

# *Becoming A Wind Talker*

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## *Literacy in Sign Language (Scheme of Work)*



*Ubi Fredrick*

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Literacy in Sign Language  
(Scheme of Work)

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## Dedication



If you wish to get to the hearts and minds of someone with speech impediments, this gives you a guide on how you can understand the only language in the world that is seen when communicating. Hence the deaf, who are not bling, can in effect see you sign and you can as well understand them as they express their sentiments to. The sign language is like talking to the winds. Hence, some refers to someone signing as a wind talker.

## Scheme of Work



LESSONS	ACTIVITIES
1	<b>Building Vocabularies</b> Fundamentals of Sign Language, Alphabets, Numbers
2	Two Letter Words, Greetings, Principle of Emotions
3	Principle of Timing, Week Days, Months
4	Three Letter
5	Four Letter Words (Part 1)
6	Four Letter Words (Part 2)
7	Four Letter Words (Part 3), Principle of Questions
8	Principle of Gender
9	Theocratic Terms and Prayers
10	<b>Introduction To Sign Language</b> Principle of Sign Language (ASL, NNS), ASL Punctuations
11	<b>Introduction To Translation</b> Principle of Translation (ASL, NNS)
12	<b>Building Vocabularies (Cont.)</b> Royalty Signs, Principle of Names and Terms, Spirit
13	Religious Terms and Believes, Universal Bodies
14	Mental Actions (Part 1)
15	Mental Actions (Part 2), Colors, Cardinal Points
16	Ancient and Modern Places
17	Occupations, Animals
18	School and Learning (Part 1)
19	School and Learning (Part 2), Food and Fruits, Sport
20	Home and Furniture, Kitchen Tools
	Appendix • Sign Language Gesture Qualities

## Introduction



There are many sign languages in the world as they are based on the original languages. Below are some of them and their codes:

ASL- American Sign Languages

BSL- British Sign Languages

CSL- Chinese Sign Languages

DGS- German Sign Languages

FID- Finnish Sign Languages

GSL- Greek Sign Languages

ISL- Italian Sign Languages

JSL- Japanese Sign Languages

KSL- Korean Sign Languages

LGP- Portuguese Sign Languages

LMG- Romania Sign Languages

LSE- Spanish Sign Languages

LSF- French Sign Languages

LSM- Mexican Sign Languages

LSV- Venezuelan Sign Languages

PDF- Polish Sign Languages

QSL- Israeli Sign Languages

RSL- Russian Sign Languages

SAS- South Africa Sign Languages

SSL- Swedish Sign Languages

However, in this scheme of work, a focus is made on the following:

- Word for word translation (Building vocabularies).
- British Sign Language.
- American Sign Language.
- Nigeria Sign Language.

The Literacy Class Is Adjusted for 1 Hours sections for a normal class work. While it introduces one to a whole list of vocabularies, it is not an extensive list. Many more lessons can and would be learnt on everyday life, especially as you interact with other signers.

## Lesson 1

## Building Vocabularies

### Activities

### Fundamentals of Sign Language, Alphabets, Numbers

**Lesson Aim:** To help student identify the fingers and some body parts needed when signing or placing signs so that they can describe signs by writing in their books in their own wordings.

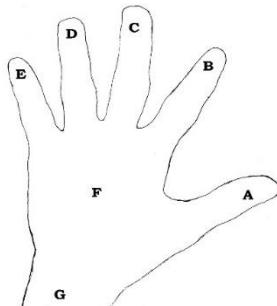
**To Instructor:** Teach students how to copy down signs. Then distribute copies of alphabets and numbers. Go through the alphabets with student **once**. Then quickly move on to two letter words. Critically pay attention to how students place their signs. Make sure of clarity.

**Need To Know** Sign language uses all the body to express ideas. When fingerspelling, the hand is position to face your audience as far as possible. Larger numbers in tens (from 20 and above) can be signed individually.

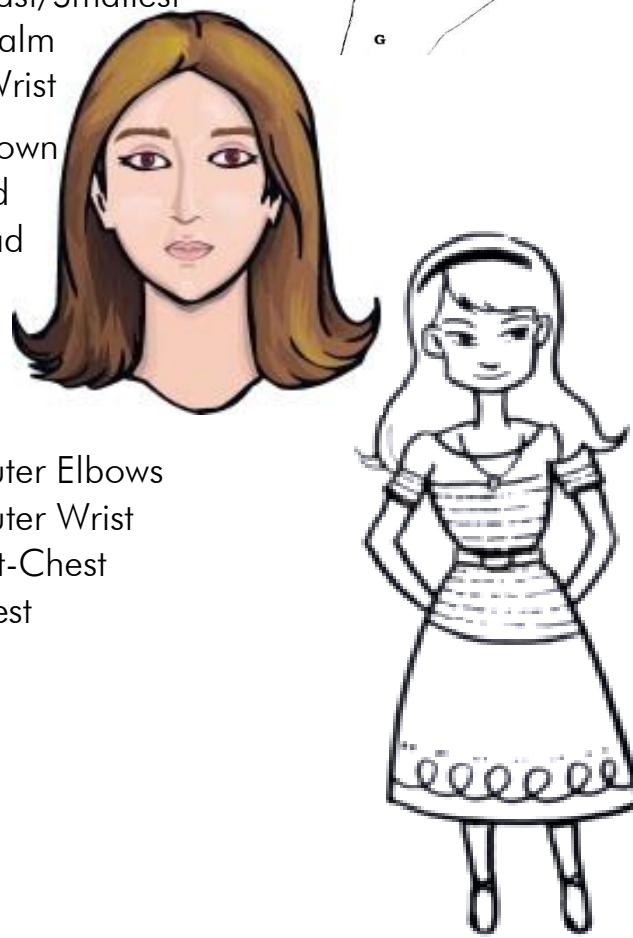
### Body Parts Labeling:

Get to know your fingers and other necessary parts.

- A. Thumb
- B. Index/First finger
- C. Middle/Second finger
- D. Ring
- E. Last/Smallest
- F. Palm
- G. Wrist



- Head Crown
- For-Head
- Side-Head
- Chin
- Jaw
- Cheek
- Shoulder
- Inner/Outer Elbows
- Inner/Outer Wrist
- Left/Right-Chest
- Mid-Chest



LEGEND	
SYMBOLS	INDICATION
↓	From up left (Eg. From Satan)
↗	From up right (Eg. From Jehovah)
↔	To Jehovah
↑	To a deity
⟳	All, All-Round
→	To Right Side
←	To Left Side
2x	Two Times
3D	Phase Render
BH	Both Hands
L, RH	Left Then Right Hand
L, RS	Left Then Right Side
LH	Left Hand
LS	Left Side
MD	Middle
R, L	Right And Left
RH	Right Hand
RS	Right Side
ZR	Zoom Rendering



palm is always forward  
except where noted

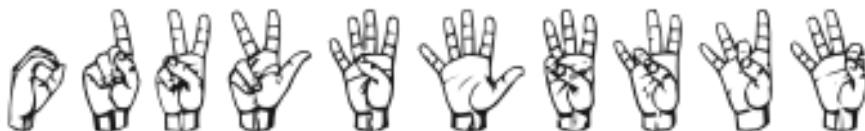


n o p q r s

palm faces opposite side of body index finger points out like p but points down and unseen fingers curled in



palm forward  
thumb can be over fingers  
whole palm can be  
slanted to side away from body



0 1 2 3 4 5 6 7 8 9

ALPHABETS	A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
NUMBERS	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21... 100 HUNDRED 1,000 THOUSAND 1,000,000 MILLION 1,000,000,000 BILLION

**Home Work:** Practice and learn the alphabets and numbers. Try to be familiar with them before next class. Practice using both hands. It is an advantage to be an ambidextrous signer. Learthe following signs- IF IN AM ON BE BY OK IS I

## Lesson 2

## Building Vocabularies

### Activities

Two Letter Words, Greetings, Principle of Emotions

**Lesson Aim:** To teach student date and time signs.

**To Instructor:** Teach students how to copy down signs. Then distribute copies of alphabets and numbers. Go through the alphabets with student **once**. Then quickly move on to two letter words. Critically pay attention to how students place their signs. Make sure of clarity.

Need Know	To	Parent/ Principal [signs is a word sign that could be used and mold other related signs in the same fashion. Example: <b>Welcome</b> < <b>Invite</b> , <b>Visit</b> .>; <b>King</b> < <b>Queen</b> <b>Lord</b> <b>Christ</b> <b>Messiah</b> >; <b>Dedicate</b> < <b>Offer</b> , <b>Sacrifice</b> >
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TWO LETTER WORDS WE US GO HE DO OR UP NO ME ( I ) MY

GREETINGS GOOD (MORNING, AFTERNOON, EVENING, NIGHT) YOUR NAME WHAT? YOU HOW? PLEASE SORRY THANKS WELCOME INVITE VISIT BYE

EMOTIONS FINE SHY LIKE LOVE HATE SICK FEAR ANGRY SAD HAPPY SATISFIED CRY WOW WISH CARE FEEL

**Home Work:** Practice and learn the alphabets and numbers. Try to be familiar with them before next class. Practice using both hands. It is an advantage to be an ambidextrous signer. Learn the following signs- IF IN AM ON BE BY OK IS I

## Lesson 3

### Activities

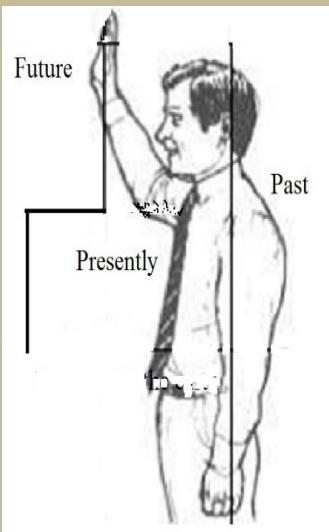
## Building Vocabularies

Principle of Timing, Week Days, Months

**Lesson Aim:** To teach student date and time signs.

**To Instructor:** Guide students to copy down signs in their own words. This would help for easy remembrance. Carefully pay attention to how students place their signs. Make sure of clarity. Explain etymology of signs, if possible

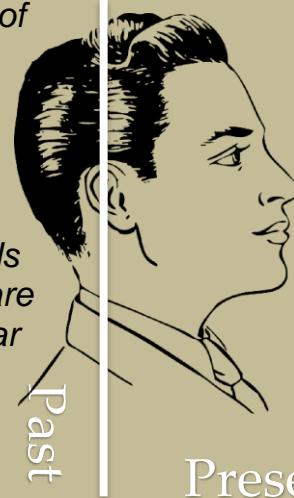
Need To Know



**Timing:** The group of signs implying Timing are placed and located in three vertical regions divided into the Past, Present and Future. The words indicating the Past are signed from the ear (shoulder top) backward. Those for Present are from the ear (shoulder top) forward. Future tends after the

Present region further.

**Week Days and Months:** The use of Parent signs play a vital role in this area.



Future

Present

TIMING

TIME CLOCK SECONDS MINUTES HOURS NOW TODAY YESTERDAY  
TOMORROW MONTH YEAR CENTURY GENERATION BEFORE AFTER NEXT-WEEK SINCE LATE AGO PAST HISTORY UNTIL-NOW LATER EARLY ALWAYS  
CONTINUE FUTURE FOREVER

WEEK DAYS

MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY SATURDAY SUNDAY

MONTHS

JANUARY FEBRUARY MARCH APRIL MAY JUNE JULY AUGUST SEPTEMBER  
OCTOBER NOVEMBER DECEMBER

**Note to Instructor:** As time permits, after teaching the vocabularies, call students out to sign words they have learnt. Encourage students to move to a Sign Language Congregation, if they have not done so. This would help to facilitate their learning process.

**Home Work:** Practice Finger Spelling daily. Set goals and work on them. Read books and build vocabularies of words you would like to learn how to sign.

## Lesson 4

## Building Vocabularies

Three Letter

**Lesson Aim:** To teach student randomly three letter words signs.

**To Instructor:** Ensure that students are actually coping down the signs in their own words. As they repeat the signs after you, check them individually to ensure their signs are properly placed and, or gestured as supposed.

**Need To Know** Use eyes dilation and contractions, facial gestures, lips, mouth and body movements to express ideas.

**THREE LETTER WORDS** BIG SKY SEX BAG PAY FEW MAY VOW BEG CAR WAR WIN ADD FUN HOT BOX BOW FAR ANY MET EAT SIT BAD WET BUY END LAW ACT LIE BUT DIE TRY NEW FOR SEE YOU SAY NOT ALL WAY YES SIN HIS LET SEA RUN OLD CAN USE PEN GET OWN OUR

**Note to Instructor:** As time permits, after teaching the vocabularies, call students out to sign words they have learnt. Explain etymology of signs, if possible. Teach related signs but stress the sign of the day. Persuade students to move over to a Sign Language Congregation.

**Home Work:** Get familiar with signs you have been taught. Make a list of words/vocabularies they would like to know.

## Lesson 5

### Activities

## Building Vocabularies

### Four Letter Words (Part 1)

**Lesson Aim:** To teach student randomly four letter words signs.

**To Instructor:** Ensure that students are coping down the signs in their own words. As they repeat the signs after you, check them individually to ensure their signs are properly placed and, or gestured as supposed.

**Need To Know** Use eyes dilation and contractions, facial gestures, lips, mouth and body movements to express ideas.

**FOUR LETTER WORDS** TEXT GIFT IDOL STAY THEY WANT HELP WARN TEST SOME VERY FROM LIFE MANY NEED KILL ALSO TALK WILL MUST RAIN TELL LONG ONLY PAIR HERE JUMP CALL DUST FALL FAIL PASS SAVE THAT GIVE MORE WAIT STOP BURY

**Note to Instructor:** As time permits, after teaching the vocabularies, call students out to sign words they have learnt. Explain etymology of signs, if possible. Teach related signs but stress the sign of the day. Persuade students to move over to a Sign Language Congregation.

**Home Work:** Join words together to make sentences. Practice signing and fingerspelling with both hands equally.

## Lesson 6

## Building Vocabularies

### Activities

### Four Letter Words (Part 2)

**Lesson Aim:** To teach student randomly four letter words signs.

**To Instructor:** Ensure that students are coping down the signs in their own words. As they repeat the signs after you, check them individually to ensure their signs are properly placed and, or gestured as supposed.

**Need To Know** Use eyes dilation and contractions, facial gestures, lips, mouth and body movements to express ideas.

**FOUR LETTER WORDS** NEAR HEAL NEED SOON FACE EACH HARM HEAD BOLD KIND TALL PRAY GROW DEEP BORN SHOW ABLE JOIN LINE RULE LAND BODY FAST BOAT BEST HARD BACK LAST CHAT WORK DARK NEAT MEAN EASY MUCH TRUE PLAY

**Note to Instructor:** As time permits, after teaching the vocabularies, call students out to sign words they have learnt. Explain etymology of signs, if possible. Teach related signs but stress the sign of the day. Persuade students to move over to a Sign Language Congregation.

**Home Work:** Practice signing and fingerspelling with both hands equally. Communicate with sign language.

## Lesson 7

## Building Vocabularies

### Activities

### Four Letter Words (Part 3), Principle of Questions

**Lesson Aim:** To teach student more four letter words signs randomly.

**To Instructor:** Ensure that students are coping down the signs in their own words. As they repeat the signs after you, check them individually to ensure their signs are properly placed and, or gestured as supposed.

**Need To Know** Use eyes dilation and contractions, facial gestures, lips, mouth and body movements to express ideas.

**FOUR LETTER WORDS** MOCK HALF BOTH MAKE BEAT OBEY WORD LEAD FULL WITH HAVE THEM DON'T OVER BUSY NEXT

### QUESTIONS

#### TYPES

(usually signed  
last at the end  
of sentences)

- WH QUESTIONS: WHAT WHERE WHICH WHY HOW WHEN WHAT

Need To Know: Bring Out Your Head And Dim Your Eyes.

E.g.1: How do you know God love you?

*You, God love, know How?*

- POLAR (CLOSE ENDED) QUESTIONS: YES NO TRUE GOOD BAD CAN PROPER

Need To Know: Bring Out Your Head And Shine Your Eyes.

E.g.1: Is it possible to see God?

*God your eyes see possible (can)?*

**Class Work** Call student to fingerspell with left hand only, then right. Watch them sign random words from lesson 1-6

**Note to Instructor:** Explain etymology of signs, if possible. Teach related signs but stress the sign of the day. Persuade students to move over to a Sign Language Congregation.

**Home Work:** Practice signing and fingerspelling with both hands equally. Communicate with sign language.

## Lesson 8

## Building Vocabularies

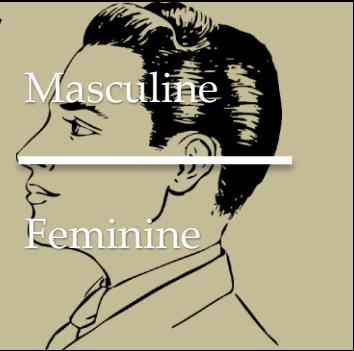
### Principle of Gender

**Lesson Aim:** To teach student signs for associated to family and relationship.

**To Instructor:** Ensure that students are actually coping down the signs in their own words. As they repeat the signs after you, check them individually to ensure their signs are properly placed and, or gestured as supposed.

Need  
Know

**To** Family: Signs referring to Family are horizontally categorized into two classes, namely Masculine and Feminine sign with their placement locations. The Masculine signs are placed from the ear (nose) region upward toward the head. Whereas, the Feminine signs are placed from the ear (nose) region downward toward the neck.



FAMILY AND RELATIONS-	FAMILY RELATIONS	FATHER MOTHER PARENTS SON DAUGHTER
HIP	CHILD(REN) BROTHER SISTER GRAND-FATHER/MOTHER BOY GIRL MAN	WOMAN WED MARRAGE HUSBAND WIFE SINGLE TWINS BORN BABY
	FRIEND NEPHEW NIECE UNCLE AUNT(IEE/YA)	COUSIN ADULT KID
	PERSON PEOPLE ASSOCIATE	

**Note to Instructor:** As time permits, after teaching the vocabularies, call students out to sign words they have learnt. Explain etymology of signs, if possible. Teach related signs but stress the sign of the day. Persuade students to move over to a Sign Language Congregation.

**Home Work:** Learn to watch yourself and correct yourself. Always communicate with the language. Practice praying in sign language.

## Lesson 9

## Building Vocabularies

### Activities

### Theocratic Terms and Prayers

**Lesson Aim:** To teach student terms used in Theocracy.

**To Instructor:** Ensure that students are actually coping down the signs in their own words. As they repeat the signs after you, check them individually to ensure their signs are properly placed and, or gestured as supposed.

**Need To Know** Most of these signs are terms or expressions used by Jehovah's Witnesses.

THEOCRATIC JH's-WITNESSES GOD JESUS ANGEL DEMONS ARMAGEDDON TERMS GOVERNING-BODY ELDER MS PREACH UN-BAPTIZE-PUBLISHER TRACT MAGAZINE AWAKE WATCHTOWER SONG-BOOK BIBLE CHAPTER VERSE MEMORIAL SATAN DEVIL REPROVED DISFELLOWSHIP CONGREGATION BETHEL AMEN COBE OVERSEER CIRCIUT HALL (KINGDOM ASSEMBLY) PIONEER (AUXILIARY REGULAR SPECIAL)

**Note to Instructor:** Explain etymology of signs, if possible. Teach related signs but stress the sign of the day.

**Home Work:** Practice the signs you have learnt. Learn to watch and correct yourself. Set a goal of working on each gesture quality until you master it. Then set another and work on it. Always communicate with the language. Try to have at list one deaf Bible student. Study the hard copies of publications and watch sign Language videos to check your understand of the signs and material.

## Lesson 10

### Activities

## Introduction To Sign Language

### Principle of Sign Language (ASL, NNS), ASL Punctuations

**Lesson Aim:** To learn the basic structure of sign language and the interrelationship of individual vocabularies to form a proper sentence. As cement binds individual blocks to make a wall, this section provides what is needed to follow the rules of the language structure to form a proper sign language grammar.

**To Instructor:** Ensure that students take note down these points. Work with them on their clarity.

#### ASL Principles:

##### 1. TIME LOCATION SUBJECT ACTION { **TLSA** }

If sentence has time, location, subject/verb, and action, then it should be signed following the **TLSA** pattern.

E.g.1: 'In the Beginning <sup>TIME</sup> God <sup>SUBJECT</sup> Created <sup>ACTION</sup> the Heavens <sup>LOCATION</sup> and the Earth <sup>LOCATION</sup>' -Genesis 1:1

*Past Heaven Earth God Create <sup>Heaven, Earth</sup>*

*If it contains time, no location, subject/ verb, and action, then it could be signed following the pattern **TSA**.*

E.g.2: As it was in time past <sup>TIME</sup>, when Jehovah <sup>1st SUBJECT</sup> warned <sup>ACTION</sup> the Israelites <sup>2nd SUBJECT</sup> and they refused <sup>ACTION</sup>, he <sup>1st SUBJECT</sup> brought judgment <sup>ACTION</sup> upon them, so it will be in our day.

*Past JH warned <sup>LS</sup> class <sup>LS</sup> named <sup>LS</sup> Israel <sup>LS</sup>; they <sup>Israel</sup> refuse God judgment <sup>Israel</sup>, same today <sup>RS</sup>*

*Where it contains no time, location, subject/ verb, and action, then use **LSA**.*

E.g.3: Jehovah <sup>1st SUBJECT</sup> created <sup>ACTION</sup> the earth <sup>LOCATION</sup> for righteous people <sup>2nd SUBJECT</sup> to inherit <sup>ACTION</sup> forever

*Earth JH create purpose, good people inhabit <sup>Earth</sup> forever*

*Although, forever carries the sense of <sup>TIME</sup> in this case it is silent and have to be signed lasts as action word or verb.*

##### 2. SIGN SUBJECT BEFORE VERB { **SSBV** }

E.g.1: 'God <sup>1st SUBJECT</sup> love <sup>VERB</sup> the world <sup>2nd SUBJECT</sup> so much...' –John 3:16

*World <sup>MD</sup> God love <sup>MD</sup> wow*

*It is always better to finish with one subject before considering another when there are more than one subjects especially with actions*

E.g.2: Before Jesus <sup>1<sup>st</sup> SUBJECT</sup> came <sup>ACTION</sup> to the earth, Jehovah <sup>2<sup>nd</sup> SUBJECT</sup> used <sup>ACTION</sup> many prophets <sup>3<sup>rd</sup> SUBJECT</sup> to warn <sup>ACTION</sup> the Israelites <sup>4<sup>th</sup> SUBJECT</sup> to change <sup>ACTION</sup> from their bad ways.

*Past before JS descend earth, class named Israel, Jehovah send<sup>2x</sup> many prophets go warned Israel repent your bad action change*

### 3. QUESTION METHOD { QM }

In using **QM**, a direct expression can be changed into a question. If the original statement is positive, the response is left with a positive ending. When translating a question without an answer, don't provide the answer. **QM** is very effective in to concartinate lines that may look difficult to translate without confusion.

E.g.1: The first spirit person God made was like a first-born son to him.

*First angel God created who? ... His first born son*

E.g.2: Jesus died to save us.

*Jesus die why? Save-all*

E.g.3: JH created man to worship him.

*People, JH create<sup>People</sup> purpose what? They<sup>People</sup> worship<sup>JH</sup>*

### ASL PUNCTUATIONS

- **DETAILING:** Just like bullets, detailing is used to keep the points clearer and not clouded. E.g. "JH special qualities include [detailing] 1) love; 2) justice; 3) wisdom; 4) power."
- **MEANS:** To relate two or more sentences, especially if a comma separates them or period but the later point help complete the previous. E.g. "people JH inspire Bible write, means Bible own-agent who? JH"
- **ALSO:** Use as in addition, more to the point etc.
- **AGAIN:** To begin a fresh or new point not related to the previous.

Review Principle of Questions from Lesson 7

**Note to Instructor:** As time permits, call students out for few examples.

**Home Work:** Translate Listen to God and Live Forever (II-E) from cover page, to page 5 in a 40 leaves exercise book.

## Lesson 11 Activities

# Introduction To Translation

## Principle of Translation (ASL, NNS)

**Lesson Aim:** This lesson provides information that gives stability for a skillful sign language interpretation or translation. It helps one to read, write, sign or understand the language effectively.

**To Instructor:** Ensure that students note down these points. Work with them on their clarity.

<b>Need To Know</b> <ul style="list-style-type: none"> <li>Differentiate between the language structure of ASL and BSL.</li> <li>BSL word to avoid in ALS includes the following I AM IT TO BY SO AN IS BE AS AT ON THE OF AND HAS HAD...etc.</li> <li>As far as possible, limit the usage of "time".</li> </ul> <p><b>Statement:</b> When you are preaching...."</p> <p><b>Instead of:</b> Time you preach....</p> <p><b>Rather sign:</b> If you go preach....</p> <p><b>Or:</b> Suppose you go/involve preach....</p>	<p><b>Unknown Words Or With No Signs</b></p> <p>Step 1: Try to Substitute to the nearest in meaning. (Check its Synonyms). Else;</p> <p>Step 2: Try to Explain it. Else;</p> <p>Step 3: Try to Describe it. Else;</p> <p>Step 4: Finger Spell, as the last resort.</p>
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- 1. MODE OF TRANSLATIONS**
- ◆ **REAL TIME TRANSLATIONS:** [Recommended]: the signer is translating into sign language as the speaker talks concurrently.
  - ◆ **TIME DELAY TRANSLATIONS:** the signer waits and translates after the speaker has finished a sentence, paragraph or a story.
- 2. TRANSLATION PATTERN**
- ◆ **SIMULTANEOUS TRANSLATIONS:** [Recommended for Mixed Audience]: the signer is the same person speaking. He talks and translates into sign language at the same time, synchronously.
  - ◆ **ENHANCED:**
    - **MIRRORING:** {ASL-ASL} This mode is employed if, when the translator -while emulating or mirroring- decide to adjust, modify or placed properly the signs of his prompter to make out a clear meaning and an understandable picture message without necessarily altering the signs of his prompter.
    - **VERBAL:** {ASL-Modern English} Here, the translator modify, translate the signed words into correct and proper English (verbal) language.  
 E.g. *From: ASL=Past Heaven Earth God Create*  
*To: Modern English=In the Beginning God Created the Heavens and the Earth*

◆ UNENHANCED:

- MIRRORING: {ASL-ASL} A translator engages this mode when emulating or mirroring if he just sign, without to adjusting, modifying or placing properly the signs of his prompter.
- VERBAL: {ASL-English with ASL words coding} the translator pronounces the individual signed words without any modification. He does not have to translate the signed words into correct and proper English (verbal) language.

3. SORT OF TRANSLATION

- ◆ ENGLISH TO ASL {RECEPTIVE}: This translation is done by *writing-down the material into ASL format*.
- ◆ ENGLISH TO ASL {EXPRESSIVE}: This part calls for *signing* the material. The translator may decide to translate in **real time** or use **time delay** mode.
- ◆ ASL TO ENGLISH: The material is presented in ASL form and is been translated into English by *interpreting*. The translator may decide to apply **real time** or use **time delay** mode.
- ◆ EXTEMPORANEOUS SKILL: The translator reads into ASL by signing clearly English material on printed pages. If the audience includes deaf and hearers, he may choose to apply **simultaneous translations** mode.
- ◆ EMULATING SKILL {MIRRORING}: The translator is been prompted. He reflects copy or imitate the signs of his prompter and signs at the same time. If the prompter is a learner or not skillful, the translator may choose to proceed with **enhanced mirroring translation pattern** to compose an understandable massage picture without necessarily altering the signs of his prompter.

4. SIGNING STYLE

- ◆ 3-DIMENSIONAL SIGNING {3D} **[Recommended]**: The signer carefully expresses the warmth, affections and emotional attachments to each wordings as he sign. To achieve this signing style, he masterfully apply animation sign qualities like Body Movement, Creating of Scene, Facial Expression, Naturalness, Positioning and Suspense. *{Play the Video: Matthew 27:38-44, 50; sn ASL 134. See Yourself When All Is New}*

- ◆ **2-DIMENSIONAL SIGNING {2D}**: The signer just signs the wordings without adding the warmth, affections and emotional attachments to them. For example, the following words must be signed with the feelings attached to make it meaningful. LOVE FEEL SORRY FEAR HAPPY WOW SUPPRISE

## 5. RENDERING

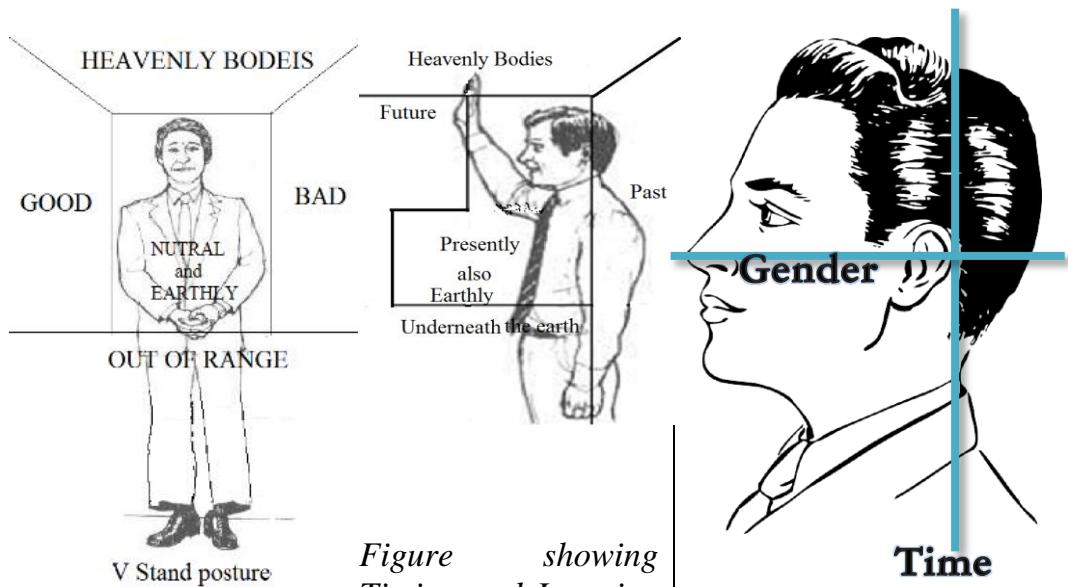
- ◆ **ZOOM RENDERING**: The signer carefully narrows down on a particular word or phrase in the sentence just signed and explains in details.

{Play the Video: sn\_ASL\_098. Sowing Kingdom Seed }

- ◆ **PHASE RENDERING**: the signer shift the scene to another view point there by helping the audience to see matters from another vantage point, the events of what is happening.

{Play the Videos: sn\_ASL\_011. Making JH's Heart Glad; sn\_ASL\_038. Throw Your Burden on Jehovah }

## 6. CREATING OF SCENE



*Figure showing regions to place Positive and Negative signs and Location of scene placement.*

*Figure showing Timing and Location regions in signing*

*Figure showing Timing and Gender regions in signing*

**Note to Instructor:** As time permits, play the videos.

**Home Work:** Practice the signs you have learnt. Learn to watch and correct yourself. Set a goal of working on each gesture quality until you master it. Then set another and work on it. Always communicate with the language. Try to have at list one deaf Bible student. Study the hard copies of publications and watch sign Language videos to check your understand of the signs and material. Translate Listen to God and Live Forever (II-E) from page 10 to page 13.

**Lesson 12****Activities****Building Vocabularies (Cont.)****Royalty Signs, Principle of Names and Terms, Spirit**

**Lesson Aim:** To teach student signs related to Royalty, Bible Names/ Terms and identify the sign to use for spirits.

**To Instructor:** Ensure that students write down the signs in their own words. As they repeat the signs after you, check them individually to ensure their signs are properly placed and, or gestured as supposed.

**Need Know**      **To** Need To Know In Bible times, names are given to people for different reasons. Usually either the father or the mother named the infant at the time of birth or when boys were circumcised on the eighth day. An exception was Obed when the neighbor ladies of Ruth's mother-in-law Naomi named the boy. At times, parents received divine direction about the name to be given to their children. (Ishmael- God Hears (Listens)- Ge 16:11), (Isaac- Laughter- Ge 17:19). Name given often reflected the circumstances associated with its birth or the feelings of the father or the mother. (Jacob- One Seizing the Heel or Supplanter).—Ge 25:26; compare Ge 38:28, 29. Sometimes what an infant looked like at birth provided the basis for its name. (Esau- "Hairy"). Regarded as a reflection of an individual's personality or characteristic tendencies. (Ge 27:36) Abigail observed regarding her husband: 'His name is Nabal [Senseless; Stupid].' (1Sa 25:25) Naomi [My Pleasantness] changed her name to Mara [Bitter].—Ru 1:20. Sometimes names were changed or a person might be given an additional name. Rachel called her newborn son Ben-oni (Son of My Mourning"), but her bereaved husband Jacob chose to name him Benjamin (Son of the Right Hand). (Ge 35:16-18) Jehovah changed the name of Abram to Abraham (Father of a Crowd (Multitude)) and that of Sarai (possibly, Contentious) to Sarah (Princess), both new names being prophetic. (Ge 17:5, 6, 15, 16) An angel gave Jacob the name Israel [Contender (Perseverer) With God; or, God Contends].- (Ge 32:28) At times new names were given to persons elevated to high governmental positions or to those to whom special privileges were extended. Joseph was called Zaphenath-peneah. (Ge 41:44, 45) An event in a person's later life sometimes provided the basis for giving a new name to a person. Esau, got his name Edom (meaning "Red") from the red lentil stew for which he sold his birthright.—Ge 25:30-34.( it-2 p. 464 Name) Barnabas (when translated, "Son of Comfort") was the name given to Joseph by the apostles. (Acts 4:36) Simon Peter was named by Jesus, Ce'phas (which is translated "Peter")." (John 1:42)

**ROYALTY  
SIGNS**

KING QUEEN LORD PRINCE-SS CHRIST MESSIAH

**BIBLE**

ADAM EVE ABRAHAM DAVID NEBUCHADNEZZAR PHAROAH ISRAEL PAUL

**NAMES**

MOSES DANIEL SOLOMON PRIEST HYOCRITE PHARISEE/SCRIBES PROPHECY

**AND TERMS**

VISION

SPIRIT	The Hebrew word <i>ru'ach</i> and the Greek word <i>pneu'ma</i> , often translated "spirit," have a number of meanings. All of them refer to that which is invisible to human sight and gives evidence of force in motion. The Hebrew and Greek words are used with reference to: (1) Wind, (2) The active life-force in earthly creatures, (3) The impelling force that issues from a person's figurative heart and causes him to say and do things in a certain way, (4) Inspired expressions originating from an invisible source, (5) Spirit persons, (6) God's active force or holy spirit.- <i>nwtstg Spirit</i>
1. Wind	Job 7:7; Ge 3:8*; 1Ki 19:11
2. Active Life-force	Ps 104:29; Ge 2:7; 7:22; Isa 42:5; Ps 31:5; Re 11:11†; James 2:26
3. Impelling mental inclination	Ex 35:21; Ge 26:34,35 (Sadness); Nu 5:14 (Jealousy); 1Ch. 5:26; Ezr. 1:5; Pr. 17: 22; Nu 27:18 (Drive, Activeness); 2Ki 2:9,15; 1Ki 10; 45 (Overwhelming, Breathtaking); Mt 12:43‡
4. Inspired expression from invisible source	Re 18:2; Job 4:9; 1Ki 22: 22
5. Spirit-person	Jehovah (2 Co 3:17,18; Joh 4:24), Jesus (1Co 15:45), Angels (Ps. 104:4; 1Ki 22:21; Heb. 1:14), Demons (Eph. 6:12; Mt 12:43*; Job 4:15§)
6. Holy-spirit	Ge 1:2; Numbers 11:17

**Class Work** What is the meaning if the expression "worship with spirit" at John 4:24

**Note to Instructor:** Explain etymology of signs, if possible. Teach related signs but stress the sign of the day

**Home Work:** Always practice and communicate with the language. Correct yourself when needed. Set and work on goals always. Translate Listen to God and Live Forever (II-E) from page 6 to page 9.

\* "The breezy part [Heb., *ru'ach*] of the day" apparently referred to the evening hours just before sunset, when refreshing cool breezes commonly arise in the region where the garden of Eden is thought to have been. (*it-2 p. 1186 Wind*)

† Then "spirit [or breath, *pneu'ma*] of life from God entered into them, and they stood upon their feet." (*it-2 p. 1025 Spirit*)

‡ READ 1 Samuel 16:14. It is not that Jehovah actually sent an evil spirit to terrorize Saul, but by removing his holy spirit from the disobedient king a vacancy was left, a vacancy that was promptly filled by a bad spirit or mental inclination. (*w65 3/1 p. 159 QFR*) Though evidently restrained from materializing, they still have great power and influence over the minds and lives of men.—Lu 8:27-33 (*it-1 p. 612 Demon*)

§ What kind of spirit had influenced the thinking of Eliphaz? The critical tone of the words that followed shows that the spirit certainly was not one of God's righteous angels. (Job 4:17, 18) It was a wicked spirit creature. Otherwise, why would Jehovah have reproved Eliphaz and his two associates for having spoken lies? (Job 42:7) Yes, Eliphaz had come under demon influence. His comments reflected ungodly thinking. (*w05 9/15 p. 26 Resist Wrong Thinking!*)

## Lesson 13

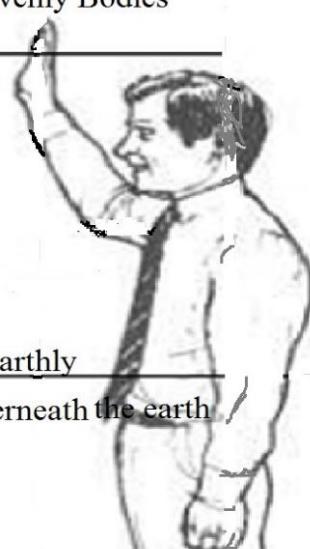
## Building Vocabularies (Cont.)

### Activities

### Religious Terms and Believes, Universal Bodies

**Lesson Aim:** To teach student some terms related to Religion and Universal Bodies.

**To Instructor:** Ensure that students are actually coping down the signs in their own words. As they repeat the signs after you, check them individually to ensure their signs are properly placed and, or gestured as supposed.

Need Know	To	<p><b>Religious Terms:</b> Most of the signs for Religious Terms were derived from the literal meaning and belief from the etymology.</p> <p><b>Locations:</b> Signs having to do with a place a noun is known to exist are signed in any of the three horizontal region. Universal/ Heavenly, Earthly or Underneath Earth. Signs existing in the Universal/ Heavenly rejoin are placed above the signer's head. Earthly nouns are placed in the rejoin between the head and the signer's waist. It is not customary to place signs below the waist region. Hence, Only words or noun carrying the idea of the underworld or Underneath the Earth are signed below the waist. They are few of them. Example include Hell-fire, bury, digging.</p>	<p>Heavenly Bodies</p>  <p>Earthly</p> <p>Underneath the earth</p>
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RELIGIOUS TERMS BELIEVES	CHURCH AND CHRISTMAS	CONGREGATION EASTER	CHRISTENDOM BIRTHDAY	CHRISTIAN	RELIGION
UNIVERSAL BODIES	PASTOR	PRIEST	ROMAN CATHOLIC CROSS	CULT	HELL-FIRE TRINITY

SUN	MOON	STAR	GALAXY	CLUSTERS	LIGHTING	THUNDER	RAINBOW	RAIN
SKY	CLOUD	UNIVERSE	HEAVEN	EARTH	WORLD			

**Note to Instructor:** Explain etymology of signs, if possible. Teach related signs but stress the sign of the day. As time permits, after teaching, let the students sign the words they have learnt.

**Home Work:** Always practice and communicate with the language. Correct yourself when needed. Set and work on goals always. Translate Listen to God and Live Forever (II-E) from page 14 to page 19.

## Lesson 14

## Building Vocabularies (Cont.)

### Activities

### Mental Actions (Part 1)

**Lesson Aim:** To teach student some terms related to intellectual capacity and actions.

**To Instructor:** Ensure that students are actually coping down the signs in their own words. As they repeat the signs after you, check them individually to ensure their signs are properly placed and, or gestured as supposed.

**Need To Know** Use eyes dilation and contractions, facial gestures, lips, mouth and body movements to express ideas.

**MENTAL ACTIONS** MIS-UNDERSTAND THINK DECIDE REASON FORGET BECAUSE MEDITATE MAD PUZZLE QUESTION ANSWER IDEA OPINION CONCEPT CONSIDER/ANALYZE/EXAMINE PROVERBS WISDOM DREAM IGNORANT KNOWLEDGE MISS KNOW AWAKE SUPPRISE ALERT FOOLISH STUPID PAIN/ACHE STUBBORN/REBEL DIS-OBEY MAINTAIN

**Class Work** As time permits, let students read a passage of the Bible in ASL. Observe Student's Translation and Skills.

**Note to Instructor:** Explain etymology of signs, if possible. Teach related signs but stress the sign of the day. Focus on the signs of the day.

**Home Work:** Practice the signs you have learnt. Learn to watch and correct yourself. Set a goal of working on each gesture quality until you master it. Then set another and work on it. Always communicate with the language. Try to have at list one deaf Bible student. Study the hard copies of publications and watch sign Language videos to check your understand of the signs and material. Translate Listen to God and Live Forever (II-E) from page 20 to page 25.

## Lesson 15

## Building Vocabularies (Cont.)

### Activities

### Mental Actions (Part 2), Colors, Cardinal Points

**Lesson Aim:** To teach student terms related to intellectual capacity and actions, colors, and the four cardinal points.

**To Instructor:** Ensure that students are actually coping down the signs in their own words. As they repeat the signs after you, check them individually to ensure their signs are properly placed and, or gestured as supposed.

Need Know	To	Use eyes dilation and contractions, facial gestures, lips, mouth and body movements to express ideas.
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MENTAL ACTIONS	INFORM SLEEP REMEMBER EXPERIENCE ADVICE INFLUENCE ABUSE BENEFIT HUNGRY ENVISION COMFORT COURAGE/CONFIDENT SUCCEED INTELLIGENT/BRILLIANT GOSSIP
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COLORS	BLACK BROWN RED ORANGE YELLOW GREEN BLUE PINK PURPLE WHITE
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CARDINAL POINTS	NORTH EAST SOUTH WEST
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Class Work	As time permits, let students read a passage of the Bible in ASL. Observe Student's Translation and Skills.
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**Note to Instructor:** Explain etymology of signs, if possible. Focus on the signs of the day.

**Home Work:** Always practice and communicate with the language. Correct yourself when needed. Set and work on goals always. Translate Listen to God and Live Forever (II-E) from page 26 to page 31.

## Lesson 16

### Activities

## Building Vocabularies (Cont.)

### Ancient and Modern Places

**Lesson Aim:** To teach student names of some ancient and modern places.

**To Instructor:** Ensure that students are actually coping down the signs in their own words. As they repeat the signs after you, check them individually to ensure their signs are properly placed and, or gestured as supposed.

**Need To Know** In Bible times, names were given to places for different reasons. Names were derived from such characteristics as size, occupation, and produce. Example: Bethlehem (meaning “House of Bread”), Bethsaida (House of the Hunter (or, Fisherman)), Gath (Winepress), Zoar (Smallness).-it-2 p. 465 Name

ANCIENT AND MODERN PLACES	ROME JEW/HEBREW EUROPE AFRICA BABYLON CITY JERUSALEM GREEK NIGERIA AMERICA BRITIAN GERMANY ASIA JAPAN ETHIOPIA EGYPT HAUSA ABA OWERRI YORUBA CALABAR LAGOS AKWA-IBOM LAND PLACE AREA LOCAL TERRITORY VILLAGE STATE COUNTRY NATION/ NATURAL NIGERIA NAIRA
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**Class Work** As time permits, let students read a passage of the Bible in ASL. Observe Student's Translation and Skills.

**Note to Instructor:** Explain etymology of signs, if possible. Focus on the signs of the day.

**Home Work:** Practice the signs you have learnt. Learn to watch and correct yourself. Set and work on goals always. Always communicate with the language. Try to have at list one deaf Bible student. Study the hard copies of publications and watch sign Language videos to check your understand of the signs and material.

## Lesson 17

### Activities

## Building Vocabularies (Cont.)

Occupations, Animals

**Lesson Aim:** To teach student signs for some work-type, skills, and animals.

**To Instructor:** Ensure that students are actually coping down the signs in their own words. As they repeat the signs after you, check them individually to ensure their signs are properly placed and, or gestured as supposed.

**Need To Know** The use of **AGENT (singular)** is introduced at the end of a work/ skill type to indicate a personality. For a group of individuals, the use of **CLASS (plural)** is used. Example. Teacher [teach+er]: **Teach Agent**

OCCUPATION	CARPENTER ELECTRICIAN LAWYER MECHANIC WELDER FARMER POLICE SOLDIER/ARMY PAINTER PRESIDENT NURSE DOCTOR HOSPITAL GOVERNMENT POLITICIAN SENATOR MACHINE/GENERATOR TRAIN CYCLIST MISSIONARY COMMITTEE
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ANIMALS	FISH DOG SNAKE BIRD GOAT COW ELEPHANT LION CAT TORTOISE EAGLE HORSE SHEEP SNAIL CARMEL
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**Note to Instructor:** Explain etymology of signs, if possible. Teach related signs. Focus on the signs of the day.

**Home Work:** Always practice and communicate with the language. Correct yourself when needed. Always have a goal.

## Lesson 18

## Building Vocabularies (Cont.)

### Activities

### School and Learning (Part 1)

**Lesson Aim:** To teach student signs related to school, learning and intellect.

**To Instructor:** Ensure that students are actually coping down the signs in their own words. As they repeat the signs after you, check them individually to ensure their signs are properly placed and, or gestured as supposed.

**Need To Know** Mathematics is a Parent/ principal signs for all the mathematical subjects. The use of each mathematical subject first letter gives the sign for the subject.

**SCHOOL AND LEARNING** SCHOOL LEARN STUDENT TEACH CLASS STUDY READ WRITE EXAM CORRECT  
RIGHT PRIMARY SECONDARY POLYTECHNIC UNIVERSITY PRINCIPAL OFFICE  
DICTIONARY RESEARCH LECTURE QUARTER ADDRESS EDUCATION COURT  
SCIENCE BIOLOGY CHEMISTRY MUSIC PSALMS SONG SING MATHEMATICS

**Class Work** *As time permits, let students read a passage of the Bible in ASL. Observe Student's Translation and Skills.*

**Note to Instructor:** Explain etymology of signs, if possible. Focus on the signs of the day.

**Home Work:** Always practice and communicate with the language. Correct yourself when needed. Always have a goal.

## Lesson 19

## Building Vocabularies (Cont.)

### Activities

### School and Learning (Part 2), Food and Fruits, Sport

**Lesson Aim:** To teach student signs related to school, learning, intellect, food stuffs, and fruits.

**To Instructor:** Ensure that students are actually coping down the signs in their own words. As they repeat the signs after you, check them individually to ensure their signs are properly placed and, or gestured as supposed.

**Need To Know** Use eyes dilation and contractions, facial gestures, lips, mouth and body movements to express ideas. Practice is a Parent sign.

SCHOOL AND LEARNING	PRACTICE TRAIN COURSE COMPUTER INTERNET TECHNOLOGY DEAF HEAR LISTEN PUBLIC-HOLIDAY CALENDAR BANK LIBRARY INVENT
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FOOD AND FRUITS	GARRI FUFU YAM BREAD MEAT EAT WATER BEAN RICE PLANTAIN BANANA OIL EGG COFFEE TEA BISCUIT MILK TREE FLOWER MANGO COCONUT ORENGE WINE ALCOHOL SIGARATE
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SPORT	EXERCISE HOCKEY RUN TENNIS BALL (BASKET, FOOT, VOLLEY)
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<b>Class Work</b>	As time permits students should present House-To-House Approach to the Class. Observe Student's Translation and Conversational Skills. Watch their clarity and naturalness.
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**Note to Instructor:** Explain etymology of signs, if possible. Teach related signs but stress the sign of the day. Focus on the signs of the day.

**Home Work:** Practice the signs you have learnt. Learn to watch and correct yourself. Set and work on goals always. Always communicate with the language. Try having a deaf Bible student. Study the hard copies of publications and watch sign Language videos to check your understand of the signs and material.

## Lesson 20

## Building Vocabularies (Cont.)

### Activities

### Home and Furniture, Kitchen Tools

**Lesson Aim:** To teach student signs related to house hold items

**To Instructor:** Ensure that students are actually coping down the signs in their own words. As they repeat the signs after you, check them individually to ensure their signs are properly placed and, or gestured as supposed.

**Need To Know** Use eyes dilation and contractions, facial gestures, lips, mouth and body movements to express ideas.

HOME AND FURNITURE	HOME HOUSE DOMETRY ROOM TOILET RADIO TV VIDIO ELECTRIC/WIRE BED PILLOW DOOR GATE WINDOW DRESS TROUSER SHOE EAR-RING EYE-PENCIL LIP-STICK MIRROR WASH SWEEP TABLE CHAIR STAND
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KITCHEN TOOLS	POT SPOON PLATE FIRE KEROSENE GAS FUEL STOVE CANDLE GLASS CUP BOTTLE
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**Class Work** As time permits students should present House-To-House Approach to the Class. Observe Student's Translation and Conversational Skills. Watch their clarity and naturalness.

**Note to Instructor:** Explain etymology of signs, if possible. Teach related signs but stress the sign of the day. Focus on the signs of the day.

**Home Work:** Practice the signs you have learnt. Learn to watch and correct yourself. Set a goal of working on each gesture quality until you master it. Then set another and work on it. Always communicate with the language. Try to have at list one deaf Bible student. Study the hard copies of publications and watch sign Language videos to check your understand of the signs and material.

## Appendix

### Sign Language Gesture Qualities

S/N	<i>Sign Language Qualities</i>	<i>References</i>	<i>Respective Reference/ Closely Matched Topics</i>
1.	<b>ASL Proper</b>	<i>be-160</i>	Choice of Words
2.	<b>Audience Contact</b>	--	(Read up "Visual Contact". <i>be- 124</i> )
3.	<b>Body Movement</b>	<i>be-121; be-115</i>	Gestures and Facial Expressions; Enthusiasm
4.	<b>Clarity</b>	--	(Read up "Correct Pronunciation". <i>be- 89</i> )
5.	<b>Confidence</b>	<i>be-194</i>	Expressed With Conviction
6.	<b>Conversational Manner</b>	<i>be-179; be-170</i>	Conversational Manner; Logical Development of Material
7.	<b>Creating Of Scene</b>	--	(Read up "Effective Use of Visual Aids". <i>be- 247</i> )
8.	<b>Facial Expression</b>	<i>be-121</i>	Gestures and Facial Expressions
9.	<b>Generosity</b>	--	<i>Use the space around you. Avoid muffled-up signs in just a small air space. (Read up "Suitable Volume". <i>be- 107</i>)</i>
10.	<b>Lip Reading</b>	--	<i>Pronounce you the words in your signs without voicing them out</i>
11.	<b>Main Point Out</b>	<i>be-212; be-101</i>	Main Points Made to Stand Out; Proper Sense Stress
12.	<b>Naturalness</b>	<i>be-128;be-240; be-244; be-247</i>	Naturalness; Illustrations/Examples That Teach; Illustrations From Familiar Situations; Effective Use of Visual Aids
13.	<b>Positioning</b>	--	<i>Avoid movement of standing location from one point to another. Instead, swing your body posture (Body movement) to achieve role-shifting.</i>
14.	<b>Simplicity</b>		(Read up "Simplicity". <i>be-101</i> )
15.	<b>Storage Capacity</b>	<i>be- 17</i>	You Can Improve Your Memory
16.	<b>Suspense</b>	<i>be-215</i>	Interest-Arousing Introduction
<b>MISCELLANEOUS</b>			
17.	<b>Concept</b>	--	<i>Your ability to develop ideas.</i>
18.	<b>Finger Spelling</b>	--	<i>Finger spell correctly and properly.</i>
19.	<b>Speed</b>	--	<i>Been moderate in your speed. Not too fast or too slow.</i>
20.	<b>Understanding</b>	--	<i>You can't translate if what's said isn't properly understood.</i>

