

Sherry's Sign Sessions

Beginner / Intermediate Class



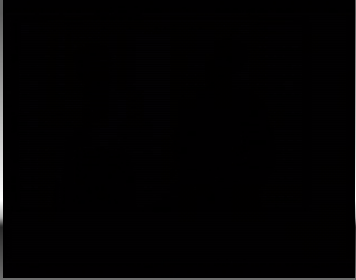


Lesson 1 Agenda

- History of Sign Language
- Iconic Signs
- Signs Represented by Actions
- Signing on the Continuum
- Basic Distinctive Handshapes
- Parts of Signs
- Left / Right Hand Signing
- Fingerspelling
- The Manual Alphabet
- Number Signs 1-20



Getting Started in Signing



With host Monique and co-host John

Monique is Deaf and signs ASL not following English word order - John is hearing and signs the English word order

History of Sign Language

- Throughout the world deaf people have developed visual language. The language used by deaf people in the US is a blend of the signs brought from France early in the 19th century and the signs already in use in this country. **Blended together it became the American Sign Language.**
- American Indians used signs for intertribal communication, this had no influence on the sign system that evolved among deaf persons.
- The positions of the fingers and hands do, to some extent, resemble the printed letters of the alphabet. Illustrations of the manual alphabet have been found to exist early in the Christian era. Latin Bibles of the 10th century show drawings of such hand positions.
- It is known that persons who lived in enforced silence, such as Monks of the Middle Ages, used fingerspelling as a means of communication.



Iconic Signs

- Signs usually represent ideas and not single words. Many signs are iconic, that is, they use a visual image for signing the idea. Most clearly falling into this category are animals.



For example...d^eer, the (antlers) elephant (the trunk), donkey (the ears), and goat (the beard and horns).



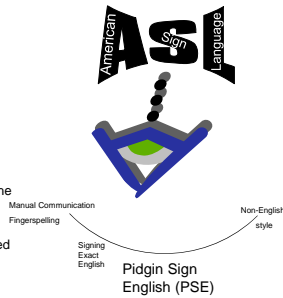
Sign Represented By Actions

- Milk (milking a cow)
- Coffee (grinding a coffee beans)
- Love (giving a hug)
- Grow (coming out of the ground)

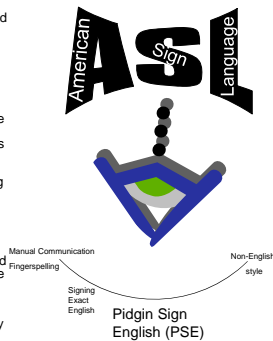


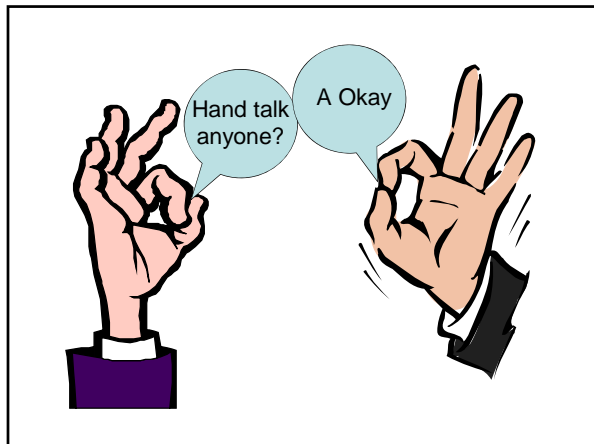
Signing on the Continuum

- **The American Sign Language (ASL)** is as an umbrella term covering the range of manual communication. It uses the same basic signs, the same system of fingerspelling, and the same features to convey meaning. It is in use throughout the United States and Canada, although regional and class variations may exist.
- **Manual Communication** Which is most like English-fingerspelling all the words of the English language while speaking or using lip movement. Although still in use in a few educational settings, the use of fingerspelling alone is not a popular method and is tiring to the eyes of the reader.
- **Manual Coded English** is moving away from the complete fingerspelling system to include signs and markers. Those most commonly used are **Signing Exact English**. For the most part these signs are based on the ASL but have formalized them into a system that provides a visual representation of all aspects of the English language. These manually coded markers include prefixes, suffixes, plural endings, and tenses.



- **Conceptually Based Signs in English Word Order.** In the middle range of the continuum and drawing from both ends is a form of communication that combines the English language with the vocabulary and nonmanual features of the ASL. In this system signs are added to words spoken in English grammatical order. This blending has been referred to as **Pidgin Sign English (PSE)** and is the system most generally used by hearing persons who are learning to communicate with deaf people. It is considered a natural and very acceptable means of communication and is the way many deaf persons prefer to communicate. Signs for ("a," "an," and "the") are omitted, instead of initializing as in the manually coded English systems.
- **Patterning Signs in a Non-English Format.** Studies show that ASL is indeed a unique and recognizable language with its own grammatical pattern. Its vocabulary is conceptually based. Articles ("a," "an," and "the") are not included and *speech is not used*, although there may be some lip movement. Fingerspelling is used primarily for names of persons and places. Word order is being studied and some definite patterns are emerging. One of the structures used frequently is that of stating the topic first and then commenting on it. Structured a lot like Spanish. Signing at this end of the continuum is usually seen among deaf persons when no hearing people are involved.






Distinctive Hand-shapes

Every sign has 4 aspects that are unique to that sign...Hand-shape is one.

Basic Hand Shapes

- There are several factors that help make sign language a little easier to learn and remember. **Certain signs have similar shapes and movements,** and in some cases signs simply reverse the movement while the hand shape remain unchanged. For example: *come* and *go*; *open* and *close*; and *get in* and *get out*.
- Familiarize yourself with the illustrations.

Parts of Signs



Four parts of a sign: 1. hand-shape 2. palm orientation
3. location 4. movement

Left-Handed or Right-Handed Signing

- Signs are pictured for the right-handed individual; they should be made in reverse by the left-handed person. You should **decide** during the first lesson **which will be your dominant hand**. This can be done by trying some fingerspelling and signs first with one hand and then with the other; proceed with whichever hand is more comfortable. It is not good practice to make some signs with one hand and some with the other, unless this is done to show a spatial relationship or other special emphasis.

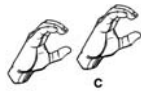


Fingerspelling Fingerspelling

- Fingerspelling is an important part of the communication system of deaf persons. It is simply the American **alphabet produced in 26 hand positions**, some of which are exact representations of the printed block letter. It is used in combination with the language of signs for proper nouns, names and addresses, and for words that have no sign.
- Hand Position** – the palm of the hand should face the audience at a slight angle, with the arm held in a comfortable, natural position. Since it is **important to see lip movement**, the hand should not be held where it will block the view of the mouth. Neither should the hand be held so far from the mouth that the lips cannot be read simultaneously with the fingerspelling.
- Flow and Rhythm** – each letter should be made clearly, distinctly, and crisply with a slight pause between words. This pause is shown by holding the last letter of a word for a moment before beginning the first letter of the next word. The hands do not drop between words. **Don't bounce or push the letters forward** in an attempt to be clear. Speed should not be a concern, however, establishing and maintaining rhythm in fingerspelling is important.
- Vocalization** – **The words** you fingerspell (**not the individual letters**) should be spoken or formed on the lips. One- and two-syllable words present no problem, but longer words are a challenge. It is possible to develop skill in simultaneous finger spelled communication by practicing in syllabic units.

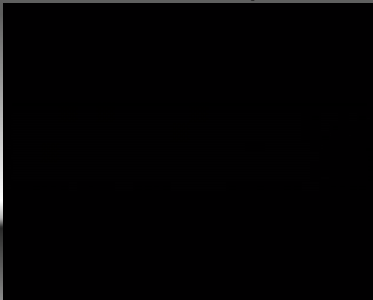


Fingerspelling

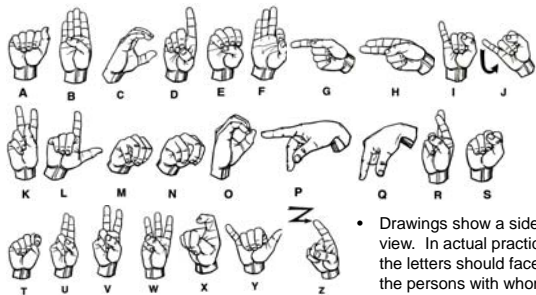


- **Double Letters** – when double letters are formed the hand is opened slightly before repeating the second letter of the series. Letters such as "c" and "r" are already open and are simply moved from left to right with a very slight bounce.
- **Capitalized Abbreviations** – To distinguish a word from an abbreviation, it is necessary to circle the individual letters clockwise very slightly when they represent names of places, organizations, etc. U.S.A.
- **Reading Fingerspelling** – Should be read in the same way you read the words in a book, in units instead of letter by letter. As you read fingerspelling, short words and then longer ones, do not allow your partner in conversation to slow down when you do not understand, because this will tend to get you into the habit of reading letters instead of syllables or words. If you do not understand the word being spelled, ask the person with whom you are practicing to repeat at the same rate, even if a great deal of repetition is required. This forces you to read in word units and will increase your comprehension more rapidly.
- **Practice Hints** – It is suggested that you begin fingerspelling two and three-letter words, breaking them down into syllables, until a smooth flow is attained. Speech and lip movement should always accompany fingerspelling and signs as you practice. It would be well to find a partner with who to fingerspell but if that is not possible try looking into the mirror (although this will show you a left-handed signer). You will then become aware of word-unit formations, and you will also be surprised at the errors that will be clearly visible and that can be corrected before bad habits are formed.

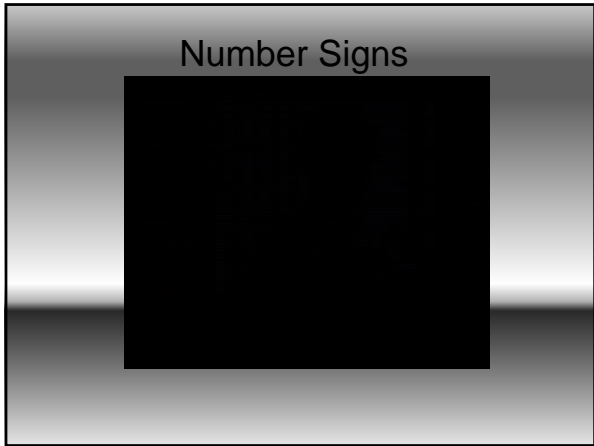
The Manual Alphabet

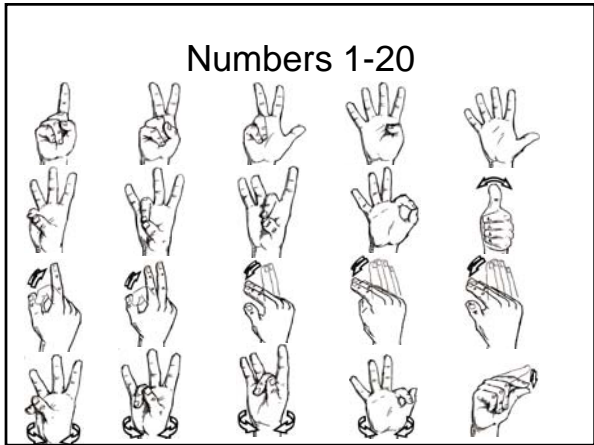


Manual Alphabet



- Drawings show a side view. In actual practice the letters should face the persons with whom you are communicating.







Lesson 2 Agenda

- Importance of Signing
- The Art of Signing
- Combining Signs, Fingerspelling, and Speech
- Location of Signs and Visual Background
- Facial Expression and Body Language
- Speed, Motion, and Force of Signs
- Small Words
- Pronouns, Question Words & Endings
- Grammatical Forms
- Occupations
- Inflections
- Male & Female Signs
- Family Signs & Relationships
- Practice Sentences

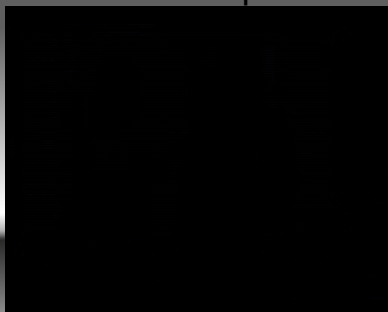


Importance of Signing

- Deaf people recognize the importance of signing because it is their means of daily communication within the family and the deaf community. It has been called the mother tongue of deaf people and is as valuable for their social interaction as speaking is for the hearing person. Deaf children are able to express their wants by means of simple signs long before they are able to speak.
- Hearing children under a year old have been known to communicate their needs to their deaf parents by means of a few simple signs. This is earlier than children are normally able to express themselves in speech.
- The usefulness of sign language extends beyond the deaf, to people with speech loss due to accidents, neurological problems, and even to divers, for underwater communication. In recent years teachers of the mentally retarded, autistic, and speech-handicapped have found sign language useful for facilitating communication. In fact, the full extent of its usefulness has yet to be explored.



Find a Deaf person



The Art of Signing



- You, the new learner, are embarking on a journey into a community that enjoys communication. You have decided that signs are important and should be learned. Your enthusiasm is high and your first course in signs will give you skills with which to begin conversing with deaf people.
- As is true with any language, the more one communicates with a native user of the language, the more fluent one becomes. If you will associate with deaf people, carry on conversations, you will find your communication skills improving rapidly. To acquiring fluency, one should usually count on a period of 1 or 2 years before attaining an adequate level of conversational competency.
- To become a proficient interpreter for the deaf, an additional learning period of several years is required. The interpretation of a language is a skill learned after a basic fluency in the language has been attained.

Combining Signs, Fingerspelling, and Speech



- Signing and fingerspelling along with speaking or forming the English words on the lips is called the **Simultaneous Method of Communication**. This is not a simple matter, particularly for those who speak rapidly and would therefore have difficulty maintaining a smooth flow of language while attempting to combine the two modes of communication. The sign should begin at the same time the word is spoken. This is true also of fingerspelling but is, of course, more difficult. Signs follow each other in a natural sort of progression and a pause is made at the end of a thought. The pause is equivalent to the drop in voice that usually comes at the end of a sentence.
- The concept of speaking or forming words on the lips is emphasized to a much greater extent today than it was in the early days of sign language. **It is important for signers either to vocalize or to use lip movement at all times when communication in English word order. Signers are cautioned, however, not to exaggerate mouthing of words.** Only the normal amount of lip movement is necessary.

Location of Signs and Visual Background

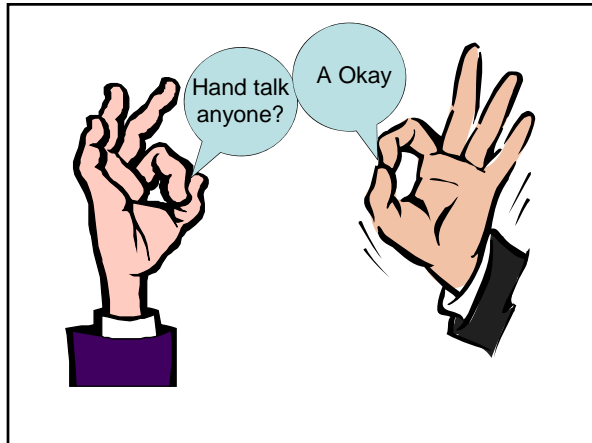


- The location of the hands when signing and fingerspelling is usually in front of the chest in a comfortable manner. **The clothing**, particularly from the waist up, becomes the backdrop against which signs are read. It is therefore desirable when signing for a considerable length of time to **wear a solid color** that contrasts with the skin color of the hands. The eyes of the reader tire quickly and interpreters, teachers, and speakers should keep this in mind.

Facial Expression and Body Language

- **Facial expression and body language are as important** as manual communication, if not more so. All of them should be coordinated to properly convey the intended meaning. Signs showing emotions, such as happiness or sadness, should show the appropriate expression on the face. When the sign "tired" is made, the whole body indicates a sag, while the sign for "strong" calls for a show of strength by throwing the shoulders back and the chest forward.
- **Head movement and facial expression can completely change the meaning of a sign.** For instance, when the sign for "like" is accompanied by a pleasant expression it is clearly indicative of enjoyment, while exactly the same sign accompanied by a negative shaking of the head will portray dislike. Deaf persons do not focus so much on reading each other's hands as they do on **reading the face and the overall body language.**






Speed, Motion, and Force of Signs




- A sign can be made slowly or with speed; it can be static or have motion; it can be made gently or with force. All of these elements are an important part of portraying the full meaning of your message. You may love a person by gently crossing your hands over your chest or you may indicate a stronger feeling by clasp the hands more tightly to the chest and even adding a rocking motion. The sign for "beautiful" takes on **different shades of meaning** when facial expression, size, strength, and feeling are added in varying degrees. The spoken equivalent of the sign will then be one of the following: "lovely," "pretty," "attractive," "beautiful," or "gorgeous."
- The **speed of the sign also influences its meaning.** For example, the sign "hurry" is moved more rapidly when one is saying, "Hurry, we're leaving now," than when saying, "Don't hurry, we have plenty of time." The sign for "require" becomes "demand" when made more forcibly. The more forcible the sign and the stronger the facial expression, the stronger the feeling in either the positive or negative direction.


Small Words



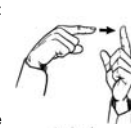
- **is** – Origin: The initial suggests the word and the action indicates a breathing person.




- **for** – Origin: Knowledge is directed outward for a particular purpose.




- **am, are** – Origin: Use "A" for *am*; "R" for *are*. The initial suggests the sound of the word.



- **to** – Origin: Suggests the concept of moving closer.




- **the** – Origin: The initialized hand, context, and lipreading will convey the meaning.




- **and** – Origin: Symbolizes a stretching action. The conjunction and stretches sentences.

Pronouns


Pronouns, Question Words, & Endings




- **I** – Origin: using the initial letter while indicating self.




- **You** – Origin: natural sign.




- **Me** – indicating self. This sign is also used for the personal pronoun "I".



- **They, Them, Those, These** – Origin: indicating the object.



- **We, Us** – Origin: pointing to self, then to others and back to self.



- **This** – Origin: pointing to a specific object

Pronouns, Question Words, & Endings Continued



- **He, Him, She, Her** – Origin: "male" or "female" and point forward with the index finger.
- **My, Mine** – Origin: showing possession by holding an object against the chest.
- **His, Her, Hers, Their, Theirs** – Origin: the open palm, indicating possession, is directed toward the person.



- **Our** – Origin: the open palm, indicating possession, is directed toward the person.
- **Your, Your Own** – Origin: the open palm indicating the possessive is directed toward the person to whom you are speaking.
- **Self, Myself** – Origin: The individual is indicated with the thumb.

Pronouns, Question Words, & Endings Continued

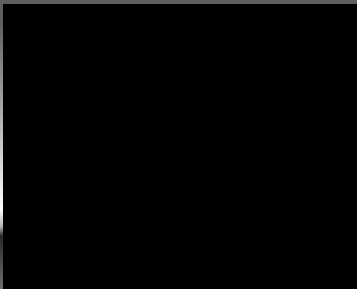


- **Ourselves** – Origin: Sign "our" and "self".
- **Yourself, Himself, Herself, Themselves, Itself** – Origin: The jerking movement can suggest the individual nature of persons or things.
- **Each, Every** – Origin: The right thumb seems to be giving recognition to the left thumb.



- **Someone, Somebody** – Origin: the index finger represents the person.
- **Any** – Origin: the thumb seems to be searching for something or someone.
- **Anyone, Anybody** – Origin: Sign "any" and "one".







Question Words



Question words are all formed in natural space.






Pronouns, Question Words, & Endings

Continued

- **Who** – Origin: refers to the lip formation. 
- **Which, Whether** – Origin: Is it this hand or that one? 
- **How** – Origin: as if turning seams up to see the inside edges. 
- **What** – Origin: the fingers of the left hand suggest alternative ideas to choose from. 
- **Why** – Origin: the Y hand coming from the mind suggests a question by its phonetic link to why. 
- **When** – Origin: The right index finger seems to be wondering when it can stop circling. Or... the sign is similar to "happen" it used to ask when something happen. 


Pronouns, Question Words, & Endings

Continued

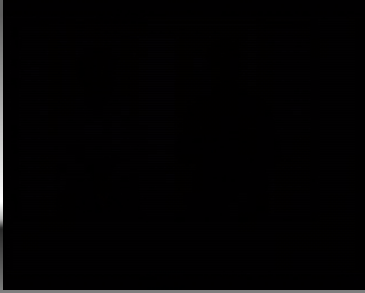
- **Where** – Origin: The right index finger seems undecided as to where to settle. 
- **Whatever, No Matter, Anyway, However, Nevertheless, Wherever, Make No Difference, Indifferent, In Spit Of** – Origin: a vague type of action that suggests many possibilities. 
- **-er, est** – Origin: one is shown to be higher than the other. 
- **"Person" Ending** – Origin: This sign is an ending only and is used following verbs, occupations, and locations. teach-teacher; law-lawyer. 
- **Past Tense, Finish, Already, Complete** – Origin: Symbolizes something being shaken off by the hands. 

Grammatical Forms

- No difference is shown for the different grammatical forms of the same word. Usually the noun, adjective, and adverb are **signed exactly alike**. For example, "love," "loving," and "lovingly" are all signed the same way. Lip movement and context give the clues to the intended form.
- Traditionally, a **sign** for the suffix "er" has been **added to denote the person** engaged in that activity ("law" – "lawyer"; "sing" – "singer").
- Also in common use is the **signed suffix** for "er" or "est" forming the comparative degrees (as in "warm," "warmer," "warmest").



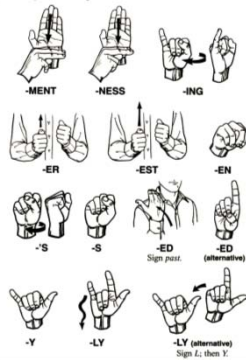
Occupations



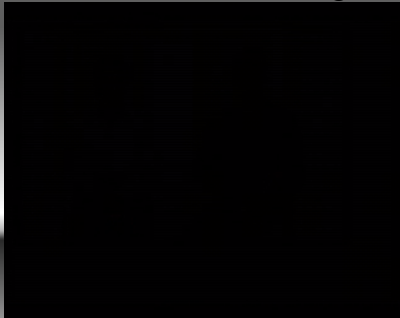
Person Markers

Inflections


- Here are some of the word endings commonly used. They may be added to the basic signs for more exact expression when appropriate. *Note:* Possessives and plurals are frequently omitted by most signers. However, they may be used for the purpose of conveying exact English syntax when required.




Male & Female Signs




Family Signs




Family Relationships




- **Male** – Origin: tipping the hat.




- **Female** – Origin: represents the old-fashioned bonnet string.




- **Man, Gentleman** – Origin: a ruffled shirt or height of the male.



- **Woman, Lady** – Origin: a ruffled blouse or the height of the woman




- **Boy** – Origin: a male of small stature.




- **Girl** – Origin: a female of short stature.


Family Relationships Continued




- **Son** – Origin: a male baby.




- **Daughter** – Origin: a female baby.




- **Father** – Origin: Indicates the head male of the family unit.



- **Mother** – Origin: Indicates the head female of the family unit.



- **Grandfather** – Origin: a father one generation.



- **Grandmother** – Origin: a mother one generation.

Family Relationships Continued



- **Brother** – Origin: male in the same family.



- **Husband** – Origin: a male who is married.



- **Sister** – Origin: female in the same family.



- **Wife** – Origin: a female who is married.



- **Marry** – Origin: clasping the hands in marriage.



- **Engagement (To be married)** – Origin: the engagement ring.

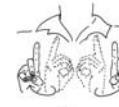
Family Relationships Continued



- **Wedding** – Origin: hands placed together in the wedding.



- **Step** – Origin: second mother or father.



- **Divorce** – Origin: initial hands moved away from each other - separation.



- **Uncle** – Origin: an initial sign at the location of the "male".



- **In-Law** – Origin: left hand represents a book right hand the law that is in the book.



- **Aunt** – Origin: an initial sign at the location of the "female" sign.

Family Relationships Continued



- **Nephew** – Origin: an initial sign at the location of the "male" sign.



- **Family** – Origin: an initial sign for a group.



- **Niece** – Origin: an initial sign at the location of the "female" sign.



- **Baby, Infant, Child** – Origin: rocking the baby.



- **Cousin** – Origin: an initial sign made between the locations of the "male" and "female" signs.



- **Child, Children** – Origin: pat the head of an imaginary child for plural, repeat the motion several times.

Family Relationships Continued



- **Kid (informal)** – Origin: wiping the nose, as children often do.



- **Twins** – Origin: the two "T" positions on the same chin indicate the meaning.



- **Adults** – Origin: an initial sign made between the locations of the "male" and "female" signs.



- **Parents** – Origin: an initial "P" sign at the location of the "mother" and "father".



- **Generation, Descendants, Posterity** – Origin: The movements symbolizes descending steps.



- **Couple** – Origin: "Two" with palm toward self.

Practice Sentences





Lesson 3 Agenda

- Variation in Signs
- Understanding Signs
- Size of Signs
- Initialized Signs
- Pronouns, Question Words, & Ending
- Small Words
- Contractions Use to Form the Negative
- Time / Calendar
- Continuity, Continuous Action, Duration
- Action – Pluralizing Action
- Recreational Signs
- Physical Movement & Travel
- Practice Sentences





Variation in Signs



- Variation occurs within sign language even as it does in spoken languages. An example of variation in the English language is the **regional difference** in words used for a carbonated drink: "soda," "pop," or "tonic," depending on the geographical area. Deaf persons accept this and usually do not refer to one sign as being right and the other wrong, but simply view these as acceptable differences.
- Another reason for variation in signs has to do with **historical change**. The sign for "help" for instance, was originally made with the right palm under the left elbow, as if politely assisting a lady by supporting her elbow. Today that sign has moved down the arm so that the right palm supports the fist instead of the elbow.
- Through the years, **some two-handed signs have become one-handed signs**, such as "cow," "horse," and "devil," while some one-handed signs have become two-handed, as in the case with "hurry," "angry," and "die."
- Some signs have changed through the years simply to make **production easier**. "Law," formerly made with the right thumb pointing forward, is now commonly made with the thumb pointing back. This is also true of "sister" and "brother," usually made with the index finger hand shape one on top of the other instead of alongside each other, thus eliminating the twist of the wrist.
- Signs with **several parts** have tended to be **reduced**, as in the case of the seasons. Spring, for instance, was originally signed "three-months-grow"; winter was signed "three-months-cold". Today only the last sign is used—"grow" for spring, and "cold" for winter.

Understanding Signs



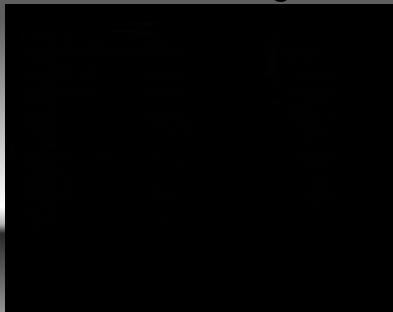
- **It is common** for new signers to **have difficulty understanding other persons signing to them**. This is true of spoken languages as well. You may have learned French and felt you spoke it very well only to find you were not able to understand a word the Frenchman said to you when you arrived in Paris. To understand native users of any language requires a period of exposure. Do not be discouraged by this problem if you encounter it. Reading signs requires skill as well as a keen mind and a quick eye.
- The person who is reading signs generally **looks at the signer's face and not at his hands**. It is possible to see signs while watching the face but it is difficult to understand lip movements while watching the hands. Deaf people will be patient with you when you do not understand them but you **will have to be patient with yourself as well**. Associations with users of sign language is the best way to improve your receptive skills. When available, films and videotapes of signers are also helpful in improving your understanding.

Size of Signs

- The size of your signs will be determined by the number of people for whom you are signing and the distance to be covered. On a one-to-one basis, or for very small groups, signs do not extend much beyond the body area. **The larger the group** and the greater the distance to be covered, the **larger the sign** and the less fingerspelling is advisable since enlarging the fingerspelled configuration is not possible. Although the human voice can be amplified electronically, **signs can be amplified only by increasing their size**. As signs increase in size they are also paced less rapidly so understanding is facilitated.

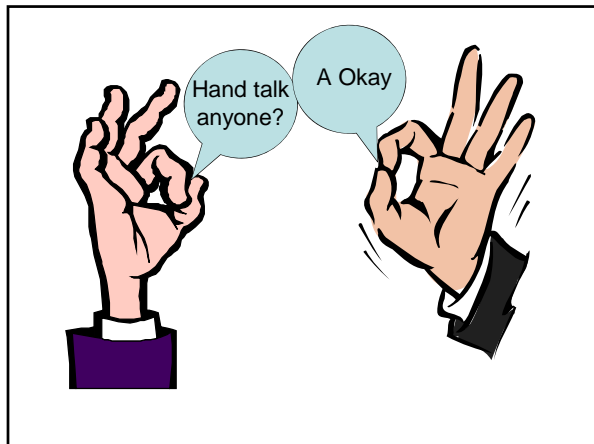


Initialized Signs









G Initializing Signs W

- There has been a trend toward initializing signs, that is, **beginning the sign with the first letter of the desired word**. In this way the signer can be specific in portraying the exact word instead of making a sign that could represent any one of several glosses.
- An example is the basic sign for "group" which can be initialized to form the following words: "family," "organization," "class," "department," "society," "agency," "association," "group," "workshop," "team." The basic concept remains while the letter of the alphabet used to begin the sign **provides a clue to the intended word**. Initializing is helpful and acceptable if it is not overdone.









Pronouns, Question Words, & Endings

Continued

- 
 • **Negative Prefixes – Un, Im, In, Dis** – Origin: unimportant- not important; impolite- not polite; impossible- not possible; incapable – not capable; disinterested – not interested.
- 
 • **Anything** – Origin: Sign "any" and "thing"
- 
 • **Other, Another** – Origin: the thumb is pointing in the direction of another person.
- 
 • **Each Other, Fellowship, Socialize** – Origin: thumbs represent people.
- 
 • **That** – Origin: *that* is often used in relation to asking or answering a question. The Y hand suggest the interrogative *why*?
- 
 • **Everyone, Everybody** – Origin: sign "each" and "one".

Small Words

- 
 • **yes** – Origin: The fist, representing the head, nods in agreement.
- 
 • **no** – Origin: Suggests a combination of the signs for N and O.
- 
 • **if** – Origin: The movement suggests scales that may tip one way or the other.
- 
 • **get** – Origin: Suggest taking hold of something and drawing it to oneself.
- 
 • **from** – Origin: Suggest pulling back *from* something.
- 
 • **have, had has, own** – Origin: Symbolizes pointing out personal ownership.

Contractions Used to Form the Negative

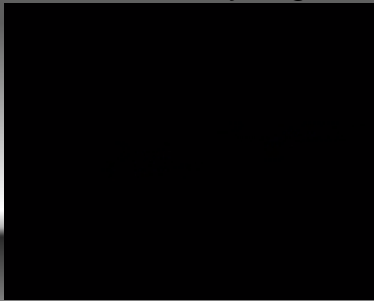


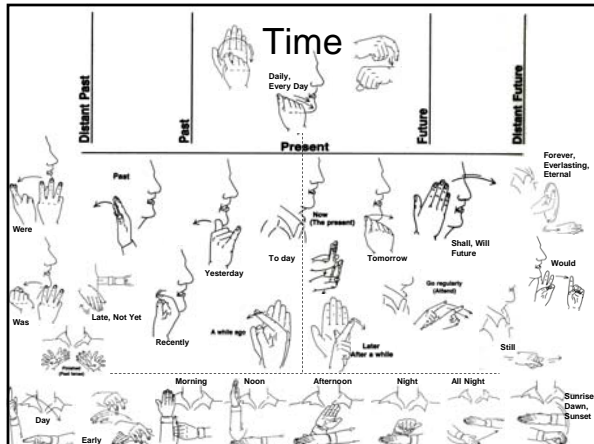
- When contractions are used to form a negative in the English language, the signer simply signs “**not**” instead of signing the two words that form the contraction.

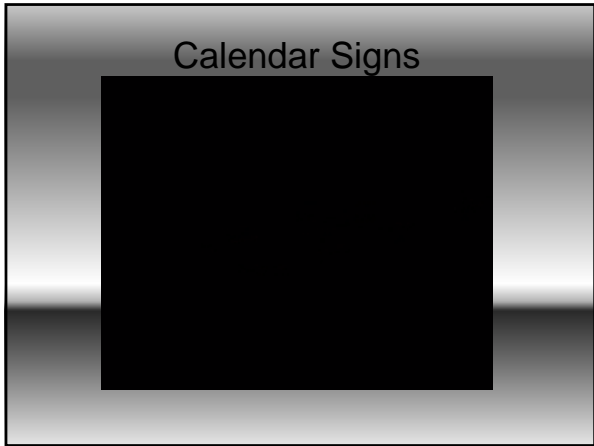
Examples: *haven't, hasn't, hadn't, isn't, aren't, wouldn't, won't, don't, didn't.*

- In these instances the signer simply says any of the above words, with a questioning look on his face, while signing “**not**”.


Time Of Day Signs



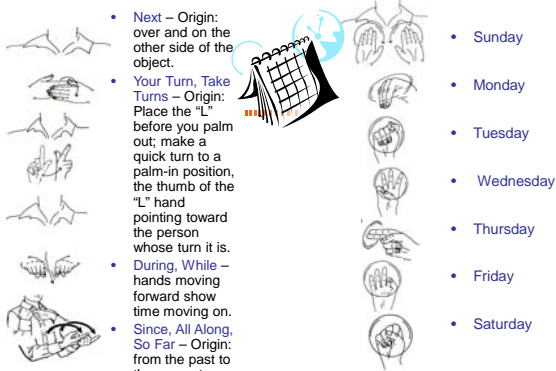




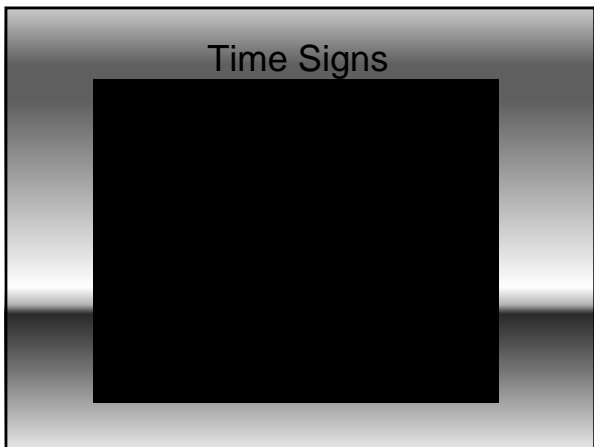
Time




- **Next** – Origin: over and on the other side of the object.
- **Your Turn, Take Turns** – Origin: Place the "L" before you palm out; make a quick turn to a palm-in position, the thumb of the "L" hand pointing toward the person whose turn it is.
- **During, While** – hands moving forward show time moving on.
- **Since, All Along, So Far** – Origin: from the past to the present.




- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday



Time



- Hour – Origin: representing the minute hand of the clock.
- Minute, Second – Origin: The minute hand moves forward the space of a minute.
- Week, Weekly – indicates one row of dates on the calendar.
- Next Week, Last Week
- Month, Monthly – Origin: The tip and three joints indicate 4 weeks on the calendar.
- Year – Origin: the earth revolving around the sun...
- Next Year, Last Year, Annual – Origin: for annual sign next year several times.



- To indicate frequency, the sign is simply repeated.

Time

- Again, Repeat, Often – Origin: Similar to a clapping action, indicating the desire for repetition.
- Then – Origin: first the thumb, then the next finger.
- Regular – the repeated striking action indicates regularity.
- Until – Origin: wait until contact is made
- Faithfully – Origin: the sign for “regular” made with two “F” hands.
- Once – Origin: the single finger indicates the meaning.
- Twice – Origin: The use of two fingers indicates the meaning.
- Sometimes, Occasionally, Once In A While – The slow movement indicates irregularity.

Continuity, Continuous Action, Duration

- On & on
- Stood & stood
- To dwell on
- Eat & eat
- Coughing again and again
- Go regularly (Attend)

- To add the dimension of continuity, the basic sign is made with a circular movement. The movement is not made too quickly and the emphasis is on the downward part of the circle.
- Regularity differs from continuity in that the action takes place again and again rather than continuously. For action that starts, stops, then starts again, the sign is simply repeated with short movements.

Action – Pluralizing Action

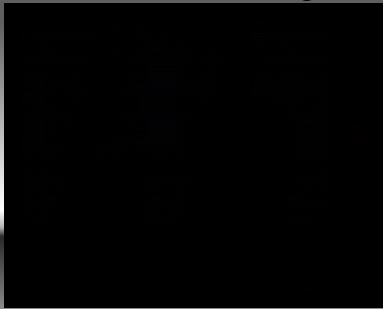


- The way in which a sign is produced can show intensity of action. The sign for “walk,” for instance, may be made to show a **fast** walk, a **slow** walk, or a **determined** walk. Again, facial expression adds an important dimension. Other examples of action words are the following:
 - search / desperately searching,*
 - study / studying very hard,*
 - work / working very hard,*
 - rain / raining hard.*
- When an action is performed several times, the sign is repeated several times.


















Examples: He *walks* every where.
 He *runs* where ever he goes.
 We *met* people all day long at the convention.
 She *reads* all the time.



Recreational Signs



Physical Movement and Travel

 • Stand	 • Dance	 • Restless, Toss & Turn
 • Fall	 • Jump	 • Rise, Be Seated
 • Falling (Tumbling)	 • Climb	 • Walk
 • Slide, Slip	 • Kneel	 • Run (running water) Or Run (run the race)
 • Lie, Recline	 • Drown, Sink	 • Escape, Run Away
 • Get Up, Arise	 • Sit, Chair	

Physical Movement and Travel Continued

<ul style="list-style-type: none"> March 	<ul style="list-style-type: none"> Chase 	<ul style="list-style-type: none"> Vacation, Holiday, Retire
<ul style="list-style-type: none"> Kick 	<ul style="list-style-type: none"> Lead, Guide 	<ul style="list-style-type: none"> Visit
<ul style="list-style-type: none"> Awkward, Clumsy 	<ul style="list-style-type: none"> Depart, Leave, Withdraw 	<ul style="list-style-type: none"> Suitcase
<ul style="list-style-type: none"> Stray, Deviate, Divert, Off the Point 	<ul style="list-style-type: none"> Leave, Neglect, Abandon 	<ul style="list-style-type: none"> Automobile, Car, Drive
<ul style="list-style-type: none"> Pass 	<ul style="list-style-type: none"> Arrive, Reach, Get To 	<ul style="list-style-type: none"> Ride
<ul style="list-style-type: none"> Follow, Follower 	<ul style="list-style-type: none"> Travel, Trip, Journey 	<ul style="list-style-type: none"> Get in, Get out, Remove oneself

Physical Movement and Travel Continued

<ul style="list-style-type: none"> Collision, Accident 	<ul style="list-style-type: none"> Traffic 	<ul style="list-style-type: none"> Airplane, Airport, Fly
<ul style="list-style-type: none"> Flat Tire 	<ul style="list-style-type: none"> Way, Road, Path, Street, Highway 	<ul style="list-style-type: none"> Motorcycle
<ul style="list-style-type: none"> Gasoline 	<ul style="list-style-type: none"> W-Way R-Road P-Path S-Street H-Highway 	<ul style="list-style-type: none"> Ship
<ul style="list-style-type: none"> Parking (and location or movement of a vehicle) 	<ul style="list-style-type: none"> Back & Forth, Commute 	<ul style="list-style-type: none"> Boat
	<ul style="list-style-type: none"> Train, Railroad 	<ul style="list-style-type: none"> Wagon, Carriage, Chariot, Buggy

Practice Sentences



Lesson 4 Agenda

- Classifiers / Size / Shape Specifies
- Preparations Pairs
- Opposites
- Location and Direction
- Colors

Classifiers / Size / Shape Specifies

- **Classifiers** are handshapes used to indicate location and movement. They usually do not stand alone and generally represent object that have already been identified. **Size and shape specifiers** are handshapes used to show size, shape, amount, height, surface texture, and also location. These handshapes serve in many instances as pronouns but may also function as verbs, as is the case with brushing teeth: the index finger which represents the toothbrush, becomes a verb when the action of brushing the teeth is shown. In some cases it is difficult to say whether a particular handshape should be identified as a classifier or as a size and shape specifier. Sometimes a handshape does the work of both, indicating size and shape as well as location, as in the case with the "O" handshape used for "button." Just as it is important in the English language to identify the noun before using the pronoun, so with signs it is necessary to name or identify the noun before using the classifier.
- The index finger pointing upward represents a person.
 - (1) in a specific location
 - (2) facing a certain direction
 - (3) in relationship to another person (by using both index fingers)
 - (4) moving in the intended direction. This classifier can be pluralized by forming the desired number.

Examples: The man *turned around* and *went away*.
The woman came *toward me*.
The boy and girl *passed each other* going in *opposite directions*.

Classifiers / Size / Shape Specifiers

- The "V" handshape pointing downward represents a person, an animal, or an object having legs (such as a tripod) or an animal in motion (using two hands to show a four-legged creature).

Examples: It was icy and she *slipped* and *fell*.
The horse *galloped* away.
The tripod *fell* over.



- The curved "V" represents a person or an animal in a sitting or crouched position. After the person or small animal has been identified, the curved "V" may be used to show action or location.

Examples: We all *sat* in a circle talking.
Helen and Jan *sat* facing each other.
The dog *sat* up and begged for food.



Classifiers / Size / Shape Specifiers

- The "3" handshape represents vehicles. The "3" handshape, thumb pointing up, represents the location of movement of a vehicle, such as a car, bus, truck, bicycle, or tractor. Frequently both "3" hands are used to show the location of vehicles in relationship to each other.

Examples: I bought the car, drove home, and *pulled* into the garage.
Several cars were parked *behind* each other waiting for the party.
The car *wove* in and out of the lanes.
We saw the tractor *flip* over and land on its side.
We looked for a place to *park* and found one and *backed* in.



- The "Y" handshape with index finger extended represents winged aircraft. The handshape represents the direction, movement, or location of aircraft.

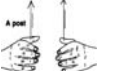
Examples: The plane *took* off.
Our flight was *bumpy*.
We *circled* over New York for an hour before landing.



Classifiers / Size / Shape Specifiers

- The "C" handshape represents glasses, cups, bottles cans. The palm side of the "C" faces left, with the little-finger side down, and the hand is raised to the approximate height of the object.

Examples: As wedding gifts, she received several sets of *glasses*.
He enjoyed his *cup* of coffee every morning.
We bought a *bottle* of ginger ale.



- Both hands in the "C" position show large round objects. And are used to indicate the shape of items such as bowls, balloons, balls, thick poles, a well, a supporting pillar.

Examples: He couldn't see because he was sitting behind a *post*.
She brought a large *bowl* of potato salad.



- The "C" handshape represents small piles, or heaps. The "C" handshape, palm side down, represents scoops of ice cream, a heap of food, etc.

Examples: I'd like some chocolate ice cream—two *scoops*, please.
That's a *heap* of mashed potatoes!




- Two curved hand represent large piles.
- Examples: John left a *pile* of dirty clothes.
The truck picked up a *large heap* of trash.


Classifiers / Size / Shape Specifiers

- The "G" handshape is used to show a thin layer, small width, or small amount. The "G" represents things such as thin layer of icing on a cake, an edging, a picture frame.


Examples: The picture frame was brown.
The cake had a thin layer of pink icing.
The lace edging was beautiful.
How much milk was left? Oh, about this much.
We had only about an inch of snow.


- The "L" handshape (slightly curved) is used to indicate thickness. It is used to indicate thickness or a depth of several inches. It can represent the thickness of carpets, snow, a sandwich, etc.


Examples: We walked in mud this deep.
It was snowing hard and was getting deep.
The room had a thick red carpet.
His sandwich was huge.


- The "L" handshapes are used to draw a rectangular shape. The two "L" hands, (facing out) separate and the index finger and thumb close, drawing a rectangular shape in the air. This shape can be used to represent a postcard, credit card, check, envelope, photograph, etc.

Examples: I have paper but no envelope.
I have no cash but I'll write you a check.
So you have an American Express card?


- The modified "L" handshapes show sizes of objects. Both "L" handshapes, with index fingers slightly bent (palms facing each other), are used to show the size of objects, such as plates, a piece of meat, a large hole, or the size of an area.


Examples: My steak was small, his was large.
Let's use the fancy dinner plates today.
We noticed a large hole in the wall.




Classifiers / Size / Shape Specifiers

- The "A" handshape represents stationary objects. The "A" handshape with the thumb pointing up represents stationary objects and their placement. This classifier is used to represent vases, lamps, statues, buildings, etc.


Examples: I saw several beautiful vases (fingerspell) lined up for display.
His many trophies (fingerspell) were sitting on the shelf.
There were statues all over the place.


- Two open "F" handshape represent long thin objects. Both hands form the "O" handshapes (other fingers extended) and are pulled apart to indicate the length of a long thin object, such as a pole, stick, degree, telescope.


Examples: He walked across the stage and was proud to receive his degree.
The magician used a long stick for his trick.
We looked at the moon through our telescope.
(To represent the telescope, use the "O" handshapes without extending the fingers.)


- The open "F" handshapes represent small objects or areas. The right thumb and index finger form an "O" (other fingers extended) to represent a small object, such as a button, a coin, a small hole, eyes, a watch.

Examples: My red blouse has five buttons down the front.
He rolled his eyes in amazement.
She showed me several coins from South America.
The cigarette burned a hole in her skirt.


- The index finger represents small, slender objects. Objects such as a toothbrush, pencil, pole.


Examples: I bought a new toothbrush (fingerspell) and put it in the holder.
Pencils (fingerspell) were lying all over my desk.




Classifiers / Size / Shape Specifiers

- The "B" handshape represents height and width. Both hands in an open, flat position, palms facing each other, show the height or width of piles of paper, books, or magazines; the depth of water or of a box; etc.


Examples: We collected stacks of newspapers for the Boy Scouts.
The box was too wide and the post office would not accept it.

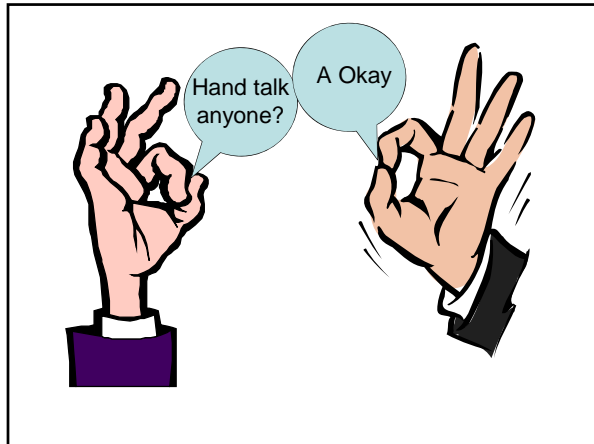

- The flat open hand represents flat objects. The flat open hand (with fingers together) represents flat objects, such as books, papers, magazines, letters.

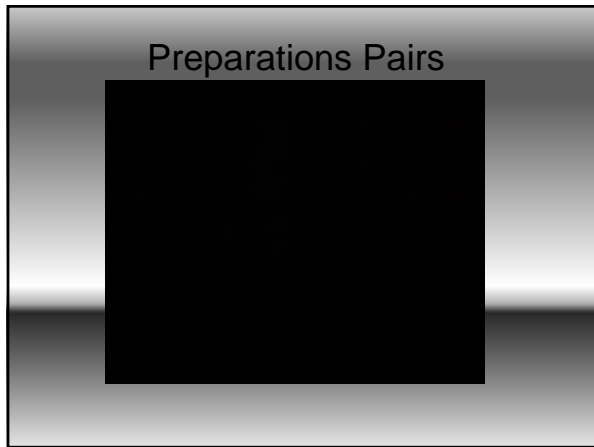
Examples: The books were lined up on the shelf.
My papers were all over the floor.
The new books were stacked in piles.
I received a stack of letters yesterday.

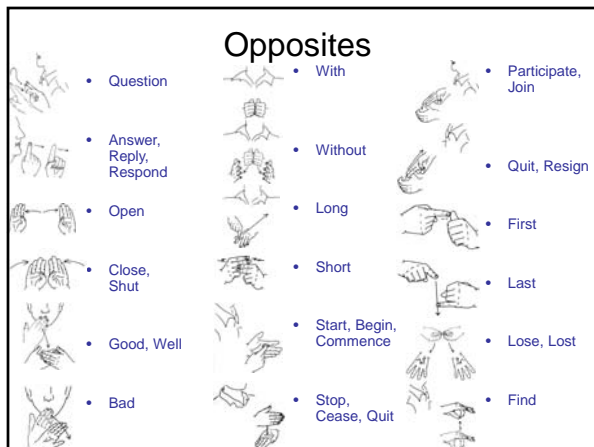

- One or both flat hands indicate surfaces. One or both flat open hands are used to indicate surfaces, as in showing the sides of a building, a table, a mountain, a valley, the floor.

Examples: The lake was as smooth as glass.
We saw a dip in the road.





















- The handshapes shown in the Classifier Section and the examples given are intended as only as introduction to their use. Observed expert users of sign language, particularly deaf persons, and watch for these descriptive handshapes.
























Opposites

	• Right, Correct		• Before, In Advance		• Improve
			• After, Thereafter		• Worsen, Deteriorate
	• Wrong, Mistake, Error		• Ahead		• Light, Bright, Clear, Obvious
	• Easy, Simple		• Behind		• Dark, Dim
	• Difficult		• Positive, Plus		• Appear, Show UP, Pop Up
	• Can, Able		• Negative, Minus		• Disappear, Drop Out
	• Can't				

Location and Direction

	• Above, Over		• Center, Middle		• Beyond
	• Below, Beneath, Under, Basic, Underlying		• Against, Sue		• Disappear, Vanish, Fade Away, Dissolve
	• Far		• Through		• Gone, Absent, Missing
	• Near, Close To, Approach, Beside, Next To		• Across, Crossing, Over		• Between
	• Around, Surrounding		• Away		• Together
			• Before, In The Presence of, To Face		• Separate, Apart

As shown, language is different for every country of origin. This is the standard for the American Sign Language community. It is not the only way to sign, but it is the most common. This is a guide to help you learn the signs for colors. It is not a dictionary, but a guide to help you learn the signs for colors. It is not a dictionary, but a guide to help you learn the signs for colors.



Colors

Right or Wrong Practice

- | | |
|-----------------------------------------|--------------------------------------------------------|
| 1. Classifiers / Size / Shape Specifies | 1. The man <i>turned around</i> and <i>went away</i> . |
| 2. Preparations Pairs | 2. My toothbrush was on the table. |
| 3. Opposites | |
| 4. Location and Direction | 3. Is the door open or closed? |
| 5. Colors | 4. Heaven above and earth below. |
| | 5. I like the color red. |



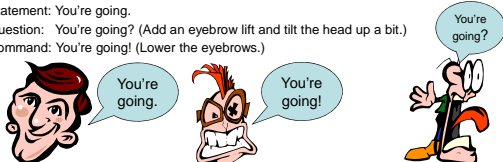
Lesson 5 Agenda

- Statements, Commands, Questions
- Omitting the Auxiliary in Questions
- Type of Questions / The Conditional Sentence
- Noun / Verb Pairs / Descriptive Signs
- Weather / Nature
- Verbs and Related Words
- Meal / Food Signs
- Picnic Signs



Statements, Commands, Questions

- In spoken language, the hearer depends heavily on tone of voice, modulation, pitch, inflection, and force. Hearers have learned to derive specific meaning from the way messages are spoken. The printed word depends on descriptive phrases to provide clues, as in the following example: "I'm leaving!" he said with anger in his voice and a scowl on his face. In manual communication the signs for "I'm leaving!" would be made along with a scowl on the face and very strong emphasis on each of the signs.
- Researchers are exploring ways deaf signers commonly use facial expression and body posture to specifically identify sentence types. One must remember, however, that people vary greatly in the amount of facial expression and body language they use.
- Statements can become questions, not by any change in signs but by change in facial expression. As a simple example, the following statement, question, and command consist of exactly the same two signs but require different facial expressions:
Statement: You're going.
Question: You're going? (Add an eyebrow lift and tilt the head up a bit.)
Command: You're going! (Lower the eyebrows.)



Omitting the Auxiliary in Questions

- In asking questions the auxiliary is spoken but is not always signed (although some prefer to either fingerspell or sign the word). If the question word is not signed but the face shows a question expression (raising the eyebrows and tilting the head slightly forward), it is clear that a question is being asked. Try the following examples, omitting the sign for the italicized word but forming the word on the lips:

- Examples:
- Have* you seen the morning paper?
 - Has* Tom left?
 - Had* they already left when I called?
 - Do* you enjoy traveling?
 - Did* you see my glasses anywhere?
 - Does* Julie jog every morning?
 - Is* Jonathan coming soon?
 - Am* I included?
 - Are* you finished?
 - Shall* I wait for you?
 - Would* you make a call for me?
 - Will* you take me with you?



- Mastering the art of signing certainly allows room for choices, that is, whether to omit, to fingerspell, or to sign the question word.

Types Of Questions The Conditional Sentence

- Types of Questions
Facial expression changes according to the type of question being asked. A rhetorical question (one that does not require an answer and is asked only for effect) is accompanied by uplifted eyebrows and frequently by raised shoulders.

Example: *Who* knows whether there is life on Mars?

A question that requires an answer is better understood when the eyebrows are squeezed together.

Example: *Are* you moving to Texas?

Questions that require a yes or no answer are accompanied by raised eyebrows.

Example: *Are* you coming with us tomorrow?

A question that is puzzling in nature is accompanied by a squint and often a tilt of the head.

- The Conditional Sentence
The conditional sentence takes raised eyebrows but only during the condition.



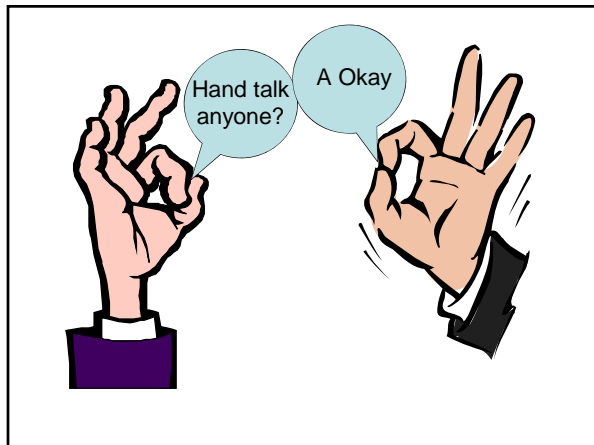
Noun/Verb Pairs Descriptive Signs

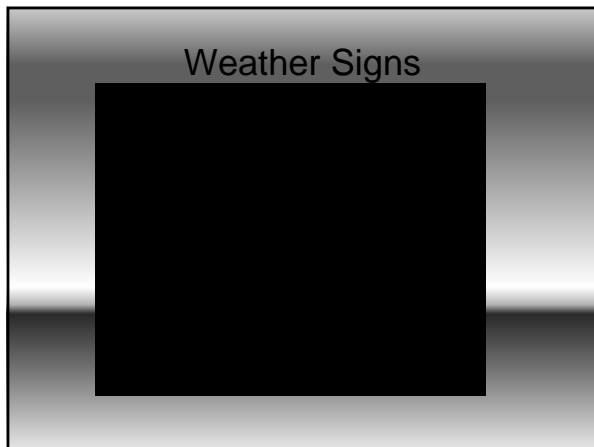
Noun/Verb Pairs
When related nouns and verbs have the same sign, a change in movement shows the difference. The sign for **the noun** is made with a **short or abrupt, repeated** movement; **the verb** usually has a **longer and smoother** movement.

Noun	Verb
telephone	to phone
chair	sit
plane	go by plane, fly
gas	put in the gas
paint	to paint
violin	play the violin
door	open (or close) the door


















The signer has a choice of making the longer, smoother movement to represent the verb form while speaking three or four words, as in "went by plane," or of staying closer to English and simply signing and saying each individual word. English has no rule that forces us to choose between saying "We went by plane" and "We flew"; neither does sign language.

Descriptive Signs
These are usually exaggerated in order to show degree. Examples of such signs are the following: *beautiful* (the same sign is used for *pretty, lovely, fair, gorgeous*), *thin, fat, old, young, good, bad, long, short, cold, hot*.








































Nature

	• Spring, Grow		• Universe		• Land
	• Summer		• Natural, Nature, Normal		• Water
	• Fall, Autumn		• Sky, Heavens		• Rain
	• Winter, Cold, Chilly		• Sun		• Snow
	• Earth		• Moon		• Flood
	• World		• Star		



















Verbs and Related Words

	• Make		• Notice, Recognize, Spot (Detect)		• Use, Utilize
	• Break		• Allow, Let, May, Permit		• Keep
	• Must, Need, Have To		• Maybe, May, Perhaps, Probably		• Careful
	• Excuse, Forgive, Pardon		• Try, Attempt, Effort		• Stay, Remain
	• Look, Watch, Observe		• Do, Did, Done, Does		• Accept
	• Predict, Forecast, Prophecy		• Behavior		• Demand, Require, Takes

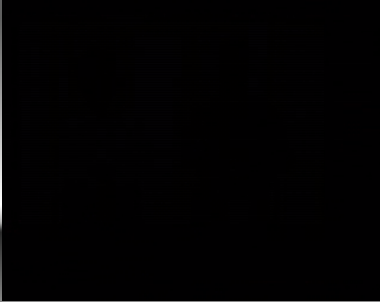
Verbs and Related Words

	• Change, Adjust, Adapt		• Meeting, Assemble, Gather		• Win
	• Become, Grow, Get		• Scatter, Spread		• Succeed, Effective, Finally
	• Choose, Choice, Select, Pick		• Completed		• Postpone, Procrastinate, Delay, Put Off
	• Welcome, Invite		• Praise, Applaud, Clap		• Send
	• Introduce		• Congratulate		• Call
			• Celebrate, Triumph, Victory, Festival, Hail, Hooray, Anniversary		• Willing



















Verbs and Related Words Part II

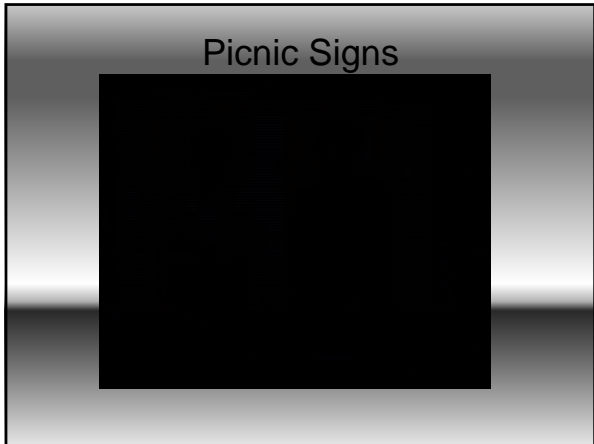
 • Depend, Rely	 • Prevent, Block	 • Safe, Save, Rescue
 • Encourage	 • Bother, Interfere, Disturb, Interrupt	 • Free
 • Force, Compel	 • Forbid	 • Deliver
 • Support, In Favor Of	 • Fail, Failure	 • Liberty
 • Cancel, Criticize, Correct	 • Surrender, Give Up, Yield	 • Bound, Bind
 • Put, Move	 • Conquer, Overcome, Defeat, Beat	 • Tempt

Meal Signs



Food And Related Words

 • Eat, Food	 • Lunch	 • Coffee
 • Drink	 • Dinner	 • Tea
 • Hungry, Crave, Starved	 • Restaurant	 • Chicken
 • Thirsty	 • Fry, Cook	 • Fish
 • Delicious	 • Bread	 • Egg
 • Breakfast	 • Milk	 • Hamburger



**Don't Fall for Words
Fall for Action - Test**

1. Statements, Commands, Questions	1. Your going.
2. Omitting the Auxiliary in Questions	2. Has Tom left?
3. Type of Questions / The Conditional Sentence	3. <i>Are</i> you coming with us tomorrow?
4. Noun / Verb Pairs / Descriptive Signs	4. Chair/sit
5. Weather / Nature	5. What is the weather like?
6. Verbs and Related Words	6. Forgive behavior applaud change support liberty.
7. Meal / Food Signs	7. What are you eating?
8. Picnic Signs	8. Salt and Pepper



Lesson & Agenda

- Pluralization & Frequency
- Repetition
- Pluralizing Pronouns
- Plural Signs
- Incorporating Numbers
- Numbers Used With Personal Pronouns
- Negation
- Medical Signs
- Signs Placed at Appropriate Locations
- Directionality of Signs
- Location of Signs in a Story
- Religious Signs
- Education
- A Saturday at Home
- Vacation Signs



Pluralization & Frequency Repetition



• **Pluralization & Frequency**

In the English language, plurals are usually formed by adding an "s" or by changing the form of the word, as in "mouse" and "mice". Signs do not require the addition of an "s" to indicate the plural form. Following are examples of the pluralization in sign language.

• **Repetition**

Simply repeating the sign with short, quick movements can be an indication of the plural.

Examples: books, cups, hats, tables, trees, girls

Two-part signs require repetition of only the last part.

Examples: brothers, women, pictures, mountains, workshops

When a statement contains either a definite or an indefinite number, the noun may or may not need repetition, depending on the signer's preference.

Examples: We have five *men* on the committee.

It rained for several *days*.

We saw a beautiful variety of *flowers*.

Pluralizing Pronouns

- Pronouns are pluralized by making either sweeping motions or short, repeated motions.
- Repeated motions are made when referring to individual members in a group.

Example: Children, *your* mothers are waiting for you.

Since each child has a different mother, it would be more appropriate to use the sign in repetition, that is, the open palm directed toward the children in short forward movements, while moving the arm from either left to right or right to left.

- Sweeping motions are made when referring to a group as a whole rather than to individual members.


Example: The 12 singing singers performed beautifully and *their* rhythm was perfect.

Either sweeping or short, repeated motions can be made for the following plural forms, depending on context: *they, these those, them, their, your, yours.*

Plural Signs

Incorporating Numbers




Numbers Used With Personal Pronouns

- Incorporating Numbers** 

Certain time signs are frequently made to include a number. Examples of such signs are *hour, day, week and month*. Using this type of incorporation results in making one sign for two or more words.

Examples: *two hours; three days; four months; in two years; every year; a year ago.*
- Numbers Used With Personal Pronouns**

When numbers are joined with personal pronouns, *the number itself is moved in the appropriate direction* while speaking the desired words.

Examples: *three of us;*  *we two, or both of us;*  *the four of them; etc.* 


Negation

- To show the negative, signers have the option of either signing "don't" or "not" or of omitting the negative sign and simply shaking the head while signing.

Examples: *I believe* (two signs are made.)
I don't believe

(The same two signs are made while shaking the head.)

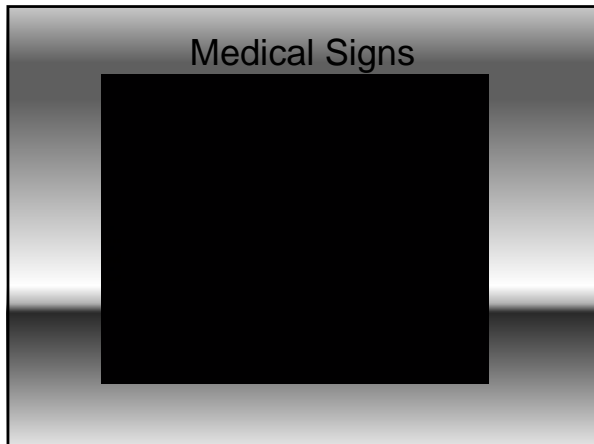
Try the following short sentences in both the positive and negative forms without using the "not" sign:

I _____; I don't _____ (*understand, think, feel, expect, see*) 

I'm _____; I'm not _____ (*sure, sick, going*)

Several signs have built-in negative; with these the negative head shake is an additional indicator.

Examples: *Want/don't want* (The sign for "want" is turned outward).
Know/don't know (The sign for "know" is turned outward).



Signs Placed At Appropriate Locations

- Some signs may be moved to specific locations on the body for clarity. The sign for "pain," for instance, may be made at the forehead if speaking of a headache, at the stomach if the pain is there, etc. The sign for "surgery/operation" may also be placed appropriately or simply into the left hand.
- The sign for "pop up/appear suddenly" can be made in front of you if referring to a person suddenly appearing, or at the forehead if speaking of a thought suddenly popping up in the mind. When made in the opposite direction (with the right index dropping instead of moving upward) the sign means to drop out or disappear. It can be placed at the forehead to show that a thought has suddenly slipped your mind or in front of you if you are referring to a person dropping out (of school etc.)

Directionality Of Signs

- Directionality of Signs**
A single sign made in an intended direction says more than a sign produced in just its basic form. This can best be explained by using as an example the sign for "look", which can be made pointing toward the left, right, up, down, or toward one's self, depending in what one intends to say. While speaking the words, "Look over there," the sign for "look" would simply be pointed in that direction. While saying, "look me over," the sign would face inward, toward the signer, and move up and down. "Look him over" would require that the sign be turned outward and moved up and down and that the eyes be directed toward the intended person. If referring to an aerial view (from above) the sign would point downward.

Examples:
borrow/lend - toward you or away from the body.
my fault/your fault - toward you or away from you.
advise - toward you if you are receiving advice; away from you if you are advising another.
give - away from you if you are giving; toward you if someone is giving to you.

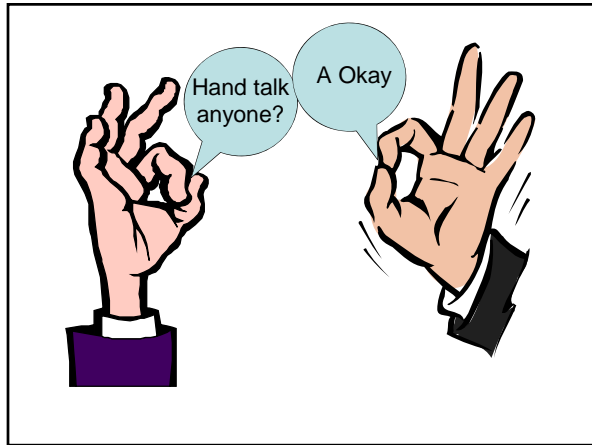
Location Of Signs In A Story

- Signs are placed in specific locations if a story is to be told effectively.

Example: A tree is place on your right. A boy rides a bike toward the tree coming from the left, then climbs the tree. Birds that have been perched on a branch fly away. A cat is sitting below looking up. The sun is shining down on the scene.

- It is important to remember where you have put the tree or you might have the child climbing a tree on the left that you had originally placed on the right. Keep the visual image alive in your mind.











































Religious Sings

• Catholic	• Preach, Preacher, Pastor	• Thee, Thou
• Jew	• Priest	• Lord
• Assemblies Of God	• Priest (Old Testament)	• Christ
• Religion	• Ministry	• Bible
• Church	• Mission, Missionary	• Testament
• Temple	• God	• Chapter
		• Verse



















Religious Sings

 • Gospel	 • Heaven	 • Redeem
 • Trinity	 • Angel	 • Worship, Adore
 • Cross	 • Soul	 • Bless
 • Crucify	 • Spirit, Ghost	 • Anoint
 • Resurrection	 • Commandments	 • Holy
 • Ascension	 • Salvation, Save Savior	 • Divine
		 • Righteous

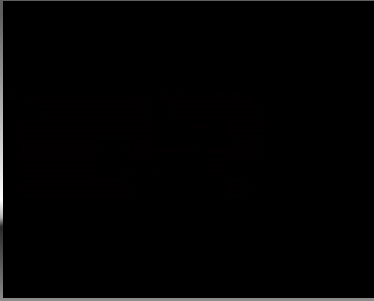
Religious Sings

 • Pure	 • Glory	 • Altar
 • Sanctify	 • Grace	 • Tithe
 • Devil, Satan, Demon (used also for mischievous)	 • Hallelujah	 • Fast
 • Sin	 • Revival	 • Adam
 • Sacrifice	 • Will (God's)	 • Eve
 • Baptism, Immersion	 • Repent	 • Abraham
		 • Moses

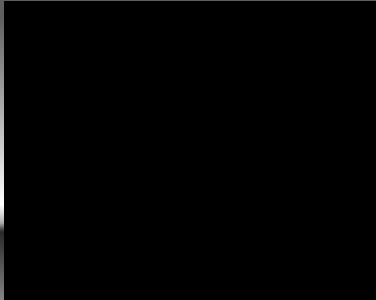
Education

 • School	 • Read	 • Quote, Title, Subject, Topic
 • College	 • Write	 • Idiom
 • Teach, Instruct	 • Language	 • Period, Decimal Point, Comma, Semicolon, Exclamation, Apostrophe
 • Learn, Students	 • Sentence	 • Schedule
 • Study	 • Word	 • Lesson
 • Practice, Training	 • Program	 • Dictionary

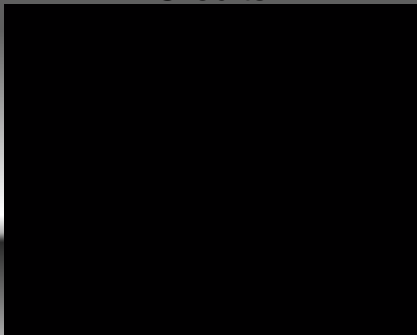
A Saturday at Home



Vacation Signs



Credits



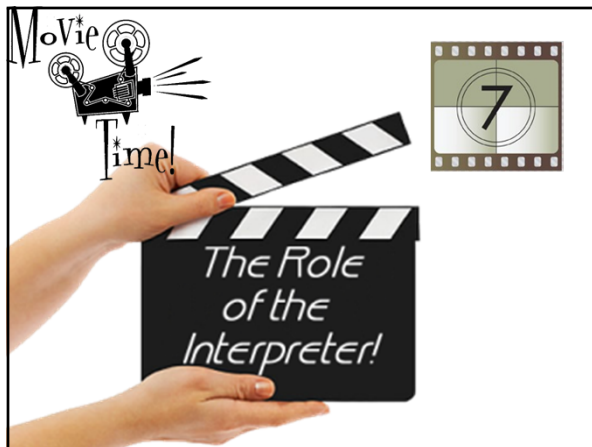
Seeing Double - Practice

- | | |
|------------------------------------------|---------------------------------------------|
| 1. Pluralization & Frequency | 1. How many books do you have? |
| 2. Repetition | 2. I need to set the cups on the table. |
| 3. Pluralizing Pronouns | 3. Did you say woman or women? |
| 4. Plural Signs | 4. I saw their pictures. |
| 5. Incorporating Numbers | 5. I have a 2hr class. |
| 6. Numbers Used With Personal Pronouns | 6. The two of us need to go. |
| 7. Negation | 7. I don't understand. |
| 8. Medical Signs | 8. I am sick with a cold. |
| 9. Signs Placed at Appropriate Locations | 9. I lost my thought. |
| 10. Directionality of Signs | 10. Look me over. |
| 11. Location of Signs in a Story | 11. The cat ran up the tree. |
| 12. Religious Signs | 12. We have Deaf ministry in our church. |
| 13. Education | 13. We learn to read and write at school. |
| 14. A Saturday at Home | 14. I like the table-n-chairs for my house. |
| 15. Vacation Signs | 15. I want to camp on our vacation. |

Sherry's Sign Sessions

Intermediate / Advanced Class





Lesson 7 Agenda

- The Role of the Interpreter



The Role of the Interpreter

- Deaf people often feel:
 - lost
 - left out
 - scared
 - mad
 - frustrated
 - confused, of the hearing world.
- Missionary work – 2 ½ years to learn the language
- Develop a respect for the language
- The interpreters goal?
- Pride...prompts the glorifying and lifting up of man
- Giving God glory. (2 Th 1:11-12) (2 Chron 7:14)
- Sign Language taught me to really worship
- The interpreter is representing the church
- God reads our hearts
- Requirements (Ps 51:10-13)
- He must increase (John 3:30)



Increase - Decrease

- John was the voice of God for the purpose of exalting Jesus as the Word - We are the hands His Spirit flows through
- John called himself a lamp / Jesus was the light - We are a vessel in which the light (Jesus) can manifest himself
- John was only a man / Jesus was the Messiah - We are only interpreters or communicator / Jesus is the Savior
- John knew and accepted his role and fought for no position but was willing - He had the gift of prophesy, to lead, and inspire but John willingly lost his congregation / we need the same willingness John displayed. Take any position which may be asked or appointed for me.
- John pointed the way / We as interpreters may have to point the way

The Role of the Interpreter Questions

- Name 3 things deaf people feel.
- How is an interpreter like a missionary?
- In what way are deaf people most perceptive?
- What is the Interpreters goal?
- What does pride do?
- How do we give glory to God when we interpret?
- How does sign language help us to really worship?
- What is an Interpreter in the church?
- How does God look at our mistakes?
- List the requirements of an interpreter.
- Give 3 points about John and we as interpreters

It's Just A "Phrase" Your Going Through



- Lift him up
 - Lift up your heart
 - Lift up your voice
 - He **lifted** me
 - Love **lifted** me
 - Bless the Lord
 - Glorify thy name
 - Magnify the Lord
 - Worship and adore him
- Question words
"The one **who** delivers us"
 - "Amazing grace **how** sweet the **sound**"
 - Other problems words
"He will **make** a way for you"
 - "Have thine own **way** Lord"
 - "**Fill** us with the Holy Ghost"





What Is It Like To be Deaf?

People are always asking me...deaf hum, how can I explain. Well...I can't hear...oh no wait a second...its much more than that. It is similar to the gold fish in the bowl, always looking at things going on...people talking or like a man on an island all by him self...very isolated. Relatives say hi and by...and that's all, but I sit for hours and hours lonely. They talk about babies and kiss on them, I sit and watch TV to much, read books or help other people se up the food. Naturally curious, I see them laugh, I see them cry and get angry, and I say to people what's going on? They say to me oh...never mind or oh, its not important. Or at best they give me a short version of what they were talking about all day...simple things like that and I'm suppose to smile. Little things that I keep inside...that's all. People are controlling the language and I'm lost with it. I'm not comfortable, I always feel like I'm an outsider among the hearing...even if its not their intention its that I'm always missing out on part of what is going on. On my physical presence is there but I still don't understand. Communication is so important...you know face to face. So if I had to chose between a deaf event and a family event...my deaf friends...I would have to make a choice...what would I chose? Deaf friends - you know why? Because I'm going to enjoy myself, deaf club, deaf church, different things...I can understand...before you know it, wow it's 2 in the morning. I haven't realized the time has gone by. But with family I look at the clock and say please hurry...it just drags by. With deaf people I am normal... smooth communication back and forth, we catch up with news, what's going on how your day goes. I feel more at home with deaf people more so than I do with my own hearing family. You know why...we understand each other. We control the communication environment...people are paranoid and panic and run form us like the pelage...but we are still human...we have needs and we want to belong just like everyone else. This is why we have a deaf culture...we know how each other feels and we cherish our language.

By Holly Ketchum

Code of Ethics for the Religious Setting

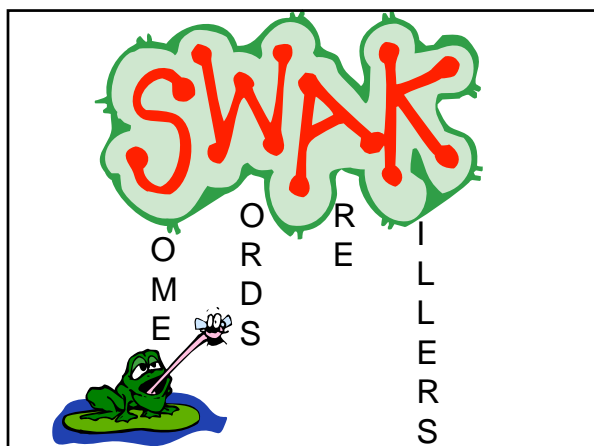
- Confidentiality
- Don't alter the message
- Interpreters shall not counsel, advise or interject personal opinions
- The interpreter should avoid paternalism
- Interpreters shall strive to further knowledge and skills
- Interpreters shall interpret even while not being watched by the deaf congregant if they are in the service
- Requesting compensation is up to the interpreters discretion



Lesson 8 Agenda

- American Idioms & ASL Interpretation





American Idioms & ASL Interpretation

What is an Idiom?

Definition: The assigning of a new meaning to a group of words each of which already had its own meaning.

If you understand every individual word in a text and still fail to grasp what the text is all about, chances are you are having trouble with idioms. For example, suppose you read (or hear) the following.

- Sam is a **real cool cat**. He never **blows his stack**; he hardly ever **flies off the handle**. **What's more**, he knows how to **get away with things**... Well, **of course**, he is **getting on**, too. His hair is **pepper and salt**, but he knows how to **make up** for **lost time** by **taking it easy**. He **gets up early**, **works out** and **turns in early**. He **takes care of** the hot dog stand **like a breeze** until he get **time off**. Sam's **got it made**; **this is it** for him.

A formal translation may read something like this:

- Sam is a **really cool person**. He never **loses control**; he hardly ever **becomes angry**. **Furthermore**, he knows how to **manage his business financially by using a few tricks**. **Needless to say**, he is **getting older**, too. His hair is **beginning to turn gray**, but he knows how to **compensate** for wasted time by **relaxing**. He **rises early**, **exercises** and **goes to bed** early. He **manages** the hot dog stand **without visible effort** until it is **someone else's turn** to work there. Sam's **is successful**; he has **reached his life's goal**.

Idioms

- It's **about time** you got up, Mary. finally
- Children need many thing, but **above all** they need love. most important or list top one
- The kids **acted up** as the stranger rang the doorbell. behaved weird
- It was clear, then **all of a sudden** it started to rain. unexpectedly
- What are you **all shook up** about? what I do? / what's up
- A parent can still be a good parent without being at a child's **beck and call**. homage given / what ever you want
- He had approached every friend for help, and now he was **at one's wits end**. fed up / frustrated
- Bill said he could beat up Bob, but when Bob put up his fists up, **Bill backed off**. hands off / person step back / physical body language
- It is not nice to **bad mouth** people. tease / gossiping / bad mouth
- He would not answer yes or no, but **beat around the bush**. one finger darting around the other
- Trying to get him to change his mind is just **beating your head against the wall**. wordless to listen to me
- It is not right to criticize a person **behind their back**. slap back over shoulder / behind back
- Everything is **black and white** to Bill; if you are not his friend you are his enemy. Black and white / hard in front of face
- To **break the ice**, Sally spoke of her interest in ice-skating. socialize
- All **brown noses** his teachers all the time. brown up on nose

SWAK Idioms Continued **SWAK**

- Money **burns a hole** in Linda's pocket. hands slip out of pocket - blow on hands - money gone
- After a year of hard work, Betty was **burned out**. chin gone - throw out from chest
- The two men had been enemies for a long time, but after the flood they **buried the hatchet**. forget both hands
- Bob's weakness in his ankles was **cross to carry**. inside hold it in one hand or 2 hands
- Wasting good advice on people who won't listen is like **casting pearls before the swine**. point to ear throw it away
- Jesus said the person without sin could **cast the first stone**. blame (point out others fault)
- Mark was too much of a **cheapskate** to contribute to the fund. selfish with money
- Ralph wanted to ask Bonnie for a dance, but he got **cold feet**. nervous with legs (fingers shaking) or biting nails
- Finally, Paula **came to her senses** and realized her mistake. thought pop up - surprise
- And it **came to pass** that Jesus saw the multitude and had compassion on them. happen
- She tried to **cover up** for the fact that she could not even spell her own name. cover fist over
- At first Bob was puzzled by Mary waving, but then it **crossed his mind** that she was trying to tell him something. Mind pop up
- She was **dead tired** at the end of the day. worn out
- The boys and girls were **down in the dumps** when their team lost the game. depressed
- When it came time to introduce my neighbor, I **drew a blank** on his name. thought left - empty mind
- Bob likes hanging out with the **far out** group. gone - (S hand goes to s) fancy

SWAK

SWAK Idioms Continued **SWAK**

- Fed up with it *back of hand to chin*
- Figure out - Food for thought *mull over in mind*
- Forever and a day *waiting*
- No interest *touch nose - thumb flips to x*
- Freak out *berserk - point to mind...miss*
- Way back *finger moving back over shoulder*
- Get a move on *hurry up - shoo, shoo*
- Get over it *finish - move on*
- Hitting a brick wall *point finger hits hand - falls*
- Can't get through thick head *mind is blocked*
- In a fog *vague mind or mind confused*
- In cold blood *touch heart - tough*

Idioms Continued **SWAK**

- He is always **behind the times** when it comes to new developments. behind technology
- He is **bent** on buying a new car no matter what else he must sacrifice. decided
- The fact that you arrived late is **beside the point**. doesn't matter / not the point
- We had **better than** a hundred people attend the meeting. more than
- His qualifications for the job are **beyond question**. no doubt
- Why did Bob **blow up** during the meeting? read blow up (S-hand blow off lid)
- The problem **boiled down** to a lack of interest in the project. point what
- Some people say that redhead have a **low boiling** point. hot mind
- We ran out of **doe / bread** (money) and had to return home. money gone / broke
- Operator, could you **break in** on the phone call? interrupt
- How do you **break off** a conversation with an incessant talker? interrupt or separate
- Jim and Jane **broke up** last week. break up
- Fred **broke out** with hives. spread out over body
- I **broke from** the group when I heard they began to advocate violence. detached / jumped out
- He **brought about** many changes in his lifetime. caused

SWAK



Lesson 09 Agenda

- Religious Terms and Idioms

Religious Terms and Idioms

- *Pharisees* – Jewish Religious Group (religion with a "P")
- *Saducees* – Old Testament (OT) group who follow only first five books of OT
- *Circumcise* – To cut off the foreskin (one thumb cuts around the top of the other thumb)
- *Incense* – "Our prayers are as an *incense* before him" (**sweet + smell + smoke**)
- *The Anointed One, The Messiah* - (Jesus Christ if Christian - If Jewish **Holy One** or **save + person**)
- *Son of Man* – (**Jesus**)
- *It came to pass* – (**happen**)
- *Idols* (**statue** with "I")
- *Atonement* – Jesus became our *atonement* (**sacrifice for sin** if Christian; it Jewish **animal sacrifice**)
- *Be fruitful and multiply* – (**Do good and succeed**)
- *Sabbath day* – (**Holy + day**)
- *Miracle* – (**Wonderful +work**)
- *Jerusalem, Bethlehem, Galilee, Zion*, first letter ("J" + **city**)
- *Hebrew* – **Jewish + language** or *Hebrew people* – (**God + Special + people**)
- *Daughter of Zion* – Early name for Jerusalem (**Z + city**)
- *Holy of Holies* – (**Most + holy + place**)
- *New Covenant* – (**New + agreement**)
- *New Jerusalem* – The bride of Christ (**New + J + City**)
- *Sanctify* – (**Make holy**)
- *Bridle* – (**Control**)

SWAK How Do You Interpret **SWAK**
 These Idioms?

- Wide eyed and bushy tail
- I'm goanna tear thing up today
- If that be the case
- When my dad lit me up
- We'd all be a Menace
- Like Alkaloids heal
- Straighten me out
- Pleased as punch
- I was out of sync
- We meant business
- Knocking at your door
- You're my sweetie pie
- You knuckle head
- Woke up on the wrong side of the bed
- Grew up cutting your teeth on the pew
- I was locked up tight
- Dead hogs don't squeal
- If I get carried away
- Some things I had to swim thru
- Rub shoulders with world
- Like pulling hens teeth
- Pull yourself up by your boot straps
- Two dumb's don't make smart

SWAK

Movie Time!

Sign... or Say!

Lesson 10 Agenda

- English vs ASL

Sherry's Sign Sessions
 In Progress

Fingerspelling Stories

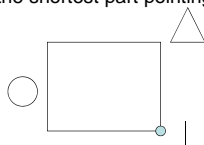
- FLOWER - spell flower as it grows from the ground smell flower
- WATER FALL - spell water fall starting at the top of arm continue down arm end up fall, falling- over the end of the arm
- GOLF - the letter G holds the ball - the ball is the O the letter L is the putter rocks back and forth then the letter O changes to F as the ball fly's away
- ROCKET - spell rocket as it takes off from ground O
- BOUNCE - spell bounce as the letters bounce down your arm
- LEAF - spell leaf as it falls from a tree
- TIRED - rub your eyes with the letter T continue down the body with I R E end up with D like depressed
- APPLE - spell apple as it falls off a tree then polish the apple on shirt and take a bite
- TEAR DROOP - start at eye with sad face - end with splash
- BALLOON - start with both hand at mouth and expand as you continue spelling balloon
- LONG HAIR - shake head then start at the top of your head and spell long hair as you go down your hair
- SNOW - start above head act like snow is falling and slowly spell snow in a floating motion
- FLY - start with the letter F out away from your face as you move close to your face in a flying motion end with Y on your nose
- DIVE - spell dive as you bounce letters on dive board end up with E in water
- YO-YO - spell YO-YO as you make motion as a yo-yo
- SMILE - spell smile with both hands as you draw a smile on your face

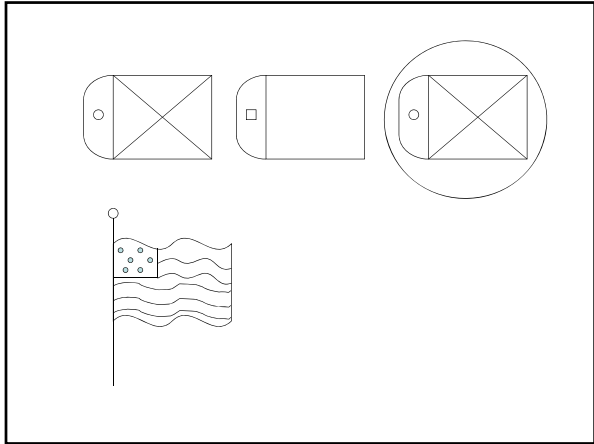
Mime These – This is ASL

- My house
- My neighbor
- My family
- My car
- My job
- The wormy apple
- The velvet dress
- The marching band
- At the parade

English verses ASL

- In the middle of the paper - draw a two inch square
- On the top right corner of the square - draw a triangle less than 1/2 the size of the square
- At the left of the square - draw a circle about the size of a quarter
- Underneath the square - draw an L lying down with the shortest part pointing up





What Do People Think About Deafness

- Some of the myths about deafness.
 - 1. All hearing loss is the same
 - 2. A hearing aid restores hearing
 - 3. All deaf people want healed
- What is ASL MLS PSE SEE MCE?
- Do we use words we don't mean? Like what?
- What do hearing people assume about deaf people?
- What is the first thing we need as interpreters?
- What are we handling as interpreters?
- What do interpreters have the opportunity to do?
- **English: Acts 2:1-4**
- *And when the day of Pentecost was fully come, they were all with one accord in one place. And suddenly there came a sound from heaven as a rushing mighty wind, and it filled all the house where they were sitting. And there appeared unto them cloven tongues like as of fire, and it sat upon each of them. And they were all filled with the Holy Ghost, and began to speak with other tongues, as the Spirit gave them utterance.*
- **ASL: Acts 2:1-4**
- *Now happen Pentecost day all Jew people gather place. Happen sound heaven sound wind filled room like fire individuals flame (on head). People spread all fill Holy Spirit speaking tongues.*
- What do interpreters interpret?
- What do interpreters need to have?
- Will interpreters be criticized? By who?
