

Lesson 1 Course Introduction - Comparative Translations: ASL, English & PSE

This course is to help resolve issues around the difference between ASL, English and Pidgin Sign English (PSE), also referred to as “Contact Signing”. Since PSE is not a language, but a combination of elements from both ASL and English, there has been much confusion around how to define it. This course, with the companion DVD and CD-ROM will assist us in seeing a comparison between ASL, written English and PSE. Specific grammatical aspects are explained, followed by demonstrations of how these ASL grammatical aspects can be incorporated with PSE to maximize the clarity of such communications.

ASL Grammatical Aspects: Comparative Translations - Course Objectives:

After completing this course, learners will be able to:

1. Identify ten key linguistic features including:
 - Topic/Comment Structure
 - Yes/No Questions
 - Wh-Questions
 - Rhetorical Questions
 - Directionality
 - Use of Space
 - Negation
 - Classifiers
 - Conditionals
 - Time Sequenced Ordering
2. When given English sentences, interpret using grammatically correct ASL.
3. When given English sentences, transliterate using PSE (incorporating appropriate ASL grammatical features).
4. Accurately answer written questions pertaining to the content addressed in the course.
5. Accurately demonstrate the ten grammatical features addressed within the context of sentences.
6. Compare and contrast the ten grammatical features presented as they relate to PSE and ASL.



VIEW: Mini Lecture – *What is ASL?*

Summarize the mini-lecture in the space allotted below.



VIEW: Mini Lecture – *What is PSE?*

Summarize the mini-lecture in the space allotted below.



VIEW: Mini Lecture – *What is Topic/Comment Structure?*

Summarize the mini-lecture in the space allotted below.

10 Minutes Linguistic Topic: Topic/Comment Structure

In ASL, ideas are commonly ordered using “Topic/Comment Structure.” This means that the topic (what the sentence is talking about) is identified first. This topic is signed first with the following accompanying non-manual grammatical markers:

1. Eyebrow raise.
2. Slight head tilt forward.
3. Last sign identifying topic is held longer.

Notice how these markers resemble the “questing markers.” This questing seems to ask the recipient if they understand what the topic is.

Just as the topic in topic/comment structure is accompanied by these questing markers, the comment is also accompanied by any of the following non-manual grammatical markers:

- Yes/No question markers appear if the comment asks a question eliciting a “yes” or “no” response. The markers that accompany such a question are:
 1. Eyebrow raise.
 2. Head tilted slightly forward.
 3. Eye contact made with the person being asked the question.
 4. The last sign held, waiting for a response.

Example

English sentence: Do you want milk?

ASL sentence: MILK (t), WANT (you) (q)

- Wh-question markers are used if the comment asks a question about who, what, where, when, which, how, why, etc. The non-manual markers that accompany such a question are:
 1. Eyebrows furrowed (down).
 2. Eyes narrowed slightly.
 3. Head tilted slightly.
 4. Eye contact made with the person being asked the question.
 5. The last sign held, waiting for a response.

Example

English sentence: Where is Tom?

ASL sentence: Tom (t), WHERE (wh-q)

- Statement markers are used if the comment is a statement about the topic. The markers that accompany a statement are:
 1. The head returns to an upright position from the “slight forward lean.”
 2. The head often nods affirmatively to emphasize that the comment is a statement.

Example

English sentence: I love trees.

ASL sentence: TREES (t), LOVE (me)

- Command markers are used if the comment is a command. The non-manual grammatical markers that accompany a command are:
 1. The head returns to an upright position from the “slight forward lean.”
 2. The head often nods once to emphasize that the comment is a command.
 3. Often, a stern facial expression will accompany the entire comment.

Example

English sentence: Go Home Now!

ASL sentence: HOME (t), GO THERE (rt)

EXAMPLE SENTENCES

1. I love MY MOTHER!
2. I like TREES.
3. Do you want MILK?

Notice the difference... between English and ASL.

English sentence: I love my mother!

ASL sentence: MY MOTHER (topic), LOVE HER (comment)

English sentence: I like trees.

ASL sentence: TREES (topic), LIKE THEM (comment)

English sentence: Do you want milk?

ASL sentence: MILK (topic), WANT IT (comment)

Pick out the comment/topic in each example sentence and write below the sentence.

1. I like the hat.
2. Can I borrow the computer?
3. Give me the keys.
4. Where is my Son!

10:00 Minutes

Instructional Activity “What’s It All About”

Learning Tip

*A good way to determine the **topic** of a sentence is to ask yourself, “What is this sentence about?” A good way to find the **comment** is to ask yourself, “What is being said or asked about that topic?”*

Circle Topic / Underline Comment

- | | |
|---|--|
| 1. I love my mother | ___ Same <input checked="" type="checkbox"/> Different |
| 2. My daughter is smart. | ___ Same ___ Different |
| 3. Where is my telephone book? | ___ Same ___ Different |
| 4. It is important to eat breakfast every morning! | ___ Same ___ Different |
| 5. What is your phone number? | ___ Same ___ Different |
| 6. Can you postpone my appointment? | ___ Same ___ Different |
| 7. My favorite thing to do is go shopping. | ___ Same ___ Different |
| 8. That man is famous because he used to be the U.S. president! | ___ Same ___ Different |
| 9. I like working on the farm. | ___ Same ___ Different |
| 10. Who is your divorce lawyer? | ___ Same ___ Different |
| 11. I really like your picture! | ___ Same ___ Different |
| 12. I want lunch now. | ___ Same ___ Different |



CHECK your answers by viewing the model signers

Interpreting & Transliterating Skill Development

Goal: To practice transliterating using PSE and practice interpreting using ASL while learning from the models presented on the video samples.

30 Minutes **Model Review** section on *Linguistic Information*

CHECK your work by referring to the glosses provided in the following section below.

Glossing System: ALL CAPS = a gloss representing a signed concept

The scripts provided in the modules are not intended to be full gloss representations of the signed sentences. They are offered as a way for you to make a comparison of English, ASL and PSE with emphasis on the grammatical topic featured in each module.

Gloss	Description	Gloss	Description
(rt)	Placed or referenced to the right	(q)	Yes/No question
(lft)	Placed or referenced to the left	(rh-q)	Rhetorical question
(wh-q)	Wh-question (what, when, where...)	(t)	Topic of sentence
(CL)	Classifier	(cond)	Conditional
(CL:A)	Classifier with "A" handshape	SIGN+SIGN	Sign is repeated
(CL:Bent V)	Classifier with bent "V" handshape	SIGN-SIGN	Compound sign
me	"I," "me," indication of self	F-I-N-G-E- R-S-P-E-L-L	Fingerspelled word

Comparative Translations

- English:* I love my mother!
PSE: ME LOVE MY MOTHER
ASL: MY MOTHER (t) ME LOVE
- English:* My daughter is very smart.
PSE: MY DAUGHTER VERY SMART
ASL: MY DAUGHTER (t), VERY SMART
- English:* Where is my telephone book?
PSE: WHERE MY TELEPHONE BOOK (wh-q)
ASL: MY TELEPHONE BOOK (t), WHERE (wh-q)
- English:* It is important to eat breakfast every morning!
PSE: TRUE IMPORTANT, EAT EVERY-MORNING
ASL: EVERY-MORNING, EAT+EAT (t), IMPORTANT
- English:* What is your phone number?
PSE: WHAT YOUR PHONE NUMBER (wh-q)
ASL: YOUR PHONE NUMBER (t), WHAT (wh-q)
- English:* Can you postpone my appointment?
PSE: CAN YOU POSTPONE MY APPOINTMENT (q)
ASL: MY APPOINTMENT (t), POSTPONE, CAN (q)
- English:* My favorite thing to do is go shopping.

PSE: MY FAVORITE THING DO, GO SHOP+SHOP

ASL: SHOP+SHOP (t), ME LOVE

8. *English:* That man is famous because he used to be the U.S. president!

PSE: THAT MAN (rt) FAMOUSE BECAUSE PAST U.S. PRESIDENT

ASL: THAT MAN (rt) (t) FAMOUS, NAME-SHINY, WHY (rh-q), PAST PRESIDENT HEAR AMERICA

9. *English:* I like working on the farm.

PSE: I LIKE WORK THERE-(rt) FARM

ASL: FARM (t), ME WORK+WORK+WORK, ME LIKE (KISS-FIST)

10. *English:* Who is your divorce lawyer?

PSE: WHO YOUR DIVORCE LAWYER (wh-q)

ASL: YOUR DIVORCE LAWYER (t) WHO (wh-q)

11. *English:* I really like your picture!

PSE: I TRUE LIKE YOUR PICTURE

ASL: YOUR PICTURE (t) (rt), ME REALLY-LIKE

12. *English:* I want lunch now.

PSE: ME WANT EAT+NOON NOW

ASL: EAT+NOON (t), ME WANT NOW

15 Minutes **Skills Application** Topic/Comment Structure

Activity Goal: To practice applying topic/comment structure to new stimuli.

Activity Sentences

1. Give me the tall blue glass.
2. Tom's car is very beautiful.
3. I need gas now!
4. That tree is very old.
5. I really want to go to college.
6. Are you fluent in Sign Language?
7. My bed is so comfortable.
8. Who is your secretary?
9. Sally jumped into the swimming pool.
10. I bought many new clothes.

Lesson 2

Mini Lecture – What is *Yes/No Questions*?



Summarize the mini-lecture in the space allotted below.

Linguistic Topic: Yes/No Questions

In ASL, questions that require a “yes” or “no” response are referred to a “Yes/No questions.” These questions are accompanied by the following non-manual grammatical markers:

1. Eyebrows are raised.
2. Head tilted slightly forward.
3. Eye contact is made with the person being asked the question.
4. The last sign is held, waiting for a response.

Examples of “Yes / No questions:”

1. Do you want to go to a movie?
2. Do you like Tom?
3. Will you come home now?
4. Are you married?

Notice that each of the above questions would elicit a “yes” or “no” response.

In written English, the question format is demonstrated with the use of a question mark (?). In spoken English, the question format is indicated by the use of vocal inflection. Most often, the voice will go up in pitch to indicate a “yes” or “no” question.

A manual “questioning” marker that is particular to Yes/No questions and to Wh-questions is the “question finger.” This is produced with the index finger in a “one” handshape which bends and straightens several times in the direction of the person being asked the question. This is often done to show that the signer is waiting for a response. The manual “questioning” marker is optional, whereas the non-manual grammatical markers previously described must accompany every question.

“Yes or No, That is the Question Format!” Activity Sentences

Instructions: **CHECK** the sentence representing the Yes/No question in each set of sentences below.

Question #1

- a) ____ Where does your mother live?
- b) ____ Does your mother live in Arizona?
- c) ____ My mother lives in Arizona

Question #2

- a) ____ Do you have a TTY? (TTY = Text Telephone)
- b) ____ Why do you have a TTY?
- c) ____ I have a TTY

Question #3

- a) ____ Why didn't you have enough to eat?
- b) ____ I didn't not have enough to eat.
- c) ____ Did you have enough to eat?

Question #4

- a) ____ Where is your home?
- b) ____ Do you want to go home?
- c) ____ How will you get home?

Question #5

- a) ____ Do you want a drink?
- b) ____ Did you want a Pepsi or a Coke?
- c) ____ How thirsty are you?

Question #6

- a) ____ When will you finish working?
- b) ____ How much more work do you have?
- c) ____ Is your work completed?

Interpreting & Transliterating Skill Development



VIEW segment that demonstrates Yes/No questions in the sample sentences.

PRACTICE interpreting and transliterating the sentence using ASL and PSE.

“Are You Raising Your Brows at Me?”

Learning Tip: Remember, the way to ask a Yes/No Question incorporates the following non-manual grammatical features:

1. Brow raise.
2. Eye Contact.

3. Head tilt.
4. Holding the last sign while waiting for a response.

Example:

The non-manual markers include: brow raise, eye contact, head tilt and last sign held in both ASL and PSE.	The ASL and PSE non-manual markers are:
Are you Deaf?	<input checked="" type="checkbox"/> Same <input type="checkbox"/> Different

Activity Sentences

1. Do you have a car? Same Different
2. Do you want a soda? Same Different
3. Can you come here when you are finished eating? Same Different
4. Are you hearing? Same Different
5. Do you want to go to a restaurant tonight? Same Different
6. Do you have a TTY? Same Different
7. Are you addicted to watching TV? Same Different
8. Did you see the accident? Same Different
9. Did you have enough to eat? Same Different
10. You look sleepy; do you want some coffee to help you wake up? Same Different

Instructional Activity – “It’s Only a Drill!”

READ the original yes/no question

REPLACE the underlined vocabulary item with the next item in the list. If you do this exercise using ASL, remember to retain ASL grammatical structure including the non-manual markers.

Practice Drill:

1. Did you see the accident?
 - Burning house
 - Deer cross the road
 - Woman fall down
 - New freeway
2. Did you have enough to eat?
 - Money
 - Clothes
 - Milk
 - Gas
3. Are you addicted to watching TV?
 - Mesmerized by
 - Enjoying
 - Adverse to

In favor of

4. Do you want to go to a restaurant tonight?
A rodeo next month
The beach next week

Review

READ each of the English sentences below and **APPLY** what you have learned by **PRODUCING** each sentence first using PSE, than ASL.

1. Are you Deaf?
2. Do you have a car?
3. Do you want a soda?
4. Can you come here when you are finished eating?
5. Are you hearing?
6. Do you want to go to a restaurant tonight?
7. Do you have a TTY?
8. Are you addicted to watching TV?
9. Did you see the accident?
10. Did you have enough to eat?
11. You look sleepy; do you want some coffee to help you wake up?

Comparative Translations

1. *English Sentence:* Are you Deaf?
PSE Gloss: YOU DEAF (q)
ASL Gloss: DEAF, YOU (q)
2. *English Sentence:* Do you have a car?
PSE Gloss: YOU HAVE CAR (q)
ASL Gloss: CAR (t), HAVE YOU (q)
3. *English Sentence:* Do you want a soda?
PSE Gloss: YOU WANT SODA (q)
ASL Gloss: Soda (t), DRINK YOU WANT (q)
4. *English Sentence:* Can you come here when you are finished eating?
PSE Gloss: WHEN YOU FINISH EAT+EAT (q)
ASL Gloss: EAT FINISH, COME-HERE CAN (q)
5. *English Sentence:* Are you hearing?
PSE Gloss: TRUE YOU HEARING (q)
ASL Gloss: HEARING YOU (q)
6. *English Sentence:* Do you want to go to a restaurant tonight?
PSE Gloss: YOU WANT GO (lft) RESTAURANT TONIGHT (q)
ASL Gloss: TONIGHT, RESTAURANT GO (lft), WANT (q)
7. *English Sentence:* Do you have a TTY?
PSE Gloss: YOU HAVE TTY (q)

- ASL Gloss: TTY (t) Have you (q)
8. *English Sentence:* Are you addicted to watching TV?
PSE Gloss: YOU ADDICTED WATCHI (rt) TV (q)
ASL Gloss: TV, YOU WATCH, WATCH (rt), ADDICT YOU (q)
9. *English Sentence:* Did you see the accident?
PSE Gloss: YOU SEE (lft) ACCIDENT (q)
ASL Gloss: ACCIDENT (lft) SEE FINISH (q)
10. *English Sentence:* Did you have enough to eat?
PSE Gloss: YOU HAVE ENOUGH EAT (q)
ASL Gloss: EAT FINISH SATISFY (q)
11. *English Sentence:* You look sleepy, do you want some coffee to help you wake up?
PSE Gloss: YOU LOOK SLEEPY, YOU WANT SOME COFFEE, (q)
ASL Gloss: COFFEE (t) WANT (q) HELP WAKE-UP, WILL

Skill Application: Practice applying yes/no question format to new stimuli using PSE and ASL.

1. Are you going to your mother's house?
2. Is that book yours?
3. Can I drive your car?
4. Did you buy the picture?
5. Is someone sitting in this chair?
6. Would it be alright if I call you later?
7. Do you want a hamburger?
8. Are you still sick?
9. Do you work here?
10. Are you happy?

Lesson 3

Linguistic Topic: Wh-Questions

In ASL, questions referring to who, what, which, where, when, why, how, etc. are called “wh-questions.” A question in this form is also accompanied by non-manual grammatical markers called “wh-questioning markers:”

1. Eyebrows are furrowed (down).
2. Eyes are narrowed slightly.
3. Head tilted slightly.
4. Eye contact is made with the person being asked the question.
5. The last sign is held, waiting for a response.

Examples of “wh-questions:”

- Who is going to the movie?
- Where is Tom?
- When will you be coming home?
- Why are you leaving?
- How much money do you have?



VIEW: What do you know about Wh-Questions?

1. VIEW each signed wh-question sample sentence on the video media.
2. NOTE the signs used in each of the PSE and ASL sample sentences that indicate a wh-question.
3. NONE the non-manual markers used in producing the wh-questions within each of the PSE and ASL sample sentences.
4. Given the above information, COMPLETE the statements below with the most appropriate response.

Statements

1. Typically, the signs used to indicate a wh-question include:

2. In the ASL sentence samples, the indicators of a wh-question (wh-signs and non-manual markers) are typically found at the (circle one.):
Beginning, middle, or end of the sentence.
3. In the PSE sentences samples, the indicators of a wh-question (wh-signs and non-manual markers) are typically found at the (circle one.):
Beginning, middle, or end of the sentence.
4. In the ASL sentence samples, the following non-manual grammatical markers are use in producing wh-questions (check all that apply):
 - a) Eyebrows furrowed (down).

- b) ____ Eyes narrowed slightly.
- c) ____ Head tilted slightly.
- d) ____ Eye contact made with the person.
- e) ____ The last sign held waiting for a response.

5. In the PSE sentence samples, the following non-manual grammatical markers are used in producing wh-questions: (check all that apply.)

- a) ____ Eyebrows furrowed (down).
- b) ____ Eyes narrowed slightly.
- c) ____ Head tilted slightly.
- d) ____ Eye contact made with the person.
- e) ____ The last sign held waiting for a response.



BEGIN video / VIEW (written) / PAUSE (PSE & ASL) / PLAY VIDEO (COMPARE)

Learning Tip: As you practice formulating your interpretation for each sentence, remember to apply wh-questions as addressed in this section.

- Word/ sign order.
- Non-manual grammatical features.
- Vocabulary / sign choices.

Module Review – Wh-Questions

Activity Sentences

1. Who is your piano teacher?
2. Which school do you attend?
3. Where do you live?
4. How did you hurt your arm?
5. What kind of work do you do?
6. How much did you pay for your car?
7. How many children do you have?
8. What time does the airplane leave?
9. When will you have your wedding?
10. Where is my blue book?
11. How did you learn to sign so well?
12. When will your dad get home?
13. Where is the bathroom?
14. Which car did you buy?
15. Where did you learn to sign and fingerspell?

Comparative Translations

1. *English Sentence:* Who is your piano teacher?
PSE Gloss: WHO YOUR PIANO TEACHER (wh-q)
ASL Gloss: YOUR PIANO TEACHER (t), **WHO** (wh-q)
2. *English Sentence:* Which school do you attend?
PSE Gloss: WHICH SCHOOL YOU GO (lft) (wh-q)
ASL Gloss: SCHOOL (t), YOU GO (rt), **WHICH** (wh-q)
3. *English Sentence:* Where do you live?
PSE Gloss: WHERE YOU LIVE (wh-q)
ASL Gloss: LIVE, **WHERE** YOU (wh-q)
4. *English Sentence:* How did you hurt your arm?
PSE Gloss: HOW YOU HURT YOUR ARM (wh-q)
ASL Gloss: YOUR ARM HURT (t), **HOW** (wh-q)
5. *English Sentence:* What kind of work do you do?
PSE Gloss: WHAT KIND WORK YOU DO (wh-q)
ASL Gloss: WORK YOU (t), **DO-DO-DO** (wh-q)
6. *English Sentence:* How much did you pay for your car?
PSE Gloss: HOW-MUCH YOU SPEND (rt) FOR YOUR CAR (wh-q)
ASL Gloss: YOUR CAR (t), YOU SPEND (rt) **HOW-MUCH** (wh-q)
7. *English Sentence:* How many children do you have?
PSE Gloss: HOW-MANY CHILDREN YOU HAVE (wh-q)
ASL Gloss: CHILDREN (t) **HOW-MANY** HAVE (wh-q)
8. *English Sentence:* What time do the airplane leave?
PSE Gloss: WHAT TIME AIRPLANE LEAVE (wh-q)
ASL Gloss: AIRPLANE (t), TAKE-OFF (rt), **TIME** (wh-q)
9. *English Sentence:* When will you have your wedding?
PSE Gloss: WHEN WILL YOU HAVE YOUR WEDDING (wh-q)
ASL Gloss: YOUR WEDDING (t), **WHEN** (wh-q)
10. *English Sentence:* Where is my blue book?
PSE Gloss: WHERE MY BLUE BOOK (wh-q)
ASL Gloss: MY BOOK, BLUE (t) **WHERE** (wh-q)
11. *English Sentence:* How did you learn to sign so well?
PSE Gloss: HOW YOU LEARN SIGN GOOD (wh-q)
ASL Gloss: YOU SIGN, SIGN, EXPERT...LEARN, **HOW** (wh-q)
12. *English Sentence:* When will your dad get home?
PSE Gloss: WHEN YOUR DAD ARRIVE HOME (wh-q)
ASL Gloss: YOUR DAD ARRIVE HOME (t,) **WHEN** (wh-q)
13. *English Sentence:* Where is the bathroom?
PSE Gloss: WHERE BATHROOM (wh-q)
ASL Gloss: BATHROOM (t), **WHERE** (wh-q)
14. *English Sentence:* Which car did you buy?

<i>PSE Gloss:</i>	WHICH CAR YOU BUY (wh-q)
<i>ASL Gloss:</i>	CAR (t), BUY WHICH (wh-q)
15. <i>English Sentence:</i>	Where did you learn to sign and fingerspell?
<i>PSE Gloss:</i>	WHERE YOU LEARN SIGN AND FINGERSPELL (wh-q)
<i>ASL Gloss:</i>	YOU SIGN, FINGERSPELL, LEARN WHERE (wh-q).

Skills Application – “Wh-Questions”

Practice applying the information skills you have learned in this module by using wh-questions.

Activity Sentences

1. What's wrong with the teacher?
2. Where is my coat?
3. Which room is Jeff in?
4. Who will do all this work?
5. When is the plane supposed to land?
6. Why is Kim crying?
7. Did you want a soda or milk?
8. Which TV program do you like?
9. How many students are late?
10. How much does that bicycle cost?

Lesson 4



VIEW Mini Lecture – What is *Rhetorical Questions*?

Summarize the mini-lecture in the space allotted below.

Linguistic Topic: Rhetorical Questions

In ASL, rhetorical questions formats in which both the “question” and the “answer” are provided by the signer.

Actually, rhetorical questions function like statements. A rhetorical question is identified by the following non-manual grammatical markers accompanying the question portion:

1. Head tilted slightly to the side.
2. Eyebrows raised.
3. Last sign in the question segment held slightly.

Because rhetorical questions often use the signs WHAT, WHERE, WHEN, WHICH, HOW AND WHY, they are easily identifiable by the brow raise. This marker clearly notifies the receiver of the “question” that no response is required. In fact, this non-manual grammatical feature can be used without a Wh-question sign.

The non-manual grammatical markers that accompany the “response” portion of the rhetorical question are identical to those used in statement markers, including:

1. The head returns to an upright position.
2. The head often nods affirmatively.

Rhetorical questions are generally used in ASL to introduce new information. Here are some examples:

- ME WORK WHERE (rh-q), ST JOE SCHOOL DISTRICT
- MY NAME WHAT (rh-q) MICHELLE
- ME LIVE WHERE (rh-q) 4 MAIN STREET
- MY GRANDFATHER OLD (rh-q), 97

Rhetorical questions are also used to show a causal relationship between two events. Here are some examples:

- ME HAPPY, WHY (rh-q), YOU HERE
- LITTLE GIRL SCARED, WHY (rh-q) ROOM DARK
- TOME ARRIVE HOME, HOW (rh-q) C-A-B

In summary, questions that function like settlements and introduce information or show a causal relationship are called what? ...rhetorical questions!



BEGIN video / VIEW (written) / PAUSE (PSE & ASL) / PLAY VIDEO (COMPARE)

Practice Activity: “Interpreting & Transliterating Skill Development”

Learning Tip: *As you practice formulation your interpretation for each sentence, remember to apply rh-questions as addressed in this section.*

- Word/ sign order.
- Non-manual grammatical features.
- Vocabulary / sign choices.

Instructional Activity “YOU SKILL, HOW (rh-q), PRACTICE

REWRITE the following sentences using:

- The order in which the items would appear if constructed as rhetorical questions.
- The sign (why, when, what, who, where, for, which, etc.) you would use to indicate the relationship between the two components of the sentence.

Example

Sentence Order: 1) went store 2) ran out of milk

Sign Choice: WHY, FOR FOR, WHAT’S-UP

I ran out of milk, so I went to the store

Answer: I went to the store, **why?** I ran out of milk.

Activity Sentences

1. Going to the dentist made me pass out.

2. The baby cried when the dog barked.

3. Many people were angry, so I left quickly.

4. The students were absent because of the flu.

5. All the noise makes her father nervous.

Module Review – “Rh-Questions

Activity Sentences

1. My mother lives in Arizona.
2. My father is 68 years old.
3. That man earns one million dollars!
4. I live on a boat.
5. Imagine, my husband got home at two in the morning!
6. Blue is my favorite color.
7. I work at the bank.
8. The boy is 6 feet 4 inches tall!
9. I saw the beautiful flowers on your table.
10. I was just hired because I have 15 years work experience.
11. I found the remote control in the bathroom!
12. I like books that have an inspiring love story.

Comparative Translations

1. English Sentence: My mother lives in Arizona.
PSE Gloss: MY MOTHER LIVE THERE (rt), ARIZONA
ASL Gloss: MY MOTHER (t), LIVE **WHERE** (rh-q), THERE (rt), ARIZONA
2. English Sentence: My father is 68 years old.
PSE Gloss: MY FATHER TRUE 68 YEARS-OLD
ASL Gloss: MY FATHER (t), **OLD** (rh-q), 68
3. English Sentence: That man earns one million dollars!
PSE Gloss: THAT MAN (rt-q), EARNS ONE MILLION DOLLARS
ASL Gloss: THAT MAN (rt) EARNS **HOW-MUCH** (rh-q), ONE MILLION DOLLARS
4. English Sentence: I live on a boat.
PSE Gloss: ME LIVE THERE (rt) BOAT
ASL Gloss: ME LIVE **WHERE** (rh-q), THERE (rt) BOAT
5. English Sentence: Imagine, my husband got home at two in the morning!
PSE Gloss: IMAGINE, MY HUSBAND ARRIVE, TIME (rh-q), 2 MORNING
ASL Gloss: NERVY, MY HUSBAND ARRIVE, **TIME** (rh-q), 2 MORNING
6. English Sentence: Blue is my favorite color.
PSE Gloss: BLUE MY FAVORITE COLOR
ASL Gloss: COLOR ME LIKE (KISS-FIST) (rh-q), BLUE
7. English Sentence: I work at the bank.
PSE Gloss: ME WORK THERE (rt) B-A-N-K
ASL Gloss: ME WORK **WHERE** (rh-q), THERE (rt) B-A-N-K
8. English Sentence: The boy is 6’ 4” tall!
PSE Gloss: THERE (rt) BOY, 6’4” tall
ASL Gloss: THERE (rt) BOY (t), TALL **WHAT** (rh-q), 6’4”

9. English Sentence: I saw the beautiful flowers on your table.
 PSE Gloss: I SAW MOST BEAUTIFUL FLOWERS ON YOUR TABLE THERE (rt)
 ASL Gloss: FLOWERS, BEAUTIFUL, ME SAW **WHERE** (rh-q), YOUR TABLE, (CL:A)(rt), BEAUTIFUL
10. English Sentence: I was just hired because I have 15 years of work experience.
 PSE Gloss: ME RECENT HIRE BECAUSE ME HAVE 15 YEARS WORK EXPERIENCE
 ASL Gloss: ME HIRE, **WHY** (rh-q), ME 15 YEARS ALL-TOGETHER EXPERIENCE WORK
11. English Sentence: I found the remote control in the bathroom!
 PSE Gloss: ME FIND TV REMOTE CONTROL THERE (rt) BATHROOM
 ASL Gloss: TV REMOTE-CONTROL (t), ME FIND **WHERE** (rh-q), THERE (rt) BATHROOM
12. English Sentence: I like books that have an inspiring love story.
 PSE Gloss: ME LIKE BOOKS THAT HAVE INSPIRE LOVE STORY
 ASL Gloss: BOOKS, ME LIKE (CRAZY-ABOUT) **WHAT** (rh-q), HAVE LOVE INVOLVED, EFFECT-INSPIRE, LIKE (KISS-FIST).

Skill Application – “Rh-Questions”

Activity Instructions: PRACTICE applying the information and skills you have learned in this module by INTERPRETING (ASL) the following sentences USING rhetorical questions. Key words for Rh-Questions are: **Why, For For, Where, When, How** that will help you set up the statements.

1. I want to go to the play because it will be fun.
2. Tom was laughing because I fell.
3. I am going to school to learn ASL.
4. She went to the store to buy toilet paper.
5. Mark bought a new puppy at the pet store.
6. I am going to the bank to deposit some money.
7. ASL is difficult because English is my first language.
8. Shelly wakes up at five o'clock every morning.
9. You should practice the piano so you will improve.
10. You win a race by running fast.

Lesson 5



VIEW Mini Lecture – What is *Directionality*?

Summarize the mini-lecture in the space allotted below.

Linguistic Topic: Directionality

In ASL, the movement of some verbs indicates where the action is coming from and where it is going. These verbs are called “directional verbs.”

Some examples of verbs whose movements and orientation provide information about the action include:

GIVE	GO
BORROW	COME
SHOW	TELL
LOOK	ASK
WATCH	TEACH

Some examples illustrating these directional verbs are:

1. I-GIVE-TO YOU
YOU-GIVE-TO-ME
HE-GIVE-TO-THEM
2. TOM-BORROW-FROM-HIM
SHE-BORROW-FROM-HIM
YOU-BORROW-FROM-HIM
YOU-BORROW-FROM-ME
3. I-SHOW-YOU
YOU-SHOW-ME
SHE-SHOW-US

When using directional verbs, the movement and the orientation of the signs gives you information about who is doing what to whom. But remember, not all ASL verbs are directional!

Which Way Did it Go?

Activity Instructions: **IDENTIFY** and **UNDERLINE** the English words in the sentence below that can be represented by directional verbs. **CHECK** for accuracy by viewing the ASL sample sentences in the video.

The English word(s) that can be represented by a directional verb: GO-TO

I need to go to the store because I ran out of milk.

Activity Sentences

1. Please give your sister a drink.
2. I need help because my car broke down.
3. Do you want to go to the movies?
4. Yes, you can borrow my computer.
5. Can I borrow your car?
6. The teacher asked the girl a question.
7. I need to go to the library.
8. Would you mind helping me clean the house?
9. Give me your keys now!



Video: BEGIN video / VIEW (written) / PAUSE (PSE & ASL) / PLAY VIDEO (COMPARE)

Practice Activity – “Interpreting & Transliteration Skill Development”

Learning Tip: As you practice formulation your interpretation for each sentence, remember to apply directionality as addressed in this section.

- Word/ sign order.
- Non-manual grammatical features.
- Vocabulary / sign choices.

Who Did What to Whom?

Instructions: VIEW each sample sentence on the video clip in the directionality topic area. DETERMINE the directional verb in each sample. PAUSE the video media and sign the sentence again **CHANGING** who did what to whom by changing the directional movement of the verb.

Example 1

Change the direction of the verb, “HELP”

I need **help** because my car broke down.

Modification:

Do you need **help** because your car broke down?

Example 2

Change the direction of the verb, “GO-TO”

Do you want to **go to** the movies?

Modification:

Do you want to **come** to my house?

01. Please **give** your sister a drink.
02. I need **help** because my car broke down?
03. Do you want **to go to** the movies?
04. Yes, you can **borrow** my computer.
05. Can I **borrow** your car?
06. The teacher **asked** the girl a **question**.
07. I need **to go to** the library.
08. Would you mind **helping** me clean the house?
09. **Give** me your keys now!

Module Review

Comparative Translations

- | | |
|------------------------------|--|
| 1. <i>English Sentence:</i> | I need to go to the store because I ran out of milk. |
| <i>PSE Gloss:</i> | I NEED GO (rt) STORE BECAUSE ME RUN-OUT MILK |
| <i>ASL Gloss:</i> | MILK (t), RUN-OUT, STORE (t) GO-TO (rt) MUST ME |
| 2. <i>English Sentence:</i> | Please give your sister a drink. |
| <i>PSE Gloss:</i> | PLEASE GIVE-TO (rt) YOUR SISTER DRINK |
| <i>ASL Gloss:</i> | YOUR SISTER (t), DRINK (t), GIVE-TO-HER (rt) PLEASE |
| 3. <i>English Sentence:</i> | I need help because my car broke down. |
| <i>PSE Gloss:</i> | ME NEED HELP-ME BECAUSE MY CAR BROKE-DOWN |
| <i>ASL Gloss:</i> | MY CAR (t), BROKE-DOWN, HELP-ME , NEED |
| 4. <i>English Sentence:</i> | Do you want to go to the movies? |
| <i>PSE Gloss:</i> | YOU WANT GOT-TO (lft) MOVIE (q) |
| <i>ASL Gloss:</i> | MOVIE (t), GO-TO (lft) WANT (q) |
| 5. <i>English Sentence:</i> | Yes, you can borrow my computer. |
| <i>PSE Gloss:</i> | YES, YOU CAN BORROW MY COMPUTER. |
| <i>ASL Gloss:</i> | YES, MY COMPUTER BORROW (rh-q), CAN |
| 6. <i>English Sentence:</i> | Can I borrow your car? |
| <i>PSE Gloss:</i> | CAN ME BORROW YOUR CAR (q) |
| <i>ASL Gloss:</i> | YOUR CAR (t), BORROW CAN (q) |
| 7. <i>English Sentence:</i> | The teacher asked the girl a question. |
| <i>PSE Gloss:</i> | TEACHER ASK GIRL, (rt) QUESTION |
| <i>ASL Gloss:</i> | GIRL, (CL:1) (rt) TEACHER ASK-TO (lft to rt) |
| 8. <i>English Sentence:</i> | I need to go to the library. |
| <i>PSE Gloss:</i> | I NEED GO-TO (lft) LIBRARY |
| <i>ASL Gloss:</i> | LIBRARY (t), GO-THERE (lft), MUST |
| 9. <i>English Sentence:</i> | Would you mind helping me clean the house? |
| <i>PSE Gloss:</i> | YOU DON'T MIND HELP-ME CLEAN HOUSE (q) |
| <i>ASL Gloss:</i> | HOUSE CLEAN (t), HELP-ME , DON'T MIND (q) |
| 10. <i>English Sentence:</i> | Give me your keys now! |
| <i>PSE Gloss:</i> | GIVE-TO-ME KEYS NOW |
| <i>ASL Gloss:</i> | KEYS (t), GIVE-TO-ME NOW |

Skills Application – “Directionality”

Instructions: PRACTICE applying the information and skills you have learned in this module in PSE and ASL using directionality.

1. The teacher passed out the test to all the students.
2. Did Mary give you the book?
3. Please pass me the salt.
4. The little girl gave her food to the dog under the table.
5. John borrowed my bike.
6. Will you teach me how to play the piano?
7. I want you to watch me play tennis.
8. I saw the boy hit the girl.
9. Throw the ball to Jerry.
10. Pay close attention to how the teacher signs.

Lesson 6



VIEW: Mini Lecture – What is *Use of Space*?

Summarize the mini-lecture in the space allotted below.

Linguistic Topic: Use of Space

In ASL, the placement of signs is extremely important. Often, a sign representing a place, person or object is signed in a specific space so that it may be referred to again. This feature of placing people, places and things in a space is one aspect of what is referred to as “use of space.”

For example, if a signer were to discuss her mother who was not in the room, she might establish a space for her mom by pointing to the area at the signer’s right. The signer might want to introduce her dad in the same context as her mom. In this case, the signer may establish the space to her left as a reference area for her father.

For example:

MY MOM (t), (rt) {placed on the right of the signer by pointing and eye gaze}, WAIT=WAIT MY DAD (t), (lft) {placed on the left of the signer by pointing and eye gaze}. LATE SHE (rt), PATIENT HE (lft), HURRY, TRY+TRY

You can see from this example that the signer’s mother is established in the space to her right, and her father is established in the space to her left. Therefore, further reference to either person can be made by pointing (or indicating with and eye gaze) to one of these areas. This method of referencing a person or persons who are not actually present utilizes what we call “absent referents” or “indexing.”

You will notice when a signer establishes and uses a referent, the eyes usually will gaze in the direction of the referent. This eye gaze is an important cue and can even replace pointing.



BEGIN video / VIEW (written) / PAUSE (PSE & ASL) / PLAY VIDEO (COMPARE)

Practice Activity – “Interpreting & Transliteration Skill Development”

Learning Tip: As you practice formulation your interpretation for each sentence, remember to apply use of space features as addressed in this section.

- Word/ sign order.
- Non-manual grammatical features.
- Vocabulary / sign choices.

Instructional Activity – “Venturing into Space”

Instructions: DETERMINE which of the PSE and ASL sentences incorporate use of space features (for example absent referent, character shifts, comparison and contrast, etc.) USING the sentences and check-list below, check in either or both of the PSE and ASL options indicating the fact that use of space features have been used.

Example

This sentence use an absent referent for “the girl” in both ASL & PSE	Check if “use of space” is used	
Who is that re-headed girl?	___ PSE	___ ASL

Activity Sentences

- | | | |
|---|---------|---------|
| 1. Who is that red-headed girl? | ___ PSE | ___ ASL |
| 2. That big yellow house is mine. | ___ PSE | ___ ASL |
| 3. I have two sons and one daughter. | ___ PSE | ___ ASL |
| 4. My friend will come to my house to visit. | ___ PSE | ___ ASL |
| 5. Do you walk or drive to school? | ___ PSE | ___ ASL |
| 6. Are you married or single? | ___ PSE | ___ ASL |
| 7. Are you hungry or thirsty? | ___ PSE | ___ ASL |
| 8. I love my new house in the woods! | ___ PSE | ___ ASL |
| 9. I need help moving my piano! | ___ PSE | ___ ASL |
| 10. Do you want to drive to the store together? | ___ PSE | ___ ASL |
| 11. Bob looks like his father. | ___ PSE | ___ ASL |
| 12. I am named after my grandfather’s sister. | ___ PSE | ___ ASL |

Comparative Translations

- English Sentence:* Who is that red-head girl?
PSE Gloss: WHO (wh-q) THAT (rt) RED+HAIR GIRL
ASL Gloss: THAT GIRL, THERE (rt) RED+HAIR WHO (wh-q)
- English Sentence:* That big yellow house is mine.
PSE Gloss: THAT (lft) BIG, YELLOW HOUSE, MINE
ASL Gloss: THAT BIG, YELLOW, HOUSE (lft) (t), MINE
- English Sentence:* I have two sons and one daughter.
PSE Gloss: ME HAVE TWO SON (lft) + SON (lft), ONE DAUGHTER
ASL Gloss: SON+SON, TWO (lft), DAUGHTER, ONE (rt), HAVE ME

4. *English Sentence:* My friend will come to my house to visit.
PSE Gloss: MY FRIEND WILL COME-TO MY HOUSE TO VISIT
ASL Gloss: MY FRIEND (lft) (t), MY HOUSE (rt) (t), COME (lft to rt) VISIT WILL
5. *English Sentence:* Do you walk or drive to school?
PSE Gloss: YOU WALK (lft) O-R DRIVE-TO (rt) SCHOOL (wh-q)
ASL Gloss: SCHOOL ARRIVE HOW (rt-q), WALK (lft), DRIVE (rt), WHICH (wh-q)
6. *English Sentence:* Are you married or single?
PSE Gloss: YOU MARRY O-R SINGLE (rt), WHICH (wh-q)
ASL Gloss: YOU MARRY (lft), SINGLE (rt), WHICH (wh-q)
7. *English Sentence:* Are you hungry or thirsty?
PSE Gloss: YOU HUNGRY (rt), THIRSTY (lft) (wh-q)
ASL Gloss: HUNGRY (rt), THIRSTY (lft), WHICH (wh-q)
8. *English Sentence:* I love my new house in the woods!
PSE Gloss: I LOVE MY NEW HOUSE, WOODS
ASL Gloss: MY NEW HOUSE (CL:A), WOODS, ME LOVE (KISS-FIST)
9. *English Sentence:* I need help moving my piano.
PSE Gloss: I NEED HELP-ME MOVE MY PIANO
ASL Gloss: MY PIANO (t), MOVE (to left), (mime-moving piano) HELP-ME, NEED
10. *English Sentence:* Do you want to drive to the store together?
PSE Gloss: YOU WANT DRIVE-TO STORE TOGETHER (q)
ASL Gloss: STORE (t), TWO-OF-US GET-IN-CAR, DRIVE-TO-STORE (lft) (q)
11. *English Sentence:* Bob looks like his father.
PSE Gloss: BOB (lft) LOOKS-SAME HIS (lft) FATHER (rt)
ASL Gloss: BOB (lft) HIS FATHER (rt) HE (lft) LOOK STRONG SAME-AS HE (rt)
12. *English Sentence:* I am named after my grandfather's sister.
PSE Gloss: ME NAME FOR MY GRANDFATHER (rt), HIS (rt) SISTER
ASL Gloss: MY NAME, HOW HAPPEN (rt-q), MY GRANDFATHER (rt), HIS SISTER (lft), HONOR-HER (lft)

Skills Application – “Use Of Space”

Instructions: PRACTICE applying the information and skills you have learned in this module in PSE and ASL using use of space features.

1. Jack is moving to Oregon next week,
2. You need to drive up a steep hill to get to my house.
3. The little girl got scared when the big dog approached her.
4. That woman owns and runs six companies.
5. Jan and Bob ran to each other and kissed for a long time.
6. Is your house in the city or in the country?
7. Mom gave Dad a stern look.
8. Who is that man with the black coat?
9. For my vacation, I am driving all the way from Washington State to Southern California.

Lesson 7



VIEW: Mini Lecture – What is *Negation*?

Summarize the mini-lecture in the space allotted below.

Linguistic Topic: Negation

Negation as shown in ASL is almost always accompanied by a negative head shake. The placement of the sign indicating the negative is most often placed at the end of the sentence, or following the verb or adjective in negatives.

Examples of some common vocabulary used to present a negative include:

NOT
DON'T
NO
CAN'T
WON'T

Examples of comparative sentences demonstrating the difference in placement of negation between English and ASL are:

Example 1:

English: I am **not** happy.

ASL: HAPPY, **NOT** (me)

Example 2:

English: I **can't** find my money.

ASL: MY MONEYH (t), FIND, **CAN'T** (me)

Example 3:

English: **Don't** hit your brother!

ASL: YOUR BROTHER (t), HIT-HIM, **DON'T** (you)

NOTE: In each of the examples above, the signs indicating negation (**NOT, CAN'T, DON'T**) are actually not necessary if a negative headshake is simultaneously produced with the sentence.



BEGIN video / VIEW (written) / PAUSE (PSE & ASL) / PLAY VIDEO (COMPARE)

Practice Activity – “Interpreting & Transliteration Skill Development”

Learning Tip: As you practice formulation your interpretation for each sentence, remember to apply negation as address in this section.

- Word/ sing order.
- Non-manual grammatical features.
- Vocabulary / sign choices.

“Don’t be so Negative!”

Activity Goal: To distinguish between a negative and a positive statement, and to accurately produce the linguistic features that accompany each.

1. **VIEW** each video clip sample sentence in the negation topic area.
2. **PAUSE** the media and **REPRODUCE** each sample sentence until you are confident you are reproducing it accurately.
3. **SIGN** the sentence again, this time **CHANGE** it into a positive statement.

Example

English/negative: I don’t have any children.
PSE/negative: _____ <u>neg. head-shake</u> ME NOT HAVE CHILDREN
English/negative: I have children.
PSE/positive: _____ <u>pos. head-nod</u> ME HAVE CHILDREN
ASL/negative: _____ <u>neg head-shake</u> CHILDREN (t) HAVE NONE (me)
ASL/positive: _____ <u>pos.head-nod</u> CHILDREN (t) HAVE (me)

“Negation” Activity Sentences

1. I **don’t** have any children
2. I’m **not** going to the library today.
3. **Don’t** hit you sister!
4. I **can’t** find my glasses!
5. I am **not** happy.
6. Why **can’t** I go to the store?
7. I **don’t** understand that math problem!
8. I **don’t** want to go to work.
9. I **can’t** read your fingerspelling.
10. Tom **didn’t** like my picture.

Comparative Translations

- English Sentence:* I **don't** have any children.
PSE Gloss: ME NOT HAVE ANY CHILDREN
ASL Gloss: CHILDREN (t), HAVE **NONE**, ME
- English Sentence:* I am **not** going to the library today.
PSE Gloss: ME NOT GO-TO (lft) LIBRARY TODAY
ASL Gloss: TODAY, LIBRARY (t), GO-TO (lft), **NOT**
- English Sentence:* **Don't** hit your sister!
PSE Gloss: DON'T HIT (lft) YOUR SISTER
ASL Gloss: YOUR SISTER (lft) (t) HIT HER (lft) **DON'T**
- English Sentence:* I **can't** find my glasses!
PSE Gloss: ME CAN'T FIND MY GLASSES
ASL Gloss: MY GLASSES FIND, **CAN'T**
- English Sentence:* I am **not** happy,
PSE Gloss: ME NOT HAPPY
ASL Gloss: ME HAPPY, **NOT**
- English Sentence:* Why **can't** I go to the store?
PSE Gloss: WHY CAN'T ME GO-TO (rt) STORE (wh-q)
ASL Gloss: STORE (t), GO-TO (rt), **CAN'T** WHY-NOT (wh-q)
- English Sentence:* I **don't** understand that math problem!
PSE Gloss: ME NOT UNDERSTAND THAT (rt) MATH PROBLEM
ASL Gloss: THAT (rt) PROBLEM, MATH (t), ME UNDERSTAND, **NOT**
- English Sentence:* I **don't** want to go to work!
PSE Gloss: ME DON'T-WANT GO TO (rt) WORK
ASL Gloss: WORK GO-THERE (rt) **DON'T** WANT
- English Sentence:* I **can't** read your fingerspelling.
PSE Gloss: ME CAN'T READ YOUR FINGERSPELLING
ASL Gloss: YOU FINGERSPELL-TO-ME UNDERSTAND, **CAN'T**
- English Sentence:* Tom **didn't** like my picture.
PSE Gloss: TOM NOT-LIKE MY PICTURE
ASL Gloss: MY PICTURE (t), TOM **NOT-LIKE**

Application Skills "Negation"

Instructions: PRACTICE applying the information and skills you have learned in this module in PSE and ASL using negation.

1. I **don't** like that movie.
2. Betty was **not** interested in Bob at all.
3. There **isn't** any milk left.
4. Jerry **doesn't** have your phone number.
5. The cat **wasn't** hungry.
6. Bill **doesn't** know any Sign Language.
7. **Not** one of those students passed the course.
8. I **didn't** understand that book at all!
9. Mark **didn't** get the job.
10. I **don't** have any money.

Lesson 8



VIEW: Mini Lecture – What is *Classifiers*?

Summarize the mini-lecture in the space allotted below.

Linguistic Topic

Classifiers are a type of sign that represent a “class” of objects. They are used in ASL to describe the movement, placement, and visual characteristics of a person or object.

For example, a classifier composed of the thumb, index and middle finger (CL:3) can represent a number of vehicles (that all have wheels and basically move the same way):

CAR

BUS

BICYCLE

TRUCK

TRAIN

However, vehicles that move differently, such as an airplane, skateboard, sled, etc. would not be accurately represented by this particular classifier.

Once an object is identified, a classifier can be used to show how that object moves and its relationship to other objects. The following are some examples of classifiers and the groupings of objects they represent:

CL:3 (thumb, index and middle fingers)= Certain vehicles

CL:1 (index finger)= Upright person or thin cylinder shaped objects such as pencil, cigarette, pole, etc.

CL:Bent V (index and middle finger curved)= A person or some animals in sitting position

CL:A (“A”handshape)= Establishment of an object in space, such as a house, statue, computer, etc.

CL:C (“C”:handshape)= A cup, cylinder, pole, thick rope, pipe, etc.

Note: Classifiers are used frequently because they enable easy manipulation of signs in space. The examples of classifiers presented in this lesson are but a few of those actually used within ASL. As you are exposed to more ASL linguistic samples, the importance of classifiers will become evident.

In a Class of Their Own!

Activity Goal: To identify which components of each English sentence are represented by classifiers on the video media.

1. **VIEW** each sentence on the video clips in the Classifier topic area.
2. On the script below **UNDERLINE** the concepts which are represented by a classifier as signed by the model.
3. Learning tip: Be sure to notice the classifier and the information provided by the movement of the classifier.

Example:

CL:1 is used to show the man and how he moved in space.

The <u>man</u> walked as if he were drunk.
--

Activity Sentences

1. The horse ran very fast!
2. The students lined up at the door.
3. The students sat in a semicircle with the teacher in the middle.
4. The man sat near the tree.
5. The cows were all grazing in the field.
6. The boy gets to school on a house.
7. The car drove right into the house.
8. There were so many people at the show last night.



BEGIN video / VIEW (written) / PAUSE (PSE & ASL) / PLAY VIDEO (COMPARE)

Practice Activity – “Interpreting & Transliteration Skill Development”

Learning Tip: As you practice formulation your interpretation for each sentence, remember to apply classifiers as address in this section.

- Word/ sign order.
- Non-manual grammatical features.
- Vocabulary / sign choices.

“Have You Seen Any Good Classifiers Lately?”

Activity Goal: To compare the use of classifiers in PSE and ASL.

1. **VIEW** each video clip sample sentence in the classifiers in PSE and ASL.
2. **NOTE** and **COMPARE** the classifiers and sign vocabulary used in the PSE and ASL renditions.

A CL:1 classifier was used in the ASL version	Check if Classifiers are used:	
The man walked as if he were drunk.	___ PSE	___ ASL

Activity Sentences

- | | | |
|---|---------|---------|
| 1. The horse ran very fast! | ___ PSE | ___ ASL |
| 2. The students lined up at the door. | ___ PSE | ___ ASL |
| 3. The students sat in a semicircle with the teacher in the middle. | ___ PSE | ___ ASL |
| 4. The man sat near the tree. | ___ PSE | ___ ASL |
| 5. The cows were all grazing in the field. | ___ PSE | ___ ASL |
| 6. The boy gets to school on a horse. | ___ PSE | ___ ASL |
| 7. The car drove right into the house. | ___ PSE | ___ ASL |
| 8. There were so many people at the show last night. | ___ PSE | ___ ASL |

Comparative Translations

- English Sentence:* The man walked as if he were drunk.

PSE Gloss: THERE (rt) MAN WALKED, LOOK-LIKE DRUNK

ASL Gloss: MAN THERE (rt) (t), WALKED (**CL:1**) LOOK-LIKE DRUNK
- English Sentence:* The horse ran very fast!

PSE Gloss: HORSE RUN+RUN+RUN, FAST

ASL Gloss: HORSE (t), RUN+RUN+RUN+RUN, ZOOM-AWAY (lft)
- English Sentence:* The students lined up at the door.

PSE Gloss: STUDENT, LINE-UP DOOR THERE (lft)

ASL Gloss: DOOR (t), STUDENT (t), LINE-UP
- English Sentence:* The students sat in a semicircle with teacher in the middle.

PSE Gloss: STUDENT+STUDENT, SIT (**CL:Bent V**) WITH TEACHER SIT MIDDLE

ASL Gloss: TEACHER (t),SIT, STUDENT+STUDENT (t)(**CL:Bent V**), (AROUND TEACHER)
- English Sentence:* The man sat near the tree.

PSE Gloss: MAN SIT NEAR TREE

ASL Gloss: TREE (t), MAN, SIT-NEAR (**CL:Bent V**)
- English Sentence:* The cows were all grazing in the field.

PSE Gloss: COWS A-L-L CHEWING THERE (rt) FIELD (GRASS+LAND)

ASL Gloss: FIELD(GRASS+LAND),COWS(t),(**CL:Bent V**)(llt,rt,lft)A-L-L CHEWING (lft,rt,lft)
- English Sentence:* The boy gets to school on a horse.

PSE Gloss: BOY ARRIVE (rt) SCHOOL, HORSE-RIDE

ASL Gloss: BOY ARRIVE (rt) SCHOOL, HOW, (rh-q), HORSE-RIDE
- English Sentence:* The car drove right into the house.

PSE Gloss: CAR DRIVE CRASH-INTO (lft) HOUSE

ASL Gloss: HOUSE (**CL:A**) (lft), CAR, (**CL:3**) DRIVE-INTO-HOUSE
- English Sentence:* There were so many people at the show last night.

PSE Gloss: TRUE MANY PEOPLE THERE (rt) PLAY, LAST NIGHT

ASL Gloss: LAST NIGTH, PLAY (rt), (**CL:Bent 5**)

Review “Classifiers”

Instructions: PRACTICE applying the information and skills you have learned in this module in PSE and ASL using classifiers.

Skills Application

1. The children sat down on the floor in a circle.
2. The horse just stood in the rain.
3. The dog jumped up and down when Joe got home.
4. The huge old tree fell down in the storm.
5. Please line up behind the computer now.
6. The bus skid in the snow.
7. Eileen put her award on the shelf.
8. The cars raced each other down the dirt road.
9. The little boy fell off the bike.
10. Sue missed the bus so she rode her horse to school.

Lesson 9



VIEW: Mini Lecture – What is *Conditional Sentence Types*?

Summarize the mini-lecture in the space allotted below.

Linguistic Topic – Conditionals

In ASL, when there is a causal relationship between two portions of a signed discourse such that if one thing occurs, then something else would happen, the structure used is called a “conditional.”

For Example:

- If it rains, then ball game will be canceled.
- If I get a “D” on the test, dad will get mad.
- If you understand how to recognize conditionals, we will be pleased.

You can see from the examples above that there are two components to a conditional. The “IF” or “SUPPOSE” portion of the sentence is the first. This portion is established with the following non-manual grammatical markers:

- Brow raise.
- Slight head tilt.
- Hold last sign of condition.

The condition is often introduced using the signs, I-F or SUPPOSE, but the use of the above grammatical markers in conjunction with the signs explaining the condition actually make these signs unnecessary.

The second portion of the conditional statement, the consequence or the “THEN” portion is indicated with the following grammatical markers:

- The head returns to an upright position from the “slight head tilt”
- The often nod affirmatively.

Remember when producing a conditional sentence type, the condition must precede the consequence.

“If Only...”

Activity Goal To identify the two main components of the conditional (“if” and “then”) within the English sentences provided below.

1. **READ** the following sentences to **DETERMINE** the “if” and “then” conditional grammatical features within each sentence.
2. **IDENTIFY** the “if” feature contained in the sentence by **CIRCLING** the entire condition (“if”) clause.
3. **IDENTIFY** the “then” feature contained in the sentence by **UNDERLINING** the consequence (“then”) clause.
4. **CHECK** for accuracy by viewing the ASL conditional sample sentences on the video media.

Example:

<u>If</u> you wash my car, <u>then</u> I’ll teach you Sign Language.
I’ll teach you Sign Language in exchange for washing my car.

Activity Sentences

1. My mom will be proud if I get an “A” on that test.
2. I will be broke if I buy that shirt.
3. The chair may break if you sit on it.
4. My boss will fire me if I call in sick again.
5. That little boy will cry if you don’t give him a bottle.



Video: **BEGIN video / VIEW (written) / PAUSE (PSE & ASL) / PLAY VIDEO (COMPARE)**

Practice Activity – “Interpreting & Transliteration Skill Development”

Learning Tip: As you practice formulation your interpretation for each sentence, remember to apply conditionals as address in this section.

- Word/ sign order.
- Non-manual grammatical features.
- Vocabulary / sign choices.

Comparative Translations

1. **English Sentence:** I’ll teach you Sign Language in exchange for washing my car.
PSE Gloss: ME WILL TEACH YOU SIGN LANGUGE SUBSTITUE YOU WASH CAR
ASL Gloss: SIGN LANGUE (t), ME TEACH-TO-YOU, DON’T-MIND...UNDERSTAND (cond), MY CAR (t), YOU WASH, EXCHANGE
2. **English Sentence:** My mom will be proud if I get an “A” on that test.
PSE Gloss: MY MOM WILL PROUD I-F ME GET “A” TEST

- ASL Gloss:* IF ME TEST, "A" (cond), MOM, PROUD WILL SHE (rt)
3. *English Sentence:* I will be broke if I buy that shirt.
PSE Gloss: ME WILL BROKE I-F ME BUY THAT (rt) SHIRT
ASL Gloss: SUPPOSE THAT (rt) SHIRT, ME BUY (cond), BROKE ME, WILL
4. *English Sentence:* The chair may break if you sit on it.
PSE Gloss: THIS CHAIR (rt) MAYBE BREAK I-F YOU SIT-THERE (rt)
ASL Gloss: CHAIR, THERE (rt) (t), SUPPOSE YOU SIT-THERE (rt) (cond), BREAK-DOWN, WILL
5. *English Sentence:* My boss will fire me if I call in sick again.
PSE Gloss: MY BOSS WILL FIRE ME I-F ME CALL-TO-BOSS SICK AGAIN
ASL Gloss: SUPPOSE ME CALL-TO-BOSS (rt), SICK AGAIN (cond), WHAT (rt-q), FIRE-ME, WILL
6. *English Sentence:* That little boy will cry if you don't give him a bottle.
PSE Gloss: LITTLE BOY (rt) WILL CRY+CRY I-F YOU NOT GIVE-TO (rt) BOTTLE
ASL Gloss: BOY, LITTLE (rt) (t), SUPPOSE BOTTLE, GIVE-HIM, REFUSE (cond) CRY+CRY+CRY WILL HE (rt)

Review "Conditionals"

Activity Sentences

1. You can have dessert if you eat your beans.
2. Hard work is required for success.
3. I'll watch your house if I can use your computer.
4. I'm not going to the game if it is still raining.
5. If you pass the test you will get your driver's license.
6. You can do anything if you have your health.
7. If Chuck calls Fran, she will be very happy.
8. If you practice interpreting often, you will become more skilled.
9. Deaf people would have more access to our society if all TV programs were captioned.
10. The river will overflow if it rains one more day.

Lesson 10



VIEW: Mini Lecture – What is *Time Sequenced Ordering*?

Summarize the mini-lecture in the space allotted below.

Linguistic Information

An ASL user will very often give information in the same order in which it actually occurred. In the examples below, notice how differently English and ASL treat the ordering of events...

Example 1

English order: I just saw a terrible accident!

ASL order: ACCIDENT, TERRIBLE, SAW (me)

Note: It makes sense from the perspective of a visual language that the accident would have had to occur prior to the signer witnessing it.

Example 2

English order: I am coming home late because the boss gave us a big job after lunch.

ASL order: LUNCH, FINISH...BOSS (t) BIG JOB, GIVE-US...HOME (t), ARRIVE LATE

Example 3

English order: I am tired because I got up so early this morning!

ASL Order: THIS MORNING, EARLY, GET-UP (me), NOW, TIRED

When constructing a signed sentence using ASL, consider following the same order of events as they did or would occur. This type of ordering is called *time sequenced ordering*.



BEGIN video / VIEW (written) / PAUSE (PSE & ASL) / PLAY VIDEO (COMPARE)

Practice Activity – “Interpreting & Transliteration Skill Development”

Learning Tip: As you practice formulation your interpretation for each sentence, remember to apply conditionals as address in this section.

- Word/ sign order.
- Non-manual grammatical features.
- Vocabulary / sign choices.

"It's About Time!"

Activity Goal

To determine the appropriate time sequenced order using ASL for the sample English sentences provided.

Activity Instructions

1. **READ** the following English sample sentences.
2. **DETERMINE** the time sequenced order that would be used when interpreting the sentence into ASL.
3. **INDICATE** the appropriate ASL sequence for the sentences provided by writing the number indicating the portion of the sentence which would be signed first with a one (1), signed second with a two (2), signed third with at number three (3).

Example

Consider the actual order of events.
The car accident happened after I ate breakfast.
<u> 2 </u> The car accident happened
<u> 1 </u> I ate breakfast

Activity Sentences

1. I'm tired because I've been working hard all day after getting up so early this morning.
____ I'm tired
____ I've been working hard all day
____ getting up so early this morning
2. The traffic was backed up because of the accident.
____ The traffic was backed up
____ an accident happened
3. I stretch before and after exercising.
____ I stretch before exercising
____ I stretch after exercising
4. I've attended the biennial meetings since 1975.
____ I've attended the biennial meetings
____ since 1975

Time Sequenced Ordering Review

Activity Sentences

1. The car accident happened after I ate breakfast.
2. I'm tire because I've been working hard all day after getting up so early this morning.

3. The traffic was backed up because of the accident.
4. I stretch before and after exercising.
5. I've attended the biennial meetings since 1975

Comparative Translations

1. *English Sentence:* The car accident happened after I ate breakfast.
PSE Gloss: CAR ACCIDENT HAPPEN AFTER ME EAT-MORNING
ASL Gloss: ME EAT-MORNING FINISH, HAPPEN CAR ACCIDENT
2. *English Sentence:* I'm tired because I've been working hard all day after getting up so early this morning.
PSE Gloss: ME TIRE BECAUSE ME WORK HARD ALL-DAY EVER SINCE GET UP EARLY THIS MORNING
ASL Gloss: ME VERY-TIRED, WHY (rh-q), THIS MORNING EARLY, ME GET UP, WORK+WORK+WORK+WORK ALL-DAY
3. *English Sentence:* The traffic was backed up because of the accident.
PSE Gloss: TRAFFIC BACKED UP (CL:Bent5)BECAUSE CAR-ACCIDENT FINISH (lft) TRAFFICE-BACK-UP (CL:Bent 5), STUCK
4. *English Sentence:* I stretch before and after exercising.
PSE Gloss: ME STRETCH+STRETCH FINISH, BEFORE AND AFTER EXERCISE
ASL Gloss: ME STRETCH+STRETCH FINISH, EXERCISE+EXERCISE FINISH, AGAIN STRETCH+STRETCH
5. *English Sentence:* I've attended the biennial meetings since 1975.
PSE Gloss: ME EVER-SINCE GO+GO+GO EVERY-TWO-YEARS METTINGS EVER-SINCE 1975
ASL Gloss: 1975 EVER-SINCE GO+GO+GO EVERY-TWO-YEARS MEETINGS (t) GO+GO+GO (lft)

Review "Time Sequenced Ordering"

Instructions: **PRACTICE** applying the information and skills you have learned in this module in PSE and ASL using time sequenced ordering.

Activity Sentences

1. You can eat dinner after you do your homework.
2. I must take my medicine every morning after breakfast.
3. I was driving slowly after I saw the police car.
4. Joe will come home after a week's training session.
5. Lori had to buy a light for the phone after she bought the TTY.
6. Tomorrow I am bringing an umbrella since it rained today and yesterday.
7. John is tired from working all day, then driving six hours.
8. Before I come home, I need to go to the grocery store and the dry cleaners.
9. In order to be interviewed, you must submit your application and three letters of reference.
10. I can call you as soon as the meeting is over and everyone has left.

Posttest: Performance Portion

Transliterate each of the sentences **using PSE** (Contact Signing)

Interpret (sign **using ASL**) each sentence presented below, incorporating the grammatical features listed beside each sentence.

Performance Portion Sentences	Grammatical Feature to Apply When Using ASL
1. It is important to eat breakfast every morning!	Topic/Comment
2. Are you addicted to watching TV?	Yes/NO Question
3. How much did you pay for your car?	Wh-Question
4. I was just hired because I have 15 years of work experience.	Rh-Question
5. I need help because my car broke down.	Directionality
6. Who is that red-headed girl?	Use of Space
7. I can't find my glasses!	Negation
8. The man walked as if he were drunk.	Classifier
9. My boss will fire me if I call in sick again.	Conditional
10. I'm tired because I've been working hard all day after getting up so early this morning.	Time Sequenced Ordering
11. Are your interpreting skills improving?	Topic/Comment
12. Do you own your own home?	Yes/No Question
13. Did you want a hamburger or a salad?	Wh-Question
14. Dr. Johnson will be our speaker today.	Rh-Question
15. If you send me the letter I will give it to Tom.	Directionality
16. Sally wanted to go to the museum, but Joe only wanted to go to the restaurant.	Use of Space
17. I doubt if it will rain today.	Negation
18. The horse was running fast when all of a sudden he stopped dead in his tracks!	Classifier
19. Passing this course would make me very happy.	Conditional
20. I have been interpreting ever since I quit my counseling job ten years ago.	Time Sequenced Ordering