

Unit 1 Overview

Learning Outcomes

1. Introduce yourself
2. Ask about and state your work or college major
3. Open and close a conversation politely
4. Count to 10
5. Fingerspell the first names of classmates
6. Learn the meanings of the terms Deaf culture and Deaf community
7. Learn about name signs for people and places

Vocabulary

<i>0 to 10</i>	<i>nice</i>
<i>hello, hi</i>	<i>to-meet</i>
<i>name</i>	<i>who</i>
<i>me/I</i>	<i>work, job</i>
<i>you</i>	<i>major, career, profession</i>
<i>he/she/it</i>	<i>teacher, instructor, professor</i>
<i>what</i>	<i>student, learner</i>

Grammar

1. Spatial Referencing for People, Places, and Things Present
2. Expressing Wh-Questions
3. Conversational Regulators: Conversational Openers and Correcting Information

Language, Culture, and Community

1. Which Hand Do I Use?
2. Name Signs for People and Places
3. Deaf Culture and the Deaf Community

Unit 1 Overview

Practice and Review Materials

1. Video Exercises
 - Sample Expressive Dialogue
 - Comprehension Practice
 - Expressive Practice Prompts
2. Grammar and Language, Culture, and Community Review Questions
3. Sign Vocabulary Illustrations

Fingerspelling

1. The ASL Alphabet
2. Fingerspelling Principles and Practice
3. Fingerspelling Drills

Unit 2 Overview

Learning Outcomes

1. Identify people who are present
2. Indicate understanding and not understanding
3. Make affirmative and negative statements
4. Express yes/no questions
5. Show how many using number incorporation
6. Show more than one using horizontal and vertical sweep
7. Begin learning about and how to use conversational regulators

Vocabulary

<i>we/us</i>	<i>this/it</i>
<i>the-two-of-us</i>	<i>yes</i>
<i>the-three-of-us</i>	<i>no</i>
<i>you-all</i>	<i>don't-understand</i>
<i>the-two-of-you</i>	<i>understand, comprehend</i>
<i>the-three-of-you</i>	<i>deaf</i>
<i>they/them</i>	<i>hearing person</i>
<i>the-two-of-them</i>	<i>hard-of-hearing</i>
<i>the-three-of-them</i>	<i>again, repeat</i>
<i>class</i>	<i>oh-I-see</i>
<i>teach</i>	<i>slow</i>
<i>learn</i>	<i>ask-a-question-to</i>
<i>A-S-L</i>	<i>thank-you/you're-welcome</i>
<i>to-sign</i>	<i>how-many</i>
<i>to-spell/fingerspell</i>	

Grammar

1. Expressing Yes/No Questions
2. Affirmative Head Nod and Negative Headshake
3. Use of Number Incorporation with Pronouns for Plural
4. Horizontal and Vertical Sweep for Plural
5. What Makes a Sign?

Unit 2 Overview

Language, Culture, and Community

1. Getting Attention
2. Indicating Understanding with "*oh-I-see*"
3. Requesting Clarification

Practice and Review Materials

1. Video Exercises
 - Sample Expressive Dialogue
 - Comprehension Practice
 - Expressive Practice Prompts
2. Grammar and Language, Culture, and Community Review Questions
3. Sign Vocabulary Illustrations

Unit 3 Overview

Learning Outcomes

1. Ask about co-workers
2. Request and give directions to nearby locations
3. Sign numbers from *11* to *20*
4. Express negative statements using “*none*” and “*not*”
5. Ask and tell about people who are not present
6. Contrast and compare two people, places, or things
7. Learn about an important historic event in the lives of Deaf people

Vocabulary

<i>11 to 20</i>	<i>custodian, janitor</i>	<i>bathroom, restroom, toilet</i>
<i>girl, female</i>	<i>my</i>	<i>room, office</i>
<i>boy, male</i>	<i>your</i>	<i>office (work space)</i>
<i>woman</i>	<i>his/her/its</i>	<i>door</i>
<i>man</i>	<i>our/ours</i>	<i>elevator</i>
<i>person</i>	<i>their</i>	<i>classroom</i>
<i>people</i>	<i>school</i>	<i>l-a-b</i>
<i>president</i>	<i>company (business)</i>	<i>basement</i>
<i>vice-president</i>	<i>police</i>	<i>stairway, stairs</i>
<i>faculty</i>	<i>college, university</i>	<i>upstairs, up</i>
<i>staff</i>	<i>university</i>	<i>downstairs, down</i>
<i>boss, coach, chair</i>	<i>hallway</i>	<i>floor, story, level</i>
<i>secretary</i>	<i>department</i>	<i>where</i>
<i>assistant, aide</i>	<i>organization/office</i>	<i>number</i>
<i>dean</i>	<i>right-side</i>	<i>none, no (amount)</i>
<i>counselor, advisor</i>	<i>left-side</i>	<i>not</i>
<i>supervisor</i>	<i>water fountain</i>	

Unit 3 Overview

Grammar

1. Possessive Pronouns
2. Spatial Referencing for People, Places, and Things Not Present
3. Use of Space for Contrasting and Comparing
4. Person Affix for Changing Verbs to Nouns
5. Use of Numbers and Quantifiers for Plural
6. Use of “*No*,” “*Not*,” and “*None*” for Negating Responses
7. Use of Space for Signer’s Perspective
8. Real-World Orientation

Language, Culture, and Community

1. Deaf President Now (DPN)!
2. Sign Variation

Practice and Review Materials

1. Video Exercises
 - Sample Expressive Dialogue
 - Comprehension Practice
 - Expressive Practice Prompts
2. Grammar and Language, Culture, and Community Review Questions
3. Sign Vocabulary Illustrations

Unit 4 Overview

Learning Outcomes

1. Sign numbers from *21* to *30*
2. Ask where someone is
3. Give simple directions
4. Use "*excuse-me*" and "*wait*" to open a conversation
5. Use "*wait-a-minute*" to interrupt a conversation
6. Use number incorporation with time
7. Include the wh-question sign at the beginning and end of a question for emphasis
8. Learn about classifiers
9. Learn about the importance of eye contact and how to confirm information
10. Learn about telling time in ASL
11. Learn more about conversational regulators

Unit 4 Overview

Vocabulary

<i>Sunday</i>	<i>here</i>	<i>depart, leave</i>
<i>Monday</i>	<i>want</i>	<i>now</i>
<i>Tuesday</i>	<i>don't-want</i>	<i>write</i>
<i>Wednesday</i>	<i>see</i>	<i>leave-something</i>
<i>Thursday</i>	<i>right, correct</i>	<i>when</i>
<i>Friday</i>	<i>meeting, conference</i>	<i>make-record-of</i> (document)
<i>Saturday</i>	<i>sit</i>	<i>forget</i>
<i>today</i>	<i>stand</i>	<i>remember</i>
<i>tomorrow</i>	<i>wait</i>	<i>can</i>
<i>yesterday</i>	<i>appointment</i>	<i>can't</i>
<i>morning, a.m.</i>	<i>need to</i>	<i>sick</i>
<i>noon</i>	<i>talk-with, converse</i>	<i>know</i>
<i>afternoon, p.m.</i>	<i>to-change</i>	<i>don't-know</i>
<i>evening, p.m.</i>	<i>look-for</i>	<i>wait-a-minute</i>
<i>night</i>	<i>late</i>	<i>later</i>
<i>day</i>	<i>early</i>	<i>first</i>
<i>21 to 30</i>	<i>come-to</i>	<i>last, final</i>
<i>time</i>	<i>go-to</i>	<i>full</i> (no room left)
<i>hour</i>	<i>#back</i>	<i>telephone, phone</i>
<i>minute</i>	<i>breakfast</i>	<i>f-a-x</i>
<i>schedule, calendar, graph</i>	<i>lunch</i>	<i>pager</i>
<i>to-excuse, forgive</i>	<i>dinner</i>	<i>e-m-a-i-l</i>
<i>sorry, regret</i>	<i>busy</i>	<i>to-email</i>
<i>to-help, assist, aid</i>	<i>maybe</i>	<i>address</i>

Grammar

1. Number Incorporation with Time Signs
2. Wh-Question Signs at the Beginning and End of Questions
3. Whole Entity Classifiers

Language, Culture, and Community

1. Classifiers
2. Importance of Eye Contact
3. Telling Time in ASL
4. Confirming Information
5. Opening Conversations with “*excuse-me*” and “*busy*”
6. Interrupting a Conversation with “*wait-a-minute*”
7. Use of Written Communication between Deaf and Non-Signing Hearing People

Practice and Review Materials

1. Video Exercises
 - Sample Expressive Dialogue
 - Comprehension Practice
 - Expressive Practice Prompts
2. Grammar and Language, Culture, and Community Review Questions
3. Sign Vocabulary Illustrations

Unit 4 Grammar

1. Number Incorporation with Time Signs
2. Wh-Question Signs at the Beginning and End of Questions
3. Whole Entity Classifiers



Unit 5 Overview

Learning Outcomes

1. Learn sign vocabulary for office supplies and colors
2. Talk about work duties
3. Express likes and dislikes about work responsibilities
4. Express that something happens habitually
5. Express statements and questions using topic/comment structure
6. Discuss related people, places, and things using listing on the non-dominant hand
7. Learn about technology that helps Deaf people in their daily lives
8. Learn how Deaf people communicate with co-workers

Vocabulary

typing, keyboarding
filing
copying
answer, respond
answering machine
duty
responsibility
what-to-do
every day, daily
routine
color
blue
green
yellow
purple
red
pink

orange
brown
black
white
gray
make
read
clean-up
love-it
to-like
enjoy, pleasure
so-so
o-k
don't-like
bored-with
hate
detest-it

why
paper
pencil
p-e-n
eraser
paper-clip
stapler
ruler
computer
printer (machine)
television
book
desk/table
chair, seat
tape (adhesive)
rubber-band
things

Unit 5 Overview

Grammar

1. Sign Verb Movement for Repeated Action
2. Sign Movement Modifications and Non-Manual Signals for Degree
3. Topic/Comment Sentence Structure
4. Reversal of Orientation and Movement for Negation
5. Listing on the Non-Dominant Hand for Related Items

Language, Culture, and Community

1. Closing a Conversation with "o-k"
2. Technology in the Lives of Deaf People
3. How Do Deaf People Communicate with Co-Workers?

Practice and Review Materials

1. Video Exercises
 - Sample Expressive Dialogue
 - Comprehension Practice
 - Expressive Practice Prompts
2. Grammar and Language, Culture, and Community Review Questions
3. Sign Vocabulary Illustrations

Unit 6 Overview

Learning Outcomes

1. Ask about and tell others about family
2. Show the birth order of children and/or brothers and sisters
3. Learn that signs sharing a common element of meaning often share a common production parameter
4. Learn about the special place Deaf children of Deaf parents hold in the Deaf culture and community

Vocabulary

<i>married</i>	<i>separated</i>	<i>daughter</i>
<i>husband</i>	<i>divorced</i>	<i>brother</i>
<i>wife</i>	<i>remarry</i>	<i>sister</i>
<i>single</i>	<i>family</i>	<i>children</i>
<i>friend</i>	<i>father</i>	<i>child</i>
<i>boyfriend</i>	<i>mother</i>	<i>have</i> (possessive)
<i>girlfriend</i>	<i>parents</i>	<i>age, old</i>
<i>sweetheart</i>	<i>pregnant</i>	<i>how-old</i>
<i>go-steady</i>	<i>baby</i>	<i>31 to 60*</i>
<i>engaged</i>	<i>son</i>	

*Signs for *31* to *60* are not included in the Unit 6 Sign Vocabulary Illustrations section of this unit.

Grammar

1. Compound Signs
2. Listing on the Non-Dominant Hand for Rank Order
3. Number Incorporation with Age
4. Using Numbers for Quantity, Time, and Age
5. Numbers from *26* to *66*

Unit 6 Overview

Language, Culture, and Community

1. Female–Male Signs
2. How Are Signs Created?
3. Deaf Children of Deaf Parents
4. Asking Personal Questions

Practice and Review Materials

1. Video Exercises
 - Sample Expressive Dialogue
 - Comprehension Practice
 - Expressive Practice Prompts
2. Grammar and Language, Culture, and Community Review Questions
3. Sign Vocabulary Illustrations

Unit 7 Overview

Learning Outcomes

1. Talk about where one was born, raised, and has lived
2. Talk about means of transportation
3. Ask how something is done or how something works
4. Learn how Deaf people make connections with one another
5. Learn about types of schools for deaf and hard-of-hearing students.

Vocabulary

<i>house</i>	<i>Boston</i>	<i>near</i>
<i>big</i>	<i>Chicago</i>	<i>far, distance</i>
<i>small</i>	<i>New-York</i> (state)	<i>car</i>
<i>apartment</i>	<i>New-York-City</i>	<i>to-drive</i>
<i>building</i>	<i>Buffalo</i> (city)	<i>train, railway</i>
<i>dorm</i>	<i>Rochester</i>	<i>bus</i>
<i>to-live</i>	<i>California</i>	<i>boat</i>
<i>roommate</i>	<i>Los-Angeles</i>	<i>go-by-boat</i>
<i>which</i>	<i>San-Francisco</i>	<i>airplane</i>
<i>city/town, community</i>	<i>Dallas</i>	<i>to-fly</i>
<i>country</i>	<i>Washington D-C</i>	<i>ride-in</i>
<i>rural, country</i>	<i>Seattle</i>	<i>bicycle/bike</i>
<i>past</i>	<i>born</i>	<i>motorcycle</i>
<i>future</i>	<i>grow-up</i>	<i>ride-on</i>
<i>long-ago</i>	<i>move</i>	<i>go-by-foot, walk</i>
<i>recently</i>	<i>from</i>	
<i>Atlanta</i>	<i>home</i>	

Unit 7 Overview

Grammar

1. Asking How Things Are Done
2. Subject and Object Incorporating Verbs
3. Use of Movement to Distinguish Noun/Verb Pairs
4. Use of Timeline for Expressing Past, Present, and Future Time
5. Non-Manual Signal for Proximity in Time or Space (cs)

Language, Culture, and Community

1. Opening Conversations with “*up-to-now see none*”
2. Closing Conversations with “*see-later*”
3. Meeting People
4. From Where? Versus Where Live Now?
5. Types of Schools for Deaf and Hard-of-Hearing Students

Practice and Review Materials

1. Video Exercises
 - Sample Expressive Dialogue
 - Comprehension Practice
 - Expressive Practice Prompts
2. Grammar and Language, Culture, and Community Review Questions
3. Sign Vocabulary Illustrations

Unit 8 Overview

Learning Outcomes

1. Discuss activities, including when they occur
2. Use time signs in appropriate order
3. Express the months of the year and years
4. Request clarification when something is not understood
5. Learn about social events and diversity within the Deaf community

Vocabulary

<i>week</i>	<i>time-off, off-from-work</i>	<i>running</i>
<i>last-week</i>	<i>vacation</i>	<i>newspaper/print</i>
<i>next-week</i>	<i>go-out-to</i>	<i>shopping</i>
<i>month</i>	<i>movie, film</i>	<i>studying</i>
<i>last-month</i>	<i>theatre, drama, play</i>	<i>homework</i>
<i>next-month</i>	<i>restaurant</i>	<i>autumn/fall</i>
<i>year</i>	<i>church</i>	<i>winter</i>
<i>last-year</i>	<i>store (business)</i>	<i>spring (season)</i>
<i>next-year</i>	<i>temple</i>	<i>summer</i>
<i>weekend</i>	<i>oversleep</i>	<i>all-year</i>
<i>birthday</i>	<i>bowling</i>	<i>quarter (academic year)</i>
<i>start, begin</i>	<i>take-care-of</i>	<i>semester</i>
<i>end, complete</i>	<i>reading</i>	<i>how-long</i>
<i>finish, done</i>	<i>to-exercise, work-out</i>	<i>approximately, about</i>
	<i>walking</i>	<i>up-to-now, since</i>

Note: For how to express months of the year, and years, see Language, Culture, and Community section, #2 and #3, in this unit.

Unit 8 Overview

Grammar

1. More on Using the Timeline
2. Order for Time Signs
3. Time First in Sign Word Order
4. More on Number Incorporation with Time Signs
5. Use of Rhetorical Question Structure
6. Expressing Wh-Questions without Using Interrogative Signs

Language, Culture, and Community

1. Review and Additional Techniques for Requesting Clarification
2. Expressing Months of the Year
3. Expressing Years
4. Social Events and Diversity in the Deaf Community

Practice and Review Materials

1. Video Exercises
 - Sample Expressive Dialogue
 - Comprehension Practice
 - Expressive Practice Prompts
2. Grammar and Language, Culture, and Community Review Questions
3. Sign Vocabulary Illustrations

Unit 9 Overview

Learning Outcomes

1. Make formal, informal, and command requests
2. Distinguish noun/verb pairs
3. Use subject and object incorporating verbs
4. Produce a topic/comment sentence
5. Use instrumental classifiers
6. Learn about the "metaphor of silence" as it has been applied to Deaf people

Vocabulary

<i>open-door</i>	<i>noisy</i>	<i>don't-mind</i>
<i>close-door</i>	<i>quiet, silent, calm</i>	<i>hand-to</i>
<i>window</i>	<i>light</i> (electric)	<i>to-show</i>
<i>open-window</i>	<i>turn-light-on</i>	<i>tell</i>
<i>close-window</i>	<i>turn-light-off</i>	<i>I-D/identification</i>
<i>key</i>	<i>dim-the-light</i>	<i>picture, photograph</i>
<i>to-lock</i>	<i>dark</i>	<i>look-at</i>
<i>locked</i>	<i>bright, clear</i>	<i>bring</i>
<i>open-book</i>	<i>for</i>	<i>use, wear</i>
<i>close-book</i>	<i>what-for</i>	

Grammar

1. More on Noun/Verb Pairs
2. More on Subject and Object Incorporating Verbs
3. More on Topic/Comment Sentence Structure
4. Instrumental Classifiers

Unit 9 Overview

Language, Culture, and Community

1. Making Requests Appropriately
2. The Metaphor of Silence

Practice and Review Materials

1. Video Exercises
 - Sample Expressive Dialogue
 - Comprehension Practice
 - Expressive Practice Prompts
2. Grammar and Language, Culture, and Community Review Questions
3. Sign Vocabulary Illustrations

Unit 10 Overview

Learning Outcomes

1. Report weather forecasts, including degrees of weather conditions from mild to severe
2. Express feelings about weather conditions
3. Show relative locations when referring to areas of the United States
4. Express signs for U.S. cities and states
5. Express map directions versus real orientation

Vocabulary

<i>snow</i>	<i>dry</i>	<i>strange, odd</i>
<i>rain</i>	<i>minus, negative</i>	<i>north</i>
<i>wind</i>	<i>plus, negative</i>	<i>south</i>
<i>cloudy</i>	<i>inside</i>	<i>east</i>
<i>sun</i>	<i>outside</i>	<i>west</i>
<i>weather</i>	<i>always</i>	<i>middle-of, center</i>
<i>good</i>	<i>often</i>	<i>thereabouts</i>
<i>bad</i>	<i>sometimes</i>	<i>to-plow</i>
<i>thunder</i>	<i>never</i>	<i>to-rake</i>
<i>lightning</i>	<i>more</i>	<i>to-paint</i>
<i>temperature (climate)</i>	<i>less, reduce</i>	<i>to-play</i>
<i>cold</i>	<i>tend-to</i>	<i>to-plant</i>
<i>hot</i>	<i>predict, forecast</i>	<i>to-shovel</i>
<i>cool (climate)</i>	<i>warn</i>	<i>grow</i>
<i>warm</i>	<i>open</i>	<i>#if</i>
<i>61 to 100 *</i>	<i>closed, to-close</i>	<i>suppose</i>
<i>freeze</i>	<i>careful</i>	
<i>humid</i>	<i>fast</i>	

* Signs for **61** to **100** are not included in the Unit 10 Sign Vocabulary Illustrations section of this ASL at Work Student Text.

Unit 10 Overview

Grammar

1. More on Use of Space for Contrasting and Comparing
2. More on Modifying Sign Movement for Degree
3. Incorporation of Timeline with Sign Movement for Frequency of Occurrence
4. Conditional Sentence Structure
5. More on Use of Non-Manual Signals (oo, mm, cha, ee, th) for Expressing Adverbs and Adjectives
6. Numbers that "Rock and Roll"

Language, Culture, and Community

1. U.S. State Signs and Fingerspelled Abbreviations
2. Signs for Major U.S. Cities
3. Map Directions versus Real Orientation

Practice and Review Materials

1. Video Exercises
 - Sample Expressive Dialogue
 - Comprehension Practice
 - Expressive Practice Prompts
2. Grammar and Language, Culture, and Community Review Questions
3. Sign Vocabulary Illustrations

Unit 11 Overview

Learning Outcomes

1. Discuss routine work and social activities, including meetings and workshops
2. Modify sign movements in combination with the timeline for frequency of occurrence
3. Understand the importance of networking in the Deaf community
4. Become acquainted with the interpreting profession
5. Learn principles for meetings involving both deaf and hearing participants

Vocabulary

<i>every-morning, mornings</i>	<i>to-plan</i>
<i>every-afternoon, afternoons</i>	<i>topic/title</i>
<i>every-night, nights</i>	<i>attend, go-to</i>
<i>every-Monday, Mondays</i>	<i>to-contact</i>
<i>every-Tuesday, Tuesdays</i>	<i>interesting</i>
<i>every-Wednesday, Wednesdays</i>	<i>boring</i>
<i>every-Thursday, Thursdays</i>	<i>popular</i>
<i>every-Friday, Fridays</i>	<i>agree</i>
<i>every-Saturday, Saturdays</i>	<i>disagree</i>
<i>every-Sunday, Sundays</i>	<i>show-up, appear</i>
<i>every-week, weekly</i>	<i>arrive</i>
<i>every-month, monthly</i>	<i>conflict</i>
<i>every-year, yearly, annually</i>	<i>interpreter</i>
<i>Monday-through-Friday</i>	<i>lecture, speech</i>
<i>advertise</i>	<i>interpret</i>
<i>announce, declare</i>	<i>listen</i>
<i>to-post</i>	<i>cancel</i>
<i>inform</i>	<i>decide</i>
<i>information</i>	<i>postpone, delay</i>
<i>workshop, seminar</i>	<i>move-closer-to-present-time</i>

Unit 11 Overview

Grammar

1. More on Horizontal and Vertical Sweep for Plural
2. Sign Movement Repetition for Plural
3. More on Number Incorporation with Time Signs
4. Listing on the Non-Dominant Hand for Specifying Weeks in a Month

Language, Culture, and Community

1. Opening Conversations with “*fine,*” “*what’s-up,*” and “*bear*”
2. Deaf Community Networking
3. Interpreting and Interpreters
4. Meetings Involving Deaf and Hearing Participants

Practice and Review Materials

1. Video Exercises
 - Sample Expressive Dialogue
 - Comprehension Practice
 - Expressive Practice Prompts
2. Grammar and Language, Culture, and Community Review Questions
3. Sign Vocabulary Illustrations

Unit 12 Overview

Learning Outcomes

1. Learn signs for common illnesses and other medical terms
2. Express degrees and frequency of pain
3. Narrate about illnesses and their remedies
4. Communicate daily routines for taking medicine
5. Learn about pathological and cultural views of deafness and Deaf people

Vocabulary

<i>happy</i>	<i>weak</i>	<i>physical-exam</i>
<i>sad</i>	<i>lousy</i>	<i>medicine, prescription</i>
<i>how</i>	<i>terrible</i>	<i>injection, shot</i>
<i>feel</i>	<i>worse</i>	<i>take-a-pill</i>
<i>fine</i>	<i>outside</i>	<i>improve</i>
<i>headache</i>	<i>head-cold</i>	<i>deteriorate</i>
<i>tired</i>	<i>cough</i>	<i>better</i>
<i>sleepy</i>	<i>allergy</i>	<i>eat/food</i>
<i>worn-out</i>	<i>pain/hurt</i>	<i>to-drink</i>
<i>lie-down</i>	<i>ambulance</i>	<i>lazy</i>
<i>rest, relax</i>	<i>emergency</i>	<i>habit</i>
<i>sleep</i>	<i>hospital</i>	<i>worry</i>
<i>healthy</i>	<i>insurance</i>	<i>weight</i>
<i>take-temperature</i>	<i>doctor</i>	<i>problem</i>
<i>fever</i>	<i>nurse</i>	<i>d-i-e-t</i>
<i>nauseous</i>	<i>patient (person)</i>	<i>increase</i>
<i>dizzy</i>	<i>visit</i>	<i>decrease</i>
<i>f-l-u</i>		

Grammar

1. More on Non-Manual Signals and Sign Movement Modifications for Degree
2. More on Instrumental Classifiers

Unit 12 Overview

Language, Culture, and Community

1. Opening Conversations with “*what’s-wrong?*”
2. Closing Conversations with “*good idea*”
3. Pathological versus Cultural View of Deafness and Deaf People

Practice and Review Materials

1. Video Exercises
 - Sample Expressive Dialogue
 - Comprehension Practice
 - Expressive Practice Prompts
2. Grammar and Language, Culture, and Community Review Questions
3. Sign Vocabulary Illustrations

Unit 13 Overview

Learning Outcomes

1. Learn sign vocabulary related to locating objects
2. Express locative classifiers
3. Give directions using locative classifiers
4. Learn about “Deaf-friendly” offices and gaining the attention of Deaf co-workers in office environments

Vocabulary

<i>corner</i>	<i>lamp</i>	<i>plant</i>
<i>shelf</i>	<i>file-cabinet</i>	<i>dictionary</i>
<i>cabinet</i>	<i>wastebasket</i>	<i>put</i>
<i>drawer</i>	<i>top</i>	<i>drop-on</i>
<i>wall</i>	<i>bottom</i>	
<i>sofa</i>	<i>figurine/statue</i>	

Grammar

1. More Whole Entity Classifiers
2. Using Classifiers to Establish Locations of People, Places, and Things
3. Plural Classifiers
4. Using Indexing to Specify Locations
5. Using Eye Gaze to Locate People, Places, and Things
6. Non-Manual Signal “cs” for Proximity in Space

Language, Culture, and Community

1. Deaf-Friendly Office
2. Gaining Attention in an Office

Unit 13 Overview

Practice and Review Materials

1. Video Exercises
 - Sample Expressive Dialogue
 - Comprehension Practice
 - Expressive Practice Prompts
2. Grammar and Language, Culture, and Community Review Questions
3. Sign Vocabulary Illustrations

Unit 14 Overview

Learning Outcomes

1. Learn sign vocabulary related to hobbies, activities, and sports
2. Express duration of events by modifying time adverbials
3. Narrate about hobbies, activities, and sports
4. Learn about the importance of both sports and social networking in the Deaf community

Vocabulary

<i>football</i>	<i>cycling</i>	<i>beat-in-competition</i>
<i>basketball</i>	<i>hunting</i>	<i>win</i>
<i>hockey</i>	<i>traveling</i>	<i>lose</i> (competition)
<i>lacrosse</i>	<i>sewing</i>	<i>tied</i> (competition)
<i>baseball</i>	<i>cooking</i>	<i>elementary-school</i>
<i>swimming</i>	<i>collecting*</i>	<i>high-school</i>
<i>soccer</i>	<i>play-cards</i>	<i>tournament</i>
<i>golf</i>	<i>to-watch</i>	<i>all-morning</i>
<i>compete</i>	<i>game</i>	<i>all-afternoon</i>
<i>gardening</i>	<i>team</i>	<i>all-night</i>
<i>#club</i>	<i>feel-like</i>	<i>all-day</i>
<i>camping</i>	<i>enough/sufficient</i>	<i>all-week</i>
<i>fishing</i>	<i>to-defeat</i>	<i>all-month</i>

*Note: Ask students if they collect specific items, such as coins and stamps, and introduce appropriate vocabulary.

Grammar

1. Modifying Time Adverbials for Duration
2. More on Noun/Verb Pairs
3. Narrative Structure

Unit 14 Overview

Language, Culture, and Community

1. Changing Topics in a Conversation Using “*to-set-aside*”
2. Closing Conversations with “*thumbs up*”
3. Sports and the Deaf Community
4. Getting Together as a Cultural Value
5. Playing Games

Practice and Review Materials

1. Video Exercises
 - Sample Expressive Dialogue
 - Comprehension Practice
 - Expressive Practice Prompts
2. Grammar and Language, Culture, and Community Review Questions
3. Sign Vocabulary Illustrations

Unit 15 Overview

Learning Outcomes

1. Ask how much something costs
2. Ask for change
3. Express feelings about spending money
4. Compare prices
5. Advise others about money matters
6. Express information about living expenses
7. Learn about the importance of visual communication and community networking in the Deaf community
8. Deaf entrepreneurship

Vocabulary

<i>money</i>	<i>lend</i>	<i>expensive</i>
<i>thousand</i>	<i>owe/afford</i>	<i>cheap</i>
<i>million</i>	<i>poor</i>	<i>spend</i>
<i>billion</i>	<i>broke</i> (no money)	<i>charge/credit card</i>
<i>dollar</i>	<i>rich</i>	<i>#cash</i>
<i>one-dollar</i>	<i>change/exchange/trade</i>	<i>to-pay</i>
<i>five-dollars</i>	<i>left/remaining</i>	<i>chip-in-money</i>
<i>ten dollars</i>	<i>buy</i>	<i>ticket</i>
<i>one-cent</i>	<i>sell</i>	<i>earn</i>
<i>five-cents</i>	<i>charge/cost</i>	<i>#bank</i>
<i>ten-cents</i>	<i>value/worth/price</i>	<i>deposit</i>
<i>twenty-five-cents</i>	<i>discount</i>	<i>put-in-bank/to-save</i>
<i>total</i>	<i>#sale</i>	<i>A-T-M</i>
<i>count</i>	<i>compare</i>	<i>withdraw-money</i>
<i>borrow</i>		

Unit 15 Overview

Grammar

1. Number Incorporation with Money Signs
2. Sign Movement Repetition for Repeated Action
3. Relative Clause Structure
4. Descriptive Classifiers
5. Horizontal and Vertical Sweep for Showing Number Arrangement

Language, Culture, and Community

1. Visual Communication
2. More about Deaf Community Networking
3. Deaf Entrepreneurship

Practice and Review Materials

1. Video Exercises
 - Sample Expressive Dialogue
 - Comprehension Practice
 - Expressive Practice Prompts
2. Grammar and Language, Culture, and Community Review Questions
3. Sign Vocabulary Illustrations

Unit 16 Overview

Learning Outcomes

1. Explain procedures
2. Express fingerspelled loan signs and ordinal numbers
3. Learn Deaf cultural value of face-to-face communication
4. Learn about two historically significant meetings and a critical protest by Deaf people

Vocabulary

<i>next</i>	<i>confused</i>
<i>procedure/steps</i>	<i>withdraw</i> (academic)
<i>first</i> (ordinal number)	<i>l-o-a/leave-of-absence</i>
<i>second</i> (ordinal number)	<i>#job</i>
<i>third</i> (ordinal number)	<i>apply</i>
<i>explain, give-directions</i>	<i>interview</i>
<i>rank-in-order</i>	<i>offer/propose</i>
<i>take-up</i>	<i>accept</i>
<i>add-to</i>	<i>hire</i>
<i>drop</i> (a class)	<i>decline-offer/turn-down</i>
<i>fill-out</i>	<i>to-lay-off</i>
<i>submit</i>	<i>fire-from-job</i>
<i>sign-up</i>	<i>grievance, complaint</i>
<i>approve</i>	<i>send</i>
<i>must</i>	<i>assign-to/apply</i>
<i>require</i>	

Grammar

1. More on Topic/Comment Structure
2. Meaning and Placement of Modal Verbs in ASL Sentences
3. Lexicalized Fingerspelling
4. Ordinal Numbers

Unit 16 Overview

Language, Culture, and Community

1. Face-to-Face Communication
2. Two Important Meetings and a Critical Protest

Practice and Review Materials

1. Video Exercises
 - Sample Expressive Dialogue
 - Comprehension Practice
 - Expressive Practice Prompts
2. Grammar and Language, Culture, and Community Review Questions
3. Sign Vocabulary Illustrations