Intermediate Bengali
ASIALANG 417 & ASIALANG 427

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

Course Designations and Attributes
General Education

Course Description
This intermediate Bengali course is designed to further develop your language skills and deepen your understanding of Bengali culture. Building on the knowledge gained in the beginner level, this course will focus on expanding your vocabulary, improving your grammar, and enhancing your reading, writing, speaking, and listening abilities. Through interactive lessons, practices, and cultural activities, you will gain the necessary skills to communicate effectively in Bengali and gain insight into the rich cultural heritage of Bengal.

Requisites
Elementary Bengali

Meeting Time and Location
8:30-1:00 pm CST, M-F
Van Hise 475

Instructional Modality: Synchronous: Hybrid.
This course will meet synchronously.

Instructors & Faculty Assistants
Dr. Aminur Rahman

Instructor Availability
Monday -Friday 1.00 p.m. 2.00 p.m. in the classroom, other times by appointment.

Instructor Email/Preferred Contact
Email: arahman4@wisc.edu (preferred)
**Course Learning Outcomes**

By the end of the intermediate Bengali language class, students will be able to demonstrate observable language skills and communicative competences in various situations.

**Observable Language Skills:**

1. **Listening:** Students will be able to understand and comprehend spoken Bengali in a variety of contexts, including conversations, news reports, and short audio clips.

2. **Speaking:** Students will be able to engage in conversations in Bengali with native speakers and fellow learners. They will demonstrate the ability to express themselves clearly and coherently, using appropriate vocabulary, grammar structures, and pronunciation, for example, describing everyday work, favorite food/movie/person etc.

3. **Reading:** Students will be able to read and understand a range of written materials in Bengali, such as newspaper articles, short stories, and simple literary texts.

4. **Writing:** Students will be able to write in Bengali for different purposes and audiences. They will demonstrate the ability to compose coherent paragraphs and short essays, expressing their thoughts, opinions, and ideas in a structured manner.

**Communicative Competences:**

1. **Intercultural Competence:** Students will demonstrate an understanding of cultural norms, values, and traditions in Bengali-speaking communities. They will also develop the ability to navigate cross-cultural communication challenges effectively. For example, they will be able to use appropriate prepositions for different age groups, or distinguish different salutations based on the speaker's religious affiliation.

2. **Social Interaction:** Students will be able to engage in social interactions in Bengali, both in formal and informal settings. They will also develop strategies to express agreement, disagreement, and uncertainty politely.

3. **Functional Language Use:** Students will be able to use Bengali to accomplish specific tasks, such as making requests, giving directions, making suggestions, and expressing preferences.

4. **Language Awareness:** Students will develop a deeper understanding of the Bengali language, including its grammar, vocabulary, and idiomatic expressions. They will be able to analyze and explain language patterns and structures, making connections between form and meaning.

By achieving these observable language skills and communicative competences, students in the intermediate Bengali language class will be well-equipped to engage in a wide range of everyday conversations, comprehend written materials, and express themselves effectively in the Bengali language.
How Credit Hours are Met by the Course
The credit standard for this course is met by an expectation of a total of 180 hours of student engagement with the course learning activities (at least 45 hours per credit), which include regularly scheduled instructor and student meeting times (e.g., 4 hours of synchronous course sessions daily, 5 sessions per week), reading, writing, listening, speaking, and out-of-class homework and project activities.

Regular and Substantive Student-Instructor Interaction
This course meets the regular and substantive student-instructor interaction requirement. By engaging students in teaching, learning and assessment through direct instruction, providing feedback on student work, providing information about course content, and facilitating discussion of course content on a weekly basis. Regular and substantive student-instructor interaction, as defined by the US Department of Education (Within 34 C.F.R. §600.2), is always a requirement of UW-Madison for-credit learning activities.

Course Overview

Course Website, Learning Management System & Digital Instructional Tools
https://canvas.wisc.edu/courses/356573
All course materials will be uploaded on canvas. We will use the Zoom platform for distance students.

Required Textbook, Software & Other Course Material

Textbooks:
- Epar Bangla Opar Bangla: Bangla Across Borders
  You can download an electronic copy from here: https://els2.comotion.uw.edu/product/epar-bangla-opar-bangla-bangla-across-borders
- The Practice Texts for Bengali Learners by Rupa Chakraborty
  (Copy will be provided)
- On various occasions, your instructor will provide generated materials based on the needs of the students.

Software:
- Avro Bengali Keyboard
  You can download from here: https://www.omicronlab.com/avro-keyboard.html

Campus provides students with technology guidelines and recommendations for instruction. Students should consult these resources prior to the start of the semester.

Homework & Other Assignments
- Every day, students will receive four hours' worth of homework. The homework will cover four areas of learning: reading, writing, speaking, and listening.

Last updated: June 2023
You need to submit your homework on canvas by the deadline (preferably no later than 9.00 p.m. every day).

Exams, Quizzes, Papers & Other Major Graded Work

Students will have weekly quizzes every Friday. There will be some in class pop up quizzes and short writing assignments. There will be daily audio recording assignments and a story log needs to be kept as writing assignments. Final exam for the third semester will be held on July 14, 2023 and final for the fourth semester will be held on August 9, 2023.

Course Calendar

Week 3 July 3-7
(There will be no class on 4th of July)

Week 4, July 10-14, Final assessment on July 14 for first semester

Week 5, July 17-21

Week 6, July 24 -28

Week 7, July 31 – August 4

Week 7, August 7 – 11, Final Assignment for second semester on August 9.

Grading

Note: This course includes material and instruction for two semesters, resulting in two separate final grades.

You will be evaluated based on these criteria.

<table>
<thead>
<tr>
<th>Weekly Assessment</th>
<th>25%</th>
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<tr>
<td>Weekly Presentation</td>
<td>15%</td>
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<tr>
<td>Regular Homework Submission</td>
<td>25%</td>
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<tr>
<td>Active Participation</td>
<td>15%</td>
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<tr>
<td>Final exam</td>
<td>20%</td>
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</table>

Final exams will be on four skills, i.e., speaking, reading, writing and listening. There will be no make-up exam.

Grading scale

<table>
<thead>
<tr>
<th>A= 90-100%</th>
<th>AB=87-89%</th>
<th>B=80-86%</th>
<th>BC=77-79%</th>
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<tbody>
<tr>
<td>C=70-76%</td>
<td>D=60-69%</td>
<td>F=0-59%</td>
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Last updated: June 2023
Course Policies

Attendance: 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:

- One absence per semester is permissible, resulting in no grade deduction.
- 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.

Please see the grade rubric in your course syllabus for an explanation of your course grade.

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 schedule 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 what to do when testing positive.

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.

All WISLI programs follow 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.

Additional Notes:

- You may request remote attendance 24 hours in advance of a class session in the case of illness/emergency. Asynchronous make-up assignments may also be granted by the instructor and administrative team on a temporary basis in case of illness/emergency. Remote instruction/asynchronous make-up work may not exceed 2 days without administrative approval. It is the responsibility of the student to communicate early and often when missing class or coursework due to absence.
- 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 (sbeckham@wisc.edu) at the beginning of the semester.
● If you are absent due to an illness or emergency, you are also required to contact the SASLI Academic Director, Sarah Beckham (sbeckham@wisc.edu). You may also be required to submit necessary documentation.

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
This course is designed to reward students who will come to class regularly, actively participate in class discussions and activities and submit their homework regularly.

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)

Last updated: June 2023
- **After-hours Nurse Line:** 608-265-5600 (option 1)

UHS also has a site dedicated to remote services (https://www.uhs.wisc.edu/remotehealth/).

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 located 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.

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/](http://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](http://mcburney.wisc.edu/))

**UW Land Acknowledgement Statement**

**Academic Calendar & Religious Observances**
Students must notify me within the first two weeks of class of the specific days or dates on which they request relief.
## Weekly Schedule
### Week 1 (June 19-23)

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Deadline</th>
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<tbody>
<tr>
<td><strong>June 19, 2023</strong></td>
<td><strong>Your family and you</strong></td>
<td><strong>Assignment</strong></td>
<td><strong>9 p.m.</strong></td>
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<tr>
<td><strong>Monday</strong></td>
<td>Hour 1: Class Orientation, Syllabus and Diagnostic Assessments</td>
<td>Draw a family tree and show where you sit.</td>
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<td>Hour 2: Talk about your family. Activity: Draw a family tree and show where you are positioned in the family tree. Present your family tree to the class, describing who is taller, older, skinnier, funnier, etc.</td>
<td>Record a two-minute extempore audio about your family.</td>
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<td>Hour 3: Listen to video clips and fill out a worksheet. While filling out the worksheet, note the number of Muslim and Hindu names heard in the video clips.</td>
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<td>Hour 4: Read and translate the given text. Grammar Focus: Comparative and superlative Vocabulary: Family vocabulary for both Hindu and Muslim families</td>
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<td><strong>June 20, 2023</strong></td>
<td><strong>Your family and you</strong></td>
<td><strong>Assignment</strong></td>
<td><strong>9 pm</strong></td>
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<tr>
<td><strong>Tuesday</strong></td>
<td>Hour 1: Warm-up and give feedback about homework. Vocabulary retention assessment. Introduce new family vocabulary for Hindu and Muslim families and make sentences with the new vocabulary. Practice transforming the sentences from positive to negative and interrogative forms.</td>
<td>Record your family tree and describe who is older and who is younger.</td>
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<td>Hour 2: The instructor will talk about his family for 1 minute; students need to note down information about the instructor's family and report back. Repeat this exercise three times, with the instructor giving different accounts each time. Then, one student will do the same, and others will report back. Students will take turns.</td>
<td>Homework: Students will write two paragraphs about their imaginary Hindu and Muslim families. They will also watch a ten-minute segment of a</td>
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<td>Hour 3: Write ten sentences comparing the general trends of an American family and a Bengali family in India/Bangladesh. Share your thoughts with the</td>
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<td>Date</td>
<td>Activity</td>
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<td>June 21, 2023 Wednesday</td>
<td><strong>Eating Out</strong>&lt;br&gt;Hr 1: Warm-up and give feedback about homework. Vocabulary retention assessment. Introduce new vocabulary for dining out and make five sentences with the new vocabulary. Practice transforming sentences from positive to negative and interrogative forms.&lt;br&gt;Hr 2: Read a paragraph about eating-out habits in Bangladesh and translate it into English. Identify why the author is advocating for home-cooked food and traditional eating habits in Bangladesh.&lt;br&gt;Hr 3: Debate The class will be divided into two groups: one speaking in favor of home-cooked food and the other in favor of restaurant food.&lt;br&gt;Hr 4: Video watch. Watch a 5-minute video on fast food culture in Bangladesh. Write down why middle-class families are more susceptible to restaurant food and why rich groups are doing the opposite.</td>
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<td>9 pm&lt;br&gt;Write a paragraph about your favorite food and favorite restaurant.&lt;br&gt;Homework: Write and record your response explaining why American families eat out a lot. Include any tendencies you have observed in your own family and explain why</td>
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<td>June 22, 2023 Thursday</td>
<td><strong>Eating Out</strong>&lt;br&gt;Hr 1: Introduce new vocabulary for ordering food and letting others know your preferences. Vocabulary retention assessment. Make sentences with the new vocabulary and practice transforming them.&lt;br&gt;Hr 2: Write a conversation between a customer and waiter while the customer is ordering his/her food.</td>
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Last updated: June 2023
Hour 2: Talk about your favorite food. Write down bullet points about your favorite food and why it is your favorite. Focus: Uses of connectors.

Hour 3: Virtual tour of a Bangladeshi restaurant. Take note of various kinds of food and their prices.

Hour 4: Role play. The instructor will be a waiter, and each student will order their food. Focus: Expressing how spicy they want their food and how they would like it cooked.

**Homework:** Students will be given a menu of a Bangladeshi restaurant and will be asked to write a review of the food.

**June 23, 2023**

**Friday**

**Review**

Hour 1: Review of family vocabulary, describing one's own family. Describe how close you are to your family and who your favorite person in the family is and why.

Hour 2: Review of eating out vocabulary. Describe why you like or dislike eating out and compare the eating out culture in Bangladesh and the USA.

Hour 3: Describe your experience going to a favorite restaurant with all your family members.

Hour 4: Weekly assessment, including all four skills.

1. Record your favorite person in the family and describe why?
2. Record about your experience when you had tasted a foreign food for the first time.
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<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Deadline</th>
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<tbody>
<tr>
<td><strong>June 26, 2023 Monday</strong></td>
<td><strong>Shopping</strong></td>
<td>Write two paragraphs about online shopping and in person shopping.</td>
<td>9 pm</td>
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<td>Homework: Record a two-minute extemporaneous audio about your family.</td>
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<td>Hour 1: Introducing new vocabulary on shopping. Students will be asked about their favorite mode of shopping, such as online shopping and traditional shopping.</td>
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<td>Hour 2: Discuss your shopping habits and why. Activity: Create a list showing the pros and cons of online shopping. After completing the lists, share your preferences in front of the class. When discussing your preferences, be sure to explain why one mode of shopping is better for you than others.</td>
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<td>Hour 3: Listen to video clips (clips will be shown) and fill out the worksheet. While filling out the worksheet, write down how items were mentioned in the video and what they are.</td>
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<td>Hour 4: Read and translate the given text (text will be provided). Grammar focus: Comparative and superlative.</td>
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<td><strong>June 27, 2023 Tuesday</strong></td>
<td><strong>Shopping</strong></td>
<td>Explain (record) why online shopping is gaining more popularity over conventional shopping?</td>
<td>9 pm</td>
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<td>Homework: Students will write two paragraphs about their</td>
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<td>shopping habits for 1 minute; students need to take notes about the instructor's habits and report back. (Repeat this exercise 3 times; each time the instructor will provide a different account of his shopping habits. Then, one student will be invited to do the same, and others will report back. Students will take turns.)</td>
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<tr>
<td>Date</td>
<td>Trips and Travel</td>
<td>Where do you want to go for your next holiday, and why?</td>
<td>9 pm</td>
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<tr>
<td>June 28, 2023 Wednesday</td>
<td>Hour 1: Warm up and provide feedback on homework. Vocabulary retention assessment. Introducing new vocabulary for travel. Create 5 sentences using the new vocabulary and practice transforming them from positive to negative and interrogative forms. Hour 2: Read a paragraph about travel culture in Bangladesh and translate it into English. The paragraph is about traveling within Bangladesh and going abroad. Identify why the author advocates for making trips within Bangladesh and how that could be an economic booster. Hour 3: Debate The class will be divided into two groups: one group speaking in favor of making trips within the country and the other group in favor of going abroad. Hour 4: Watch a 5-minute video on travel culture in Bangladesh. After watching the video, write down why middle-class families are more likely to take local trips and why rich groups are doing the opposite.</td>
<td>Homework: Write and record your response to why European destinations are popular among American tourists. Include any tendencies you have observed in your family and why.</td>
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ticket, reserving a hotel, and expressing preferences to others. Vocabulary retention assessment. Create sentences with new vocabulary and practice sentence transformations.

Hour 2: Talk about your favorite tourist destination. Write down bullet points about your favorite tourist destination and explain why. Focus: Use of connectors.

Hour 3: Virtual tour of Bangladeshi tourist spots. Students will be asked to take note of various types of tourist spots and their facilities.

Hour 4: Role plays: The instructor will act as a tour operator, and each student will book a trip including hotel reservations. Focus: Express how you would like your room to be and provide your arrival and departure dates.

<table>
<thead>
<tr>
<th>June 30, 2023</th>
<th><strong>Review</strong></th>
<th>Keep a diary of what you buy over the weekend and from where and why?</th>
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<tbody>
<tr>
<td>Friday</td>
<td>Hour 1: Review shopping vocabulary and describe your own shopping habits. Explain why one form of shopping is better than others.</td>
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<td>Hour 2: Review shopping vocabulary. Describe why you like, or dislike online shopping compared to in-person shopping. Compare online shopping in Bangladesh and the USA.</td>
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<td>Hour 3: Describe your experience visiting a favorite tourist spot with all your family members.</td>
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<td>Hour 4: Weekly assessment. Includes all four skills. Weekend homework will be assigned.</td>
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