

The background is a vibrant blue with a subtle grid pattern. In the top right corner, there is a large, bright yellow sun. Several white, stylized clouds are scattered across the top. A large, dark blue, rounded rectangular banner is positioned diagonally across the middle of the page. Below this banner, there is another lighter blue, rounded rectangular banner. The text is white and bold, providing a high-contrast look.

# ASL II Unit 21

21 \* Occupations and Professions



# Unit 21 Summary

Unit 21 ~ You will learn to discuss about occupations and professions, including job activity and work experience.

Using vocabulary that incorporates an agent suffix (-er person)

You will learn to ask rhetorical questions

# Vocabulary Unit 21

Weld

Deposit

Paint

Preacher, pastor

Earn

Interpret

Rabbi

Raise

Dance

Apply

deductions

Counsel

Switch-over

Straight

Farm

Subordinate

Retired

Fix-car

Bridge

steal

Secretary

Free

Engineer

Nurse

In-jail

Different-things

Principal

Invite

Get-Regularly

Dentist

Grass

Insurance

Boss

Feed

benefits

Priest

Check

Swell



# Vocabulary Activity

Round the World

Statements



# Agent Suffix

Some signs for types of work can be followed by an agent suffix

Example: WELDER MACHANIC TEACHER STUDENT  
DANCER INTERPRETER WRITER

Some signs do not use the agent suffix

NURSE

SECRETARY (not WRITER)



# Rhetorical questions

What is a rhetorical question?

It is a question the signer intends to answer him/herself

Questions are to be made with the eyebrows ^^ raised  
and the head tilted forward (see page 290)



# UNDERSTAND (culture question implied)

The sign 'do you understand' is often used to precede a qualification, condition or stipulation which the signer will state:

For English 'Do you understand' For ASL  
"UNDERSTAND"

# Warm Up

## GLOSS 6 statements

Each with a job and a situation

EX: I work teach I. Work there school MVHS 11 year, I teach math I. kiss-fist #JOB.

EX: I soon retire I. Many year work B-A-N-K I work feed computer. Check++, Deposit++ CL:L-stack, I type feed. I supervisor, have subordinate++ 3. Problem show-up, I help solve.

20 minutes to finish.. Each will do one sample in front of class





# Occupations/Professions

Gina: Your work what?

Sandy: I work weld I. Work there build ship since 11 year.

Gina: Oh-I-see. Not realize I. Think you work P-O, wrong I.

Sandy: Never P-O I. Long-ago I work fix-car. I switch over specialize weld. Why? Swell money. You work what?

Gina: I work paint.

Sandy: Paint what?

Gina: House, building, bridge, any.



# Job Activity

Gina: You work B-A-N-K right?

Terry: Right.

Gina: Exact work what?

Terry: I work feed computer. Check++, Deposit++ CL:L-stack, I type feed. I supervisor, have subordinate++ 3. Problem show-up, I help solve.

Gina: Work day++?

Terry: Yes. I work 4-day. Understand, 10 hour straight left 3-day, off.

Gina: Oh-I-see. Swell idea.



# Work History

**Matt:** You work what?

**Alex:** I retired I.

**Matt:** Oh-I-see. Appearance young you. Before work what?

**Alex:** Different-things. First work paint. Not like, quit. Apply work newspaper, L-A T-I-M-E-S. Work 6 year, laid-off, move here Murrieta. Look-for #job, can't find, Later, interview, hire-me Murrieta P-A-T-C-H. Work 30 year, since every-night I. Now retired.



# Practice

Practice quick dialogues from book



# Dialogue

Create a fun dialogues with a PARTNER (similar to videos)

Be one who looks forward to retirement and another who is fresh out of school excited/dreaded about a new job

Pick a section and have a dialogue related to:

**Job Activity**

**Work History**

**Occupation/Profession**



# Dialogue CONTINUE

Be sure to be creative and interesting

Include what you have learned and used

Include signs with '**CONTINUALLY AND REPEATEDLY**'

**Number of years**

Where you worked/want to work.. DESCRIBE your experience/ responsibilities. 4-6 THINGS

Use your **eyebrows ^^** to ask rhetorical questions

# Rubric

Sign Production~ at least four dialogue each area (one retired and one newly trained/looking)

Fluency/Eye Contact

Vocabulary, 15 or more from unit 21.. The more.. The better

Use of +++

Use of 'understand' ^^ eyebrows

Comprehension

**Rough Draft with VOC/ROLE choices  
DUE check end of CLASS  
Final Draft due Friday for Dialogues  
(TYPED, highlighted)**

# Expressive Quiz Rubrics

| Rubrics/Points  | 5-4 Points   | 3-2 Points  | 1-0 Points   |
|---|--|---|--|
| <b>Sign Production:</b>   | Student signed presentation with 3 or less errors. More than four quality dialogue each person                                     | Student signed presentation with 4-7 errors. At least four quality dialogue per person                                      | Student signed presentation with 8 or more errors. Less than four quality dialogues per person                                   |
| <b>Fluency/Eye Contact</b>  | Student demonstrated strong fluency and maintained eye contact/ NM^^ more than 80% of the presentation.                            | Student signed with appropriate fluency and maintained eye contact/ NM^^ around 70-50 % of the presentation.                | Students fluency was not appropriate (fast, slow, choppy). Student lacked eye contact/NM ^^ (less than 50 % of the presentation. |
| <b>Vocabulary<br/>'Understand'/Use of<br/>REPEATEDLY/CONTINU<br/>ALLY</b> | Students discussed their work experience with at least 15 or more vocabulary and use R/C at least once with 80% or better accuracy | Students discussed their work experience with at least 15 or more vocabulary and use R/C at least once with 60-79% accuracy | Students discussed their work experience with at least 15 vocabulary and use R/C at least once with less than 60% accuracy       |
| <b>Comprehension</b>  | Students Presentation demonstrated 100% -75% of comprehension.   | Students Presentation demonstrated 74%-60% of comprehension.  | Students Presentation demonstrated less than 60% of comprehension.   |
| <b>Paper</b>  | Neatly typed, highlighted 15 or more required vocabulary,  | Typed or neatly written, did not highlight or have the required voc, on time  | Not typed, no highlights, limited dialogue, no highlights on vocabulary. late  |