



## University of Wisconsin-Madison

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**Level and Language:** Elementary Tibetan Language

**Course number:** ASIALANG 317 & ASIA LANG 327

**Credits:** 4 credits for each semester

**Course Designation and Attributes:** General Education

**Prerequisite:** No prior knowledge is required

**Instructional Modality:** This course will meet in person.

**Meeting time:** Monday - Friday from 8:30 A.M. – 1:00 P.M.

**Instructor:** Jampa Khedup

**Office hours:** Monday - Friday from 1:00 - 2:00 PM.

### Credit Hours

ASIANLANG 317 (4.0 credits), ASIANLANG 327 (4.0 credits) The credit hours for this course are met by an equivalent of academic year credits of “One hour (i.e., 50 minutes) of classroom or direct faculty/instructor and a minimum of two hours of out of class student work each over approximately 15 weeks, or an equivalent amount of engagement over a different number of weeks.” Students will meet with the instructor for a total of 156 hours of class (4 hours per day, 5 days a week) over an 8-week period.

### COURSE DESCRIPTION

Tibetan is the language of the Tibetan people: its various dialects are spoken over an area the size of Western Europe, stretching from Baltistan (Pakistan) in the west to Sichuan Province (China) in the east. The linguistic range extends beyond Lake Kokonor (in the province of Qinghai, China) to the north, and its southern limits are the southern slopes of The Himalayas, encompassing the independent state of Bhutan, Sikkim, the high valleys of Mustang, and the region of Everest inhabited by the Sherpas of Nepal.

Tibetan is also spoken in diaspora Tibetan communities in India, the USA, Europe, and elsewhere. Tibetan literature embraces a wide variety of arts and sciences ranging from epics and poetry to medicine, grammar, rhetoric, and Buddhist philosophy. There are over six hundred Tibetans living in the great city of Madison, Wisconsin. Tibetan Language students have ample opportunities to practice

the language with Tibetan natives off the campus at the Tibetan events or visit Tibetan families during the evening hours or weekends to practice the Target Language with the native speakers.

Tibetans living in Western countries face increasing challenges of communicating in formal Tibetan language. UW Madison offers a Tibetan program that suits the needs of those heritage learners as well. The course offers a foundation in developing skills to be able to speak, listen, read, and write in Tibetan in a culturally appropriate way in various social situations.

### **CLASS FORMAT:**

The elementary Tibetan Language course introduces the students to Tibetan dialect used in the central part of Tibet as well in the Tibetan communities all over the world. We will use Manual of Standard Tibetan Language and Civilization by Nicolas Tournadre and Sangda Dorje as our principal Textbook. We will cover two chapters a week with additional short story readings daily to help students to accelerate their reading skill, pronunciation and writing short stories in the Tibetan Language. Students will hear and use only the target language in the classroom during the instruction. Should there be concerns that need to be explained in English about grammar or structures, students are welcomed to discuss with the instructor before/after class or during the office hour.

Students will engage in various activities in the classroom such as group work, pair work, and individual activities. Students are encouraged to actively participate in the classroom by volunteering to write on the blackboard or participate in the role-play activities in the classroom. Keep in mind that participation makes up 20% of the final grade.

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

The classes will be interactive and require students to work with their group members to be able to develop your communicative and cultural competence and hone their performance. The Elementary Tibetan language course aims to develop students' language proficiency at an intermediate low according to ACTFL standards. The order of emphasis given on the course is interpersonal communication, presentational speaking and writing, interpretive listening and reading.

- To achieve the goals, the communicative approach will be highly emphasized throughout the course and use 100 % of target language during the instruction. Students will be expected to take an active role in the class discussion and other activities. The instructor will give topics for in class presentation/conversations/role plays or students may also come up with their own topics.
- Students will be updated on their progress and areas of weakness through the homework corrections and during one-on-one meetings. Those who need extra assistance are strongly encouraged to meet with your instructor during office hours to practice, discuss your progress, address specific difficulty areas, and for any other extra help in your learning.
- In addition to the daily four hours in class meeting, students are required to spend a minimum of four hours to complete online assignments and prepare for the next day of class.
- Please check your Canvas sites regularly for weekly schedules, assignments due dates, and all the updates.

## COURSE LEARNING OUTCOMES AND OBJECTIVES:

The main objective of the course is to develop Tibetan language proficiency in the following skills: interpersonal communication, presentational speaking, interpretive listening, interpretive reading, and presentational writing skill. The assessment of those skills and building of proficiency will be accomplished through an assortment of lessons, focusing on the various aspects of the Tibetan language.

At the end of the course, students will be able to attain a proficiency level in these skills equivalent to “Intermediate Low” By the end of the course students will be able to

- Identify the general topic and basic information in very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- Take messages and understand the purpose of messages and information related to your basic needs and personal interest, identify some simple information needed on forms and some information from news media.
- Present information on familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
- Write and take messages about people, activities, events, and experiences; prepare materials for a presentation on topics of interest; basic instructions on how to make things or do things.
- Communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- Talk about simple everyday topics such as family or household tasks, hobbies and personal interests, and schoolwork or other daily routines and activities.

### Grading Scale

A	91-100
AB	86-90
B	81-85
BC:	76-80
C	71-75
D	60-70
F:	59

#### Grading Criteria

a) Classroom Participation	20 %
b) Homework	20 %
c) Journals	10 %
d) Quizzes	10 %
e) Class project	10 %
f) Final exam written	20 %
g) Final exam oral	10 %
Total 100 %	

Oral Exam Consists of:

- Conversation fluency
- Pronunciation accuracy
- Reading pace
- Proper pausing
- Frequency of proper usage of particles and grammatical structures in your conversation.

Both for semester A and Semester B final exams, students will complete an oral interview with your instructor for a length of 7-10 minutes. The range of subjects and topics are accumulative, and all students are expected to come fully prepared for the oral interview.

### **Course Website, Learning Management System & Digital Instructional Tools**

The following CANVAS link is where all the Elementary Tibetan language course materials will be accessible. And the Zoom link will be used for our one-on-one meeting during this semester.

### **Texts Book required:**

Manual Of Standard Tibetan: Language and Civilization by Nicolas Tournadre and Sangda Dorje (Jun 28, 2005). This textbook is available on amazon. ISBN: 9781559391894

Textbook audio link: available via; <https://www.shambhala.com/manualofstandardtibetan/>

### **Dictionaries and grammar books:**

- 1) The English- Tibetan Dictionary of Modern Tibetan. Compiled by Goldstein, Melvyn.
- 2) A Basic Grammar of Modern Spoken Tibetan (a practical handbook by Tashi)
- 3) iPhone / Samsung dictionary App called (Tibetan) with a red Icon showing Tibetan letters which allows searching both in English and Tibetan.

### **Reference materials and online Tibetan Language links:**

- <https://quizlet.com/khedup/folders/1st-year-tibetan-language-class?x=1xqt&i=15m7h>
- Language materials for reading and writing for beginners at <https://youtu.be/vl0WoxLsaRg>
- You can listen to a conversation, interviews and weekly table talk with scholar and guests online at <http://www.rfa.org/tibetan> Or <https://www.facebook.com/voatibetan/>

### **Supplementary materials:**

Your instructor will distribute short stories, songs, Tibetan sayings, and simple poems throughout the semester. And short assignments will be given on the supplementary materials as needed.

### **Course Requirement:**

Students are required to study the lessons before coming to the class through the instructor's lesson recordings and the textbook. Our synchronous class hours will be strictly dedicated to group conversational activities.

### **CLASS ETIQUETTE:**

- Be on time to class (class starts at 8:30 AM. (Central Time))
- No eating or doing other chores during the class time.
- Turn in your homework on time.

- Participate in discussions and activities. Show your group members respect and support in their learning and inform them of group meetings or activities if you will have to leave early or miss.
- As per FERPA regulations, you are not permitted to make audio or video recordings during class times.
- Do not use non-instructional technology (cell phones, chat applications, social media) during the class.

**Homework and Assignment:**

All students are expected to study the vocabulary, grammar structures and the conversation section from each chapter prior to coming to the class. Daily assignments include reading, writing, and listening exercises and recording sections of the lesson.

**Weekly Journal:**

Students are required to write one page of journal every week starting from week two. The journal can be on any topics of the lesson that we have covered in the past weeks, or it can be on any other topic of your choice and submit your one-page journal on your Canvas Goggle colorations by Sunday 9:00 PM Central Time.

The purpose of writing a journal is to enhance your writing capability and organizing thoughts in Tibetan. You are not expected to write 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 it will be counted towards your homework assignment.

**Some pointers regarding journal:**

- Write the date & day of the week on top of each entry in Tibetan.
- Keep double line spacing for error correction.
- Practice Tibetan script keyboarding. (Online Tibetan fonts download available at; <http://bodhpayapp.blogspot.com/2017/01/monlam-bodyig-3-free-download.html>)  
Feel free to write more than one page for you journal assignment.

**Oral Quizzes:**

Vocabulary quizzes: There will be 3-5 minutes pop-up vocabulary quizzes every morning to help students to build their vocabulary. All the students will take turns and say the words from the current chapter.

**Written Quizzes:**

There will be written quizzes every Friday during the last session. The quizzes will be timed quizzes for a length of 30-40 minutes on the chapters that are covered during that week. The written quizzes consist of filling in the blanks, multiple choices, matching and question and answer, and construction of sentences focusing on the grammar rules.

**Class Project:**

- Students are assigned to do two project base presentations during the eight-week program. The first-semester class projects can be on any topics related to the contents covered during the first four weeks. The first project presentation is scheduled on Thursday, July 14th. The format and details of the project will be discussed in class during the first week of class.
- The second-semester class presentation is scheduled on Thursday, August 11th. The Length of the presentation is 10 -15 minutes for each student. There will be discussion and Q&A session right after each presentation. Class projects count towards 10% of your final grade for each semester.
- 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. Late, incomplete, and missed assignments will adversely affect your final grade
- The final exam for (semester A) is scheduled on Friday, July 15<sup>th</sup>, and final exam for the (semester B) is scheduled for Friday, August 12<sup>th</sup> on the last day of the class. The format and content of the exam will test all skills, grammar, and vocabulary points learned in the second half of the program. One on one interviews will be part of your oral exam.

**IMPORTANT DATES:**

- Holiday: July 4, 2022, Monday
- Semester A. Project: July 14th Thursday 8:30 AM
- Semester A. Exam: July 15th Friday 8:30 AM
- All SASLI Program: August 2, Tuesday, 1:30 pm
- Semester B. Project: August 11th Thursday 9:00 AM
- Second Semester Final: August 12<sup>th</sup>, Friday 8:30 AM

**Note:** All SASLI programs and other dates will be announced by SASLI ahead of time.

**Course Policies****Attendance**

This class will follow WISLI attendance policy, which states:

Given the intensive nature of our programs, students in the Wisconsin Intensive Summer Language Institutes (WISLI) are expected to attend every day of class during the 8-week summer term. Students are allowed to miss one day in the first half of the summer program and one day in the second half of the summer program without a grade deduction. Unexcused absences of 2 or more will result in a grade deduction including attendance and participation, missing work, or tests, which may impact a student's final grade. Please see the grade rubric in your course syllabus for an explanation of your course grade.

Excused absences for emergency circumstances will be reviewed on an individual basis. Please contact your instructor as soon as possible if you will be absent from class.

For COVID-19 related questions, please see the UW-Madison COVID-19 Response FAQs: <https://covidresponse.wisc.edu/faq/>

All WISLI programs following UW-Madison policies for religious observances. Please notify your instructor in the first week of class if you will be absent due to religious observances in the 8-week summer term.

WISLI attendance policies align with UW-Madison guidelines: <https://doso.students.wisc.edu/guide/class-attendance/>

## Unexpected Absences and COVID-19

Given the intensive nature of our programs, instructors, and students in the Wisconsin Intensive Summer Language Institutes (WISLI) are expected to be present every day of class during the 8-week summer term. However, sometimes unexpected situations arise, and it is important to work together with the pedagogy and administrative program staff in a timely manner to find appropriate and reasonable accommodations for instructors and students while maintaining the rigor and flow of our intensive courses.

The Wisconsin Intensive Summer Language Institutes (WISLI) follow UW-Madison guidelines regarding COVID-19. For the most up-to-date information about these policies, go to: <https://covidresponse.wisc.edu>. Please review the information on the FAQs page (<https://covidresponse.wisc.edu/faq/>), which provides guidance regarding some COVID-19 related absence issues, including questions such as:

- If I am in class or at work when I receive a positive COVID-19 test result, should I leave immediately?
- What should I do if I've tested positive for COVID-19?
- What should I do if a student in my class tells me that they have tested positive for COVID-19? Should I inform the other students? Should I cancel class?
- What should I do if multiple students in my class are out because they are isolating or in quarantine for COVID-19?
- Will I be notified if a student in my class is required to be tested for COVID-19, has failed to test for COVID-19, or tests positive for COVID-19?
- Are instructors required to provide students fully remote or online access to in-person courses?
- How long should someone stay home if they are experiencing symptoms of COVID-19?
- I've been exposed to (a close contact of) someone with COVID-19. Do I need to quarantine and for how long?
- Should I attend work or class if I am sick?
- I heard someone in one of my classes has tested positive, but I don't know whether I was a close contact. What should I do?

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

- 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 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.

**Tardiness:**

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 this could result in a marked absence or grade deduction. The class starts at 8:30 AM to 1:00 PM. with a 30-minute lunch break in between.

**Teaching & Learning Data Transparency Statement**

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully evaluates and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. View the university's full [teaching and learning data transparency statement](#).

**Privacy of Student Records & the Use of Audio Recorded Lectures Statement**

View [more information about FERPA](#). Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [Regent Policy Document 4-1] Students



may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities, with the exception of sharing copies of your personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

### **How to Succeed in This Course:**

You must attend all the classes regularly and on time, take advantage of office hours to get help, and complete all the work by the due dates. master the vocabulary of the current chapter before coming to class, actively participate in all the class activities, review course materials regularly and prepare for the quizzes and exams. Must spend a minimum of 4 hours outside the class meeting every day to complete the assignments and practice the language.

Students may find the following campus resources helpful in aiding their success in the SASLI program:

**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)

UHS also has a site dedicated to remote services (<https://www.uhs.wisc.edu/remothealth/>). Note that some services offered at UHS are limited to in-state students only.

**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 concerns; their main objective is to promote student well-being. They are in Bascom Hall and can be contacted at 608-263-5700. Their website is: <https://students.wisc.edu/doso/>.

Some additional campus resources are:

- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)

### **Course Evaluations**

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the mid-term and final course evaluations. Typed course evaluations will not be released to instructors until after grades have been posted.

## **Students' Rules, Rights & Responsibilities**

### **Diversity & Inclusion Statement**

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.

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/or on Canvas. 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 and your selected pronouns**.

### **Academic Integrity Statement**

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

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- 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 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/](https://conduct.students.wisc.edu/academic-misconduct/)

### Accommodations for Students with Disabilities Statement

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

### Weekly schedule:

Week One June 20 - 24	Topic and page numbers	Assignments Topic and page numbers	Due dates and deadlines
Monday	1. Introduction to alphabets 2. Vowels, subscript letters 3. Single letter words 4. Greetings at different times of the day 5. Basic personal information 6. Frequently used expressions. Page # 41,42,47, 51,	1. Practice writing the alphabets 2. Read alphabets, sub scripts 3. Read and write the single letter words. 4. Practice the frequently used expressions	June 20 <sup>th</sup>  Graded as complete or incomplete
Tuesday	1. Superscript letters 2. Stacked and reverse letters 3. Thick sounding letters 4. Single letter words 5. Basic personal information 6. Frequently used expressions. Page # 52, 53, 55, 64, 73	1. Practice writing and reading superscript, stacked letters and single letter words.  2. Practice writing simple sentences using the handouts.	June 21 <sup>st</sup>  Graded as complete or incomplete

Wednesday	<ol style="list-style-type: none"> <li>1. The ten suffix letters</li> <li>2. The two secondary suffixes</li> <li>3. The five prefix letters,</li> <li>4. Basic personal information</li> </ol> <p>Frequently used expressions. Page # 55-59, 67,</p>	<ol style="list-style-type: none"> <li>1. Practice writing and reading suffixed letter words,</li> <li>2. Secondary suffixes, and prefix letter words,</li> </ol>	<p>June 22nd</p> <p>Graded as complete or incomplete</p>
Thursday	<ol style="list-style-type: none"> <li>1. Identify the radical letters</li> <li>2. Prefix letters with radical and stacked consonants.</li> <li>3. Basic personal information</li> <li>4. Frequently used expressions.</li> </ol> <p>Page # 60-63, 74</p>	<ol style="list-style-type: none"> <li>1. Practice writing and reading prefix letters with radical and stacked consonants.</li> <li>2. Common expressions.</li> </ol>	<p>June 23rd</p> <p>Graded as complete or incomplete</p>
Friday	<p>Chapter # One. What is this?</p> <ol style="list-style-type: none"> <li>1. Verb to be</li> <li>2. Demonstratives</li> <li>3. Interrogative pronouns</li> <li>4. Formal and informal expressions.</li> </ol> <p>Page # 76-82</p>	<p>Complete the homework on page 81 and 82</p>	<p>June 24-25</p> <p>Graded as complete or incomplete</p>

Week 2 June 27- July 01	8:30-10:30 Topic and page numbers	11-1 P.M. Topic and page numbers	Assignments Topic and page numbers	Due dates and deadlines
Monday	<ol style="list-style-type: none"> <li>1. Continue with chapter one conversation and personal information conversation 1 and 2.</li> <li>2. Ask and tell activity using the chapter vocab and auxiliary verbs,</li> <li>3. Use all the frequently used expression learned thus far with each other</li> </ol>	<p>practice chapter two new words and the dialogue section on page # 84</p> <p>practice the new grammar of interrogative particles on page # 85-2.3.1</p>	<p>Read and record chapter two dialogue section.</p> <p>practice number and plural marker on page 86-2.3.1</p>	<p>July 27th</p> <p>Graded as complete or incomplete</p>

Tuesday	<p>Chapter two: What is this?</p> <ol style="list-style-type: none"> <li>1. Use plural markers.</li> <li>2. Use Interrogative pronouns.</li> <li>3. Classroom conversation # 1.2</li> </ol>	<p>Practice the exercises on page # 86-2.3.2 with your partner.</p> <p>Practice the chapter two dialogue section and plural marker with nouns.</p>	<p>Complete the exercises on page # 87-2.4.1</p> <p>Post your daily homework page on CANVAS</p>	<p>June 28th</p> <p>Graded as complete or incomplete</p>
Wednesday	<ol style="list-style-type: none"> <li>1. Classroom conversation # 2.2</li> <li>2. Pair up activity to reinforce interrogative pronouns on page # 87-2.4.6</li> </ol>	<p>Study chapter three new words and the dialogue section on page # 93-3.3.2</p>	<p>Read and record dialogue section on from chapter # 2 and the classroom conversation # 2.2</p>	<p>June 29th</p> <p>Graded as complete or incomplete</p>
Thursday	<ol style="list-style-type: none"> <li>1. Use egophoric verbs, the place of adjectives, and existential verbs.</li> <li>2. Pair up conversation from chapter # 3.</li> </ol>	<p>Complete exercise # 3.3.1 # 3.3.2 # 3.3.3</p>	<p>Complete exercises on page # 96 Exercise # 3.4.1 Exercise # 3.4.3 Exercise # 3.4.6</p> <p>Post on your daily homework</p>	<p>June 30th</p> <p>Graded as complete or incomplete</p>
Friday	<p>Recap:</p> <ol style="list-style-type: none"> <li>1. Personal information 1,2</li> <li>2. Classroom conversation 1,2</li> </ol>	<ol style="list-style-type: none"> <li>1. Review Chapter 1,2,3 dialogue sections and exercises with your partner.</li> <li>2. Weekly quiz</li> </ol>	<p>Read page 100-102 grammar information for Monday class.</p> <p>Complete your weekly journal</p>	<p>July 1st- 2nd</p> <p>Graded as complete or incomplete</p>