ASL II

Unit 18/19 and SN 8

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Chapter 18: Attitudes and Opinions

☐ Attitudes and Opinions:

■ Learn how to express attitudes, values and opinions AND as well as learn to ask what others think.

■ Use verbs that change their movement to show more than one subject or object
■ Use quantifiers such as MANY and SOME with different kinds of nouns

UNIT 18 VOCABULARY Review

delicious	Detest	Believe
Against, oppose, con	Support, pro	Plenty
A-little	World	Earth, planet
Sun	Moon	Star
Land	Sky	Ocean
Mountain	Island	River
Article, column	Print, publish, newspaper	Use, wear
Play-against (game)	Show, play, drama, act, theatre	Adopt
Born, give birth to, birth	Plus, in addition	Strong, predominate
Percent	Write	Frequent, patronize
So-so, not quite	President, superintendent, chancellor	Large
Accept	Awful	lousy

Directional Verbs Samples

- Directional Verbs to show movement to show subject and object
  - TWO: dual subjects or objects
  - EACH: several subjects or objects
  - ALL: with all subjects or objects

  - To-me   him/her   them   all-of-you   you-to-me

- Give-to-you
- Sent
- Show
- Pay
- Borrow
- Take
- Choose
- Help
- Tell
- Summon
- Ask

Directional Verbs that change movement

- I-ASK-YOU-TWO (let me ask you)
- I-GIVE-EACH-OF-THEM (I give each of them)
- EACH-OF-THEM-GIVES-ME (each of them give me)
- I-TELL-ALL-OF-THEM (I told all of them)
  _____whq_____
- WHAT-FOR YOU-ASK-ME? (why are you asking me?)

Directional Verbs that change movement

- With a partner, Practice

  - Asking what time to go out to the movies
  - Giving out several people money or food
  - Telling the group what time to meet for dinner
  - Question why someone asking you a question or clarification

  - NO VOICING

Chapter 18 Activity I

- Groups of 4
- Write at least **four sentences to express** with at least one directional verb.
  - Example: *I am giving each of you a cupcake.*
    - GLOSS: IT C-U-P-C-A-K-E, I GIVE-EACH-YOU.
- Practice giving directional verbs with purpose and explanation with your group: (examples)
  - I will give all of you 10 dollars to spend at Disneyland.
  - I have to choose between you two to be my partner.
  - May I borrow your iPod?
  - We will help all of you to clean the house.

BATTLESHIP!

- Same group
- Pick your partner
- All in directional verbs
- NO VOICING or whispering allowed
- HAVE FUN!!!

Opinions

- Discussing specific topics/items/titles to express an opinion: Give Positive, Negative or average opinions:
- Prompt/Conversation Sample:
  - A movie
    - _____t_____
      A: MOVIE D-R-A-C-U-L-A, GOOD
      B: NO! MOVIE, DETEST, I

      C: ODD. MAKE P-I-Z-Z-A, TASTE LOUSY
         __whq__   __whq__
      D: WHY? WRONG?
      C: DON'T KNOW I. TASTE IT
      D: DELICIOUS!
      C: NO! TASTE AWFUL
      D: I THINK FINE.

Chapter 18 Activity II

☐ Pick at least THREE prompts to converse with a partner: Give an opinion with positive, negative or average OPINION. (write three and practice, will show in class)

☐ Examples:
- Discuss a movie
- A certain food item liked or disliked
- A city you like or disliked
- A TV show
- Make of a car/model
- A famous person
- A restaurant
- Etc..

Values:

- Values: opposing values are expressed in the sentences
  - BELIEVE STRONG I   NOT BELIEVE I.
  - SUPPORT I   AGAINST I.
  - ACCEPT I   NOT ACCEPT I

  - Samples:

    _____t_____
  - P: FAMILY LARGE, SEVERAL CHILDREN, I NOT BELIEVE I.

                        _____whq_____
  - L: I WANT CHILDREN MANY I. WHY AGAINST YOU?
  - P: WORLD NOW HAVE CHILDREN MANY. SUPPORT ADOPT I.

                        _____q_____
  - L: DON'T-MIND ADOPT I, PLUS MYSELF BORN 1-2 . ACCEPT YOU?
  - P: ACCEPT I, BELIEVE STRONG MUST CHILDREN ATTEND-TO
  - L: RIGHT. AGREE 100 PERCENT

Chapter 18 Activity III

- Plan something that you value to converse with a partner: (must have at least lines with at least 4 or more statement per person each line)

    - Recent Voting results
    - Graduation expectations
    - Getting married before 25
    - Going to college
    - Getting a job
    - Etc..

    Write down TOPIC and your statements (one paper per partner) show to Bader.. Plan your conversation with your partner.. Then be prepared to share with the class.

Quantifiers:
PLENTY * SOME * A-LITTLE * MANY

- Quantifiers: appears either before or after a noun, used with nouns like:

  - BOOK   HOUSES
  - CARS   SHOES
  - STUDENT   ANIMALS
  - CHILDREN   FRIENDS,   etc…

  - Samples:
    - I WANT CHILDREN MANY I
    - I WANT MANY CHILDREN I
    - HAVE FOOD PLENTY I
    - HAVE CHAIR SOME
    - HAVE A LITTLE MONEY

    Practice: Pick at THREE prompts to converse with a partner using quantifiers:
    - Furniture   pictures   experience   money
    - Friends   shoes   awards   toys
    - Cars   things   clothes   etc…

Unit 19

☐ Recreational Activities:

- Learn to communicate about activities and describe a sequence of events.

- Learn how to inflect some verbs to show REPEATEDLY and CONTINUALLY and facial adverbials that accompany these inflections.

- Learn reduplication to form the plural of some nouns to indicate 'all over the place' or 'everywhere'.

UNIT 19 VOCABULARY

Winter, cold	Spring	Summer
Autumn, fall	Volleyball	Camping, camp
Throw-Frisbee	Race, compete	Hamburger
Hot-dog	French-fries	Sandwich
Join, participate, go with	Group	Team
Early	Take-over	Set-up, establish, founded, erect
Dive-in	Lie-down	Dark
Light, bright	Light-up, ignite	Fire, flame
Chat	Fun	Run
Tree	Through	Complain
Short	Crazy-about	Repeatedly (inflect)
Continually (inflect)		

FACIAL ADVERBIALS

- <u>intensity or effort</u> mouth opening and closing
- <u>lack of intensity or effort/ease</u> your lips or pursed lips
- <u>diligence care or deliberation:</u> lips are pursed together and eyebrows squeezed together
- <u>carelessness or lack of deliberation:</u> the tongue slightly protruding through pursed lips

Practice

- USE FACIAL ADVERB specificied.

    - Prompt: Skiing (diligently)

        - EVERY-WEEK SKI-REPEATEDLY I

    - Samples:
        - buy (carelessly)
        - pay (with effort)
        - tell (with effort)
        - go there (easily)
        - give (carelessly)
        - send (carefully)
        - call by phone/VP (with effort)

Reduplication CL ++++
reduplication to form plural nouns to indicate "all over the place" and "everywhere"

- ☐ reduplicating the sign several times (TREE +++)
- ☐ HOUSES +++
- ☐ BOOKS +++
  - ◻ Examples:
    - ▪ Shoes
    - ▪ Chairs
    - ▪ Boxes
    - ▪ Pictures
    - ▪ parked cars
    - ▪ Cups
    - ▪ Windows
    - ▪ tall buildings

Conversation sample:

<pre>
                              ____q____
□ Alex: SKI LIKE YOU?

□   ___t___
□ Bob: CRAZY-ABOUT. WINTER. I GO-THERE-REPEATEDLY

□   _____whq_____
□ Alex: WHERE FREQUENT YOU?
□ Bob: B-I-G B-E-A-R. NEAR. I DRIVE-THERE-EASY.

□   _____q_____
□ Alex: SNOW CL:BB THICK-LAYER?
□ Bob: YES, CL:BB THICK-LAYER. NICE NOT CL:55≈ PEOPLE

□   _____if_____   ____q____
□ Alex: YOU GO-THERE, I JOIN-YOU?
□ Bob: SURE.
</pre>

Example dialogue

- **Cindy: Autumn can't wait, tree ++ change color. Will I go-there mountain walk through.**
- **Larry: Same-as-you. Will camping I.**
- **Cindy: I complain, autumn feel short. 1-week, 2-week finish.**
- **Larry: True but snow, like I. Can ski I.**
- **Cindy: True, fun. Play Hockey you?**
- **Larry: Sometimes. I join team, I play.**

A Sequence of Activities ~ be able to explain what happened in a sequence that includes: time, what you did next, etc.

- **Cindy: Recent weekend # do you?**

- **Larry: Group go-away B-E-A-C-H. Arrive early take-over place. Set-up volleyball. Play-continually two-hour, finish, dive-in water swim. Finish, hungry, cook hot-dog, hamburger, eat-continually. Finish, Lie-down sun, sleep. Later wake-up, swim, Finish, play throw-Frisbee. Dark, light-up fire, cl:4-sit-in-circle chat.**

- **Cindy: Wow! Fun!**

Practice Examples

- Every year summer my cousin family go beach camping. Kids have fun diving ocean, swimming, play Frisbee. Kids tired They, lay-down sun sleep. Night their dad light-up fire, family sit around chat.

- last year fall I go Boston see my sister. I want see tree change color, east Autumn short 1,2, week finish. I arrive late, leave, fall finish. Next year I will-go few weeks early.

- Her husband crazy-about Olympics. Last winter he went Canada. He sad see our ski team slow, lose race. His favorite watch women ice skating.   His 1 complaint what? People crowded.

Prompt to do (group)

- Use all THREE to converse in dialogue:
  - facial adverb specified to SHOW the intensity AND deliberation, carelessness, etc.
  - REPETITIVE and CONTINUALLY of some signs
  - Reduplication of plural nouns (all over the place and everywhere) +++

- Use at least SIX or more vocabulary words from unit 19 (may incorporate unit 18).
- MUST write out the prompt (at least **six dialogue** per person)
- MUST have SEQUENCE with events, situation, etc.

Rubric for Dialogue

- At least 15 vocabulary from UNIT 18-19 signs correctly used (be creative)

  - Must have facial adverb specified (use ^^, lips, etc)

  - Use of 'CONTINUALLY' for some signs (i.e. GO-THERE-CONTINUALLY; WORK-CONTINUALLY;)

    - Use +++

- **Sequence involved in dialogue (each person should have own sequence at least 6 lines in ONE part INCLUDING at least two additional lines with at least THREE or more comments/confirmation, response per person**

    - (ie. Discussing a weekend camping trip, one person discuss how to put up the tent, another how to start a fire and safety and another can discuss how to cook food etc. btwn the sequences, be sure to include other parties responses)

  - Appropriate ASL structure

    - Eye contact/Confidence

  - Written dialogue in English and GLOSS

    - 5 points each/40 total

Multiples of Fives and Eleven

□ Learn to count by 5's and 11's with FS

□ Quick Quiz: 1-10

□ Five numbers will be signed, write the missing number: i.e. 5, 10, 20, 25, 30…. Missing is 15

Describing others:

- using certain norms to follow for indentifying and describing people:

Present and in sight: (raise your eyebrow ^^, point, LOOK-AT ^^)

- Gender
- Distinguish facial features (glasses, jewelry, clothing, sitting, standing, etc)
- As needed:
  - Height
  - Body type
  - Color of hair
  - Hairstyle
  - Distinguish facial features
- Always CONFIRM and COMMENT as needed to understand

NOT Present: (raise eyebrows ^^ sign 'KNOW')

- Gender
- Distinguished features
  - Height
  - Body type
  - Color of hair
  - Hairstyle
  - Distinguish facial features
- Add where the listener may have seen that person (on TV, public place, distinguish clothing, etc) KNOW T-V SHOW, _____...

Videos (NOTE: eyebrows ^^ are to be raised all the time)

Sample Conversation 1:

Mike: **identify** person (by gender, color and style of hair, facial feature)

Ann: **confirm** (by adding info about clothing)

Mike: **confirm** that it's the right person, then ask question

Ann: **give information**

Mike: respond/confirm

Sample Conversation 2:

Mike: identify person (by gender and distinctive facial feature)

Ann: confirm (by adding info about body type)

Mike: confirm that it's the right person, give more information

Ann: respond

More Videos

- Sample Conversation 3:
- Mike: identify person (by gender, height, and hairstyle)
- Ann: confirm (by adding info about body type)
- Mike: correct (adding more information about the location of that person: sitting, standing, corner, etc)
- Ann: acknowledge, confirm (by adding description of clothing)
- Mike: confirm (give information)
- Ann: response

- Sample Conversation 4:
- Mike: identify person (by gender, eyeglasses, location)
- Ann: confirm (describing hairstyle)
- Mike: correct (by emphasizing eyeglasses)
- Ann: acknowledge
- Mike: ask information
- Ann: give information
- Mike: comment
- Ann: agree

Person Data Video   Quick Write

- Get out a piece of paper:
  - Name, date and ASL II
  - Title as 'SN 8 Personal Data'
  - Write # 1-6, be sure to skip a line

- Bader will give you personal information about each of the person pictured on ELMO (See ELMO) Write the information he gives next to the appropriate number.

- Bader will stop after each statement to allow time for you to write your sentence (answer).
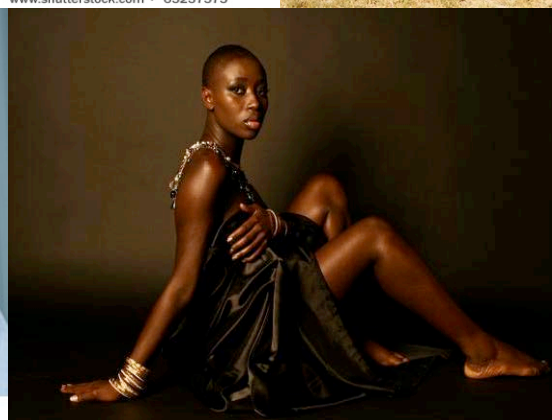
Examples

- Look at the following slides and pictures
- Pick THREE pictures
- WRITE down the following:
  - Gender
  - Physical attributions/features
  - Describe clothing
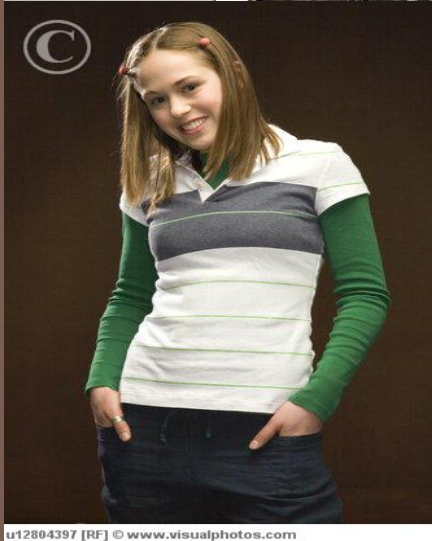 - Special features
  - Etc..

Describing people

More fun people

Continue….

Quick Prompt

□ Practice with a partner, describe a given student in the class. Practice modeling how to identify a person present in a situation (a party, restaurant, classroom, etc). Confirm information given until recognizes the person you are identifying.

  ■ Describe the person
    ■ Gender
    ■ Hair, appearance
    ■ Other physical attributions.
  ■ Location/where is he/she sitting
  ■ Give details (event, situation, news, rumor mill, etc)
  ■ Review:

Sign Naturally 8 vocabulary to use

Native American person	Chinese person	Indian person
Mexican person	Mexican person (2)	Black person
White person	*Hair	Short cut
Short	Long	Curly hair
Straight hair	Bald	Bald (2)
Long face	Round face	Mustache
Beard	Baby cheeks	Freckles
Tall	Short	Medium height
Thin	Fat	Medium size
Big belly	Pregnant	Built/strong
Clothes	Shirt	Sweater
Blouse	Pants	Shorts
Skirt	Coat	Hat
Gloves	Belt	Bow-tie
Socks	Shoes	boots

Low neck line	V-neck	Turtle-neck
Long-sleeved	Short-sleeved	No-sleeves
Tank top	Plaid	Stripes
Polka-dots	Ruffles	Designed
Zigzag stripes	Glasses	Earrings
Hanging earrings	Necklace	Watch
Bracelet	Ring	Multiples of 10-100
Multiples of 11-99		

Group Activity

- You will get into groups of fours by BADER's Choice

- Sign up in groups, pick a 'pile' of cards to review (must be returned)

- Each group, with their random pile of cards with descriptive vocabulary words (including unit 18/19 words) to create a story with at least three or four interesting characters and events/situations they are in.

- Come up with a fun, interesting very detailed short story with the required vocabulary words. Each person sign their role or narrative parts.

- Must have at least 6 or MORE statement per person.

CONTINUE:

- Get a piece of paper
  - LIST out all the WORDS given
  - PICK out at least 10 words PER unit (18/19) total of 20
- Start planning your stories/dialogues either as a skit or narrative.

- FINAL DUE TODAY FOR Presentation

- BE CREATIVE
  - MUST HAVE YOUR CHARACTER

  - MUST BE WRITTEN or TYPED out NEATLY

MUST INCLUDE THE FOLLOWING

- TITLE
- YOUR NAMES
- LIST/UNDERLINE ALL REQUIRED VOCABULARY
- STORY/DIALOGUE
- ROUGH DUE TODAY
- FINAL DUE MONDAY 2/6/2012 NO EXCEPTIONS
- PROPS/PICTURES ARE ENCOURAGED

In addition

- Looking at paper is not recommended.. You are not talking to the table.. But to the audience/peers.
- Be sure to use facials and CONTINUOUS signs to emphasis on.
- You have