ASL 2

Year at a Glance
## ASL 2 Year at a Glance

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<td>Review ASL 1 Vocabulary</td>
<td>Can I remember my vocabulary from ASL 1?</td>
<td>114.34</td>
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<td>Fingerspelling: ABC's</td>
<td>Fingerspell all of your ABC's and numbers?</td>
<td>114.35 b1, b 2, 6.A, 6.B, 6.C</td>
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<tr>
<td>Fingerspelling: Numbers 1-1,000,000</td>
<td>Fingerspell all of your ABC's and numbers?</td>
<td>114.35 b1, b 2, 6.A, 6.B, 6.C</td>
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<td>5 parameters of a sign</td>
<td>Find the 5 parameters of a sign?</td>
<td>114.35 b1, b 2, 6.A, 6.B, 6.C</td>
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<td>Glossing (very basic)</td>
<td>How do I gloss a basic sentence?</td>
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<td>Grammar</td>
<td>Sign is proper ASL grammatical structure?</td>
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<td>Sign the story Timber in ASL?</td>
<td>114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4</td>
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<td>Gum Story</td>
<td>Sign the Gum Story in ASL?</td>
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<td>Gallaudet and Clerc Story</td>
<td>Sign the Gallaudet and Clerc Story in ASL?</td>
<td>114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4</td>
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<td>Childhood Stories</td>
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<td>Summerize all 8 stories</td>
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<td>Expressively and receptively sign numbers</td>
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<td>7.1 Identifying Present People</td>
<td>Identify others expressively and receptively in ASL?</td>
<td>114.35 b1, b 2, 6.A, 6.B, 6.C</td>
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<td>7.3 Numbers: Guess My Number</td>
<td>Expressively and receptively sign numbers?</td>
<td>114.35 b1, b 2, 6.A, 6.B, 6.C</td>
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<td>7.4 Describing Personal Items</td>
<td>Follow sequence to describe item ask/tell what is made of?</td>
<td>114.35 b1, b 2, 6.A, 6.B, 6.C</td>
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<td>7.5 Translating Sentences with “Have” 1</td>
<td>Use appropriate signs to translate English sentences with “have”?</td>
<td>114.35 b1, b 2, 6.A, 6.B, 6.C</td>
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<td>7. 6 Translating Sentences with “Drive To”, “Take”, and “Pick up” 1</td>
<td>Correctly translating English sentences?</td>
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<td>7.8 Describing Lost Items</td>
<td>Follow sequence to describe item?</td>
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<td>7.9 Numbers Telling the Year</td>
<td>Produce correct form and movement whe</td>
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<td>7.10 Translating Sentences with “Have” 2</td>
<td>Use appropriate signs to translate English sentences with “have”?</td>
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<td>7.11 Cultural: Greetings and Leave-Takings</td>
<td>Greet others and say goodbye?</td>
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<td><strong>8:1 Making Requests</strong></td>
<td>Can I explain situations, make requests, decline, and give reason? Can I use pleading face when making a request and a regret face when declining?</td>
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<td><strong>8:2 Fingerspelling: Months</strong></td>
<td>Can I fingerspell months?</td>
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<td><strong>8:3 Agreement Verbs 1</strong></td>
<td>Can I modify verbs to agree with subject and object?</td>
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<td><strong>8:4 Agreeing with Conditions</strong></td>
<td>Can I explain a situation, make a request, agree with a condition, integrate a head nod and raised eyebrows when stating the condition?</td>
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<td><strong>8:5 Negations 1</strong></td>
<td>Can I use the correct word order when translating from English to ASL?</td>
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<td><strong>8:6 Numbers: Giving Phone Numbers</strong></td>
<td>Can I produce the correct form and movement when giving phone numbers?</td>
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<td><strong>8:7 Asking for Advice 1</strong></td>
<td>Can I use different strategies to ask for a sign?</td>
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<td><strong>8:8 Asking for a sign</strong></td>
<td>Can I use the verb to agree with the subject and object?</td>
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<td><strong>8:9 Agreement Verbs 2</strong></td>
<td>Can I modify the verb to agree with the subject and object?</td>
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<td><strong>8:10 Asking for Advice 2</strong></td>
<td>Can I explain the problem using the conjunction !WRONG! before telling what happened? Can I follow sequence for ECLS and role shift?</td>
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<td><strong>8:11 Negations 2</strong></td>
<td>Can I use correct word order when translating from English to ASL? Can I integrate facial grammar and add tag questions?</td>
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<td><strong>8:12 Comprehension: the Candy Bar</strong></td>
<td>Can I re-tell the story? Can I change details of the story?</td>
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<td><strong>8:13 Culture: Minimizing Interruptions</strong></td>
<td>Can I interrupt politely to explain why you are late or have to leave early?</td>
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<td><strong>8:14 Culture: Name Signs</strong></td>
<td>Can I apply principles of naming that are culturally appropriate?</td>
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### Big Ideas

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<td><strong>9:1 Discussing Neighborhoods</strong></td>
<td>Can I repeat descriptions of the neighborhoods?</td>
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<td><strong>9:2 Places in the Neighborhood</strong></td>
<td>Can I give signs for the name and type of business?</td>
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<td><strong>9:3 Numbers: Giving the Time</strong></td>
<td>Can I form clock numbers correctly?</td>
<td>114.35 b1, b 2, 6.A, 6.B, 6.C</td>
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<td><strong>9:4 Describing Your Neighborhood</strong></td>
<td>I can narrate about my own neighborhood with emphasis on: 1) Using rhetorical questions as a transition, 2) maintaining spatial agreement when discussing neighbors</td>
<td>114.35 b1, b 2, 6.A, 6.B, 6.C</td>
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<td><strong>9:5 Giving Directions: Next-to, Across From</strong></td>
<td>I can give directions to places using: 1) KNOW, 2) weak hand to maintain the location of the corner when signing NEXT-TO or ACROSS-FROM</td>
<td>114.35 b1, b 2, 6.A, 6.B, 6.C</td>
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<td>9:6 Yes-No Questions 1</td>
<td>I can translate yes-no questions in the following word order: time, location, topic, end with question</td>
<td>114.35 b1, b 2, 6.A, 6.B, 6.C</td>
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<tr>
<td>9:7 Describing a Restaurant</td>
<td>I can describe a restaurant using descriptive (DCLs), locative (LCLs), and element (ECLs) classifiers.</td>
<td>114.35 b1, b 2, 6.A, 6.B, 6.C</td>
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<td>9:8 Giving Directions: Where to Turn</td>
<td>Can I use the &quot;when&quot; clause with landmarks, intersections, corners or places before telling where to turn or superimpose head nod(s) with BLOCK-AWAY++</td>
<td>114.35 b1, b 2, 6.A, 6.B, 6.C</td>
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<td>9:9 Numbers 2: Giving the Time2</td>
<td>I can form clock numbers correctly</td>
<td>114.35 b1, b 2, 6.A, 6.B, 6.C</td>
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<td>9:10 Suggesting a Place to Eat</td>
<td>I can use descriptive (DCLs), locative (LCLs), and element (ECLs) classifiers to describe restaurant environments while nodding my head when listing food items and raising eyebrows with ONE WARNING.</td>
<td>114.35 b1, b 2, 6.A, 6.B, 6.C</td>
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<td>9:11 Giving Directions: Perspective Shift</td>
<td>I can use perspective shift to complete the directions.</td>
<td>114.35 b1, b 2, 6.A, 6.B, 6.C</td>
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<td>9:12 Yes-No Questions 2</td>
<td>I can translate yes-no questions in the following word order: time, location, topic, end with question</td>
<td>114.35 b1, b 2, 6.A, 6.B, 6.C</td>
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<td>9:13 Culture: Keeping Others Informed</td>
<td>I can inform the teacher and others the reasons for my absence from and tardiness to class/events.</td>
<td>114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4</td>
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<td>9:14 Comprehension: Stop the Traffic</td>
<td>Can I identify different famous Deaf and CODAs?</td>
<td>114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4 Famous Deaf and CODAs Group Project</td>
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**Famous Deaf and CODAs:**
- Windell Smith "Wink", Matt Hamill, Sean Forbes, Russell Harvard, Nyle Dimarco, Marlee Matlin, Bernard Bragg, Phyllis Frelich, Sean Berdy

**11.13 Culture: Deaf Artist: Focus on Chuck Baird**
Can I identify De‘VIA artwork and describe how that artwork meets De‘VIA criteria? 114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4

**Big Ideas**

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**5th Grading Cycle**

<p>| 10.1 Giving Opinions About Tendencies | Can I give opinions by describing tendencies and comparing tendencies? Can I ask or tell how many people are the same or different? | 114.35 b1, b 2, 6.A, 6.B, 6.C |
| 10.2 Numbers: Telling the Price 1 | Can I give a price for different items? Can I ask or tell cost? | 114.35 b1, b 2, 6.A, 6.B, 6.C |
| 10.3 Wh-word Questions 1 | Can I translate wh-questions and follow word order with time, location, topic, and end with question? | 114.35 b1, b 2, 6.A, 6.B, 6.C |
| 10.4 Giving Opinions about Personal Qualities 1 | Can I give an opinion and describe a situation to support an opinion, give correct information and give explanation? | 114.35 b1, b 2, 6.A, 6.B, 6.C |
| 10.5 Numbers: Telling the Price 2 | Can I ask or tell the cost of an item? | 114.35 b1, b 2, 6.A, 6.B, 6.C |
| 10.6 Giving Opinions about Personal Qualities 2 | Can I describe a person's personality by using at least 3 personal quality signs and use role shift to describe situations. | 114.35 b1, b 2, 6.A, 6.B, 6.C |</p>
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<td>10.7 Telling Where items are Located</td>
<td>Can I tell where items are located by naming the room, naming appliance or part of room, and specify location of an item?</td>
<td>Can I translate wh-questions and follow word order with time, location, topic, and end with question?</td>
<td>114.35 b1, b2, 6.A, 6.B, 6.C</td>
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<tr>
<td>10.8 Wh-word Questions 2</td>
<td>Can I ask &quot;which&quot; questions, give hypothetical situations, and compare two people's personal qualities</td>
<td>Can I interrupt two people in a conversation - interrupting someone, ask to hold on and explain what is distracting and resume conversation?</td>
<td>114.35 b1, b2, 6.A, 6.B, 6.C</td>
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<tr>
<td>10.9 Comparing Personal Qualities</td>
<td>Can I ask &quot;which&quot; questions, give hypothetical situations, and compare two people's personal qualities</td>
<td>Can I interrupt two people in a conversation - interrupting someone, ask to hold on and explain what is distracting and resume conversation?</td>
<td>114.35 b1, b2, 6.A, 6.B, 6.C</td>
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<td>10.10 Culture: Interrupting Others</td>
<td>Can I interrupt two people in a conversation - interrupting someone, ask to hold on and explain what is distracting and resume conversation?</td>
<td>Can I interrupt two people in a conversation - interrupting someone, ask to hold on and explain what is distracting and resume conversation?</td>
<td>114.35 b1, b2, 6.A, 6.B, 6.C, c1, c2, c3, c4</td>
<td>Why Owl Has Big Eyes Presentation</td>
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<td>10.11 Comprehension: &quot;Why the Owl Has Big Eyes&quot;</td>
<td>Can I re-tell the story?</td>
<td>Can I re-tell the story?</td>
<td>114.35 b1, b2, 6.A, 6.B, 6.C</td>
<td>Why Owl Has Big Eyes Presentation</td>
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<tr>
<td>10.12 Looking for a Misplaced Items</td>
<td>Can I tell a narrative incorporating these language elements: spatial agreement, name object before using, use NONE after each search segment, role shifting with LOOK-AT, include thoughts, and end a story with a reaction sign or comment?</td>
<td>Can I tell a narrative incorporating these language elements: spatial agreement, name object before using, use NONE after each search segment, role shifting with LOOK-AT, include thoughts, and end a story with a reaction sign or comment?</td>
<td>114.35 b1, b2, 6.A, 6.B, 6.C</td>
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<td>11.1 Discussing One's Knowledge and Abilities</td>
<td>Can I compare a person's knowledge of a subject matter to my own, tell about an activity that I have become skilled in, describe an unusual skill or ability I possess, and tell someone what they should or should not do?</td>
<td>Can I compare a person's knowledge of a subject matter to my own, tell about an activity that I have become skilled in, describe an unusual skill or ability I possess, and tell someone what they should or should not do?</td>
<td>114.35 b1, b2, 6.A, 6.B, 6.C</td>
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<td>11.3 Asking for Opinion about Someone</td>
<td>Can I ask or give opinion about a person as a potential travel companion, roommate, employee, date or babysitter.</td>
<td>Can I ask or give opinion about a person as a potential travel companion, roommate, employee, date or babysitter.</td>
<td>114.35 b1, b2, 6.A, 6.B, 6.C</td>
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<td>11.5 Fingerspelling: States and Provinces</td>
<td>Can I give correct fingerspelling or name of state or province?</td>
<td>Can I give correct fingerspelling or name of state or province?</td>
<td>114.35 b1, b2, 6.A, 6.B, 6.C</td>
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<td>11.6 Making and Canceling plans</td>
<td>Can I invite someone to join me, respond by accepting or declining, canceling plans, explain why and narrating about canceled plans?</td>
<td>Can I invite someone to join me, respond by accepting or declining, canceling plans, explain why and narrating about canceled plans?</td>
<td>114.35 b1, b2, 6.A, 6.B, 6.C</td>
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<td>11.8 Numbers Review 2</td>
<td>Can I give time, price or year using correct number combinations?</td>
<td>Can I give time, price or year using correct number combinations?</td>
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<td>11.9 Discussing Personal Goals</td>
<td>Can I narrate a bucket list?</td>
<td>Can I narrate a bucket list?</td>
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<td>11.10 Fingerspelling: State and Provinces 2</td>
<td>Can I give correct fingerspelling of name of state or province?</td>
<td>Can I give correct fingerspelling of name of state or province?</td>
<td>114.35 b1, b2, 6.A, 6.B, 6.C</td>
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<tr>
<td>11.12 Culture: ASL Student in the Community</td>
<td>Can I make appropriate decisions about whether to offer interpreting assistance to a Deaf person, when and where to use spoken language?</td>
<td>114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4</td>
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<td><strong>By the End of the Year</strong></td>
<td><strong>ASL Idioms</strong> (TRAIN-GONE-SORRY, TOUCH-FINISH, TRUE-BUSINESS, FISH-SWALLOW, POTATO-EYES, FREE-EYES, ON-THE-FENCE, HEARIE, ASL-PRO, BIRD-PICK, THINK-LIMIT, RULE-OF-THUMB)</td>
<td>Can identify ASL Idioms?</td>
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<td>114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4</td>
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<td>English Idioms (hold your horses, cold feet, dragging feet, got off on the wrong foot, green thumb, get back on your feet, put my fat down, pain in the neck, get it off your chest, give them a hand (2), fly off the handle/through the roof, raining cats and dogs)</td>
<td>Can identify English idioms in ASL?</td>
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<td>114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4</td>
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<tr>
<td><strong>RID and BEI</strong></td>
<td>Can I tell the differences between RID and BEI and what they do and stand for? Can I determine the proper response in interpreting scenerios?</td>
<td>114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4</td>
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UNIT 6
Refer to stories:
Timber
Gum Story
Gallaudet and Clerc
If Only I Could Fly
I Wanna Be Different
Ghost in my Room
True Fish
Wrong Name
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<tr>
<td>GIVE-TO</td>
<td>TAKE-FROM</td>
<td>PROCEED</td>
</tr>
<tr>
<td>PRESENT-TO</td>
<td>DROP-OFF</td>
<td>DARK</td>
</tr>
<tr>
<td>TAKE-FROM</td>
<td>PICK-UP</td>
<td>PROCEED</td>
</tr>
<tr>
<td>BIRTHDAY</td>
<td>CARRY-TO</td>
<td>DARK</td>
</tr>
<tr>
<td>VACATION</td>
<td>OH-I-SEE</td>
<td>PROCEED</td>
</tr>
<tr>
<td>GARAGE</td>
<td>FEW</td>
<td>DARK</td>
</tr>
<tr>
<td>F-A-B-R-I-C</td>
<td>MANY</td>
<td>PROCEED</td>
</tr>
<tr>
<td>METAL</td>
<td>WOW</td>
<td>DARK</td>
</tr>
<tr>
<td>GLASS</td>
<td>MADE-UP/CREATE</td>
<td>PROCEED</td>
</tr>
<tr>
<td>WOOD</td>
<td>HAT</td>
<td>DARK</td>
</tr>
<tr>
<td>RUBBER</td>
<td>SCARF</td>
<td>PROCEED</td>
</tr>
<tr>
<td>LEATHER</td>
<td>YEAR</td>
<td>DARK</td>
</tr>
<tr>
<td>REAL</td>
<td>WHAT'S-UP</td>
<td>PROCEED</td>
</tr>
<tr>
<td>FAKE</td>
<td>JUST-THE-SAME</td>
<td>DARK</td>
</tr>
<tr>
<td>SEE-THROUGH</td>
<td>UP-TIL-NOW</td>
<td>PROCEED</td>
</tr>
<tr>
<td>SHIRT</td>
<td>SEE-LATER</td>
<td>DARK</td>
</tr>
<tr>
<td>BLOUSE</td>
<td>SEE-TOMORROW</td>
<td>PROCEED</td>
</tr>
<tr>
<td>COAT</td>
<td>USE</td>
<td>DARK</td>
</tr>
<tr>
<td>PURSE</td>
<td>SAME-AS</td>
<td>PROCEED</td>
</tr>
<tr>
<td>BACKPACK</td>
<td>JOIN</td>
<td>DARK</td>
</tr>
<tr>
<td>EYEGLASSES</td>
<td>BE-RELIEVED</td>
<td>PROCEED</td>
</tr>
<tr>
<td>EXPLAIN</td>
<td>PHOTOGRAPHER</td>
<td>DARK</td>
</tr>
<tr>
<td>FACE+SAME-AS</td>
<td>TIME</td>
<td>PROCEED</td>
</tr>
<tr>
<td>Unit 8.1</td>
<td>Student Wkbk 8.1</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------------------------</td>
<td></td>
</tr>
<tr>
<td>NOT-MIND</td>
<td>DELIVER/BRING-HERE</td>
<td></td>
</tr>
<tr>
<td>NOT-KNOW</td>
<td>ENTHUSIASTIC/EAGER</td>
<td></td>
</tr>
<tr>
<td>(plane) TAKE-OFF</td>
<td>EXPLAIN/DESCRIBE</td>
<td></td>
</tr>
<tr>
<td>CONNECT</td>
<td>VIDEOPHONE</td>
<td></td>
</tr>
<tr>
<td>MISS (guess)</td>
<td>YOURSELF</td>
<td></td>
</tr>
<tr>
<td>PLAN</td>
<td>LET’s- SEE</td>
<td></td>
</tr>
<tr>
<td>POSTPONE</td>
<td>TRY</td>
<td></td>
</tr>
<tr>
<td>WONDER</td>
<td>VOLUNTEER</td>
<td></td>
</tr>
<tr>
<td>LAG-BEHIND (work)</td>
<td>FEED (animals)</td>
<td></td>
</tr>
<tr>
<td>CATCH-UP</td>
<td>ANIMAL</td>
<td></td>
</tr>
<tr>
<td>USE(2)</td>
<td>LATE</td>
<td></td>
</tr>
<tr>
<td>WAIT</td>
<td>(business) CLOSED</td>
<td></td>
</tr>
<tr>
<td>APPEAR</td>
<td>to COMPLETE something (END)</td>
<td></td>
</tr>
<tr>
<td>LOSE-(object)</td>
<td>RUN-OUT-OF</td>
<td></td>
</tr>
<tr>
<td>LEAVE-ALONE</td>
<td>ARRIVE</td>
<td></td>
</tr>
<tr>
<td>TICKET</td>
<td>ORDER</td>
<td></td>
</tr>
<tr>
<td>PERFORMANCE/THEATRE (drama)</td>
<td>LIFE-PARTNER</td>
<td></td>
</tr>
<tr>
<td>ADDRESS</td>
<td>QUICKLY/FAST</td>
<td></td>
</tr>
<tr>
<td>BOSS</td>
<td>SLOW</td>
<td></td>
</tr>
<tr>
<td>NEW YORK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AIRPLANE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AIRPORT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FUNERAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRINTER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCANNER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTERNET</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MYSELF</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BE-MIND-STUPID</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fs-OT (overtime)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THROUGH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAYBE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALL-INCLUSIVE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Unit 8.2**
Fs- (months): JAN, FEB, MARCH, APRIL, MAY, JUNE, JULY, AUG, SEPT, OCT, NOV, DEC
FALL
WINTER
SPRING
SUMMER MONTH
NOW+MONTH
MONTH+PAST
MONTH+ FUTURE
#+MONTH+PAST
#+MONTH+FUTURE
YEAR+1+FUTURE (annually)
YEAR+2+FUTURE (biannually)
TEND-TO/USUALLY
START/BEGIN
LONG
SHORT
ROCK/STONE
SOUTH AMERICA
HOT

**Unit 8.3- Agreement Verbs**
TELL-TO
PHONE-TO
SEND/MAIL-TO(2)
INFORM-TO
PAY-TO

**Unit 8.4- Agreeing with Condition**
FIRST-THUMB SEARCH/LOOK-FOR
UNDERSTAND++ FILL-UP-GAS
TRUE/SURE LAPTOP
FINE++ DOWNLOAD
#OK COPY (paper)/ XEROX
HAPPY IN-EXCHANGE
BUT “But”
TO-PARK (a vehicle)
PARKING-LOT
EXPENSIVE
EMPTY (fuel gauge)
BEFORE
Unit 8.5- Negations
NOT
NONE
“wave no”
NOT-YET
NOT-WANT
FORMID
REFUSE
NOT+ALLOW
NOT+FINISH
NOT+HAVE-TO
SHOULD+NOT

Unit 8.6
#CO (company)
FREEWAY
PROBLEM
IMPROVE
CAR-ACCIDENT
PHONE “line”
COLLAPSE/ BREAKDOWN
HURT
DIE
FALL-DOWN
BREATHE (with difficulty)
AMBULANCE
HURRY
FOR-FOR
IF/SUPPOSE
RENOVATION/RESTORATION
HAPPEN
Unit 8.7
THOUGHT-OCCUR
WHY+NOT
GOOD+IDEA
to-Make/CREATE
LOCK-UP
CREDIT-CARD
NEXT-TO
WRONG
STUCK/PREVENT
PAINTING
DO-DO
“Give advice”
PANTS
“Turn under edge of pants/hemming”
ENTER
STEAL
DECIDE
INSTALL/PUT-IN
ALARM
SET-UP
OCCASIONALLY/SOMETIMES
To- VIDEO/RECORD
TRANSFER

Unit 8.8 Asking for sign
SCREWDRIVER
EUROPE
LICENSE
SMART
PLAIN
OVERSLEEP/SLEEP-IN
BE-BROKE
BE-WORRIED
NOISY
HAND-MIXER

Unit 8.9
TO-BAWL-OUT
ANNOY/IRRITATE
JOKE/TEASE
BORROW
IGNORE
Unit 8.10
!WRONG!
HAMBURGER
SALAD
KETCHUP
KNIFE
FORK
SPOON
SALT PEPPER NAPKIN
BREAD(?)/BREATH(?)--> CHECK PDF
VOMIT
MEANING
GLASS
SCHEDULE
WEDDING
WEDDING+EAT
QUOTE
CRACKED
AND
LATER
BETTER
SOCKS
DISSOLVE/FADE
TO-LESSEN/REDUCE
“FEEL-bad”
ICE-CREAM

Unit 8.11 Negations 2
CANCEL
TOUCH
KNOW+THAT
TAKE-UP
SEMESTER
SOMEONE/SOMETHING
LIST
MEAT
MONEY
HAWAII
TEST/EXAM
Unit 8.12
VACATION
TRAVEL
ALL-DAY
DARK
LAST-ONE
ROOM
BE-RELIEVED
CAR+HONK
GO-TO
STOMACH-BOIL
BE-ANGRY
MESSED-UP (hair)
COMB
9.1

DOWNTOWN “area”
BUSINESS/BUSY “area”
MACHINE “area”-refinery
FARM “area”
COUNTRY “area”
fs-HILLS CL: rolling hills
#APT
fs-LOFT
fs-CONDO
HOME “area” NEW++
(newly constructed neighborhood)
HOME “area” OLD++
(older neighborhood)
HOME “area” mansion/FANCY
ACROSS-FROM/OPPPOSITE
BACK
NEXT-TO right
NEXT-TO left
CHEERFUL/FRIENDLY
MAD/CRAKY
COLD
NOSY
FAMILY YOUNG
OLD+AGENT
ART+AGENT (artist)
WHITE COLLAR
*work in an office or other professional environment
BLUE COLLAR
*manual work or workers, particularly in industry
PROFESSIONAL (2)
RETIRED
BLACK+PEOPLE or
AFRICA+AMERICA
SPANISH (latino)
WHITE+FACE (caucasian)
INDIA
ASIA
MEXICO
NEAR
FREeway
9.2

fs-HYATT
STARBUCKS
MCDONALD’S
fs-CURVES (EXERCISE)
fs-REMAX
fs-IKEA
fs-AAA
fs-MACY’S
7-11
fs-ACE fs-HARDWARE
fs-SAM’S-DELI
fs-ATT
fs-ADAM’S FUNERAL
DOLLAR STORE
fs-CITY fs-HALL
JUDGE+HOUSE
POLICE
FIREFIGHTER
PARKING
HOTEL
COFFEE HOUSE
FAST FOOD
EXERCISE
fs-RE (real estate)
FURNITURE
CAR INSURANCE insurance and infection
are the same sign….
fs-DEPT STORE
fs-HARDWARE
SANDWICH (2)
PHONE STORE
FUNERAL ‘home’
CHEAP
DISCOUNT
OPEN ALL-NIGHT

9.3
START
FINISH
LEAVE-FROM
ARRIVE-TO
GET-UP
GET-IN-BED
TIME-WHQ (what time is it?)
9.5
CORNER
  -near right
  -near left
  -far right
  -far left
NEXT-TO
ACROSS-FROM

9.6
fs-FIX
#FIX
IRON
TOUCH
DOWNLOAD
SPIDER
BUG
FROG
INTERNET
PARIS
KNOW-HOW
MORE-TAN
EVERYDAY
BE-AFRAID
EARLY
#EARLY

9.7
CHINA
JAPAN
ITALY
FRANCE
THAI
GREECE
INDIA
MEXICO
VEGETABLE
EXPENSIVE
REASONABLE
MEDIUM
CHEAP
DELICIOUS
#OK

CHAMP
!GOOD!
FAIR/SO-SO
pout-SO-SO
pout-GOOD
LOUSY
DETEST
YUCK/GROSS
GAG
WHAT-KIND
#PIZZA
PIZZA
SANDWICH
HAMBURGER
PASTA
SALAD
#BBQ
fs-FAJ (fajitas)
FRENCH FRIES
FISH
SHRIMP
CHICKEN
STEAK/MEAT
fs-RICE
SUSHI
DESSERT
BEER
WINE
ALCOHOL/WHISKEY
WOOD
GLASS
METAL
STUCCO (fine plaster used for coating wall surfaces or molding into architectural decorations)
COLOR+BRICK
WHAT-KIND
BAR
VARIOUS-THINGS
HOME+MADE
INTERESTING
ICE-CREAM
SODA-POP
CHICKEN

9.8
ALL-WAY-DOWN
END-STREET
BLOCK-AWAY
GO-PAST
LIGHT (stop light)
INTERSECTION
CROSS-STREET
TURN-LEFT
TURN-RIGHT

9.9
SHOWER
COUNT
BRUSH-TEETH
TAP-SHOULDER"get up"
GET-DRESSED
TAKE-BATH

TIME
1:00-9:00
10:00-12:00
6:15
6:45
7:00 AM
7:20
7:40
8:00
8:25
12:30
10:00
4:15
6:30
7:00 pm
9:05
AM
PM
NOON (2)
MIDNIGHT (2)

9.10
SUGGEST
WARNING
HOTDOG
WORTH -WORTH-IT/WORTH YOUR TIME
ALL-NIGHT
GATHERING (CROWDED/POPULAR)
FULL (eating)
MAYBE/PROBABLY
DISAGREE
AGREE
ROUTINE/SAME-OLD-THING
ITSELF
DUCK
“Rated” 5 STARS
DECORATIONS
RESERVATIONS(2)
FAMOUS
“Gaze in each other's eye”
TO-THINK-OVER/TO-MULL-OVER
PRIOR-TO
COMFORTABLE/COZY
FIRE
FOREIGN(not of this country)
CAPTIONS/SUBTITLES
MISS-OUT/MISS

9.11
UMBRELLA
CERTIFICATION
ELECTRIC
SPEED
TICKET
FULL
FAR “a long way from here”Ir-Ir ah
9.12
MEET++
EXPERIENCE
TAKE-CARE-OF++
TO-NAMED/CALLED
CAN
PEOPLE
POETRY(2)
RABBIT
EYES
SNOWBOARDING
!NEW!
FOREIGN/COUNTRY
FAMOUS

9.13
SORRY
MISS
BE-LATE

9.14
HITCHHIKE
SPEAK
MIRROR
CL: car following another car
FAST
STUMPED/AT-A-LOSS
EMPTY++ (AVAILABLE)
GO-ACROSS
MELT/DISSOLVE
TIME-ARC (pressed for time)
!RIGHT!
FREQUENT-TO
10.1
TIME++
LATE++
GO-TO++
SKIP-WORK++
WORK-char
COMPLETE
PLAY
POSTPONE
PAY-ATTENTION
LOOK-AT
QUIET++
BASHEFULL++
TALK++
CHAT++
MEET++
SUPPORT
CRITICIZE
ENCOURAGE
BE-POSITIVE
BE-NEGATIVE
INSULT
AGREE
DISAGREE
COMPLAIN
STRAIGHT-TALK
VAGUE-TALK
BE-HONEST
LIE
LEAVE-ALONE
TOUCH
TEND-TO
TRUST
EVADE
FLICK-SHOULDER++
CLEAN
MINGLE
RESPECT
NOSEY
BE-REASONABLE
BE-CAREFUL
CARELESS
IN-GEAR
MESS-UP
MONEY-EXCHANGE
BE-BROKE
SELFISH
10.2
DOLLAR
COST
COST HOW-MANY
POPCORN
COUGH + MEDICINE
POTATO + fs-CHIPS
CANDY
RING
POSTAGE-STAMP
MOVIE TICKET
MAGNIFYING-GLASS
PENCIL
RUBBER + ERASER
DEER STATUE
SHOE + STRING
ICL “spray” SMELL
GUM
WHISTLE
DCL “T” + SHIRT
ONE-CENT
FIVE-CENT
SEVEN-CENT
NINE-CENT
10-CENT
15-CENT
18-CENT
20-CENT
25-CENT (2)
10.3
INVENT/CREATE
“what” HAPPEN
10.4
CHEERFUL
STUCK-UP
POLITE
RUDE++
SWEET
MEAN
MAD-char (2)
HUMBLE/MODEST
BIG-HEADED
(2h)alt. DIALOGUE/CONVERSATION/TALK
BOASTFUL
GOODY-TWO-SHOES/HOLIER-TAN-THOU
TROUBLE++
MISCHIEVOUS
(2h) FUNNY-char
QUIET++
STRICT/STERN
HEART + SOFT
NEAT/COOL(4)
STRANGE/ODD
(2h) DO++ arc (errands)
LAID-BACK (th)
BE-WORRIED
LAID-BACK (mm)
SWEET
OPEN-MINDED
(2h) alt. UNDERSTAND
NARROW-MINDED
STUBBORN
FLEXIBLE
ACCEPT++
WARM
COLD
*** PATIENT
GOOD BEAR-WITH
NONE BEAR-WITH
SMART
NOT + SMART
GOOD + JUDGE
PEABRAINED
BRAVE
BE-AFRAID++
CRY++
LAUGH++
MISUNDERSTAND

10.5
SOUP
MILK
CHEESE

BREAD
BUTTER
EGG
SUGAR
LETTUCE
TOMATO
ONION
BANANA (2)
APPLE
ORANGE
**** NUT
PEANUT + BUTTER
JAM
fs-MAYO
BACON
HOT-DOG (2)
CEREAL
fs-YOGURT
TEA
ICE-CREAM
COOKIE
FRENCH-FRIES
CRACKERS

10.6-review

10.7
#TV ICL “use remote”
MATCHES
SOAP
HEADACHE + MEDICINE
SCREWDRIVER
STAPLER
TOWEL
CAMERA
NEEDLE + STRING
CANDLE
NAIL-CLIPPERS
MAGAZINE
DICTIONARY
KNIFE
SCOTCH- TAPE
SCISSORS
DICTIONARY
fs-STOVE
fs-SINK
fs-oven
REFRIGERATOR(2)
DISHWASHER

10.8
WHICH
COOL
WARM
LOVE
!THRILL!
USE-GUNS
SEND-TO
EARN
!MONEY!
WEATHER

10.9
DISCUSS++
SUPPOSE/IF
EUROPE
HURT
HIRE/INVITE
HAPPEN++

10.10
EXCUSE-me
INTERRUPT
SORRY
(wh)”hold on/wait”
(2h)GO-AHEAD
ANYWAY
NOTHING-TO-IT
FIRE
RING/ALARM
BARK++
ECL “sirens flashing”
ICL “horn honking”
OUTSIDE
YELL++
TELL-all
BUILDING(2)
NOTHING-TO-IT
ANYWAY
11.1
BE-KNOWLEDGEABLE
BE-SKILLED
BE-EXCEPTIONAL
ZERO-FOREHEAD
BE-MIND-STUPID
BE-INEPT
AWKWARD/CLUMSY
CAN'T
AMERICA fs-LIT
INTERPRETING
HISTORY (2)
DEAF STUDIES
SCIENCE
LINGUISTICS
MATH
MEDICINE
PSYCHOLOGY
LAW
POLITICS
COUNSELING
SOCIOLOGY
ARCHITECTURE
ENGINEERING
ECONOMICS
INFORM++ TECHNOLOGY or fs-IT
BUSINESS
MAJOR

11.2
Numbers review…

11.3
BE-EXPERIENCED
(2H)PICK-UP
FLIRT
BE-CREATIVE
CONTACT
INVITE/HIRE
TRANSFER-TO
BEHAVE/DO/ACTION
IMAGINATIVE
LOVE
MARVELOUS/WONDERFUL/AMAZING
ONE
WARNING

11.4
BE-THRILLED
JUMP-JOY
BE-RELIEVED
BE-SCARED
BE-LET-DOWN
BE-DISAPPOINTED
SQUEEZE-THROAT
#UPSET
BE-ANGRY
BE-DISGUSTED
TOUCH-HEART
BE-PUZZLED
BE-SHOCKED
JAW-DROP
BE-EMBARRASSED
ELECTRIC
LAST++
RUN-OUT-OF
ERASE
PIE
LONELY
PREACH+ER
APPLY
NUT
GROUND/SOIL
FULL (space)
IF/SUPPOSE
ANSWER/REACT/ORDER
FEEL

11.5-states
ALASKA
ARIZONA
CALIFORNIA
COLORADO (2)
HAWAII
MONTANA
NEW-YORK
TEXAS
WASHINGTON
US
USA
AMERICA
CANADA
STATE

11.6
DECIDE
GROUP-GO
PERFORMANCE/ACT/PLAY/THEATRE
CONTINUE (2h-A)
PROMISE
GO-AHEAD
CARNIVAL
OPENING CEREMONY
BUILD (2)
WRONG
TO-INFORM
PLAN
JOIN
CANCEL
BE-STUCK
CONFLICT
NOT-CARE-FOR
SORRY
“Shucks”
MAYBE
THINK-ABOUT
PONDER/WONDER
THOUGHT-OCCUR
MULL-OVER
PERFECT
IDEA
“Look forward to”

11.7
LAST+TIME
FIRST-thumb+TIME
WHEN

11.8
Numbers review…

11.9
GOAL
PUBLISH
GATHER/COLLECT
DIRT
DONKEY
CULTURE
ADULT
FULL-MOON
BEFORE
WORLD (2)
EUROPE
AFRICA (2)
AUSTRALIA (2)
ASIA
SOUTH AMERICA
NORTH AMERICA
COUNTRY
ENGLAND
FRANCE
SPAIN (2)
MEXICO (2)
ITALY (2)
GERMANY (2)
CHINA
JAPAN
INDIA
EGYPT (2)
DIE
SIX-FEET-UNDER
BE-GONE (die)
TRY
CHECKMARK
EXPERIENCE
TOUCH -FINISH
VOLUNTEER
STUDY-all
DECORATE
BECOME
GOAL/AIM
LANGUAGE
11.10
Fingerspelling…

11.11
FIND-OUT
LICENSE
DURING
SAY-NOTHING (2)
CARS CRUISING
EXAGGERATE
CAR-ENGINE-START
ALL NIGHT INTO MORNING
“Fumes out of tail pipe”
“Fumes in the air”
TO-SMELL
ALMOST
HURRY
EXCHANGE (2)
PAJAMAS
HOT
HIGH TEMPERATURE
SOMETHING/SOMEONE
BE-GONE/DISAPPEAR
“shh”