



(ASL level 1)  
ASLA 1001

Signing Naturally Unit 2  
Updated as of: Summer 2022



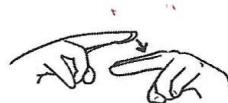
### *triple duty—nouns, verbs, and adverbs in asl*

 **DID YOU KNOW?** The number or quality of repeated movements within a sign can mean the difference between a noun, verb, or adverb, or provide multiple kinds of information simultaneously. This grammatical feature means ASL is often more economical than spoken language.

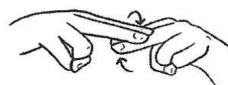
**NOUN:** Repeat the sign's movement twice using a small range of motion. For example, the pointer and middle fingers are tapped against each other to make the sign "**chair**."



**VERB:** The sign's movement is made only once, using a larger range of motion. Sometimes this movement is altered to more closely mirror the real-life action (**see: "cup" → "drink"**). Here the pointer and middle fingers of one hand are set on the other to make the verb "**to sit**." Greater force and a stern facial expression can form the command "**sit down**."



**ADVERB:** Some signs can be imbued with descriptive information by tweaking or adding movement. For example, to add the information **for a long period of time**, a sign can be adjusted to incorporate a slow, circular motion (**see: working, sitting**).



**NOW YOU TRY!** Using the base sign **study**, tell a partner about a time when you had to study hard or for a long time.

**NOUN -**  
**Repeat sign twice**

**VERB -**  
**Sign only once**

This is called  
modified verb.  
A way to move  
a story along is  
to modify the  
verb to show  
passage of time.

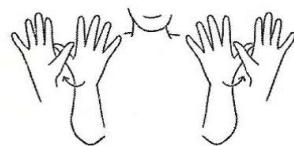


*time passes*

Grammar note: In English, verb endings are conjugated to reflect tense. In ASL, markers of time are added as separate signs.

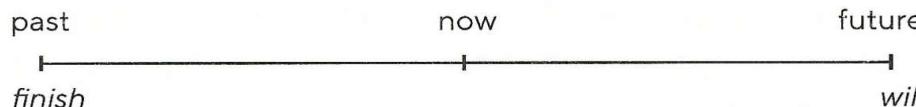


Past tense = *Finish*, both hands flicked outward at the wrist.



English: I went to school.

ASL: go school *finish*



Future tense = *Will*, a hand thrust forward from the side of the head.



English: I'm going to school tomorrow.

ASL: Go school *tomorrow will*.

**NOW YOU TRY!** Tell your partner about a past or future dentist trip.

Pronouns in ASL have no gender, so there is no distinction. They are genderless as it is just pointing. Only the spoken English translation would have a gender assigned to it.

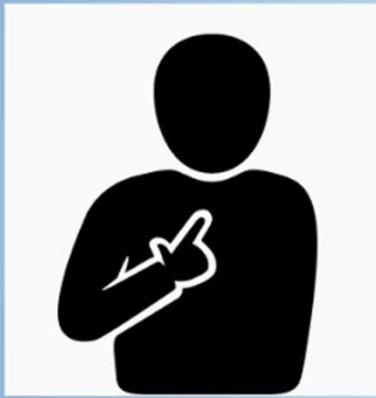


**possessive adjective**



**personal pronoun**

# PERSONAL PRONOUNS

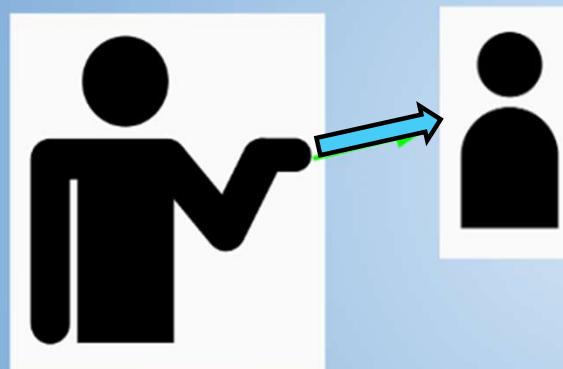


I/ME



YOU

## Pronouns



THEY

SHE HER

HE HIM

## Pronouns



THEY/ THEM

## Possessive Pronouns



MY/ MINE



YOUR/ YOURS

## Possessive Pronouns



THEIR/THEIRS

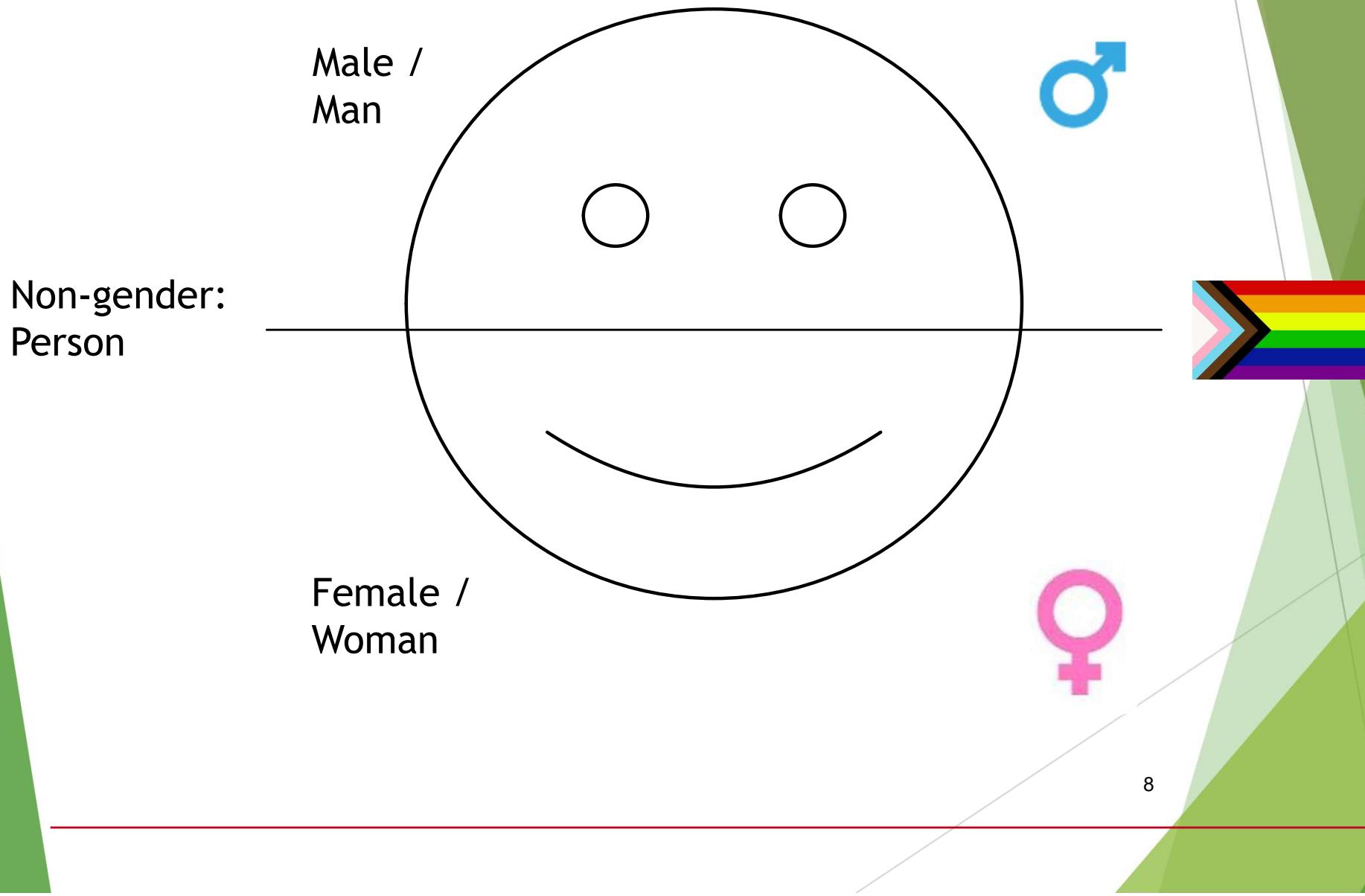
HERS

HIS

## Possessive Pronouns

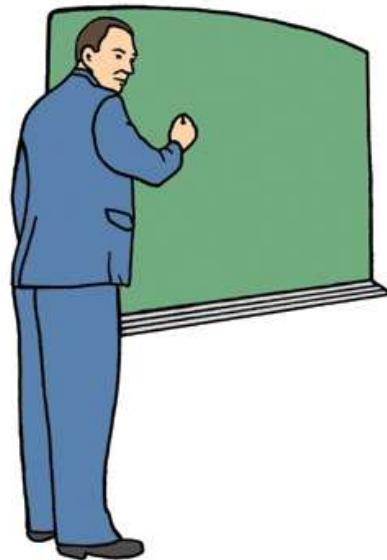


THEIR/THEIRS



TEACHER

# The Classroom



STUDENTS



# Languages

*Buenos días  
Me llamo Maria  
Gracias*

*Bon jour  
Je m'appelle Marie  
Merci*

*Good morning  
My name is Mary  
Thank you*



Fleming College: Slap 'F'; on palm hand, then College

Peterborough: 'P' sign under the chin & then 'B' on left shoulder with palm facing out

York U: Slap 'Y' on palm hand and then University

Toronto: 4 fingers touch right and left shoulder

Durham College: Slap 'D'; on palm hand, then College

Oshawa: 'O' under chin and then left shoulder

Carleton University: C and bring hand down like a snake then University

Ottawa: O hand shape and action like '22' - down and down



Trent University – Peterborough

Sir Sandford Fleming College – Peterborough

York University – Toronto

George Brown College – Toronto

Durham College – Oshawa

Carleton University – Ottawa

10 Eyebrows  
Push Ups

**Signer A:** Ask if B is...

- hearing
- a student
- learning ASL
- learning at (name of school)

**Signer B:** Affirm

**A:** Respond

ASL grammar – Sign the CAPITALIZED words in that order.  
When signing YOU, raise your eyebrows indicating yes/no question.

Signer A: Ask...

- HEARING YOU? Index finger rotating in front of lip
- STUDENT YOU? 1 action of white on palm and then person action for student
- LEARN ASL YOU? White action on left palm
- LEARN HERE TRENT UNIVERSITY YOU?

Here: what action but with fingers closed for both hands

Yes: Right fist nodding with head nodding

Signer B: Respond... YES, HEARING ME

YES, STUDENT ME

YES, LEARN ASL ME

YES, LEARN HERE TRENT U. ME

Signer A: Ask if B is...

- Deaf
- a teacher
- learning (name another language)
- learning at (name another college)

Signer B: Negate, correct information

A: Respond

ASL grammar – Sign the CAPITALIZED words in that order.  
Remember to raise your brows for Y/N questions.  
As you sign NO, shake your head.



Signer A: Ask...

**DEAF YOU?**

index finger touch near right ear then on right side of lips

**TEACHER YOU?**

flat 'O' from forehead to front then person

**LEARN FRENCH YOU?**

**LEARN AT SSFC YOU?**

finger spell SSFC

Signer B: Negate (shake head), then correct information...

**NO, HEARING ME**

NO: close mouth like action with index, middle finger and thumb  
nod head no

**NO, STUDENT ME**

**NO, LEARN ASL ME**

**NO, LEARN HERE TRENT UNI ME**



Gallaudet University is the first liberal arts in the world for the Deaf.

Where: Washington, D.C.

Number of students:  
approx. 2,000

Statues of Thomas  
Gallaudet and Laurnet Clerc  
are located on campus.



16    17    18    19

18

Signer A: Ask how many

**(ITEM) HOW-MANY?**

(furrow brows)

HOW MANY: Sprinkle water facing hands upwards one time

Signer B: Give a number

**(NUMBER) (ITEM)**

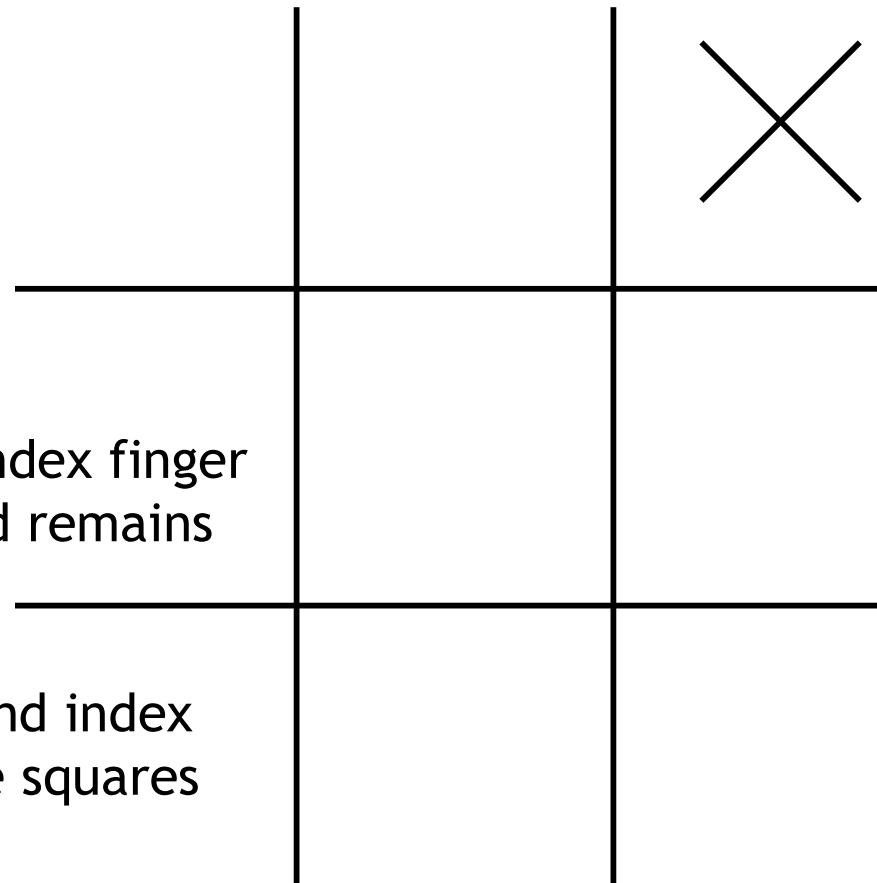
ie: shoes, how-many?

20 shoes

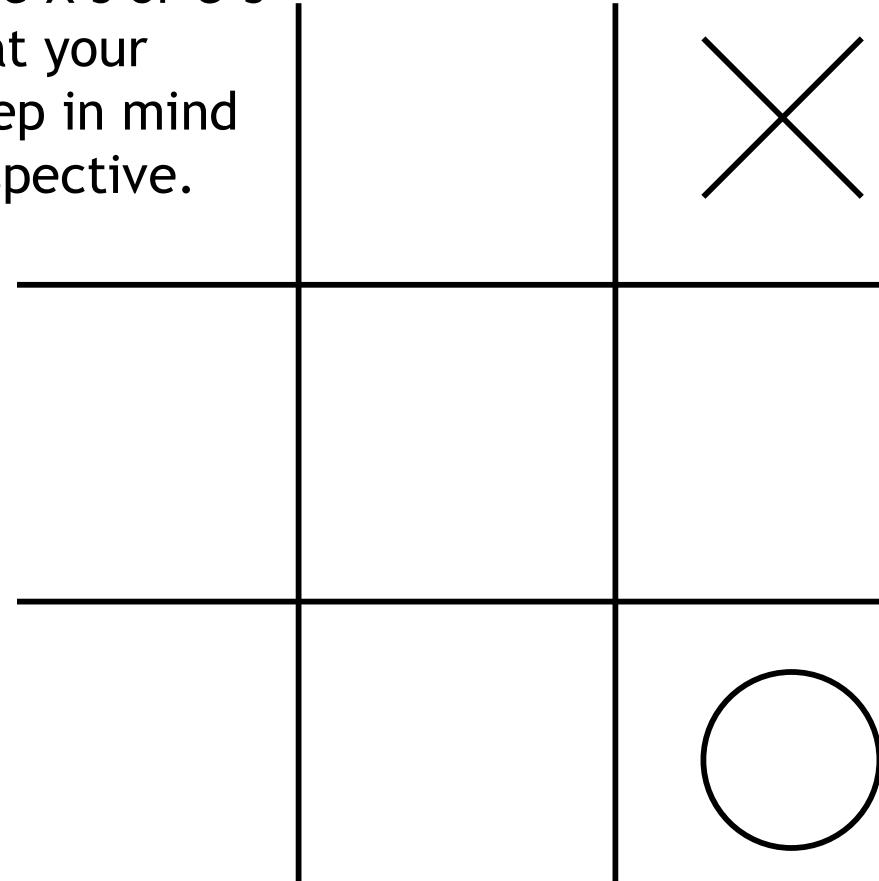
Reference point 

Use your weak hand index finger as reference point and remains there at all times.

Use your dominant hand index finger to point out the squares and trace the X or O.

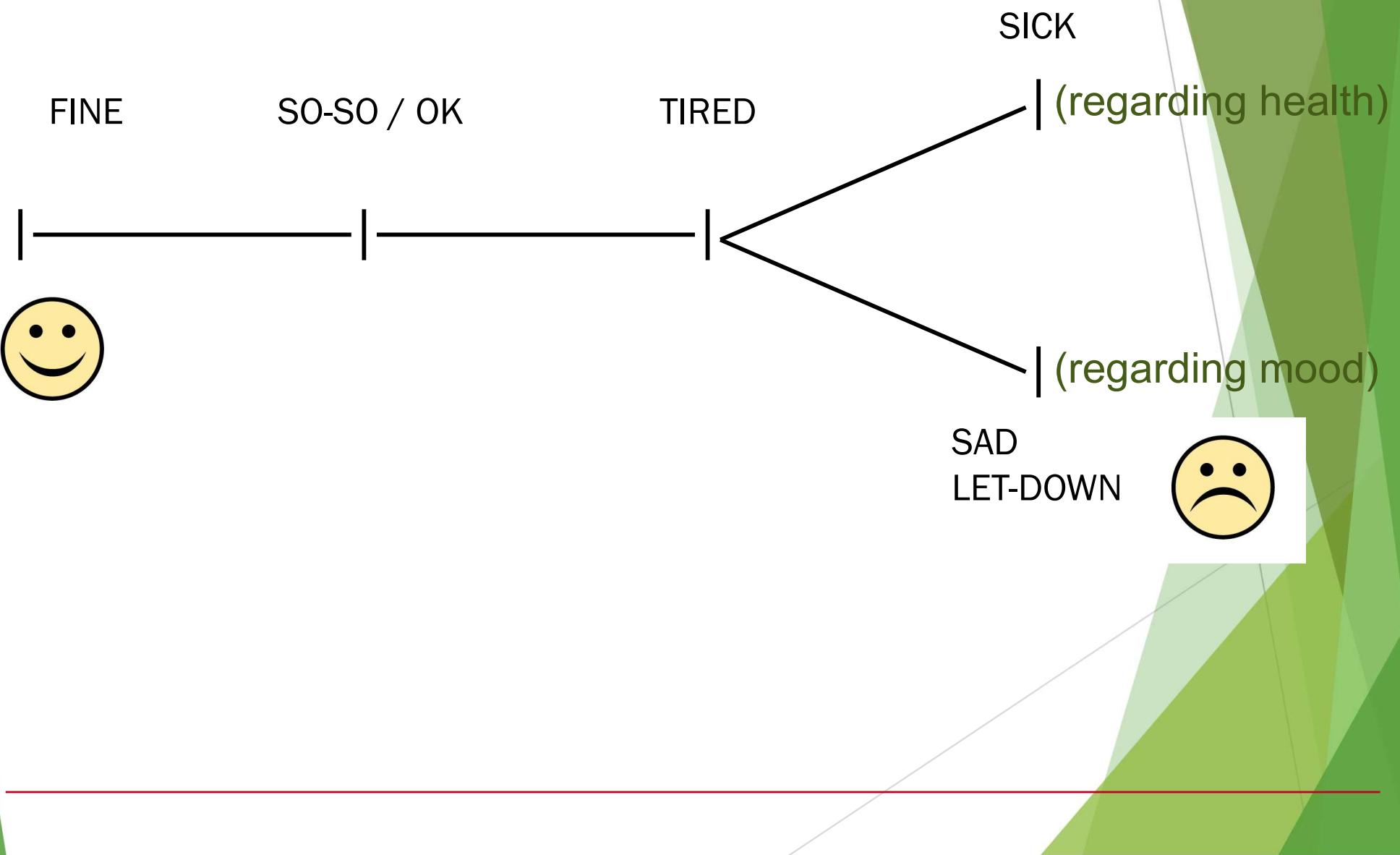


Remember you are facing your partner on the “mirror side”, so your partner’s left is your left. Your partner’s right is your right. Make sure you mark the X’s or O’s on the correct side that your partner indicated. Keep in mind to look at signer’s perspective.



Purpose of this activity is about location.

# Review: YOU GOOD?



Guess what kind of letters are these?

Fingerspell these letters to get the clue.

Take note of how your fingers are positioned.

B C D F K L R U V W X

## Names with UP letters:

(Page 65 in your SN work book)



Bev (b, v)

Rob (r, b)

Val (v, l)

Alex (l, x)

Drew (d, r, w)

Raul (r, u, l)

Kurt (k, u, r)

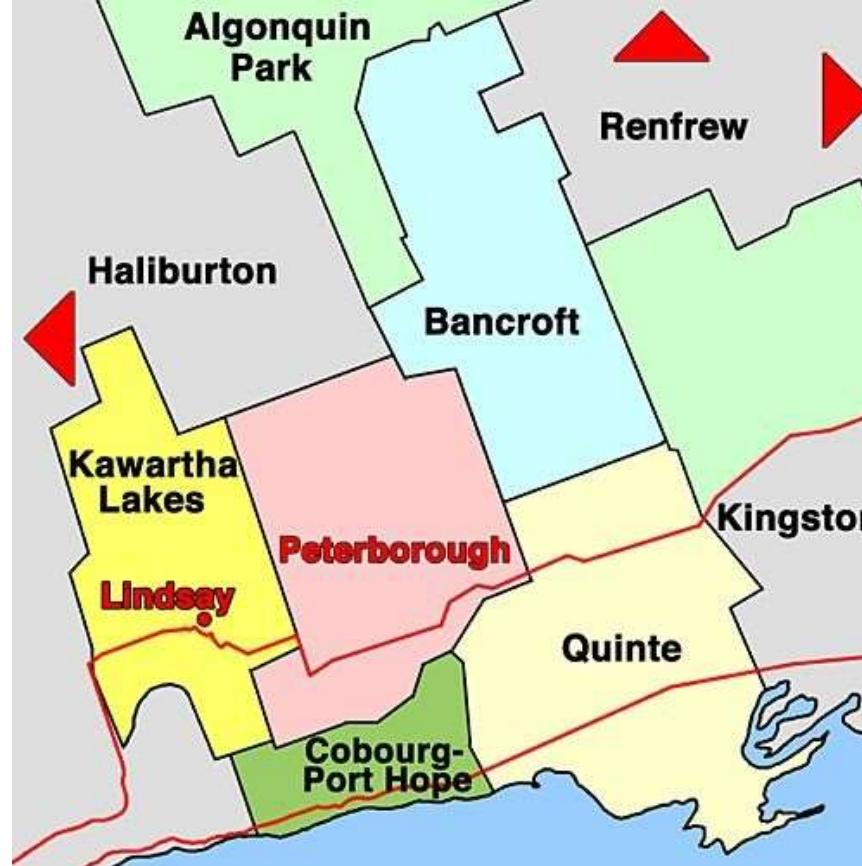
Carol (c, r, l)

Frank (f, r, k)

Vicki (v, c, k)

## Peterborough, surrounding areas and different cities

- Peterborough
- Norwood
- Havelock
- Campbellford
- Lakefield
- Bridgenorth
- Lindsay
- Port Perry



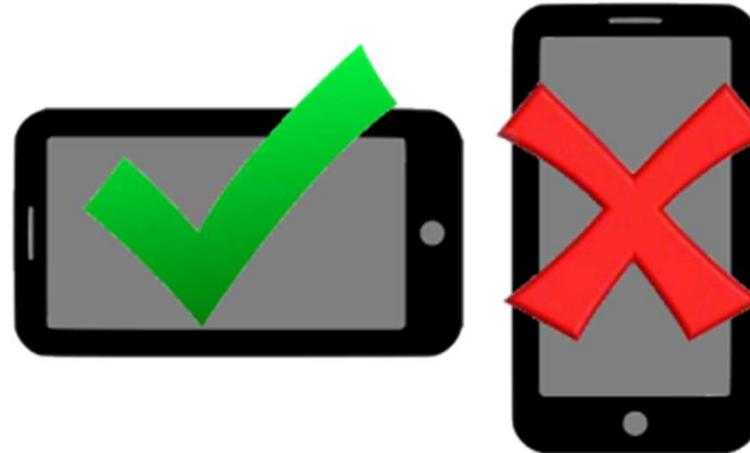
- Port Hope
- Cobourg
- Trenton
- Belleville
- Oshawa
- Toronto
- Kingston
- Ottawa

**YOU LIVE WHERE? YOU FROM WHERE?**

## Rules for your Language Background video assignment:

- 1) Wear dark solid coloured top (no logo)
- 2) Ensure plain background (no window, light or fan behind you)
- 3) Video has to be done in ONE take (no edits)
- 4) Video **MUST** be horizontal to capture all of your signing space

Video MUST be horizontal to capture your signing space in FULL:



Standard Horizontal Camera  
16x9 aspect ratio!



"Landscape Mode"



Standard Vertical Camera  
9x16 aspect ratio



"Portrait Mode"

## Lesson for today:

First I will show you new signs, then build your presentation of your language background with the signs you've learned.

# Languages

*Buenos días  
Me llamo Maria  
Gracias*

*Bon jour  
Je m'appelle Marie  
Merci*

*Good morning  
My name is Mary  
Thank you*



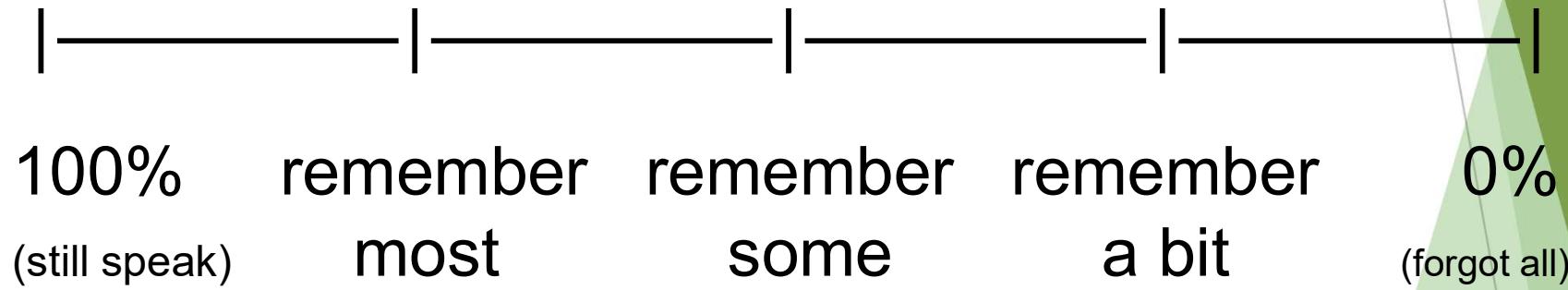
# 1. Language(s) you grew up with

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**GROWING UP, ME SPEAK (lang.)**

(transition – raise brows)

# How much language does one still remember



## 2. Other languages you learned in high school

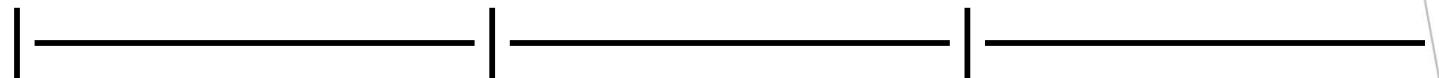
- Where did you learn the language
- How many years did you study it
- How much do you still remember

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(transition)

- HS, ME LEARN FRENCH (and/or other lang.) /
  - HS, LANG ME LEARN NONE
- IN / HERE (your city), 1-4 YEARS
- STILL SPEAK / REMEMBER / FORGOT ALL
  - most / some / a bit
  - LANG NONE ME DON'T KNOW

very difficult      sort of hard      sort of easy      very easy

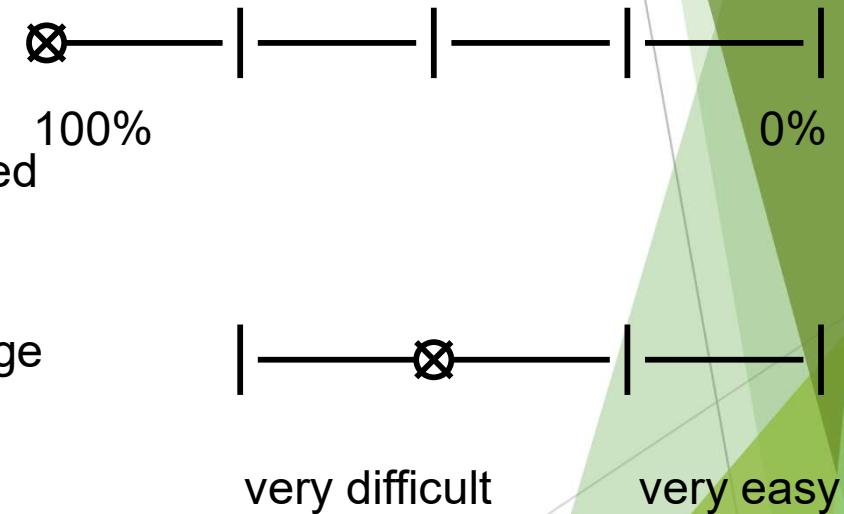


### 3. Language(s) you are currently learning

- Where are you learning it
  - How difficult is it to learn
- 
- CURRENTLY (transition)
  - ME LEARN ASL HERE TRENT UNI
  - DIFFICULT / EASY

# Carol's Language Background

1. Carol (raise eyebrows)
  - grew up speaking English and Spanish
2. high school (raise eyebrows)
  - learned French
  - 2 years
3. college (raise eyebrows)
  - learned French
  - 3 years
  - how much language remembered
4. currently (raise eyebrows)
  - learning American Sign Language
  - Gallaudet University
  - level of difficulty



(Raising eyebrows indicates transition through life time)

*Exercise 2:1*

## LANGUAGE BACKGROUNDS

**Instructions.** Your partner will narrate about a person's "Language Biography." When she or he is done, you may ask questions for clarification. Fill in the blanks below. Then repeat the information back to your partner to confirm the information you recorded.

1. name: \_\_\_\_\_

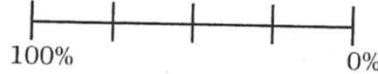
languages she or he grew up with: \_\_\_\_\_

2. high school time

-other language(s) learned: \_\_\_\_\_

-number of years: \_\_\_\_\_

-how much language remembered:

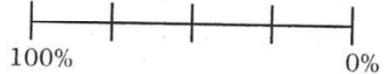


✗ college time

-other language(s) learned: \_\_\_\_\_

-number of years: \_\_\_\_\_

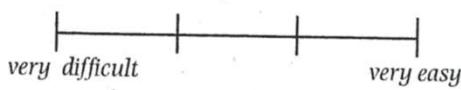
-how much language remembered:



4) present time

-other language(s) currently learning: \_\_\_\_\_

-level of difficulty:



Go to page 376  
in your workbook.

Interview your  
partner and fill in  
your partner's  
language background  
information.

Ask questions for  
clarification.  
(Omit number 3.)

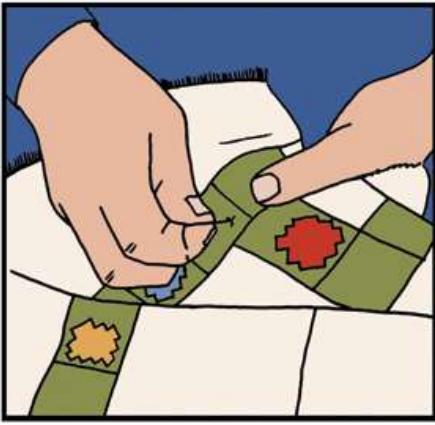
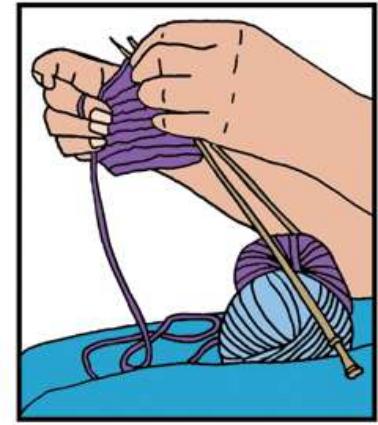
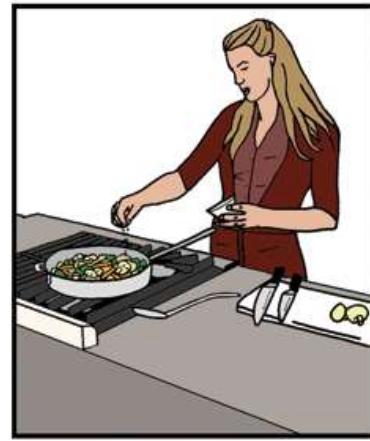
# Constrastive Structure

(body movement of ASL)

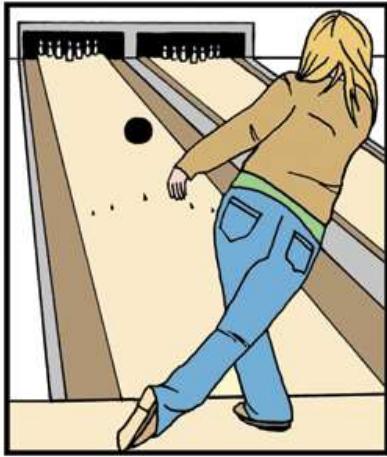
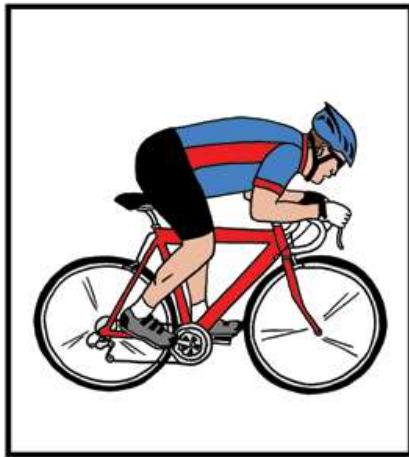
Shifting your body:

- To indicate “and / or”
- To contrast two things, two places, and 2+ more people  
(role-shifting for people)

# Leisure Activities



## Leisure Activities



Describe or act out for your partner your hobby or what you like to do in your free time. Be sure to include enough detail so your partner can follow along.

Find a new partner. This time describe your previous partner's hobby to your new partner. Point out who you are talking about before you begin.

*Exercise 2:4*

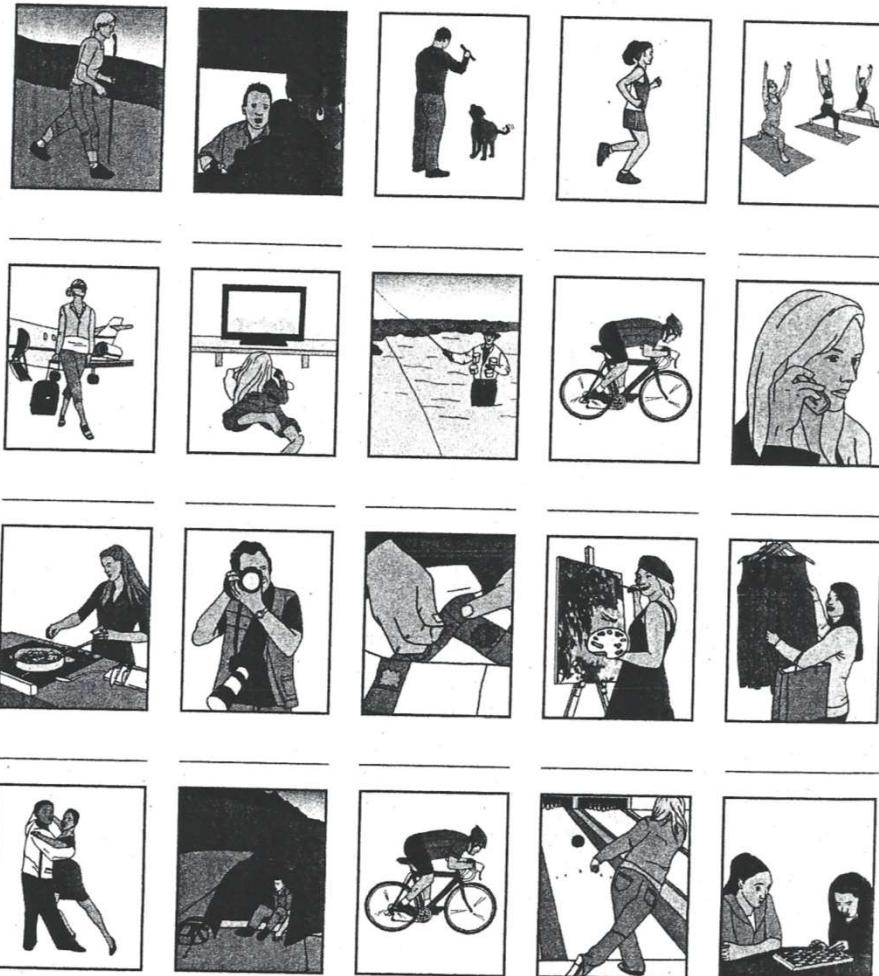
Go to page 380 in  
your workbook.

Ask your partner  
the following  
question...

(hobby), ENJOY YOU?  
or  
(hobby), LIKE YOU?

**WHO LIKES WHAT?**

**Instructions:** Go around the classroom and find students who like doing one of the leisure activities below. Write that person's name in the blank under the activity. Make sure to sign your question and not rely on pointing to the picture!



# Contrastive structure is part of ASL.

Shift/twist your shoulders to indicate “and/or”

1) Two things, ME LIKE

(ie: travelling & camping)

2) Two things, ME DETEST (don't like)

(ie: fishing & biking)

3) Two things, ME ENJOY

(ie: shopping & Netflix watching)

4) Two colours, COLOURS ME “KISSFIST”

(ie: wine & orange)

(love it/something)  
43

See to page 90 to help prepare your language background presentation / autobiography.

Also, Lang Bkgd RUBRIC and TEMPLATE are posted in the Blackboard. You may choose which one helps you best to develop your presentation.

(transition - raise brows)

(affirm nod)

Hello, my name Punyaja. Me hearing.

(transition)

(c/s)

HINDI

Growing up, me speak English & (if any other language).

(transition)

(point)

SURAT, INDIA

(NMS)

HS, me learn French in (your city), # year(s), remember A BIT.  
SANSKRIT 4 years

(transition)

SORTA<sup>(NMS)</sup>

Currently, me learn ASL here Trent U, 4 months, easy/hard!

(raise brows for both things and c/s)

WATCHING & PAINTING, me like.

NETFLIX

(raise brows x2 and c/s)

(head shake)

FISHING & SOWING, me detest.

(raise brows x2 and c/s)

DANCING & TRAVELLING, me enjoy.

(raise brows x2 and c/s)

MY Favorite colours

BLUE & BLACK, colours me “kissfist”.

Jennifer's language background presentation:

(raise brows)

(affirm nod)

Hello, me name Jennifer. Me Deaf.

(raise brows)

(c/s)

Growing up, me speak English & sign ASL.

(raise brows)

(IX)

(NMS)

HS, me learn French in Belleville, 1 year, remember a bit.

(raise brows)

(NMS)

Currently, me teach ASL here Trent U, 4 years, easy!

(raise brows on both things and c/s)

Travelling & camping, me like.

(raise brows x2 and c/s)

(head shake)

Fishing & biking, me don't like.

(raise brows x2 and c/s)

Shopping & Netflix watching, me enjoy.

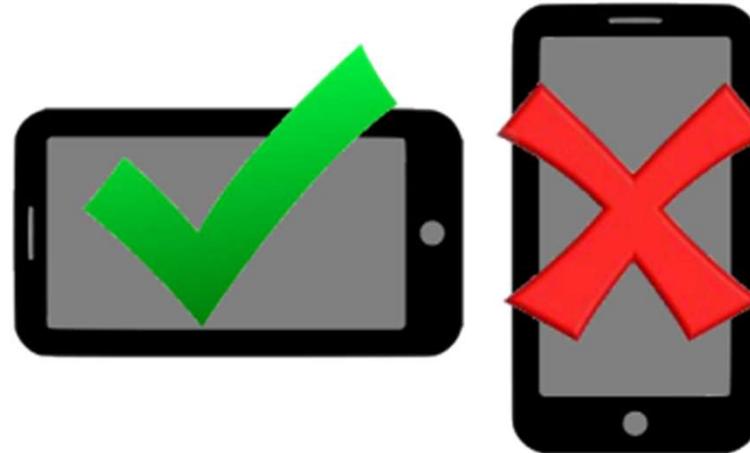
(raise brows x2 and c/s)

Wine & orange, colours me "kissfist".

## Friendly reminder:

- 1) Wear solid dark coloured top (no logo)
- 2) Ensure plain background (no window, light or fan behind you)
- 3) Video has to be done in ONE take (no edits)
- 4) Video MUST be horizontal to capture all of your signing space

Video MUST be horizontal to capture your signing space in FULL:



Standard Horizontal Camera  
16x9 aspect ratio!



"Landscape Mode"



Standard Vertical Camera  
9x16 aspect ratio



"Portrait Mode"

## Language Background video submission:

Since the file will be large for sure,  
upload it to Google Drive or OneDrive.

Make sure the file is set to “open” for me to  
be able to access it.

Share the file by emailing me the link.

Submit it BEFORE class starts on the due date.  
Thank you and good luck! ☺

Only the 20's numbers are  
fingerspelled differently than  
other numbers:

20      21      22      23      24

25      26      27      28      29

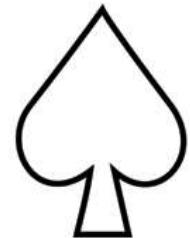
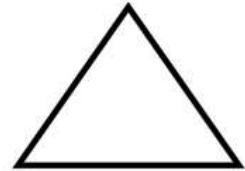
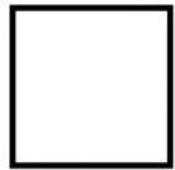
Signer A: Give subtraction problem  
(number) TAKE-AWAY (number) HOW-MANY?  
(number) MINUS (number) HOW-MANY?

(furrow brows)

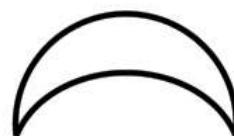
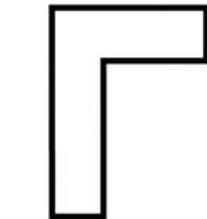
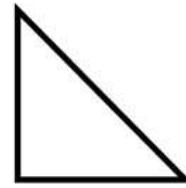
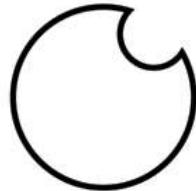
Signer B: Give answer  
(number)

# Basic Shapes

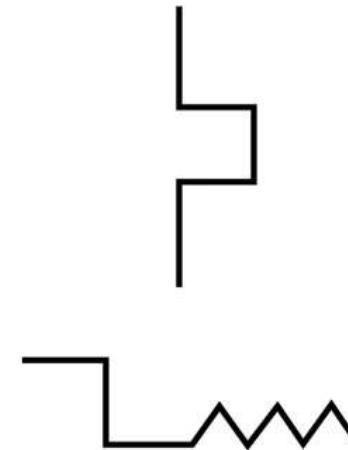
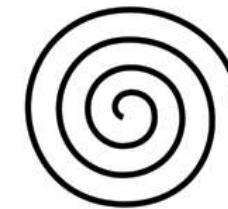
symmetrical



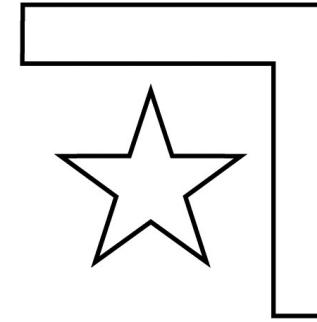
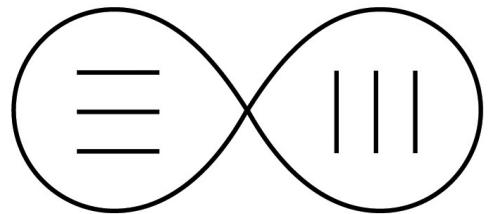
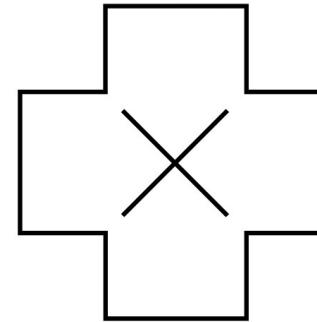
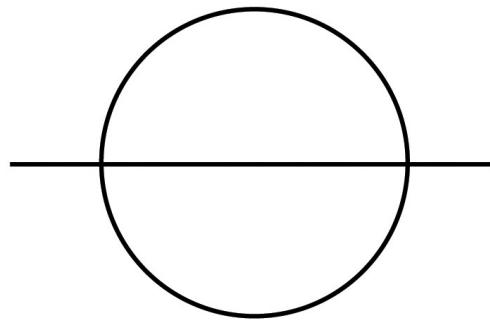
asymmetrical



linear  
(circles too)



## Combination Shapes



(Exercise 2.2 – page 377  
in your workbook)

## Signer's Perspective

In order to draw  
a combination of  
shapes correctly,  
you must take  
the signer's  
perspective.

i.e. – see the  
shapes through  
the signer's eyes.

### SIGNING NATURALLY

#### *Exercise 2:2*

##### DESCRIBE A COMBINATION OF SHAPES

**Instructions.** Draw your own combination of shapes in Grid A. When done, describe your shapes to your partner. They will draw the shapes you describe in Grid B.

**Grid A** – Draw your own combinations here.

1.	2.	3.
4.	5.	6.

**Grid B** – Draw your partner's shapes here.

1.	2.	3.
4.	5.	6.

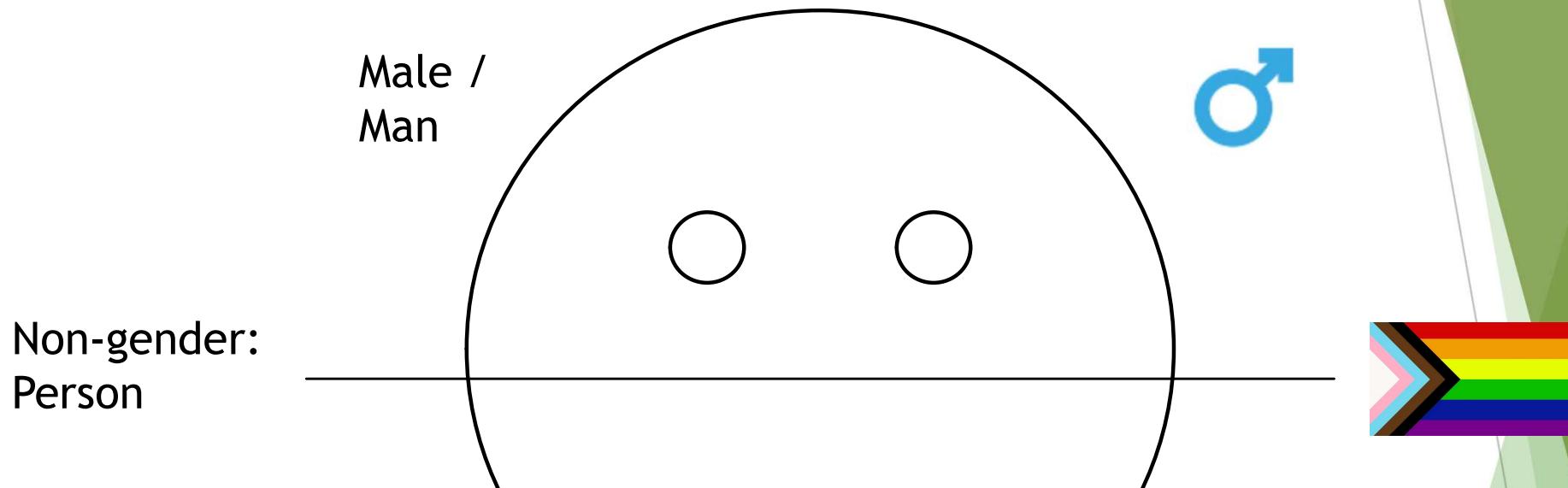
- ▶ What are the 6 pronouns signed with flat-B handshape?
- ▶ What are the 7 pronouns signed with pointer-finger handshape?

## ► Flat-B handshape

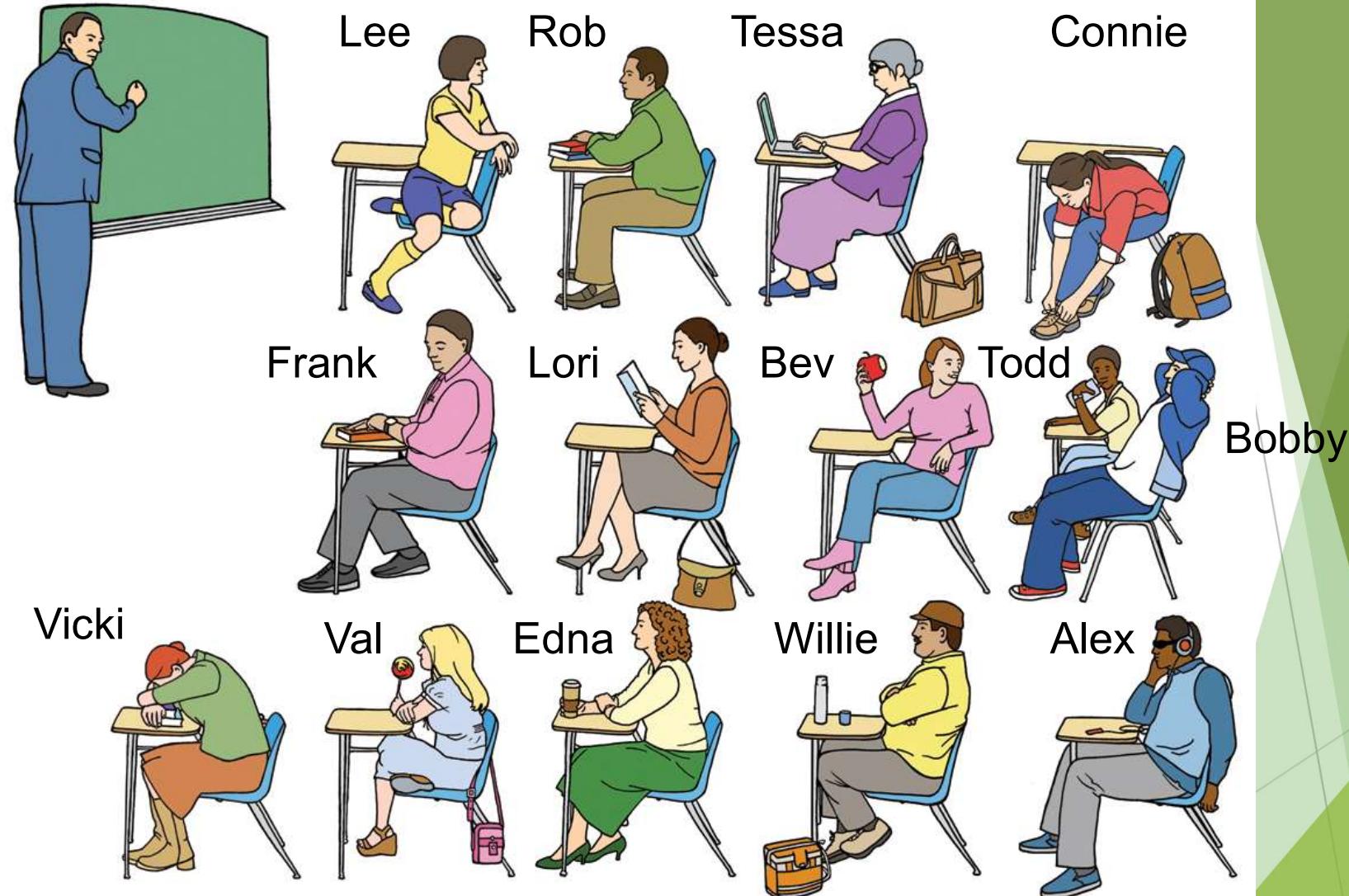
- Your(s)
- My / mine
- His / Her(s)
- Their

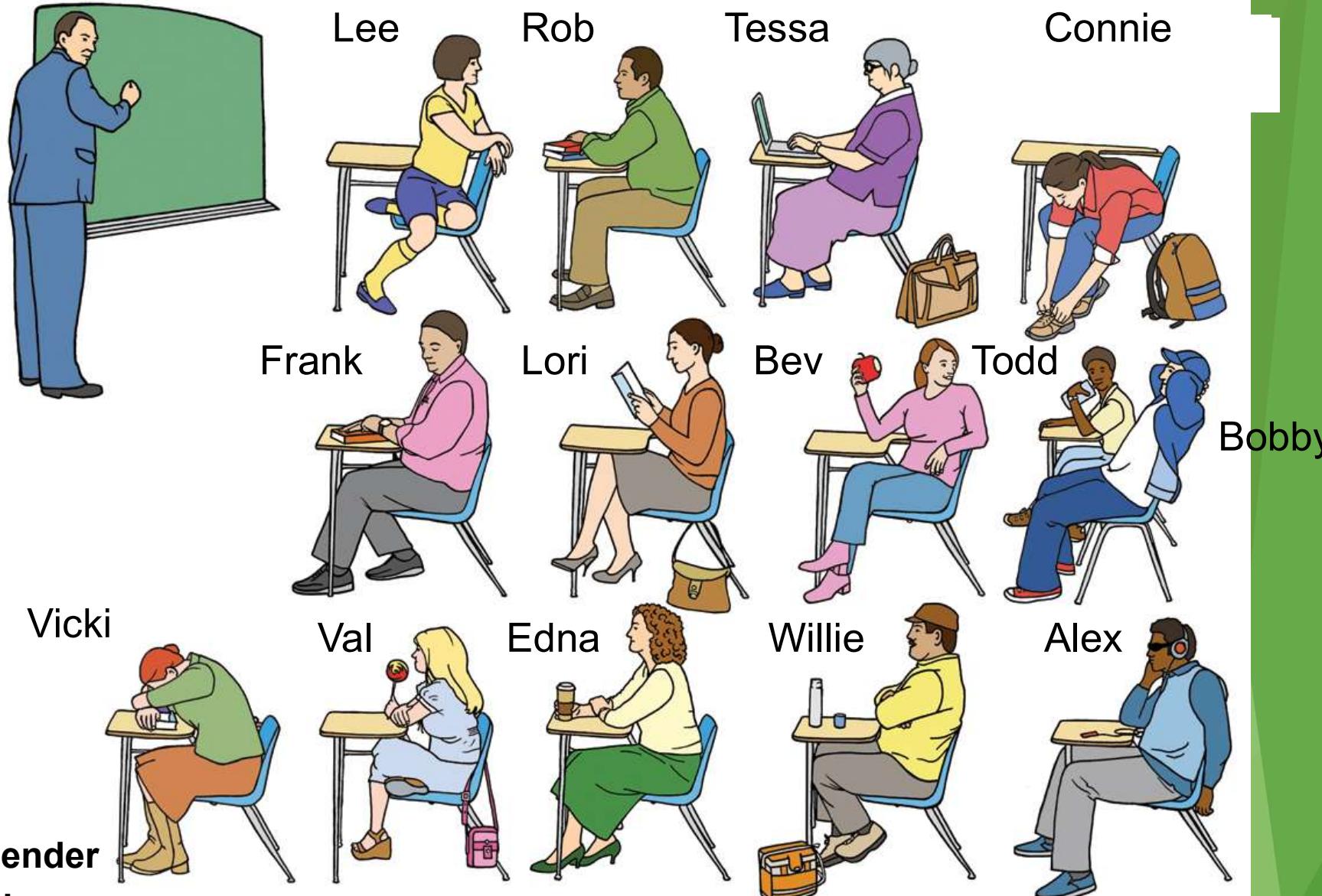
## ► Pointer-finger handshape

- You
- I / me
- She / He
- They / Them



## Identify a Person by Gender/Person, Appearance & Body Position/Action





- Person / gender
- Colour, hair
- Clothing, colour, style
- Body position / action
- Their name what?

(IX) = point. That is called **spatial agreement**. You are orienting your sign in the direction of the person you're talking about.

**Signer A:**

- PERSON (IX)
- COLOUR, HAIR
- COLOUR, CLOTHING, STYLE
- BODY POSITION / ACTION
- THEIR NAME WHAT?  
(furrow brows)

**Signer B:** (fingerspell name)

Reminder: PALM – my, your, his, her, their  
INDEX FINGER – me, you, he, she, they

# Guess Who!®\*



Here is the classic game of **Guess Who?** played virtually!

1. Choose a character from the game at random. Copy and paste the image of your character in the “CHARACTERS” table before starting each game.

2. Try to guess the character of your opponent by asking him questions that are answered with YES or NO.

- Is your character a man? - YOUR PERSON MAN / WOMAN?
- Does your character wear glasses? - GLASSES HAVE?
- Is your character wearing something on his head? - HAT HAVE?
- Does your character have dark skin? - YOUR PERSON SKIN DARK?
- Does your character have freckles? - FRECKLES HAVE?

**\*If you need to know a sign for something, please ASK your teacher.**

3. Eliminate the characters based on your opponent's answers by clicking and dragging the Xs in that slide.

4. When you think you know your opponent's character, you can identify them by telling the name. But beware! If you are wrong, your opponent wins!

## CHARACTERS

GAME #1	GAME #2	GAME #3	GAME #4	GAME #5

## POINTS

PLAYER #1	PLAYER #2



# Slide 1 of Characters



THOMAS



SAMANTHA



ANDREW



BIANCA



MAXIME



MÉLANIE



KATHERINE



VANESSA



VINCENT



CAROLINE



SHAWN



SAMUEL



ALEXIA



BENJAMIN



VALÉRIE



STÉPHANIE



SIMON



EMMA



ROBERT



RYAN



ÉMILIE

## Slide 2 of Characters



STÉPHANE



LARA



PAUL



JASMINE



THOMAS



LAUREN



CAROLE



VÉRONIQUE



VINCENT



MARIE



SHAWN



SAMUEL



SYLVIE



BENJAMIN



JULIE



MICHELLE



SIMON



ZOÉ



JULIEN



CHRIS



ANNABELLE

## Slide 3 of Characters



SAMUEL



SAMANTHA



ANDREW



BIANCA



MAXIME



MÉLANIE



LAUREN



MÉLISSA



VINCENT



ROXANNE



CHARLES



THOMAS



LILY



JADEN



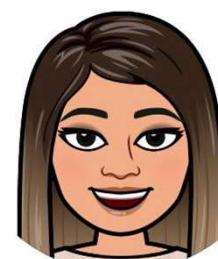
LIANNE



ÉMILIE



SHAWN



MAUDE



ROBERT



BENJAMIN



AMBER

## Slide 4 of Characters



ANTHONY



MIA



PAUL



KIARA



THOMAS



SOPHIA



JENNA



FANY



ANNE



ALICE



SHAWN



SAMUEL



CHRISTINE



SÉBASTIEN



SUZANNE



MARIE-ÈVE



SIMON



AMANDA



JULIEN



CHRIS



MEGHAN

## Slide 5 of Characters



JACOB



OLIVIA



PAUL



BRIANNA



DAVID



TANIA



SUMMER



ELIZABETH



JESSICA



VICTORIA



WILLIAM



SAMUEL



LINDA



SÉBASTIEN



ALEXANDRA



DANIELLE



SIMON



BRIGITTE



LOGAN



ANTHONY



SARAH

(IX) = point. That is called **spatial agreement**. You are orienting your sign in the direction of the person you're talking about.

**Signer A:** - PERSON (IX)  
- COLOUR, HAIR  
- SHIRT, COLOUR, STYLE,  
- BODY POSITION / ACTION,  
- (IX) WHO?

**Signer B:** THEIR / HIS / HER NAME \_\_\_\_\_,  
(LEISURE ACTIVITY) THEY / HE / SHE ENJOYS.

Reminder: PALM – my, your, his, her, their  
INDEX FINGER – me, you, he, she, they

## SIGNING NATURALLY

### Exercise 2:3

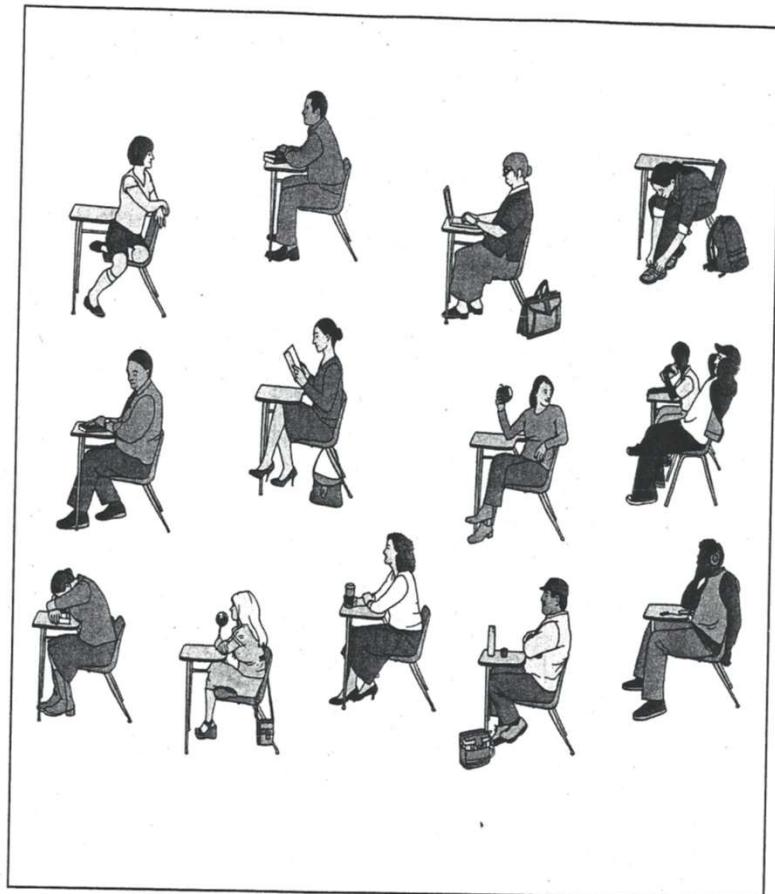
#### IDENTIFY OTHERS

**Instructions:** First, pick six students in Classroom A. Add names and two pieces of information (personal information, language background, leisure activity, likes or dislikes). Use the names from page 68. When ready, identify the student in the picture, give his or her name and the two facts (vocabulary used to identify the student does not count as facts). Your partner will record the information in Classroom B. When done, switch roles and record your partner's information.

**Classroom A.** Add names and two pieces of information to six students in this picture.



**Classroom B.** Record the information given by your partner here.



## Classroom A/B

### Exercise 2.3 - Activity Instructions: (pages 378-379 in your workbook)

*(Shown in previous slide)* In your workbook, the first classroom picture is yours. Second classroom picture is your partner's where you are to record the name and info that your partner signed.

- Pick 3 people in the picture.
- Give them a short name (up to 4 letters).
- Make up two information on each person.

Example: I have chosen 4 people and gave them a name and 2 information each (*as shown in next slide*).

## Classroom A/B

Exercise 2.3 - Activity Instructions:  
(pages 378-379 in your workbook)

### Instructions:

- ▶ Describe the person
- ▶ Ensure your partner pointed to the correct person
- ▶ Spell the person's name
  - (allow time for your partner to write it down)
- ▶ Tell two information about the person
  - (allow time for your partner to write it down)
- ▶ Have your partner show what they wrote down to ensure they got it right.

# Classroom A/B

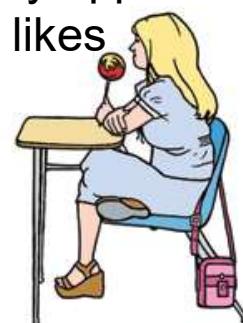
Sam, knitting  
they dislikes,  
camping they  
like



Tessa, Deaf,  
learning French



Alice, hearing,  
candy apples  
she likes



Matt, HoH,  
listening  
music he  
enjoys

## Names with Double Letters

### 1. Letters that bounce

Bobby	Libby	Duffy
Carrie	Willie	Nikki

### 2. Letters without a bounce

Timmy	Maddy	Danny
Kitty	Bessie	

### 3. Letters that move sideways

Lee	Yoon	Aaron
-----	------	-------

## Negotiating a Signing Environment

1. walk through
2. use touch
3. ask a person to move

# 5 EASY WAYS

to communicate  
with a Deaf person

## #1 SIGN IT

The alphabet or a few friendly phrases are easy to learn on YouTube!

## #2 WRITE IT

Use whatever pen and paper you can find!

## #3 TEXT IT

Type it out in your notes app or blank text message!

## #4 SHOW IT

Point to it, show a picture or video on your phone, act it out, get creative, and use visuals!

## #5 INTERPRET IT

Grab an interpreter & ask for help! Make sure you look at the Deaf person, & not the interpreter.

## Asking “SIGN WHAT?” conversation strategies

(Page 84-85 in your workbook)

Signer A: Use one of these strategies and ask what is the sign:

- point to object, SIGN WHAT?
- draw picture, SIGN WHAT?
- list things in the category, SIGN WHAT?
- use opposites, SIGN WHAT?
- describe/act out, SIGN WHAT?

Signer B: Respond...

- give sign
- or tell you don't know,
- or tell you forgot the sign,
- or tell you think you know the sign and show it
- or ask for clarification  
(ME NOT UNDERSTAND, MORE C'MON)

ASL grammar – sign the capitalized words and in that order.

**Signer A:** - SEE PERSON (IX),  
- COLOUR, HAIR  
- CLOTHING, COLOUR, STYLE,  
- BODY POSITION/ACTION,  
- (IX)-*point to person you described and glance*

**Signer B:** Acknowledge (*glance, then look back to partner & nod to acknowledge*)  
(palm)

**Signer A:** THEIR/HIS/HER NAME \_\_\_\_\_.  
(LEISURE ACTIVITY) THEY/HE/SHE ENJOYS.  
(index finger)

## Exercise 2:5

### NAMES

**Instructions:** Pick one of the names below as your name for this activity.

Write it here: \_\_\_\_\_

Now go around the room introducing yourself to other students with your “new” name. Follow the dialogue format you have learned in class. (The activity ends when you have met someone with each of these names or if you have met everyone in class). Cross these names off as you meet someone with that “adopted” name.

Sean      Naomi      Tom      Seena      Carl

Rita      Ian      Carrie      Danny      Edna

Bobby      Kurt      Matt      Moe      Alex

Follow the  
dialogue  
(in next  
slide).

Signer A: Guess B's name

Signer B: Confirm or correct, guess A's name

A: Confirm or correct

A & B: Express pleasure in meeting

# TELEPHONE GAME: Pass It On