

# 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 19<sup>th</sup> 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 10<sup>th</sup> 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.

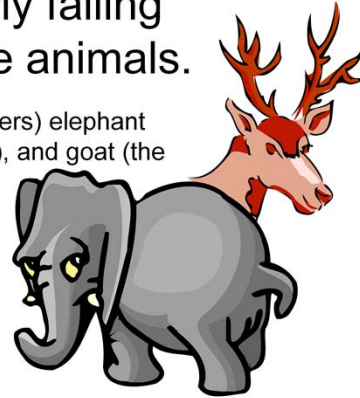


## Iconic Signs

- 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...deer, the (antlers) elephant (the trunk), donkey (the ears), and goat (the beard and horns).



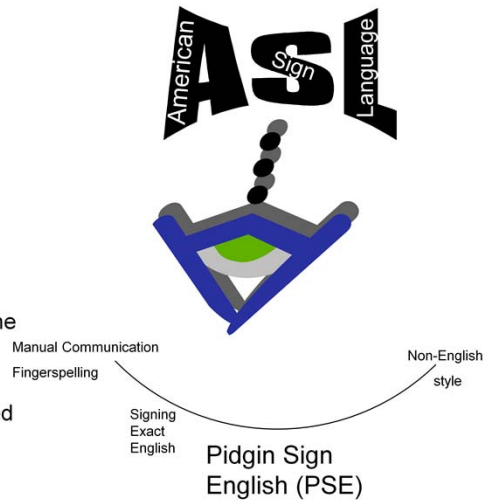
## Sign Represented By Actions

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

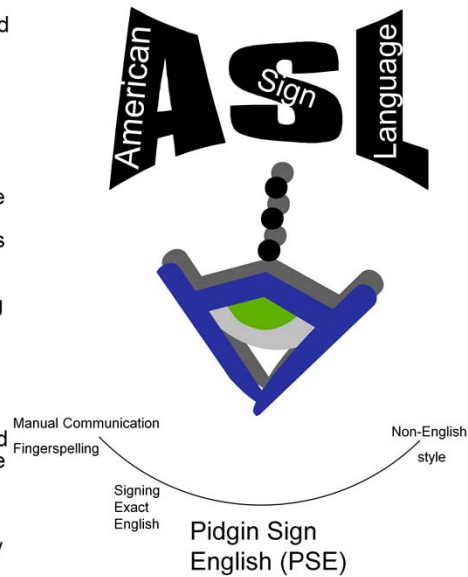


# Signing on the Continuum

- *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 there 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 end 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.





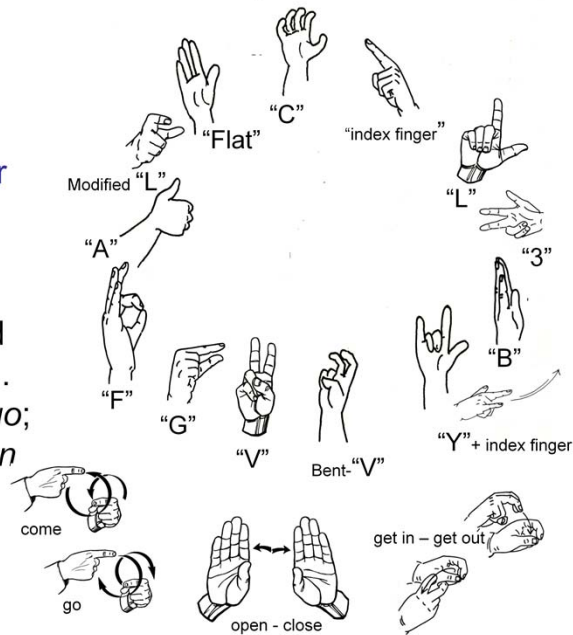
## Distinctive Hand-shapes



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.





## 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.

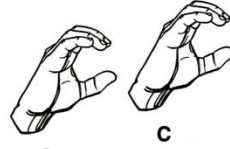


# Fingerspelling Fingerspelling

- 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.

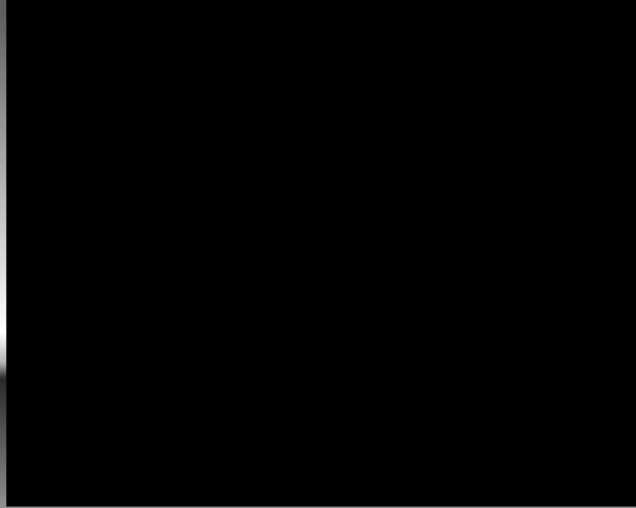


## Fingerspelling

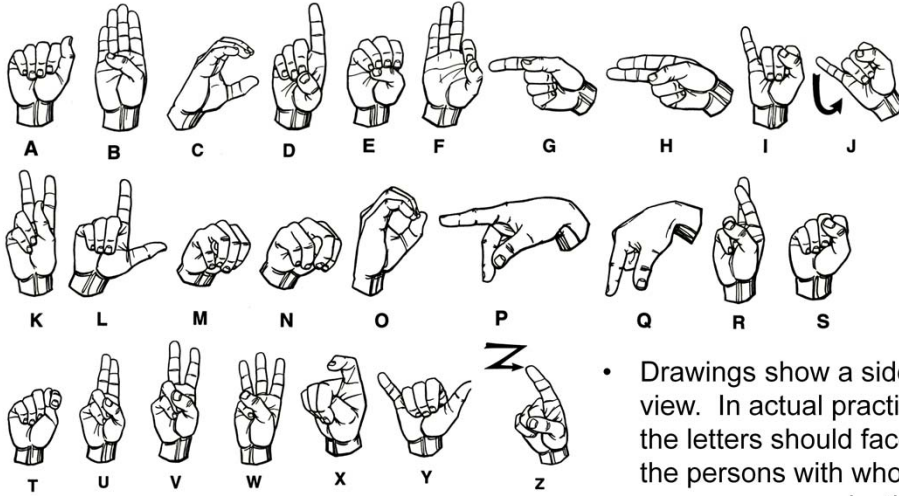


- **Double Letters** – when double letters are formed the hand is opened slightly before repeating the second letter of the series. Letters such as “c” and “i” are already open and are simply moved from left to right with a very slight bounce.
- **Capitalized Abbreviations** – To distinguish a word from 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

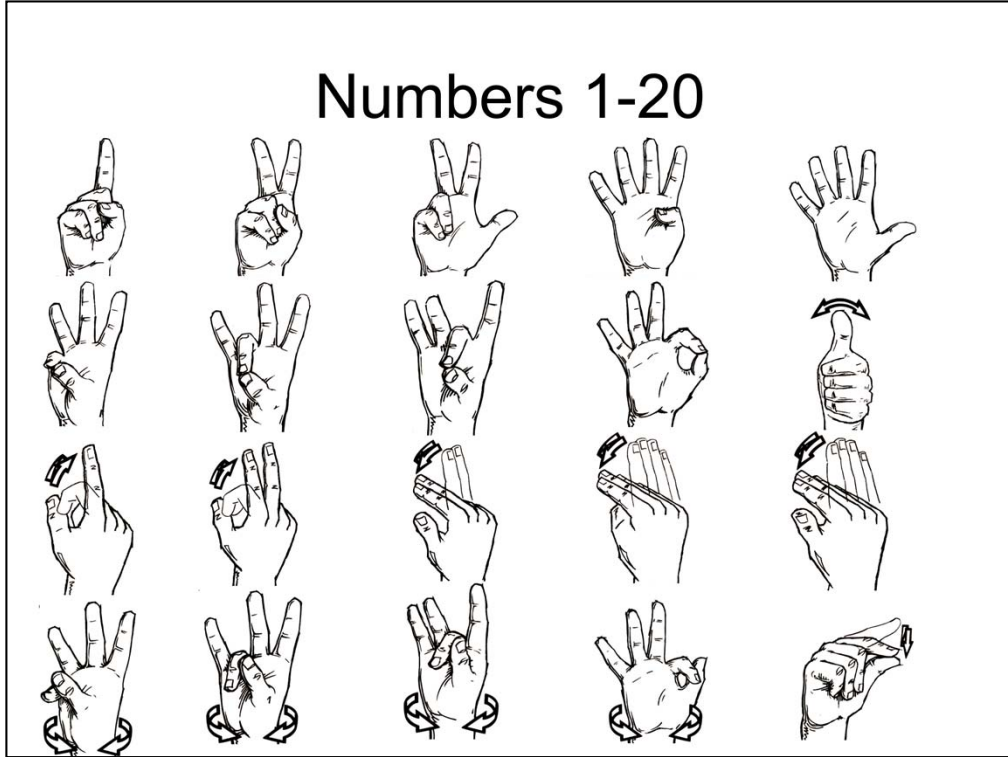


- Drawings show a side view. In actual practice the letters should face the persons with whom you are communicating.

# Number Signs



# Numbers 1-20





## 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 clasping 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



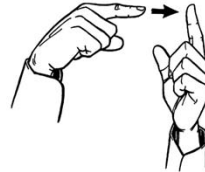
- **is** – Origin: The initial suggests the word and the action indicates a breathing person.



- **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.

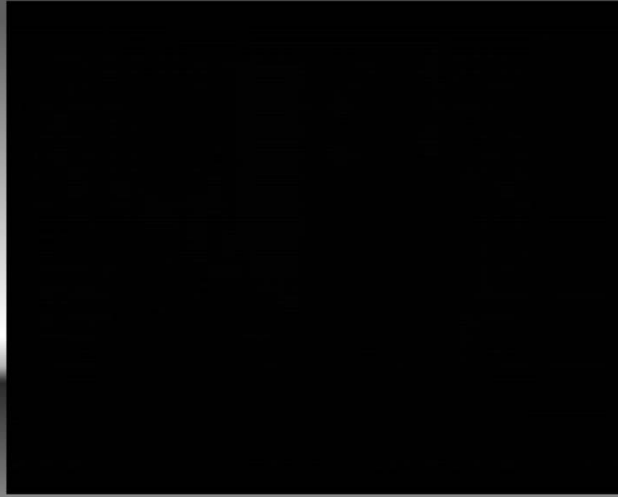


- **the** – Origin: The initialized hand, context, and lipreading will convey the meaning.



- **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.



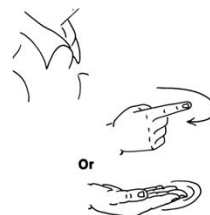
- **Me** – indicating self. This sign is also used for the personal pronoun "I".



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



- **You** – Origin: natural sign.

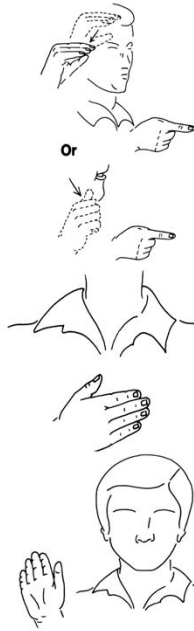


- **They, Them, Those, These** – Origin: indicating the object.

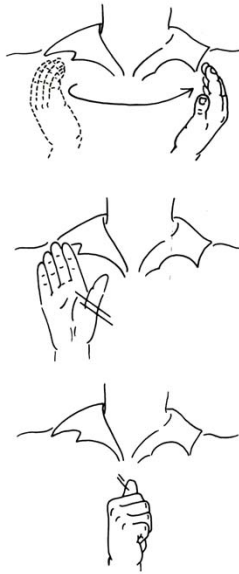


- **This** – Origin: pointing to a specific object

# 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



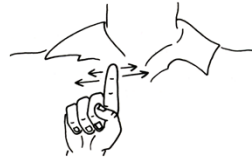
- **Ourselves** – Origin: Sign “our” and “self”.



- **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



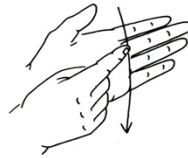
Question words are all formed in natural space.

# Pronouns, Question Words, & Endings

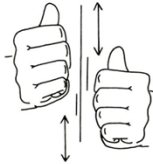
## Continued



- **Who** – Origin: refers to the lip formation.



- **What** – Origin: the fingers of the left hand suggest alternative ideas to choose from.



- **Which, Whether** – Origin: Is it this hand or that one?



- **Why** – Origin: the Y hand coming from the mind suggests a question by its phonetic link to *why*.

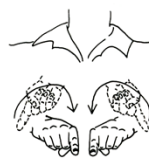


- **How** – Origin: as if turning seams up to see the inside edges.



- **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.

Or

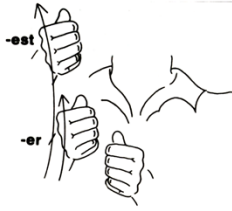


# Pronouns, Question Words, & Endings

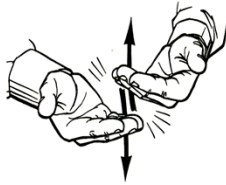
## Continued



- **Where** – Origin: The right index finger seems undecided as to *where* to settle.



- **-er, est** – Origin: one is shown to be higher than the other.



- **Whatever, No Matter, Anyway, However, Nevertheless, Wherever, Make No Difference, Indifferent, In Spite Of** – Origin: a vague type of action that suggests many possibilities.



- **“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”).



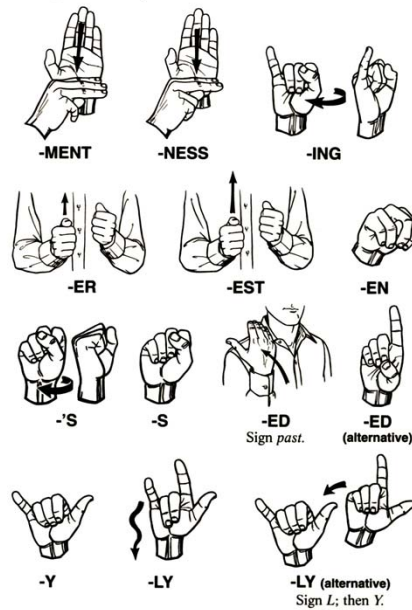
# Occupations



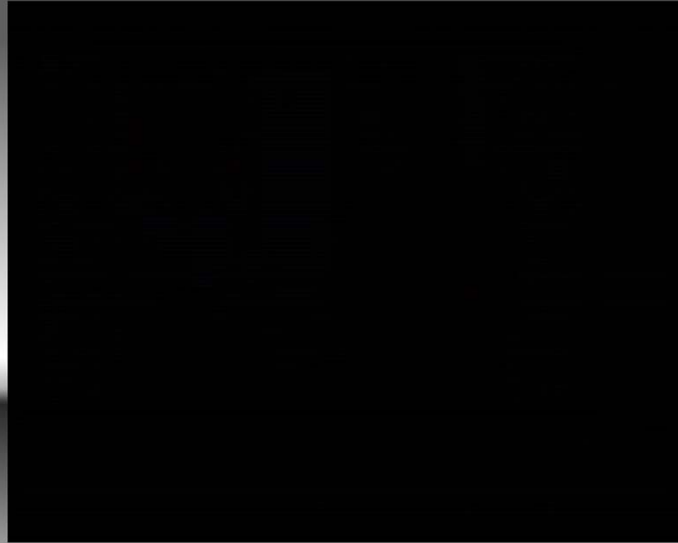
Person Markers

# Inflections

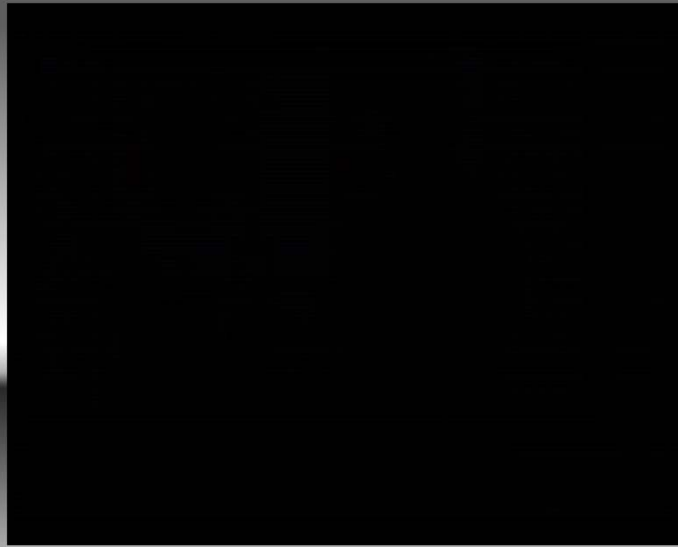
- Here are some of the word endings commonly used. They may be added to the basic signs for more exact expression when appropriate. *Note:* Possessives and plurals are frequently omitted by most signers. However, they may be used for the purpose of conveying exact English syntax when required.



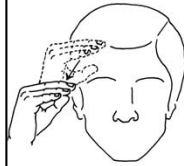
## Male & Female Signs



## Family Signs



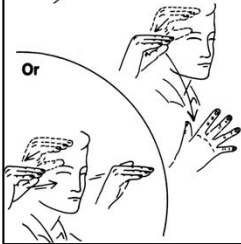
# Family Relationships



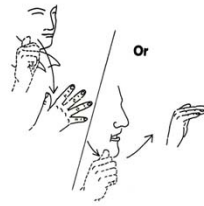
- **Male** –  
Origin: tipping the hat.



- **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

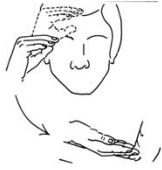


- **Boy** –  
Origin: a male of small stature.



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

# Family Relationships Continued



- **Son** –  
Origin: a male baby.



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



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



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



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



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

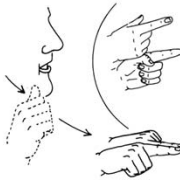
# Family Relationships Continued



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



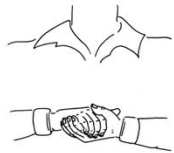
- **Husband** –  
Origin: a  
male who is  
married.



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



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



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

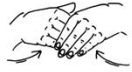


- **Engagement  
(To be  
married)** –  
Origin: the  
engagement  
ring.

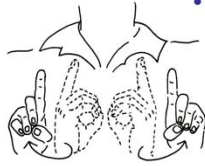
# Family Relationships Continued



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



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



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



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



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



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

# Family Relationships Continued



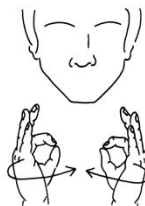
- **Nephew** – Origin: an initial sign at the location of the “male” sign.



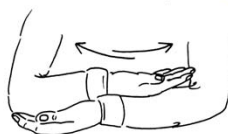
- **Niece** – Origin: an initial sign at the location of the “female” sign.



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



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



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



- **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.



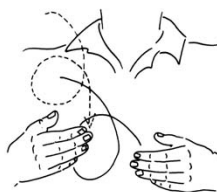
- **Twins** – Origin: the two “T” positions on the same chin indicate the meaning.



- **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”.

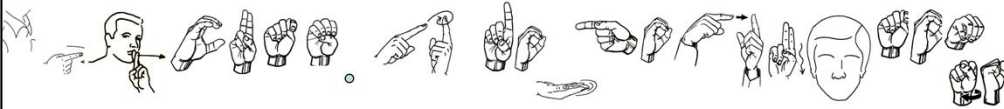


- **Generation, Descendants, Posterity** – Origin: The movements symbolizes descending steps.



- **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



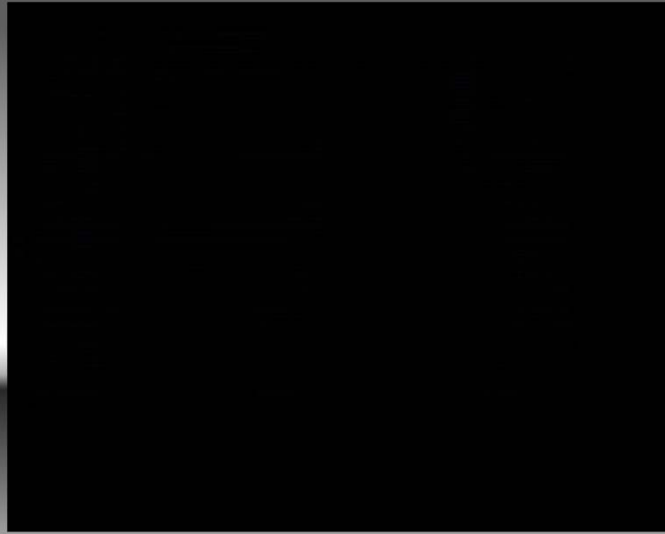
- **It is common** for new signers **to have difficulty understanding other persons signing to them.** This is true of spoken languages as well. You may have learned French and felt you spoke it very well only to find you were not able to understand a word the Frenchman said to you when you arrived in 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



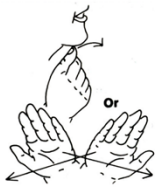
# G Initializing Signs W

- 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.



- **Each Other, Fellowship, Socialize** – Origin: thumbs represent people.



- **Anything** – Origin: Sign “any” and “thing”



- **That** – Origin: *that* is often used in relation to asking or answering a question. The Y hand suggest the interrogative *why?*



- **Other, Another** – Origin: the thumb is pointing in the direction of another person.



- **Everyone, Everybody** – Origin: sign “each” and “one”.

# Small Words



- **yes** – Origin: The fist, representing the head, nods in agreement.



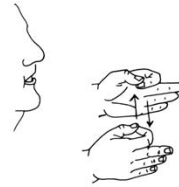
- **get** – Origin: Suggest taking hold of something and drawing it to oneself.



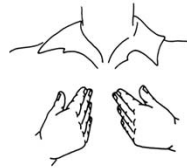
- **no** – Origin: Suggests a combination of the signs for N and O.



- **from** – Origin: Suggest pulling back *from* something.



- **if** – Origin: The movement suggests scales that may tip one way or the other.



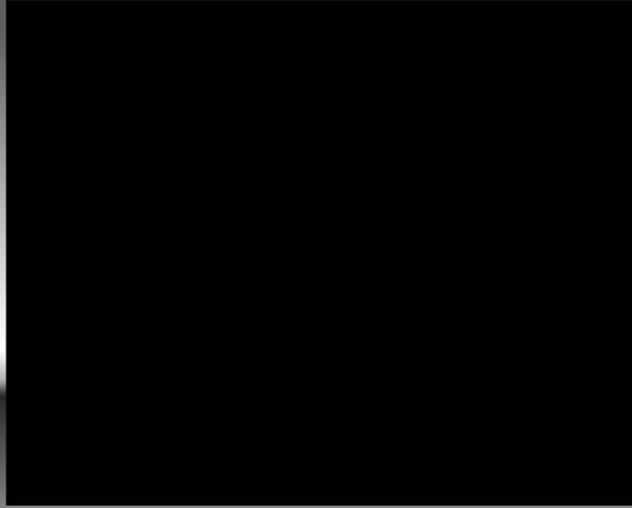
- **have, had has, own** – Origin: Symbolizes pointing out personal ownership.

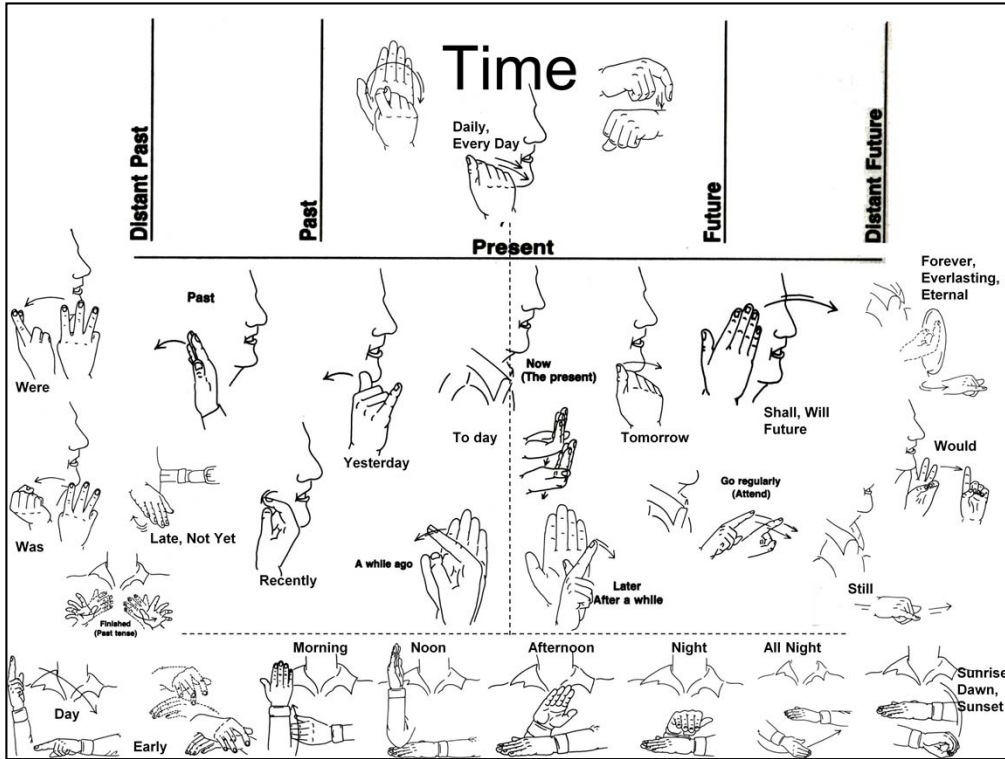
## Contractions Used to Form the Negative



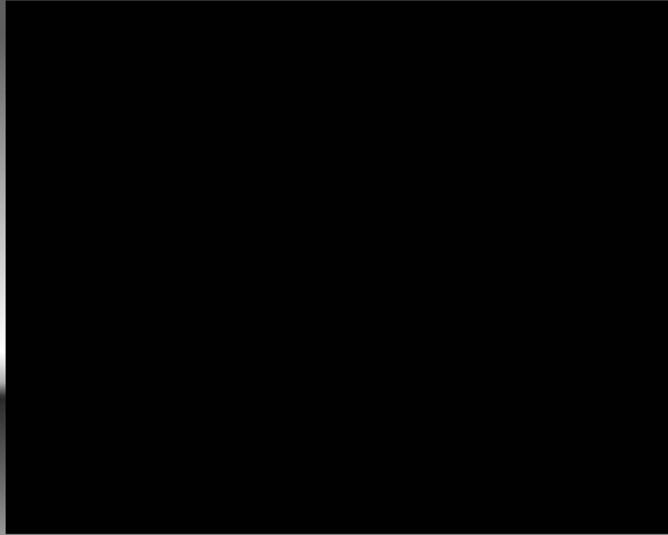
- When contractions are used to form a negative in the English language, the signer simply signs “**not**” instead of signing the two words that form the contraction.  
Examples: *haven't, hasn't, hadn't, isn't, aren't, wouldn't, won't, don't, didn't.*
- In these instances the signer simply says any of the above words, with a questioning look on his face, while signing “**not**”.

## Time Of Day Signs





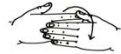
## Calendar Signs



# Time



- **Next** – Origin: over and on the other side of the object.



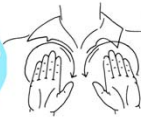
- **Your Turn, Take Turns** – Origin: Place the “L” before you palm out; make a quick turn to a palm-in position, the thumb of the “L” hand pointing toward the person whose turn it is.



- **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 Signs





# Time



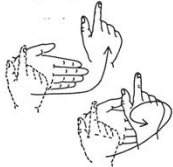
- **Hour** – Origin: representing the minute hand of the clock.



- **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..

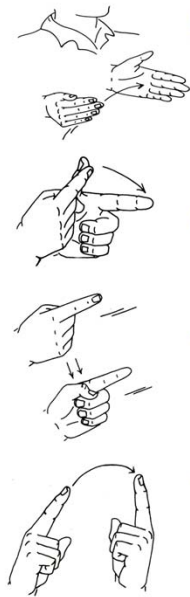


- **Next Year, Last Year, Annual** – Origin: for annual sign next year several times.

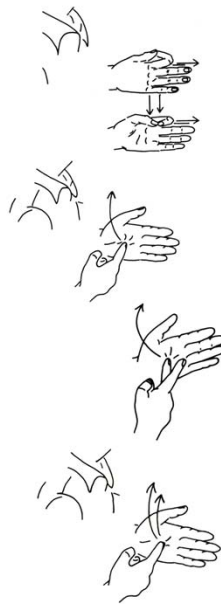


- To indicate frequency, the sign is simply repeated.

# 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



• Eat & eat



• Stood & stood



• Coughing again and again



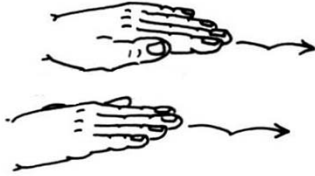
• To dwell on



• 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,*

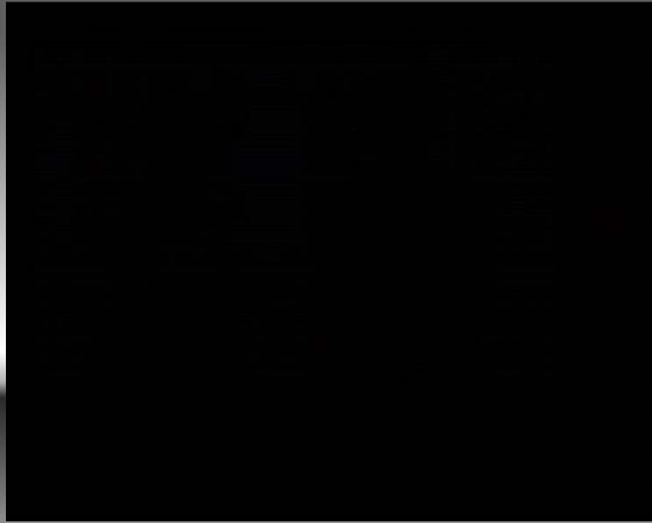
*rain / raining hard.*

- When an action is performed several times, the [sign is repeated](#) several times.





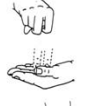









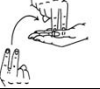


Examples: He *walks* every where.  
He *runs* where ever he goes.  
We *met* people all day long at the convention.  
She *reads* all the time.



# 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)
	• Lie, Recline		• Drown, Sink	Or	• Run (run the race)
	• Get Up, Arise		• Sit, Chair		• Escape, Run Away



# Physical Movement and Travel Continued

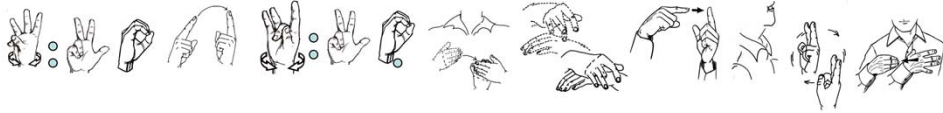
	• March		• Chase		• Vacation, Holiday, Retire
	• Kick		• Lead, Guide		• Visit
	• Awkward, Clumsy		• Depart, Leave, Withdraw		• Suitcase
	• Stray, Deviate, Divert, Off the Point		• Leave, Neglect, Abandon		• Automobile, Car, Drive
	• Pass		• Arrive, Reach, Get To		• Ride
	• Follow, Follower		• Travel, Trip, Journey		• Get in, Get out, Remove oneself



# Physical Movement and Travel Continued

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

# Practice Sentences





## Lesson 4 Agenda

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



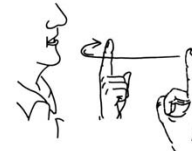
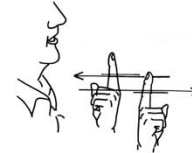
## Classifiers / Size / Shape Specifiers

- 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*.



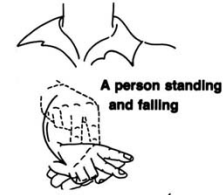
## Classifiers / Size / Shape Specifiers

- 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*.



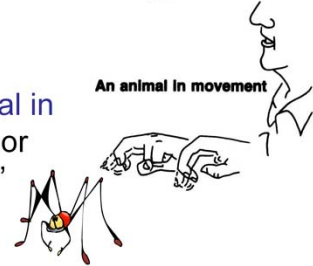
A person standing and falling

- 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.



An animal in movement



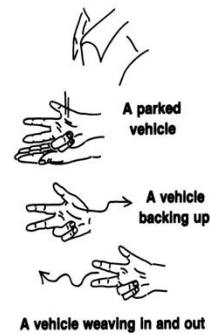
An animal sitting up

# 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:

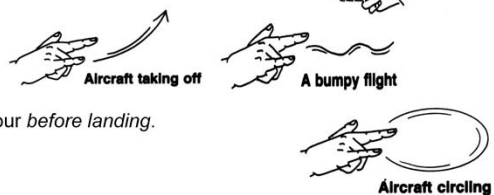
I bought the car, drove home, and *pulled into the garage*.  
 Several cars were parked *behind each other* waiting for the party.  
 The car *wove in and out of the lanes*.  
 We saw the tractor *flip over and land on its side*.  
 We looked for a place to *park* and found one and *backed in*.



- The “Y” handshape with index finger extended represents winged air craft. The handshape represents the direction, movement, or location of aircraft.

Examples:

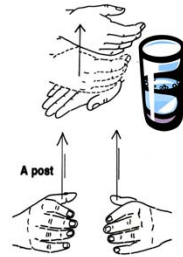
The plane *took off*.  
 Our flight was *bumpy*.  
 We *circled over* New York for an hour *before landing*.



# Classifiers / Size / Shape Specifiers

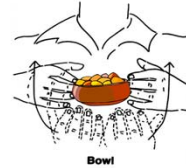
- The “C” handshape represents glasses, cups, bottles cans. The palm side of the “C” faces left, with the little-finger side down, and the hand is raised to the approximate height of the object.

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.

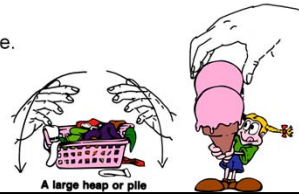


- The “C” handshape represents small piles, or heaps. The “C” handshape, palm side down, represents scoops of ice cream, a heap of food, etc.

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

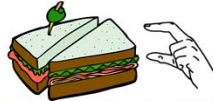
- The "G" handshape is used to show a thin layer, small width, or small amount. The "G" represents things such as thin layer of icing on a cake, an edging, a picture frame.

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

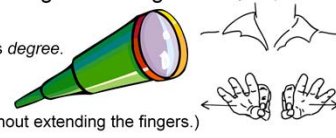
- The "A" handshape represents stationary objects. The "A" handshape with the thumb pointing up represents stationary objects and their placement. This classifier is used to represent vases, lamps, statues, buildings, etc.

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*.



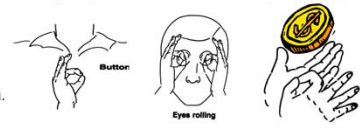
- Two open "F" handshapes represent long thin objects. Both hands form the "O" handshapes (other fingers extended) and are pulled apart to indicate the length of a long thin object, such as a pole, stick, degree, telescope.

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.

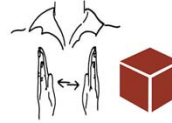
Examples: I bought a new toothbrush (fingerspell) and *put it in the holder*.  
 Pencils (fingerspell) were *lying all over* my desk.



# Classifiers / Size / Shape Specifiers

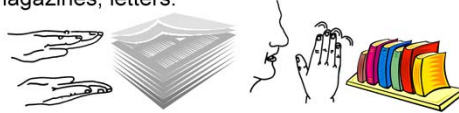
- The "B" handshape represents height and width. Both hands in an open, flat position, palms facing each other, show the height or width of piles of paper, books, or magazines; the depth of water or of a box; etc.

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.

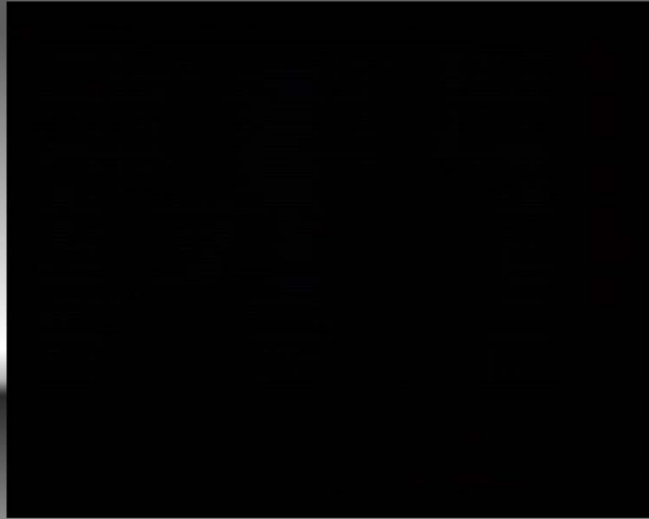
Examples: The lake was as *smooth* as glass.  
We saw a *dip* in the road.









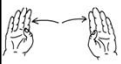




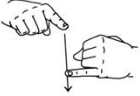


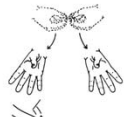



- The handshapes shown in the Classifier Section and the examples given are intended as only as introduction to their use. Observed expert users of sign language, particularly deaf persons, and watch for these descriptive handshapes.



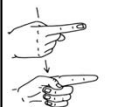







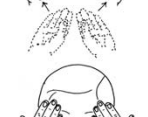



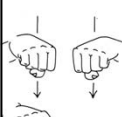


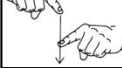


## Preparations Pairs



# Opposites

	• Question		• With		• Participate, Join
	• Answer, Reply, Respond		• Without		• Quit, Resign
	• Open		• Long		• First
	• Close, Shut		• Short		• Last
	• Good, Well		• Start, Begin, Commence		• Lose, Lost
	• Bad		• Stop, Cease, Quit		• Find

# Opposites

	<ul style="list-style-type: none"> <li>• Right, Correct</li> </ul>		<ul style="list-style-type: none"> <li>• Before, In Advance</li> </ul>		<ul style="list-style-type: none"> <li>• Improve</li> </ul>
	<ul style="list-style-type: none"> <li>• Wrong, Mistake, Error</li> </ul>		<ul style="list-style-type: none"> <li>• After, Thereafter</li> </ul>		<ul style="list-style-type: none"> <li>• Worsen, Deteriorate</li> </ul>
	<ul style="list-style-type: none"> <li>• Easy, Simple</li> </ul>		<ul style="list-style-type: none"> <li>• Ahead</li> </ul>		<ul style="list-style-type: none"> <li>• Light, Bright, Clear, Obvious</li> </ul>
	<ul style="list-style-type: none"> <li>• Difficult</li> </ul>		<ul style="list-style-type: none"> <li>• Behind</li> </ul>		<ul style="list-style-type: none"> <li>• Dark, Dim</li> </ul>
	<ul style="list-style-type: none"> <li>• Can, Able</li> </ul>		<ul style="list-style-type: none"> <li>• Positive, Plus</li> </ul>		<ul style="list-style-type: none"> <li>• Appear, Show UP, Pop Up</li> </ul>
	<ul style="list-style-type: none"> <li>• Can't</li> </ul>		<ul style="list-style-type: none"> <li>• Negative, Minus</li> </ul>		<ul style="list-style-type: none"> <li>• Disappear, Drop Out</li> </ul>

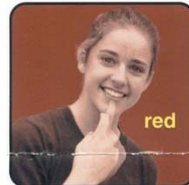
# Location and Direction

	• 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

In spoken language we differentiate intensity of color by the addition of words, for example, deep blue, bright red, a... When signing, these colors that are mislabeled simply require a more intense sign from the wrist when a strong color is intended. The signs for bright red and deep pink are simply given added emphasis when drawn down over the mouth. Facial expression also becomes more intense with eyes opening wide for bright colors and squinting for dark 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.                               |

### Right or Wrong Practice

Sign the sentences on the right side of the slide. If you have any problem refer back to the lesson topic on the left side of the slide.



## 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 sentences *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.

<u>Noun</u>	<u>Verb</u>
 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*.



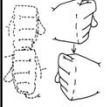









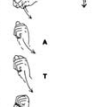
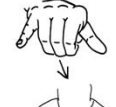






# Weather Signs



# Nature

	<ul style="list-style-type: none"> <li>• Spring, Grow</li> </ul>		<ul style="list-style-type: none"> <li>• Universe</li> </ul>		<ul style="list-style-type: none"> <li>• Land</li> </ul>
	<ul style="list-style-type: none"> <li>• Summer</li> </ul>		<ul style="list-style-type: none"> <li>• Natural, Nature, Normal</li> </ul>		<ul style="list-style-type: none"> <li>• Water</li> </ul>
	<ul style="list-style-type: none"> <li>• Fall, Autumn</li> </ul>		<ul style="list-style-type: none"> <li>• Sky, Heavens</li> </ul>		<ul style="list-style-type: none"> <li>• Rain</li> </ul>
	<ul style="list-style-type: none"> <li>• Winter, Cold, Chilly</li> </ul>		<ul style="list-style-type: none"> <li>• Sun</li> </ul>		<ul style="list-style-type: none"> <li>• Snow</li> </ul>
	<ul style="list-style-type: none"> <li>• Earth</li> </ul>		<ul style="list-style-type: none"> <li>• Moon</li> </ul>		<ul style="list-style-type: none"> <li>• Flood</li> </ul>
	<ul style="list-style-type: none"> <li>• World</li> </ul>		<ul style="list-style-type: none"> <li>• Star</li> </ul>		

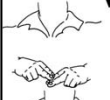

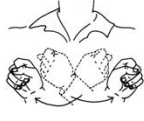















# Verbs and Related Words

	• 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

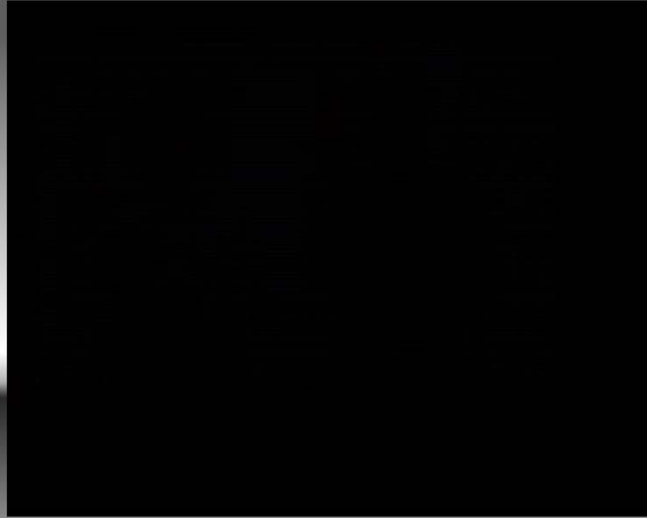
# Verbs and Related Words

	<ul style="list-style-type: none"> <li>• Change, Adjust, Adapt</li> </ul>		<ul style="list-style-type: none"> <li>• Meeting, Assemble, Gather</li> </ul>		<ul style="list-style-type: none"> <li>• Win</li> </ul>
	<ul style="list-style-type: none"> <li>• Become, Grow, Get</li> </ul>		<ul style="list-style-type: none"> <li>• Scatter, Spread</li> </ul>		<ul style="list-style-type: none"> <li>• Succeed, Effective, Finally</li> </ul>
	<ul style="list-style-type: none"> <li>• Choose, Choice, Select, Pick</li> </ul>		<ul style="list-style-type: none"> <li>• Completed</li> </ul>		<ul style="list-style-type: none"> <li>• Postpone, Procrastinate, Delay, Put Off</li> </ul>
	<ul style="list-style-type: none"> <li>• Welcome Invite</li> </ul>		<ul style="list-style-type: none"> <li>• Praise, Applaud, Clap</li> </ul>		<ul style="list-style-type: none"> <li>• Send</li> </ul>
	<ul style="list-style-type: none"> <li>• Introduce</li> </ul>		<ul style="list-style-type: none"> <li>• Celebrate, Triumph, Victory, Festival, Hail, Hooray, Anniversary</li> </ul>		<ul style="list-style-type: none"> <li>• Call</li> </ul>
					<ul style="list-style-type: none"> <li>• Willing</li> </ul>

## 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 Sings



# Food And Related Words



• Eat, Food



• Drink



• Hungry, Crave, Starved



• Thirsty



• Delicious



• Breakfast



• Lunch



• Dinner



• Restaurant



• Fry, Cook



• Bread



• Milk



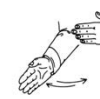
• Coffee



• Tea



• Chicken



• Fish

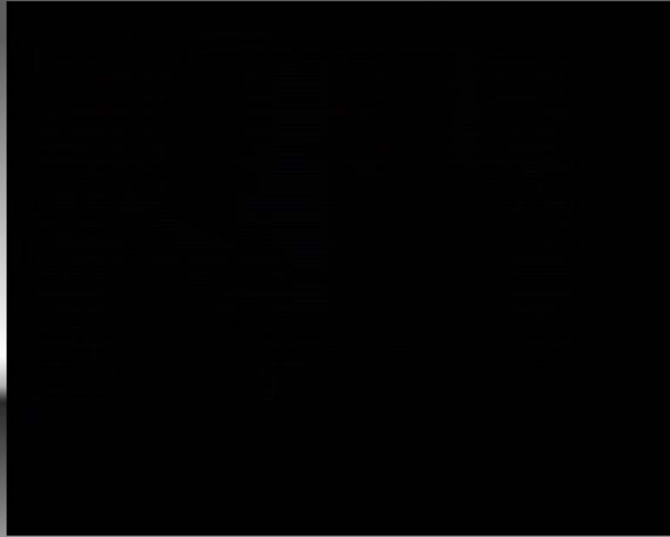


• Egg



• Hamburger

# Picnic Signs



## 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<br>applaud change support<br>liberty. |
| 7. Meal / Food Signs                            | 7. What are you eating?                                   |
| 8. Picnic Signs                                 | 8. Salt and Pepper  |

### Don't Fall for Words – Fall for Action Test

Sign the sentences on the right side of the slide. If you have any problem refer back to the lesson topic on the left side of the slide.



## Lesson 6 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).

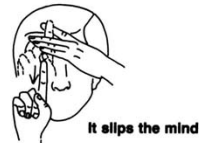
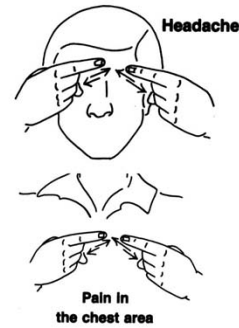
*Know/don’t know* (The sign for “know” is turned outward).

# Medical Signs



## 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 “*popup/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.)



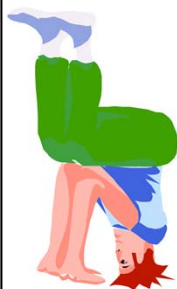
# Directionality Of Signs



- **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.

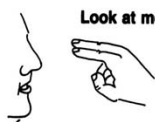
Examples: *borrow/lend* - toward you or away from the body.  
*my fault/your fault* - toward you or away from you.  
*advise* - toward you if you are receiving advice; away from you if you are advising another.  
*give* - away from you if you are giving; toward you if someone is giving to you.



### Look up



### Look at me



### Look back



### Look at each other



### Look down

## Location Of Signs In A Story

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








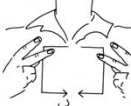



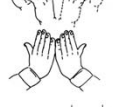







**Example:** *A tree is placed on your right. A boy rides a bike toward the tree coming from the left, then climbs the tree. Birds that have been perched on a branch fly away. A cat is sitting below looking up. The sun is shining down on the scene.*

- 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.













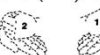





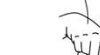











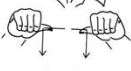












# Religious Sings

	• 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

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



- College



- Teach,  
Instruct



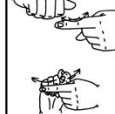
- Learn,  
Students



- Study



- Practice,  
Training



- Read



- Write



- Language



- Sentence



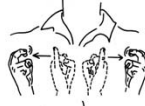
- Word



- Program



- Quote, Title,  
Subject, Topic



- Idiom



- Period,  
Decimal  
Point,  
Comma,  
Semicolon,  
Exclamation,  
Apostrophe



- Schedule



- Lesson



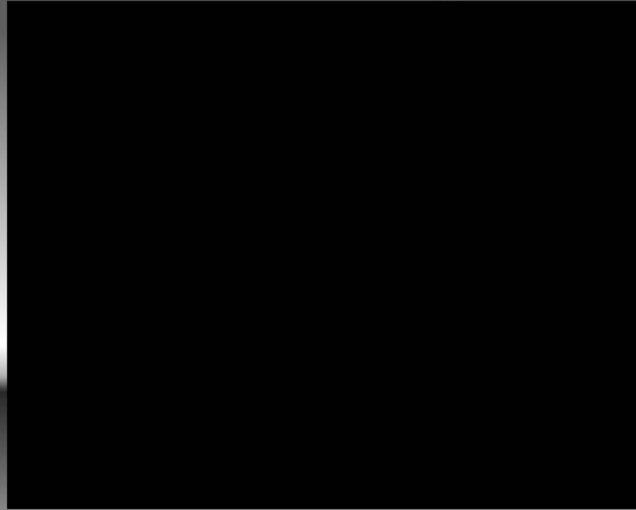
- Dictionary



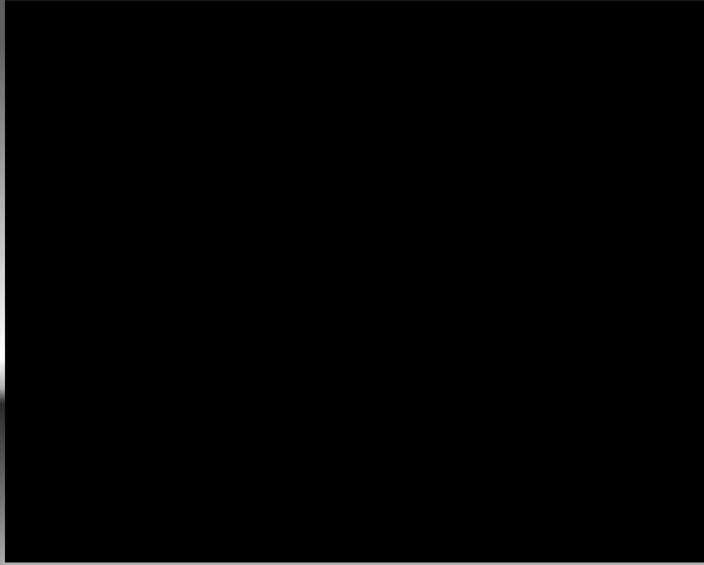
# A Saturday at Home



## 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.         |

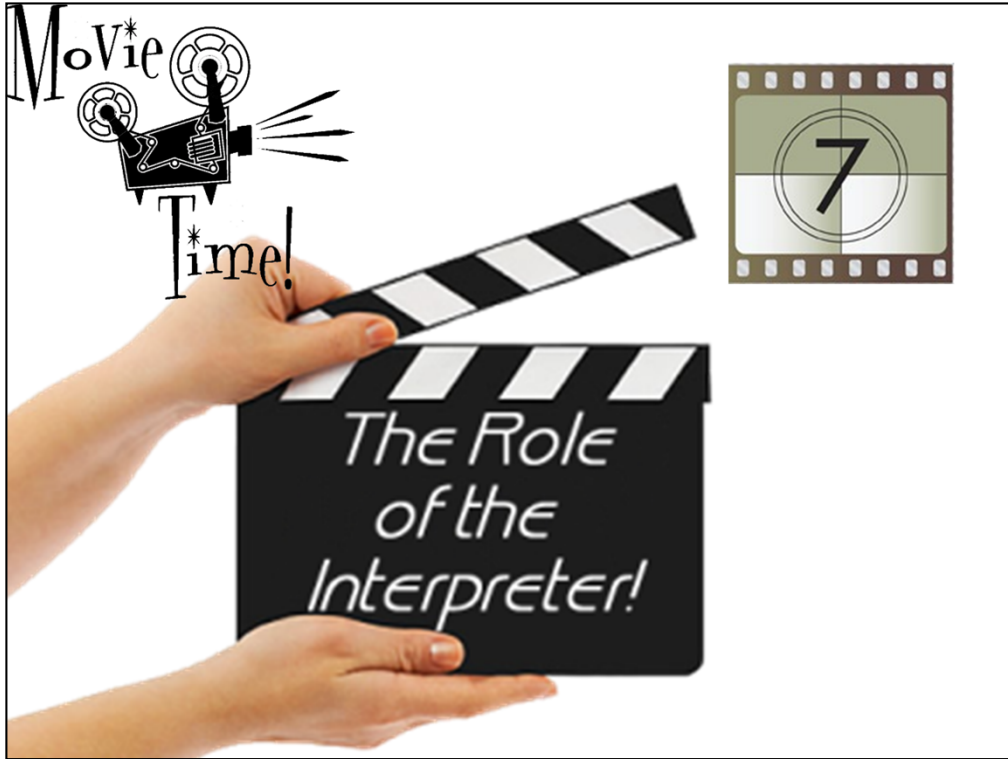
### Seeing Double Practice

Sign the sentences on the right side of the slide. If you have any problem refer back to the lesson topic on the left side of the slide.

# 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)



- I. Deaf people often feel: lost, left out, scared, mad, frustrated, confused. Deaf people are not egotistical, they are not shy...there is a communication barrier. I can not establish a deaf ministry alone. We must have someone to back us up. The deaf person has the right to know that every time they come, someone will be there to interpret for them.
- II. Missionary learn a foreign language. Sign language is a foreign language. It's structure is different. It is easier for you to learn their language, then for them to learn yours. It is important to accurately sign the word of God, what a responsibility on our hands. Handling the word of God, on our hands. When you are interpreting you have to have a foundation (vocabulary) to pull from and that requires study and involvement with deaf people.
- III. Develop a respect for the language. Deaf people are the most perceptive...they can tell if your just trying to show off.
- IV. The Interpreters goal? You may think you are ready to be in front of the church now that you've had a 6 weeks of sign language classes? Our goal is to meet the language needs of our deaf so they can fully comprehend. If your goal is to be up front...ask your self who's getting the glory? Deaf people remember how you act, how you treat your family. You have to prove to them that you are trustworthy. Deaf people watch you closely. Not that your just fascinated with the language. The interpreter is the communication link, many times deaf people can do it themselves an other times they can not.
- V. Pride...this lifting up of man is a wrong motive. Somehow people know when we are not their to glorify God, and we are in it just to glorify ourselves.
- VI. Giving glory to God when we sign its giving a direct gratitude to him...by praising him giving it back to him then it's a chain reaction that leads to a beautiful expression of spontaneous worship. (2 Thess 1:12 KJV) That the name of our Lord Jesus Christ may be glorified in you, and ye in him, according to the grace of our God and the Lord Jesus Christ I interpret because of the anointing! I love to feel his anointing. (2 Thess. 1:11) Wherefore also we pray always for you, that our God would count you worthy of this calling, and fulfill all the good pleasure of his goodness, and the work of faith with power: We are fellow labors in the ministry of deaf work. Can God count you worthy...we should always humble our self and pray before we take the interpreters seat (2 Chron. 7:14) If my people, which are called by my name, shall humble themselves, and pray, and seek my face,...
- VII. Sign language taught me to really worship. We sing Hymns we don't really understand, when you interpret you have to think of the concept of abstract terms. Example: "Amazing Grace" I once was *lost*, but now I'm found...was *blind* but now I see. Signed literally...you were blind? When? What happen? You go hospital? They give you medicine? Not really blind, but **confused**. And "lost" I always get "lost" on the south side of town! No....what does it mean...I once was lost but now I see? I was in sin, I was separated from God, but now I have a relationship. It should be signed: lost – **separated** blind – **confused** see - **understand**. We need to translate the concept not the words. You will never know it ALL in sign language.
- VIII. The interpreter is representing the church. The interpreter is a leader, not the pastor. Is it wrong for the deaf person to look at you as a leader? Are there qualities in you that you want the deaf person to emulate? It is a challenge working with deaf people.

## 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

### The Role of the Interpreter Questions / Answers

- Name 3 things deaf people feel.

lost, left out, scared, mad, frustrated, confused

- How is an interpreter like a missionary?

Sign language is a foreign language. It's structure is different. It takes 2 ½ years to learn the language.

- In what way are deaf people most perceptive?

Deaf people are the most perceptive...they can tell if your just trying to show off.

- What is the Interpreters goal?

Our goal is to meet the language needs of our deaf so they can fully comprehend.

- What does pride do?

Pride...prompts the glorifying and lifting up of man

- How do we give glory to God when we interpret?

Giving glory to God when we sign its giving a direct gratitude to him...by praising him giving it back to him then it's a chain reaction that leads to a beautiful expression of spontaneous worship.

- How does sign language help us to really worship?

When you interpret you have to think of the concept of abstract terms.

- What is an Interpreter in the church?

The interpreter is a leader, not the pastor.

- How does God look at our mistakes?

God reads our hearts

- List the requirements of an interpreter.

(Ps 51:10-13) clean heart, right spirit, and teach transgressors

- Give 3 points about John and we as interpreters

John was the voice – we are the hands of His Spirit

John was a lamp (Jesus the light) – we are a vessel in which the light can shine

John was a man – we are only a communicator/interpreter

John knew his role and was willing – we need to be willing also

John pointed the way – we can point the way

## It's Just A "Phrase" Your Going Through

### LOOK AT THIS

- 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"



Through...experiencing

What we hear and give out – we are responsible we need to give the meaning

There is more than one way to sign lift (short person on top of the other)

Lift him up ...why do you need to lift Jesus up...he is not heavy.

Lift up your heart... (look from heart)

Lift up your voice...(grab voice box and lift up voice-in the deaf community voice is sign like: hands exploding with noise)

He lifted me ... he inspired me

Love lifted me ... he saved me

I'm down and he lifted me ... he encouraged me

Bless the Lord ... Honor

Glorify thy name ... honor rolls or kiss glory

Oh Magnify the Lord ... honor, exalt, praise or wave hands

Worship and adore him ... kneel (bow) or give Jesus Kiss or ILY hands together

Questions Words

The one **who** delivers us ... (who is a ?) replace with "that"

Amazing grace **how** sweet the **sound** ...

love wow fine word / experience

Problem words

He will **make** a way for you ... make is a action word (like make a cake)

God will provide answer / solutions ... answer he give

Have thine own **way** Lord ... Your plan your desire (take out HAVE)

Fill us with the Holy Ghost ... glory fill back to body

It is possible to experience worship while interpreting ... relax don't try to get every word ... don't panic ... let the Lord be in control ... God will give you the skill ... you will turn around and give it back to him.



## 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. Oh 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

Confidentiality – Guidelines: Interpreters who interprets for the Pastor and Deaf person must not reveal any confidential information

Don't alter the message just because it is a religious setting – convey message accurately – Guidelines: you are not editors and must transmit everything that is said in exactly the same way it was intended. This is especially difficult when the interpreter disagrees with what is being said or feels uncomfortable when profanity is being used. You must remember that you are not responsible for what is said, only for conveying it accurately, If your own feelings interfere with rendering the message accurately, you shall withdraw from the situation.

Interpreters shall not counsel, advise or interject personal opinions during a counseling setting or sermon being preached – Guidelines: you may not omit anything which is said, or add anything to the situation, even when you are asked to do so by other parties involved. You are only present because two or more people have difficulty communicating, and thus the only function is to facilitate communication. You should not become personally involved because in so doing he/she accepts some responsibility for the outcome.

The interpreter should avoid paternalism and taking responsibility for the deaf congregant's action – you are not their parent or guardian. Do not mother or father them, respect them as a brother and sister in the Lord, pray for and encourage them but do not try to become their parent- they are not helpless

Interpreters shall strive to further knowledge and skills through participation in workshops, meetings, interaction with other interpreters, and reading of current literature

Interpreters shall interpret even while not being watched by the deaf congregant If they are in the service you shall continue to interpret what you hear...It is not your right to "turn off

the sound system” they will look at you when they need to

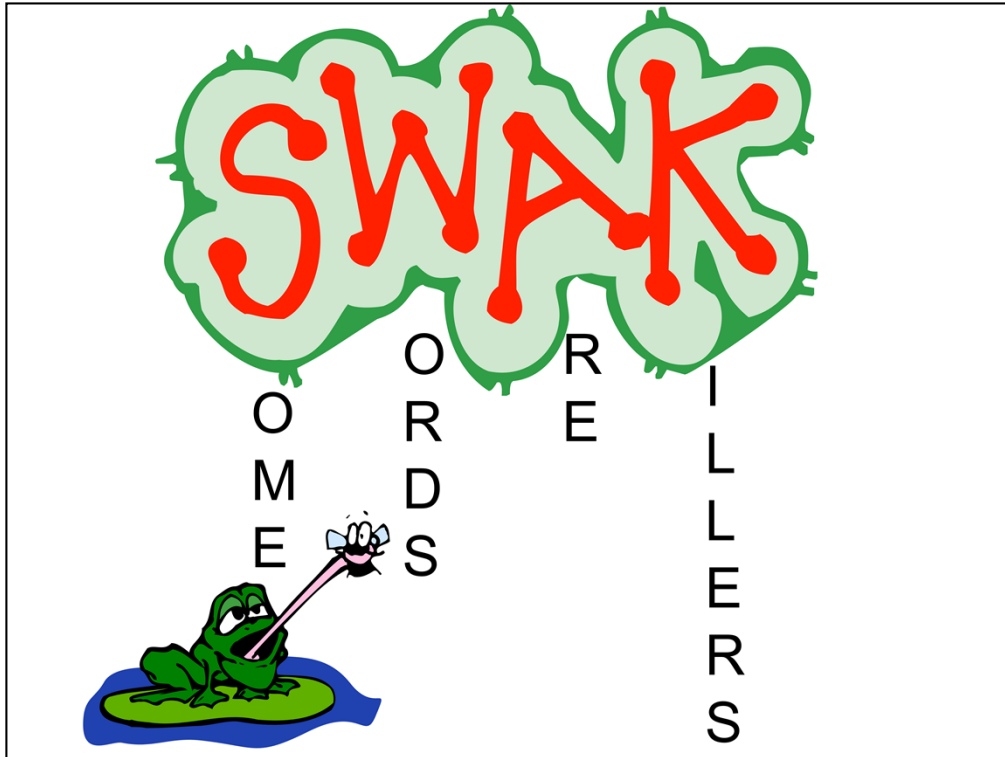
Requesting compensation is up to the interpreters discretion (many times religious terps feel it is an avocation not a vocation)



## **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 gets **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.  
*puzzled*
- 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 plea / 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.  
*blabs / gossiping big 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**.  
*worthless 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 / hand in front of face*
- To **break the ice**, Sally spoke of her interest in ice-skating  
*socialize*
- Al **brown noses** his teachers all the time.  
*brown rub on nose*



## 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.  
*puzzled*

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 plea / 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.

*blabs / gossiping big 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*.

*worthless 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 / hand in front of face*

To *break the ice*, Sally spoke of her interest in ice-skating

*socialize*

Al *brown noses* his teachers all the time.

*brown rub on nose*



## Idioms Continued



- Money **burns a hole** in Linda's pocket.  
*hands flip out at 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 – (5 hand goes to s) fancy*



## Idioms Continued

Money **burns a hole** in Linda's pocket.

*hands flip out at 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 *come 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 – (5 hand goes to s) fancy*



## Idioms Continued



- 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



- 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?  
mind blow up (5-hand blow off fist)
- The problem boiled down to a lack of interest in the project.  
point what
- Some people say that redheads 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.  
broke 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



## Idioms Continued

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?  
mind blow up (5-hand blow off fist)

The problem boiled down to a lack of interest in the project.  
point what

Some people say that redheads 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

brake 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



## **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, Gallilee, 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**)

### 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, Gallilee, 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**)



How Do You Interpret 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



**Practice Interpreting these Idioms**

Remember – interpret the meaning – not the words.


















# Lesson 10 Agenda

- English vs ASL



# 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

## Fingerspelling Stories

Make a story by fingerspelling the word. Have fun making a picture story.

## 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

### Mime These:

My house – Where do you sleep?

My neighbors house – big / little - mow between – look up and down at neighbors house – tree

grows up falls big house – elevator – send kids off with money

My family – I have 4 children – stair step boy / girl / boy girl

My car – small / 2 door / stick or standard / gas tank – big small / color (point to shirts) / old or

new - hard to start (hit dash)

My job – janitor / factory worker / student / scientist / mail man sorter / operator

The wormy apple – gather apples from around tree – put into basket – carry basket into house

– sort apples – pick apple up throw over shoulder pick another put aside – pick apple and cut open – worm comes out throw over shoulder – pick another apple eat it

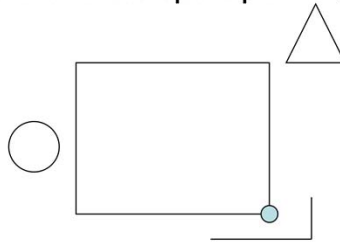
The velvet dress – Lady goes to a dress store – opens door – walks to a rack and pick a dress off the rack holds it up to her self in the mirror. Puts the dress on – little boy feels the dress – gets hand slapped – feels again – hand is slapped again

The marching band – marches in place pounding on drum – gets back in step - march playing trombone

At the parade – stand talking to someone on the street distracted by movement – points and salutes as they pass by – laughs at someone marching nudges other party laughs – points at someone and mimics marching with arms – claps at the band – grabs broom and starts to sweep following the parade

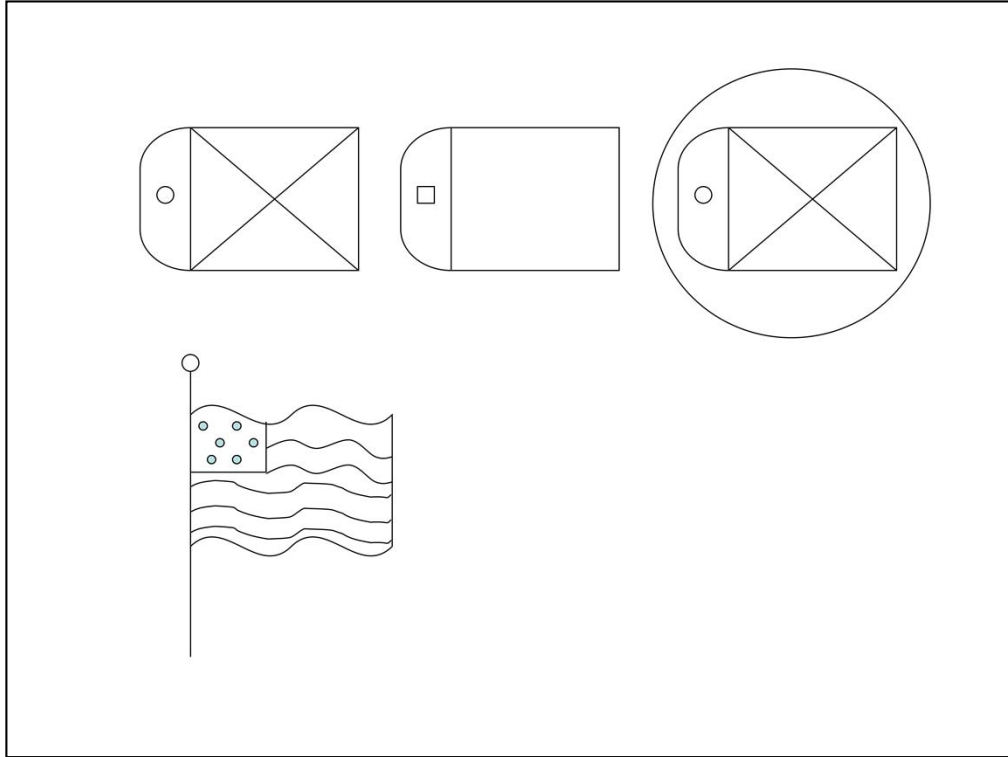
## English verses ASL

- In the middle of the paper - draw a two inch square
- On the top right corner of the square - draw a triangle less than  $\frac{1}{2}$  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



Teacher:

Read the directions to the student – don't let them see the diagram. This will sure to challenge everyone in the class,



Print this sheet to practice more with English verses ASL

## 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 PC 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 PC 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?

### Some of the myths about deafness.

1. All hearing loss is the same – (different levels some use a telephone)
2. A hearing aid restores hearing – (aid only helps with noise not words)
3. All deaf people want healed – (most deaf don't want to become hearing)

What is ASL MLS PSE SEE MCE? – **The Language of deaf**

Do we use words we don't mean? **Like what? Cheating, Running**

What do hearing people assume about deaf people? **Deaf want to be prayed for**

What is the first thing we need as interpreters? **Oil of the Holy Ghost (Anointing)**

What are we handling as interpreters? **Gods Word – sharing and giving life**

What do interpreters have the opportunity to do? **Touch lives**

#### **English: Acts 2:1-4**

*And when the day of PC 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 PC 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 hearing people say and what deaf people sign.**

What do interpreters need to have? **Tough Skin**

Will interpreters be criticized? By who? **Hearing & Deaf**