in Hindi (e.g. short descriptive paragraphs, journal entries, advertisements, narratives, plans, etc.) in an appropriate and informed manner.
- *Develop basic metalinguistic awareness* about language and language use through critical analysis and reflection

Teaching Techniques

The teaching techniques are student-centered. Instructor as the facilitator, with the goal of teaching to make students independent users of Hindi. It is expected that students will make mistakes when learning the language. Trial and error are necessary parts of language acquisition. The instructor will conduct the class in Hindi as much as possible to contribute to the Hindi listening-speaking environment.

Course Material

Required Textbook: Pien, J. & Farooqui, F. (2013). *Beginning Hindi: A Complete Course*. Georgetown University Press.

The required text is available in the university bookstore and from online booksellers. Course material will also consist of **required grammar modules** for students' self-study and class preparation prior to attending class. These modules along with additional course material (audio/video recordings, supplementary worksheets, etc.) will be made available on the **course website** or provided in class.

Additional (Optional) Reference Material:

1. Jain, U. *Introduction to Hindi Grammar*. (1995). Center for South & southeast. (available on Amazon)
2. Snell, R., & Weightman, S. C. R. (2010). *Complete Hindi*. Blacklick, Ohio: McGraw-Hill (available on Amazon)

Recommended learning tools:

1. Online lessons on script and grammar
2. Online dictionary
3. Children's storybooks in Hindi and other languages
4. Script
 - a) www.google.com/transliterate , <http://www.quillpad.in/index.html> - for typing in Hindi
 - b) <https://www.hindibhasha.com/> – An excellent resource for practicing Hindi script (consonants, vowels, conjuncts, and numbers) and listening to Hindi sounds. It also has a test feature to test sound recognition.

Course Structure and Requirements:

The Elementary Hindi class is co-taught by one instructor and one teaching assistant. For the purposes of providing more individualized attention to each student, the students may be randomly divided into two smaller

sections for certain periods of the day. To ensure consistency, both instructors will cover the same teaching material in both the sections every day. The course requirements for both the sections are the same.

Attendance

Per SASLI's policy, students are expected to attend class every day during the semester given the intensive structure of the program.

Absences:

- One absence per semester is permissible.
- Two absences in a semester will result in a grade deduction for that semester.
- Three or more absences in a semester will result in automatic failure of the course.

Additional Note

- Absences on days of exams, projects, presentations etc will lead to failure of that coursework except in case of true 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.

Tardiness:

SASLI classes promptly begin at 8.30 am. Delay of more than five minutes after 8.30 am is considered tardy. Arriving to class on time is important for successful participation in the SASLI program. Being late to class is

disruptive and disrespectful to one's instructor(s) and classmates and will lead to lowering of your participation grade and could result in a marked absence or grade deduction.

Participation (15% of Course Grade):

In order for students to rapidly progress in their language development they must be engaged in activities that promote a better understanding and production in Hindi. Such activities should be carried out on a frequent basis. Therefore, students are expected to come to class prepared and ready to participate actively.

This is a class on learning to use Hindi and not passively learning about Hindi. To gain maximum from this class and achieve the goals of this course, students are expected to be active, autonomous learners. This means that students need to come to class prepared and engage in- class activities. The use of English will be allowed only in a limited, purposeful manner. When studying the grammar patterns, the students and the instructor may use English however, they use only Hindi during the practice time. Simply attending class will lead to a low participation grade.

Daily participation will be evaluated using the following:

- Well prepared, outstanding engagement
- Satisfactory/passing participation
- Evidence of being prepared but not at a satisfactory level
- Present, but not prepared
- Absent

Examples of outstanding participation are as follows:

- Using Hindi as much as possible in all related class activities and discussions.
- Being proactive and volunteering for in-class language tasks ● Listening respectfully and attentively to others.
- Coming to class well prepared (bring textbook, review assigned modules and vocab lists before class, etc.) and arriving on time.
- Actively participating in individual, small group, and whole class activities and discussions.
- Remaining on-task.

Vocabulary Quizzes (5% of Course Grade)

These are short tests in which the instructor will speak a series of words or phrases in Hindi and you will write them down in Hindi along with their meanings in English, as well as gender for nouns. Missed dictations cannot be made up. All quizzes are comprehensive.

Homework (25% of Course Grade)

Homework is **assigned daily and is due the following class day** (unless otherwise specified). The homework assigned in this course may consist of preparation for next day's class and/or may build on materials discussed during class. Its aim is to help develop your linguistic knowledge (grammatical structures and vocabulary),

sociocultural awareness of contextualized language use, and engage you in the structured analysis of the features of interactional competence and more extended language use (reading, listening, and writing).

A usual day's homework may include one or more written activities/drills but could also include a recording or speaking assignment done individually, with a teaching assistant or another native Hindi speaker. Some homework assignments will be submitted through the UW-Madison Canvas course site, which is a required learning management tool used in this course. In addition, it is a requirement of this course that students be able to send and receive communication about assignments from the instructor by email.

Each homework assignment is worth 0 to 5 points (unless otherwise specified). Points will be given depending on effort and correctness. The rubric for homework assessment will be provided at the beginning of the semester and can be found on the course website.

For completion of **micro-feedback exercises** corresponding to a grammar topic available on Canvas, you are required to review the grammar topic and complete the exercise *prior* to coming to class. Each micro-feedback exercise is worth 15 points (unless otherwise specified).

Late homework will not be accepted. Your instructor will **drop the two lowest homework scores** at the end of the semester.

Students are also advised to keep all graded, returned assignments, quizzes, and exams. They become proof of grades as well as study guide for the following sections and exams. **Writing Assignments**

Learner Reflections (10% of Course Grade)

You are required to write a **bi-weekly reflection** (350-500 words, typed, double-spaced) for this course. The purpose of reflection is for you to critically analyse and reflect on your language learning process and consolidate your learning in the classroom. The topic for your first reflection task is assigned by the instructor. You are free to select a reflection topic for your remaining reflections. Some of the possible topics for reflection are: learning strategies, confusion or difficulty in understanding a topic, your experience of a classroom activity, comparison of linguistic structures between Hindi and other languages you know, your experiences using Hindi outside the classroom, the cultural aspects communicated through language, reflection on a Bollywood movie you watched, etc.

Reflections will be due on Monday of Week 2, week 4, week 6 and week 8 by 8.30 am (see Course Calendar) and will be electronically submitted via Canvas. Assessment rubric for reflections and samples can be found on the course website. First reflection assignment for this course is available on Canvas and is due on 6/24/2020.

Quizzes (10% of Course Grade)

Throughout the semester, you will take short quizzes that assess your linguistic and sociocultural knowledge of Hindi. In general, these will cover all the material and competencies worked on in class. For example, speaking, reading, writing, listening, and language analysis. Please **check Canvas>Calendar for the quiz dates.**

There may also be **pop-quizzes** during the course. The lowest quiz score will be dropped at the end of the semester.

There will be **NO make-up quizzes except in case of true emergencies.** A missed quiz will be counted as the lowest quiz score.

Conversation Quizzes (10% of Course Grade)

There will be conversation quizzes during the semester which target your spoken interactional competencies. They will be video recorded and submitted to the instructor online through Canvas.

- **Conversation Quiz 1:** scheduled and conducted during Week 4; due July 11, 2020 by 11.59 pm
- **Conversation Quiz 2:** scheduled and conducted during Week 8; due August 6, 2020 by 11.59 pm

Detailed guidelines and assessment rubric for the conversation quizzes will be given during the semester.

The dates for conversation quizzes will not be changed. Given the nature of the project and factors of time and participants' availability, there will be no make-up opportunities for the conversation project (except in case of true emergencies).

Projects (15% of Course Grade)

There are no exams in this course. Instead, students will work individually on two projects during the course.

- first (midterm) project due on July 12, 2020
- second (final) project due on August 5, 2020

Detailed project guidelines and phase deadlines will be made available to you during the semester.

Grading Policies

Grade Breakdown

Participation	15 %
Homework	25 %
Vocabulary Quizzes	5%
Learner Reflections	10 %
Quizzes	10 %
Conversation Quizzes (2)	10 %
Projects (2)	15%
Audio Portfolio	10%

Grading Scale

Following grading scale will be used:

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	Fail	54 or less

Other Important Information

Refer to the course website for task details

Check the course website regularly for detailed description and guidelines of the tasks for this class. The website will also contain rubrics for the evaluation of each task. You must read the rubric carefully before submission of your work for this class. In case of any discrepancy between a task description on the syllabus and on the course website, the latter would be taken as final.

Make-up Work and Tests

There are **no make-up quizzes in this course** except in the case of true emergencies approved by the SASLI administrator *and* supported by documentation (see policy on 'Absences' under 'Attendance'). If you are absent on the day of make-up quiz/test, you will receive a score of 0. Additionally, late homework will not be accepted.

Two lowest homework scores are dropped at the end of the semester

Also see the 'homework' and 'quizzes' sections for more details on late submission and make up works.

Office Hours

Students are encouraged to **attend the instructors' and teaching assistant's office hours with any individual questions or clarifications** regarding the course material. If you require assistance, please don't delay attending office hours until an assignment deadline or right before an exam.

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/

In the context of this course, all **assignments must only be completed individually** (except where specified) and **without the use of online translators** (which will always produce comically incorrect results anyway!).

Per FERPA regulations, **you are not permitted to make audio or video recordings during synchronous class times.**

Placement

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

Course Credit Fulfillment (required language)

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>

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 Centres

University Health Services (UHS) is the UW-Madison student health center with a mission “to enhance learning and student success by promoting, protecting, and restoring the health and well-being”. Please visit their website <https://www.uhs.wisc.edu/> to learn more about the services they offer and how you may access them.

- **Helpline for 24-Hour Mental Health Crisis Services:** 608-265-5600 (option 9)
- **After-hours Nurse Line:** 608-265-5600 (option 1)

LGBTQ Support

The Gender & Sexuality Campus Centre (<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 608263-5700. Their website is <https://students.wisc.edu/doso/>.

Classroom Atmosphere/ Diversity & Inclusion (suggested language)

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 honour your request to **address you by an alternate name or pronoun**.

Syllabus Change Policy

This syllabus is only a guide for the course and is subject to change with advanced notice.

Important Program Dates: (TBD)

Language Table (TBD)

Tentative Schedule

Given below is a **tentative overview** of the schedule for the course. Note that this is an approximate schedule; topics may change depending on the pace of the course. For the most updated schedule, consult with the instructor and refer to the Calendar tab on Canvas course website.

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Week	Theme	Interaccional Focus	Submission Deadlines
1. 6/15/20- 6/19/20	The Sound System of Hindi / Greetings <ul style="list-style-type: none"> ▪ Self-Introductions. ▪ Types of Consonants. ▪ Useful Greeting Phrases. (Hello /Goodbye/Other Courtesy Greetings). ▪ Exchanging basic personal information. ▪ Reading and writing the Devanagari script. ▪ Interrogatives (What/How/Where) 	<ul style="list-style-type: none"> ▪ Introduction i.e. saying your name in Hindi. ▪ Greetings and ▪ Opening conversations in Hindi in formal settings. ▪ Use interrogative to ask basic questions-What is your name? ▪ Writing Practice with activities from Textbook. ▪ Breakup room activities with the white board. 	<ul style="list-style-type: none"> ▪ Daily homework(s) ▪ Quiz 1: 6/19/20 ▪ Audio Portfolio on – My Introduction. ▪ Audio on Reading Consonants practice. ▪ Writing Practice for the Consonants.
2. 6/22/19- 6/26/19	Hindi Sound System & About Me <ul style="list-style-type: none"> ▪ Review the Devanagari/ pronunciation. ▪ Word construction and pronunciation. ▪ Describing myself. ▪ Nouns &Adjectives. 15 Nouns/ 15 Adjectives) ▪ Word Order. (Sbj+Obj+Vrb) <p>Introduction to – I am and He is.</p>	<ul style="list-style-type: none"> ▪ Describe your self using nouns and adjectives. ▪ Guessing the letter game. ▪ Construct simple sentence using the word order. ▪ Writing Practice with Textbook activities. ▪ Breakup room activities with the white board. 	<p>Daily homework(s) Learner Reflection 1: 6/24</p> <p>Quiz 2: 6/27</p> <p>Audio Portfolio on Describing myself.</p>

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<p>3. 6/29/20- 7/3/20</p>	<p>My Room/ My Classroom</p>	<ul style="list-style-type: none"> ▪ Expressing active listenership and 	<p>Daily homework(s) Quiz 3: 7/3</p>
	<ul style="list-style-type: none"> ▪ Identifying and describing my room and classroom. ▪ Vocabulary on Classroom objects. ▪ Possessive pronouns Mine(F/M/P) ▪ Vocabulary to describe room/classroom ▪ Introduction to – (This & That). ▪ Introducing the song ▪ “Mera Joota hai Japani” ▪ Postposition ▪ Imperatives. ▪ (Different Adjectives and nouns) ▪ Common Verbs 	<p>giving assessment in conversation.</p> <ul style="list-style-type: none"> ▪ Describing Classroom. ▪ Listening activity from textbook. ▪ Vocabulary based listening activity – Bingo. ▪ Chai – Demo on line. 	

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<p>4. 7/6/20- 7/10/20</p>	<p>Expressing My Hobbies</p> <ul style="list-style-type: none"> ▪ Likes, needs, and desires; <i>chahna, sakna</i>; ▪ constructions (<i>ko</i>); Introduction to verb “Is” HONA in Present and Past Tense. ▪ Describing events in Present Tense/ Past Tense. 	<ul style="list-style-type: none"> ▪ Role Play on sharing your hobbies. ▪ Basic question on what you want? ▪ TextBook activities for verb – “Hona”. ▪ Using Verbs to describe actions. 	<p>Daily homework(s) Learner Reflection 2: 7/8 Quiz 4: 7/10</p>
<p>5. 7/13/20- 7/17/20</p>	<p>My Family/My Home</p> <ul style="list-style-type: none"> ▪ Describing one’s Family ▪ Expressing ‘Have’ Possessives. ▪ past habitual; simple past of <i>hona</i>; describing a scene in the past; past progressive; weather and climate; expressions of time 	<ul style="list-style-type: none"> ▪ Opening a Conversation with friends about my Family. ▪ Describing your environment using – To have. 	<p>Daily homework(s) Quiz 5: 7/17</p>
<p>6. 7/20/20- 7/24/20</p>	<p>My Day</p> <ul style="list-style-type: none"> ▪ Habitual Tense(Present/Past) 	<ul style="list-style-type: none"> ▪ Describing your day. 	<ul style="list-style-type: none"> ▪ Daily homework(s)
	<ul style="list-style-type: none"> ▪ Ordering at a market ▪ Going to a restaurant. ▪ Choosing items. ▪ My plans – Future tense ▪ New Vocabulary pertaining to weekly topics. ▪ Comparisons. 	<ul style="list-style-type: none"> ▪ Shopping in a market. ▪ Future tense listening activities from textbook. ▪ Planning a vacation. 	<ul style="list-style-type: none"> ▪ Learner Reflection 3: 7/22 ▪ Quiz 6: 7/25 ▪ Audio Portfolio
<p>7. 7/27/20- 7/31/20</p>	<p>My Home/ Belonging</p> <ul style="list-style-type: none"> ▪ My weekend; Perfective. ▪ Narrating a story; ▪ My experience and accomplishments; 	<ul style="list-style-type: none"> ▪ Closing a Conversation ▪ Role Play on what you did last summer. ▪ Use White Board. ▪ Record a skit. 	<ul style="list-style-type: none"> ▪ Daily homework(s) ▪ Quiz 7: 8/1

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	Expressing compulsion		
8. 8/03/20 -8/07/20	<p>Giving Command/Making Request// Giving Directions</p> <ul style="list-style-type: none"> ▪ Making plans. ▪ Giving and following instructions. ▪ Progressive Tense. 	<ul style="list-style-type: none"> ▪ Ordering Food online using imperatives. ▪ Making plans to go on a vacation. ▪ Scavenger Hunt game. ▪ Record skit using progressive tense. 	<ul style="list-style-type: none"> ▪ Daily homework(s) ▪ Learner Reflection 4: 8/6 ▪ Quiz 8: 8/4 ▪ Conversation Quiz 2: 8/5 ▪ Final Project: 8/5