

UNIT 7

GIVING DIRECTIONS

OVERVIEW

DIALOGUE FORMAT:

Signer A: explain need, ask for location
B: give location
A: ask for confirmation
B: confirm

SAMPLE DIALOGUE:

Signer A: ME LOOK+FOR COFFEE MACHINE, ^{whq}WHERE.
B: IX-loc "downstairs" BASEMENT IX-loc "downstairs".
^q
A: BASEMENT.
B: (nod) RIGHT.

VOCABULARY:

within building

ROOM
 FLOOR
 BUILDING
 DOOR
 HALL
 STAIRS
 EXIT
 ENTER
 FRONT+DOOR
 REGISTER OFFICE
 FIRST/SECOND/THIRD FLOOR
 BASEMENT

politeness

EXCUSE-ME
 SORRY
 THANK-YOU

outside environment

STORE
 GYM
 RESTAURANT
 SWIMMING fs-POOL
 GRASS "area" (field)
 FOOTBALL "area" (field)
 PARKING "area" (lot)
 PLAY "area" (playground)
 WATER "area" (pond)

other

WITHOUT
 MORE
 MEDIUM
 NOT-YET
 NOT+HERE
 NOT+SURE
 RIGHT
 DCL "large/small cup"
 DCL "dribbles out"

verbs

THIRSTY
 HUNGRY
 MUST
 NEED
 LOOK-FOR
 WANT
 LIKE
 THINK
 NOT-KNOW

directions

NEXT-TO
 ACROSS-FROM

food-related

FOOD
 SANDWICH
 CANDY
 COOKIE
 CHOCOLATE
 PEPSI
 GUM
 DRINK
 COFFEE
 TEA
 SODA-POP
 COKE
 MILK
 fs-ICE
 SUGAR
 [CIGARETTE]

SENTENCE STRUCTURE:

explain need

ME THIRSTY _____, HUNGRY _____, MUST [GO-TO] _____ WANT [GET] [BUY] _____ LOOK-FOR _____	^{whq} WHERE [place] WHERE BUY WHERE GET
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tell where

$\frac{t}{\text{(known place)}}$	(direction/location sign)	IX-loc [requested place]
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GRAMMAR:

wh-question: WHERE
ordinal numbers: FIRST – FIFTH
dual personal pronouns
topic-comment structure
spatial referencing

CONVERSATION STRATEGIES:

confirming: RIGHT
one-handed signing
interrupting conversations

CULTURE/LANGUAGE NOTES:

"Cross-Cultural Communication"
"Cardinal and Ordinal Numbers"

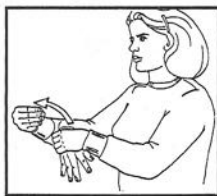
MATERIALS:

"The Building" and "The Hallway" transparencies
The Hallway activity sheet
Situation Cards
Picture It activity sheet
Picture It illustration sheets
"What's the Sequence?" illustration sheets

SIGN ILLUSTRATIONS:



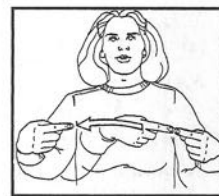
"area"



EXIT



NEXT-TO



ACROSS-FROM

INTRODUCTION

What's Around Here?

1. Show "The Building" transparency (see Materials Appendix, p. 139) and **introduce the signs:**

ROOM
FLOOR
BUILDING

2. Use the transparency again to **introduce ordinal numbers** for each floor of the building, i.e.:

FIRST FLOOR
SECOND FLOOR
etc.

Also introduce the sign **BASEMENT**.

3. Take students on a tour of the classroom environment to **introduce the following location vocabulary**, and review others taught in Unit 3:

Review from Unit 3

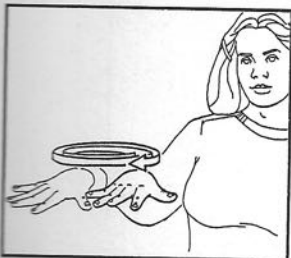
CLASS+ROOM
LIBRARY
CAFETERIA
OFFICE
BOOK+STORE

BATHROOM
TELEPHONE
WATER-FOUNTAIN
[ELEVATOR]

Location Vocabulary

DOOR
HALL
STAIRS
FRONT+DOOR
REGISTER OFFICE
STORE
RESTAURANT

SWIMMING fs-POOL
GYM
FOOTBALL "area" (field)
PARKING "area" (lot)
PLAY "area" (playground)
WATER "area" (pond)
GRASS "area" (field)



"area"

Giving Directions on Different Floors

1. Use "The Building" transparency again and indicate that the room is now the bathroom. Show students how to use **real-world orientation** when giving locations on different floors. For example:

MAKING REQUESTS

O V E R V I E W

DIALOGUE FORMAT:

SAMPLE DIALOGUE:

Signer A: give reason/complaint, make request

B: ask for clarification (which, what, where)

A: repeat request (specify)

B: acknowledge (perform request)

Signer A: WASTEBASKET DIRTY DCL "overflowing".
PLEASE FOR+ME THROW-OUT.

whq

B: WHERE THROW-OUT WHERE.

A: IX-loc "over there".

B: OH-I-SEE, #OK.

VOCABULARY:

spatial verbs

PUT-ON
DROP-IN

requests

INSERT STACK-UP
BED MAKE-BED
PUT-AWAY
WASH-DISHES
WASH CAR/WINDOW
SWEEP ICL "sweep"
WATER ICL "pour in"
GRASS MOW-GRASS
SHOPPING FOOD
WASTEBASKET THROW-OUT
DOG TAKE-OUT WALK
CLOSE-WINDOW
BRING COFFEE
LETTER SEND
DOG/CAT FEED
CIGARETTE ICL "dump out"
PAINT
CLEAN++ PUT-AWAY
SEW
CONNECT++
ANSWER DOOR/PHONE
[WASH-CLOTHES] ICL "hang up"
VACUUM
SHIRT IRON

in the classroom

SHELVES
CABINET
WASTEBASKET
DRAWERS
DOOR
WALL
CHAIR
TABLE
WINDOW
DCL "bulletin board"
DCL "blackboard"

inflecting verbs

GIVE-TO
SHOW-TO
TAKE-FROM
ASK-TO
TELL-TO

other

YES, THANK-YOU++
YES, PLEASE
FINE++
"wave-no", MYSELF++
"wave-no", ME ALMOST FINISH
NOT-YET
NOT+FINISH
FINISH
HELP
FOR+ME
FOR+YOU
THIRSTY CIGARETTE

numbers: 51-75
CENT
fs-CENTS

additional Breakaway vocabulary

SENTENCE STRUCTURE:

tell where to put something

$\frac{t}{(location),}$	(object)	YOU	[(wh)LCL "location"/PUT-ON] DROP-IN
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give commands (inflecting verbs)

<u>t</u> (object)	<p><i>person-GIVE-TO-person</i> <i>person-TAKE-FROM-person</i> <i>person-SHOW-TO-person</i></p>
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identify person, make request

<u>t/q</u> (identify person),	<u>t</u> (object)	<p><i>person-GIVE-TO-person</i> <i>person-TAKE-FROM-person</i> <i>person-SHOW-TO-person</i></p>
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give reason, make request

(give reason)	<u>t</u> (object)	PLEASE FOR+ME	(verb)
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offer assistance

WANT ME [HELP]	<u>q</u> PAINT VACUUM WASH-CLOTHES ICL "hang up" CLEAN++ PUT-AWAY
WANT ME [FOR+YOU]	<u>q</u> BRING COFFEE SHOPPING FOOD LETTER SEND ANSWER PHONE

accept offer

<p>YES, THANK-YOU++ YES, PLEASE FINE++</p>
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decline offer

<u>neg</u> "wave-no" MYSELF++ "wave-no" ME ALMOST FINISH
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GRAMMAR:

spatial verbs
inflecting verbs
spatial referencing
money numbers for one dollar and less
topic-comment structure
role shifting

CONVERSATION STRATEGIES:

asking for clarification

CULTURE/LANGUAGE NOTES:

"Money Numbers"
"Verb Types"

MATERIALS:

"My Shoes, Where?" activity sheets
Narrative Practice Situations
"Making Requests" and "Hospital Room" transparencies
"Patient Wants What?" illustration sheets
Situation Cards
"PLEASE FOR+ME" illustration sheets
Picture It illustration sheets

objects (i.e., oranges, apples, scissors, books)

SIGN ILLUSTRATIONS:

[(wh) B'shelf'/IX-loc]

UNIT 10

TALKING ABOUT FAMILY AND OCCUPATIONS

O V E R V I E W

DIALOGUE FORMAT:

- Signer A:** ask who someone is
B: tell who (how related to someone A knows)
A: ask what work this person does
B: describe occupation

SAMPLE DIALOGUE:

- Signer A:** WOMAN RED HAIR, WHO IX. ^{t/q} ^{whq}
B: YOU KNOW fs-JACK YOU, THAT-ONE POSS SISTER. ^q
A: OH-I-SEE, IX WORK "what". ^{whq}
B: BEFORE IX WORK fs-PO. NOW WORK IX-loc fs-IBM.

VOCABULARY:

relationship verbs
 GET-ALONG
 !CLOSE!
 VERBAL-FIGHT++
 QUARREL

time signs
 NEVER
 MONTH
 YEAR

pronouns
 THAT-ONE
 MY/MINE
 THEY-TWO
 US-TWO
 POSS

other
 #ALL
 HOW-OLD
 HOW+LONG
 FIRST-thumb
 START

numbers: 67-98

occupations
 SECRETARY
 WELD+ER
 DOCTOR
 DENTIST
 CARPENTRY+ER
 MECHANICS+ER
 JANITOR
 PRESIDENT
 SCIENCE+ER (scientist)
 SERVE+ER (waitress)
 LETTER+MAN (mail carrier)
 PICTURE+ER (photographer)
 ART+ER (artist)
 MEASURE+ER (engineer)
 BUSINESS MANAGE+ER
 BASEBALL PLAY+ER
 FIREFIGHTER
 LIBRARY+ER
 #BANK fs-TELLER
 POLICE-OFFICER
 LAW+ER
 ACCOUNTING+ER

workplaces
 FACTORY
 RESTAURANT
 HOSPITAL
 OFFICE
 FARM
 PRISON
 fs-PO
 STORE
 #BANK
 GOVERNMENT
 fs-IBM
 #CO
 fs-LAB
 SURGERY
 EMERGENCY
 BLOOD+DRAW-OUT
 fs-ICU
 FOOD+COOK
 BABY+BORN
 GAS-STATION
 CHURCH
 PHOTOCOPY
 COMPUTER ROOM
 fs-X-RAY+DCL "snap picture"

SENTENCE STRUCTURE:

explain how one person is related to another

^t (name) IX YOU	MY POSS	(relation)
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explain how two people are related to each other

<u>t</u> THEY-TWO YOU-TWO US-TWO	[MY]	(relation—often compound signs) MARRIED BROTHER+SISTER HUSBAND+WIFE MOTHER+FATHER
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ask if person has job

YOU IX (name)	<u>q</u> WORK
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tell occupation

(person)	[WORK]	(occupation sign) or (workplace) or (ICL or activity verb for tasks performed)
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ask/tell how long

(person)	LIVE (place) MARRIED WORK (job/place)	<u>whq</u> HOW+LONG
		(#) YEAR (#) MONTH

GRAMMAR:

possessive pronouns
 dual personal pronouns: THEY-TWO, US-TWO
 topic-comment structure
 wh-questions: HOW+LONG, HOW-OLD
 age numbers
 listing principle: ranking family members

CONVERSATION STRATEGIES:

asking for clarification
correcting and confirming

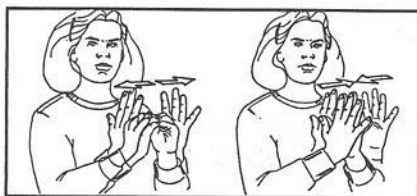
CULTURE/LANGUAGE NOTES:

"Personal and Possessive Pronouns"
"Age Numbers"

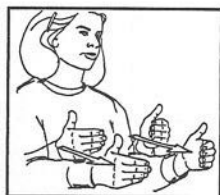
MATERIALS:

"Family Tree" transparency
"Dialogue Formats" transparency
Guess the Relationship worksheet and teacher's key
"Occupations," "City Scene," and "Farming" transparencies
"Hospital Building" and "Office Building" transparencies
Picture It illustration sheets
Lost and Found Family Activity: cards, teacher's key

SIGN ILLUSTRATIONS:



VERBAL-FIGHT



GET-ALONG



QUARREL