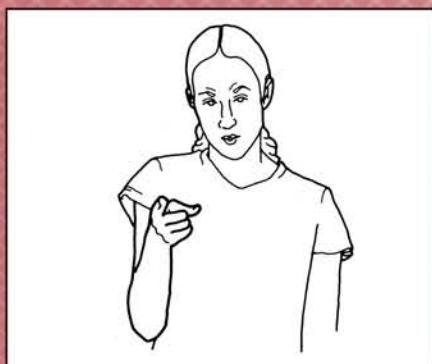
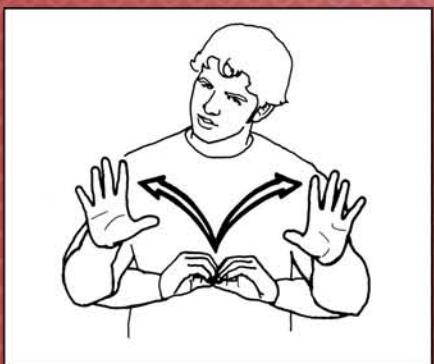
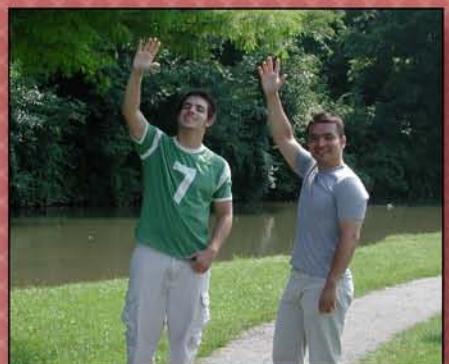


Master ASL!

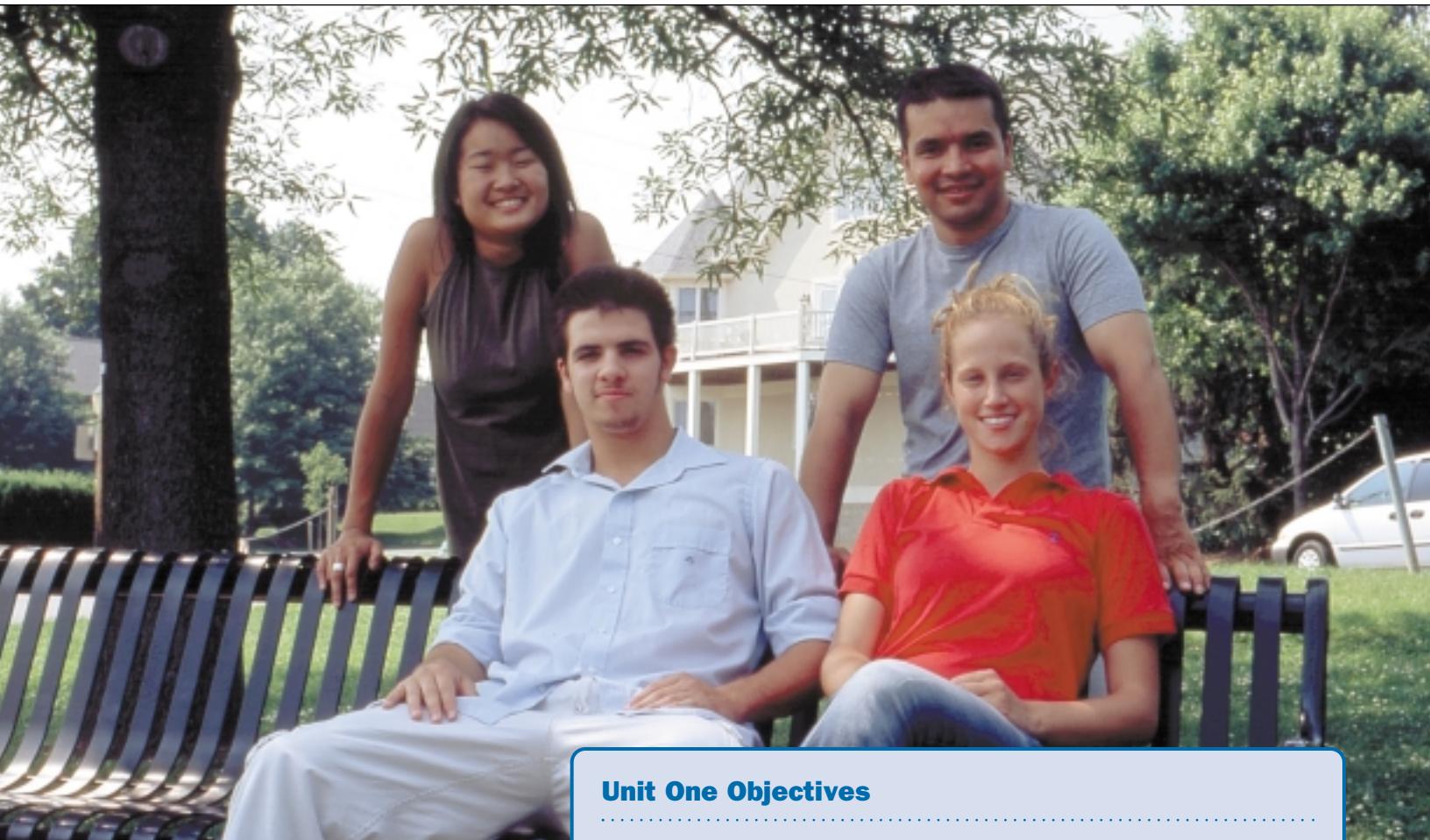
LEVEL ONE



JASON E. ZINZA

UNIT ONE

Welcome!



Unit One Objectives

- To learn proper greetings and farewells in ASL
- To introduce yourself and others
- To learn basic ASL sentence structure
- To ask and answer questions
- To learn how to interact appropriately with Deaf people
- To learn the role of facial expressions and non-manual signals

Unit One Vocabulary

<i>to be</i>	Absent	30	Hearing	12	<i>to be</i>	Scared, afraid	26	
	Afternoon	7	Hello	4		School	30	
	Again, repeat	17	Hi	4	<i>to</i>	See	20	
	American Sign Language	17	Hold on	8		Shoulder tap	14	
	Bathroom	17	Homework	8	<i>to be</i>	Sick	26	
	Blank face	26	I am, me	6	<i>to</i>	Sign, sign language	17	
<i>to be</i>	Bored	26	I don't mind	30	<i>to be</i>	Sleepy	5	
<i>to be</i>	Busy	5	I'm not, not me	29		Slow, to slow down	17	
	Can, may	29	<i>to</i>	Introduce	12	So-so	5	
	Can't, may not	29	<i>to</i>	Know	29	Take care	20	
<i>to be</i>	Confused	5	Last	10		Thank you	17	
	Deaf	12	Later	20		They are	6	
	Deixis	6	<i>to</i>	Learn	17	<i>to be</i>	Tired	5
	Don't know	29	<i>to</i>	Like	29		Today, now	30
	Don't like	29	Look at me	8		Tomorrow	20	
	Don't understand	29	<i>to be</i>	Mad, angry	26	Turn off voice	14	
	Due, to owe	30		Me too, same here	20	<i>to</i>	Understand	29
	Evening, night	7	<i>to</i>	Meet	12	<i>to</i>	Want	12
<i>to be</i>	Excited	26	Morning	7		We are, us	6	
	Eye contact	8	Movie	30		What's up	4	
	Facial expressions	26	My	12		Yes	17	
	Favorite	30	Name	10		You are	6	
	Fine	5	Nice	12		You are (plural)	6	
	Focus, pay attention	8	NMS: Head nod	28				
	Friend	12	NMS: Head shake	28				
<i>to</i>	Go to	17	NMS: Question-Maker	15				
<i>to be</i>	Good, well	5	No	17				
	Good-bye	20	No eye contact	8				
	Handwave	14	Nothing, not much	5				
<i>to be</i>	Happy	5	Please	17				
	Hard of hearing	12	<i>to</i>	Practice	30			
	He / she / it	6	<i>to be</i>	Sad	26			
				Same old, the usual	5			

Key Phrases

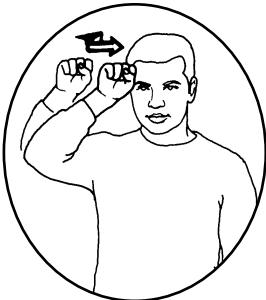
How are you?	4
I'm fine	4
Nice to meet you	12
See you later	20
See you tomorrow	20
What is your name?	9
What's for homework?	8

Meet the Characters

Four characters highlighting the variety of backgrounds within the Deaf community are profiled throughout **Master ASL! Level One**. They will present useful vocabulary, highlight aspects of Deaf culture, and share their accomplishments and interests. You will realize that the lives of Deaf people are very much like your own.



SEAN



Sean lives in Boston, Massachusetts, and is the only Deaf person in his family. Originally from Texas where he attended the Texas School for the Deaf, he now attends a public school and uses sign language interpreters in his classes.



MARC

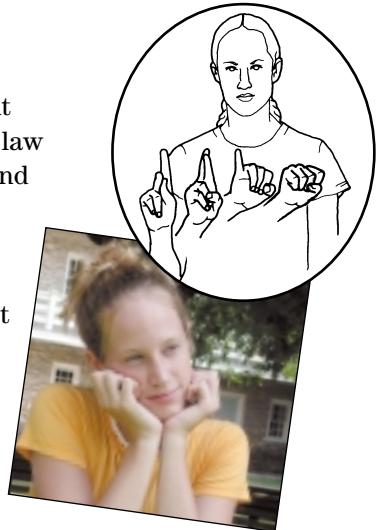


Marc, his brother, and a younger sister are Deaf; his mother is hard of hearing, and his father is hearing. He plays football at a school for the Deaf, is a member of the speech and debate team and is involved in student government. He plans on attending Gallaudet University, the world's only university for Deaf students.

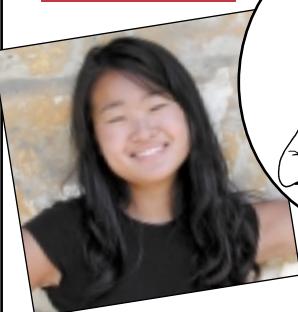
In her role as an ASL teacher, Rita presents information that focuses on ASL grammar and Deaf culture, gives tips on how to improve your signing, and answers common questions students have about ASL. For example, a frequent question is: "What is the difference between *deaf* and *Deaf*?" When *deaf* is not capitalized, it describes one's hearing status. When capitalized, *Deaf* describes those individuals who are proud to be deaf and consider themselves members of the Deaf culture. They use American Sign Language as their preferred means of communication.

KRIS

Kris is a university student studying government and law whose siblings, parents, and grandparents are all Deaf. An avid athlete, she loves to snowboard, ski, and play tennis. When she isn't studying, she can be found spending time with her family and is especially fond of storytelling competitions.



KELLY

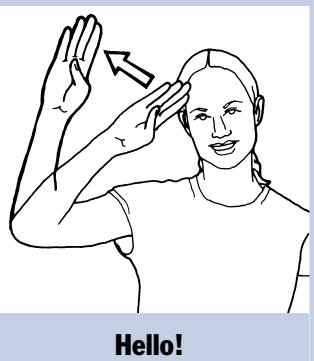


Kelly, like Sean, is the only Deaf person in her family, though she considers herself lucky because her parents and older brother all learned American Sign Language. Kelly enjoys drama, photography, and spending time on her creative writing. She wants to teach Deaf children after college. A pet peeve? When hearing people say, "I'll tell you later" or "It's not important."

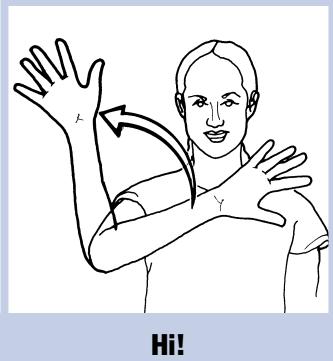


RITA

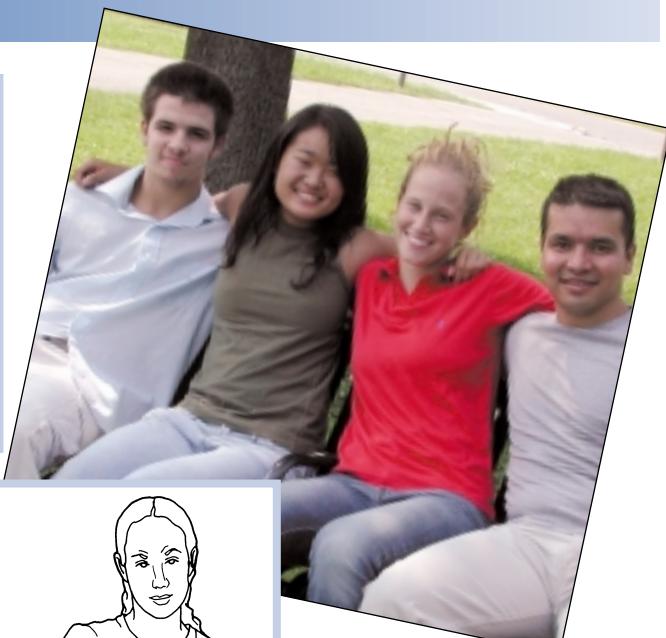
Greetings



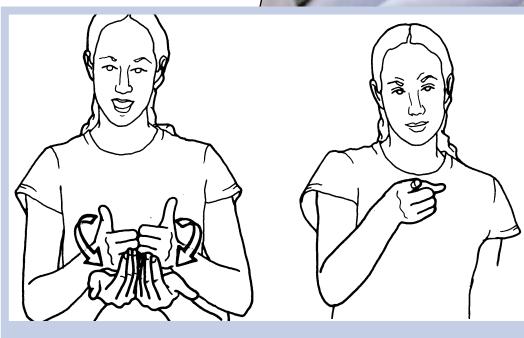
Hello!



Hi!



What's up?



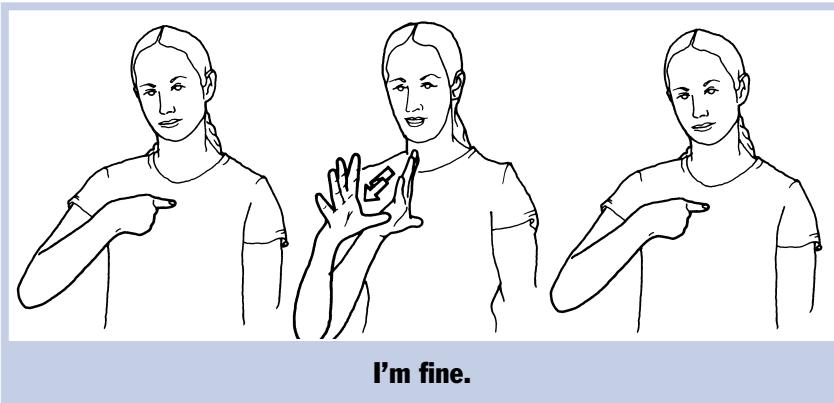
How are you?

When signing to a friend, sign *Hi!*, but with adults or people you don't know well, use the more formal *Hello*.

Whether you want to be formal or casual, accompanying the sign with a smile means a lot to both Deaf and hearing people! *What's up?* is an informal way to ask *How are you?* in both American Sign Language and English. You can also sign *What's up?* one-handed, but both signs must include raising your chin.



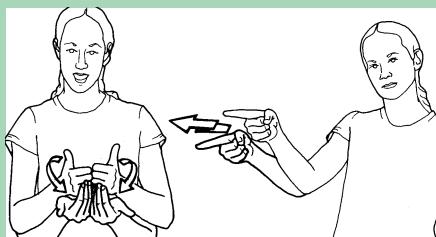
What's up? How are you?



I'm fine.

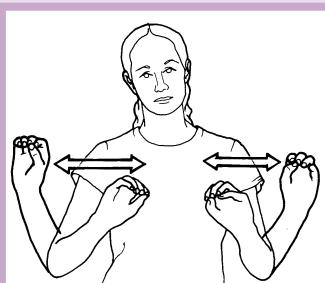
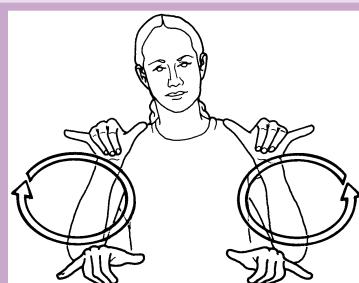
Classroom Exercise**A**

- 1** *Hello!* Exchange greetings with a classmate and ask how he or she is doing.
- 2** *How are you?* Ask a partner to tell you how another classmate is doing.

**How is he/she?****He/she is happy.**

- 3** *Greetings.* Look at the list of people in italics. Would you use *What's up?* or *How are you?* to greet them?

- | | | | |
|----------------------------------|-----------------------------------|----------------------------------|--|
| 1. <i>an acquaintance</i> | 4. <i>your partner</i> | 7. <i>buddy</i> | 10. <i>school administrator</i> |
| 2. <i>parents</i> | 5. <i>your ASL teacher</i> | 8. <i>younger brother</i> | |
| 3. <i>an ASL student</i> | 6. <i>grandmother</i> | 9. <i>teacher</i> | |

Vocabulary**How are you? & What's up?****To be busy****Confused****Fine****To be good, well****To be happy****Nothing, not much****Same old, the usual****Sleepy****So-so****To be tired**

ASL Up Close**Deixis****Conjugating Verbs: To Be****I am, me****You are****He, she, it is****We are, us****You are (plural)****They are**

Pointing is a logical feature of a signed, non-spoken language. It is not considered rude or impolite. If a person or object is not visible, point to an empty space and continue signing. Using the index finger to point is called **deixis**.

Classroom Exercise**B**

How is everybody? Sign each sentence in ASL following the example. Use deixis as needed.

**I'm not too bad**

1. *They are busy.*
2. *She is happy.*
3. *I am confused.*
4. *We are happy.*
5. *She's good.*
6. *I'm sleepy.*
7. *It's so-so.*
8. *He's fine.*

FYI

Don't forget to point back to the person.

“ American Sign Language is of great value to the deaf, but could also be of great benefit to the hearing as well.... It is superior to spoken language in its beauty and emotional expressiveness. It brings kindred souls into a much more close and conscious communion than mere speech can possibly do. ”

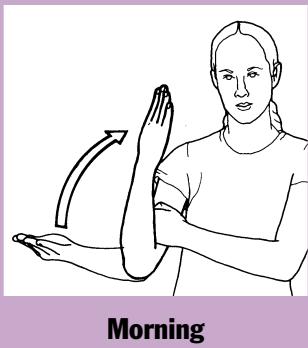
—Thomas H. Gallaudet, 1848

Vocabulary**More Greetings**

Afternoon



Evening, night



Morning

Classroom Exercise**C**

- 1** *Greetings.* Greet your classmates and ask how they are doing.
- 2** *Dialogue.* Work with a partner to sign a dialogue using vocabulary you've learned.
- 3** *What time of day is it?* Is it afternoon, evening, or morning in each illustration?

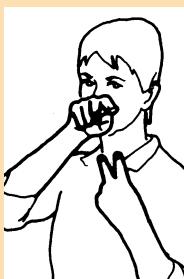


Eyes on ASL #1



Maintain eye contact when signing to others or when others sign to you.

Maintaining eye contact does not mean staring. If you must look away, make the *hold on* sign first.



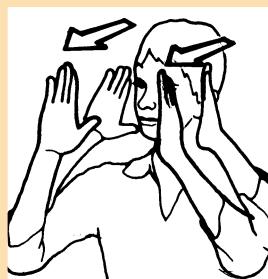
Eye contact



Hold on



Look at me



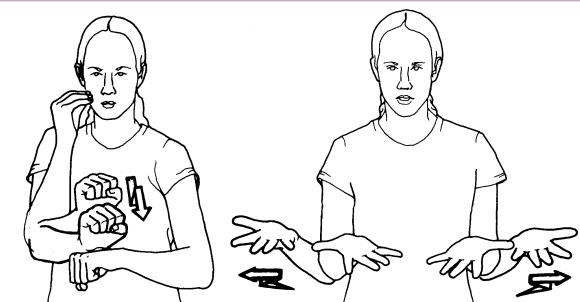
Which sign means *focus* or *pay attention*, and which means *no eye contact*? How do you know?

Classroom Exercise



- 1 *Using Eyes on ASL.* Work with a partner to sign a dialogue that includes signs learned in Eyes on ASL #1.
- 2 *Eye contact.* What similarity do you see in the signs *eye contact*, *look at me*, and *no eye contact*? What do you think it means?
- 3 *Hold on.* Practice using the *hold on* sign with your teacher or a classmate. What is a polite way of signing *hold on*? What about a rude or impolite way?

Homework Exercise



What's for homework?

- A Teach a friend or family member how to greet you in American Sign Language.
- B Practice fingerspelling your first and last name until you become comfortable spelling quickly and clearly. Watch the DVD for examples of fingerspelling.



Fingerspelling Names

I Want to Know . . .

Why do I have to point twice?

Pointing back to yourself or the person you're talking about shows completion of a train of thought. This allows somebody else to begin signing without interrupting you. Using deixis at the end of a sentence is called a **closing signal**. Closing signals are especially important when asking questions using the Question-Maker (page 15) or the WH-Face (page 42). Remember to use a closing signal when:

- Making a statement or comment about yourself or somebody else.
- Asking a question.

Eyes on ASL #2

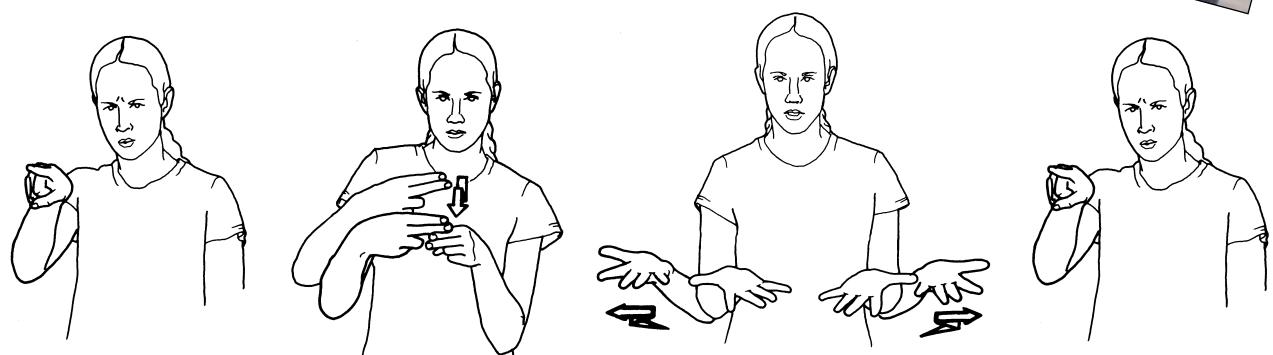
Always use a closing signal to complete a signed sentence.



ASL sentences lacking closing signals are incomplete.



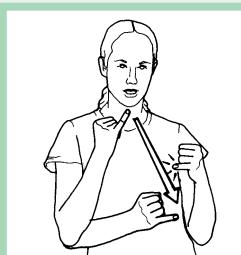
Names



What is your name?



My name is Kelly Boyd.

Classroom Exercise**E****Name****Last**

- 1** Introduce yourself to your classmates, finger-spelling your complete name carefully.
- 2** Practice signing each sentence in ASL.
 - 1.** *She is Nina Patel.*
 - 2.** *My name is Cheryl.*
 - 3.** *He's Tyler Brophy.*
 - 4.** *I'm Niki, he's Aaron.*
 - 5.** *He's Luis Cortez.*
 - 6.** *My name is ____?*
 - 7.** *She is Erin.*
 - 8.** *His name is Jeff.*
 - 9.** *Her name is Lisa.*
 - 10.** *Her name is ____?*

Eyes on ASL #3

There is no such thing as a one-word answer or reply in American Sign Language.



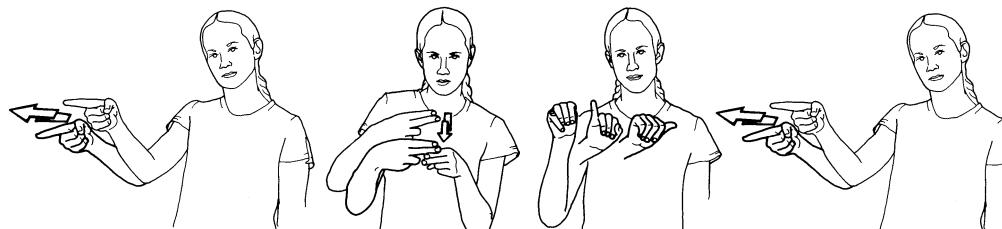
When responding to a question or statement, one-word replies are incomplete.

Deaf Culture Minute

Introductions in the Deaf community tend to include both first and last names. Often, new acquaintances know relatives or have friends in common. Many Deaf people have stories about meeting a friend of a friend in other cities, states, and even countries! How is this similar or different from your own community?

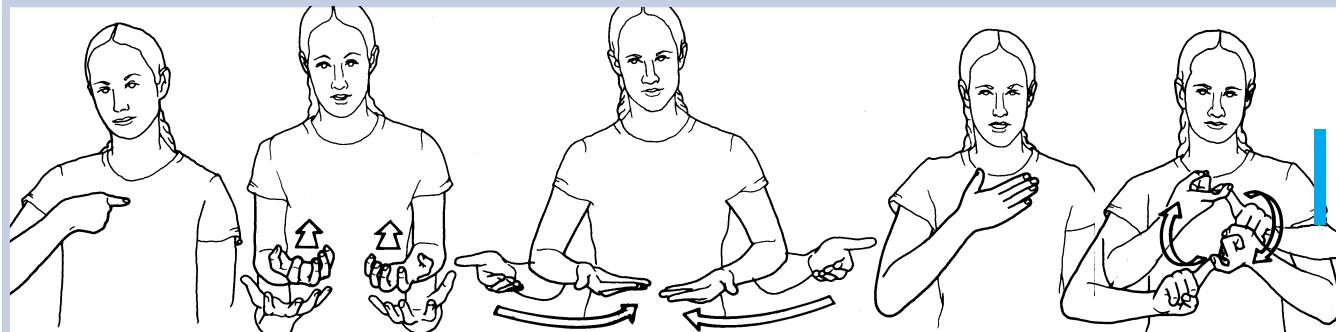
Classroom Exercise**F**

- 1** *What are their names?* Provide each person's name in a complete ASL sentence, following the example.

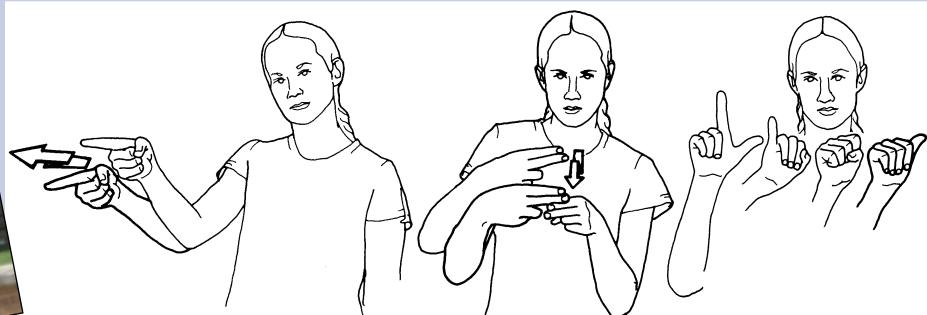


- 2** *What is your name?* Ask classmates for their names. Fingerspell it back to make sure you're right.
- 3** *First & last.* Practice fingerspelling the first and last names of your classmates. Pause slightly between the first and last name.

Introductions



I want to introduce my friend.



Her name is Lisa.

Introductions in the Deaf community vary depending on whether one is hearing or Deaf. If you are Deaf, background information like where one goes or went to school is exchanged. If you are hearing, then you will be introduced as a hearing person who knows or is learning American Sign Language. This exchange of information allows everybody to understand where he or she is coming from and reduces cultural misunderstandings. It is culturally appropriate to shake hands when meeting new people or greeting friends. Like many hearing people, Deaf friends often hug each other when saying hello and good-bye.

Classroom Exercise

G

1 *Classroom introductions.* Introduce two classmates to each other.

2 *Introductions.* Sign the following dialogues in pairs or groups of three as needed. Use deixis to sign “this.”

Dialogue 1

Student A. *Hi! How are you?*

Student B. *I'm fine. How are you?*

Student A. *I'm good. I'm Eric Morse.
I'm Deaf.*

Student B. *Hi, my name is Chris Sarn. I'm
hearing.*

Dialogue 2

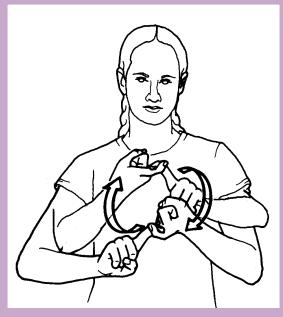
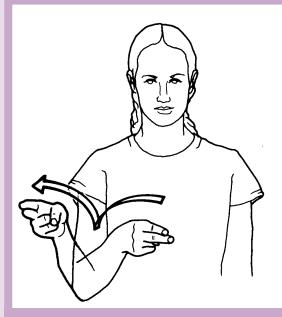
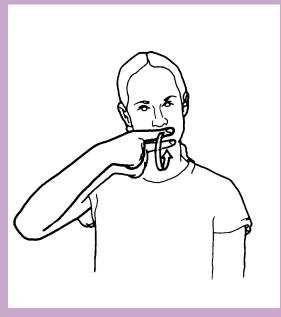
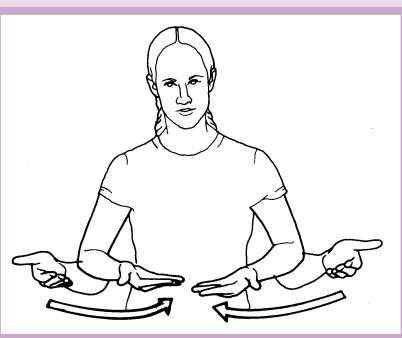
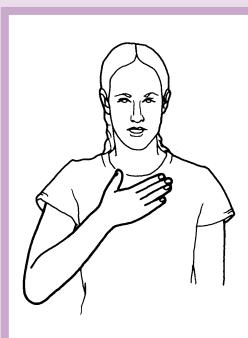
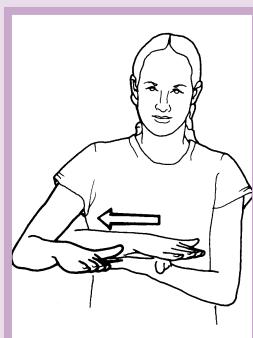
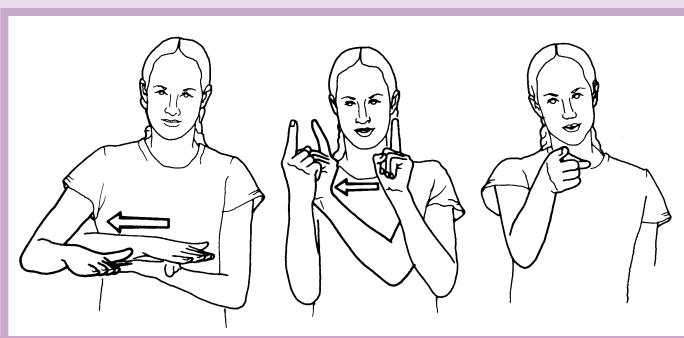
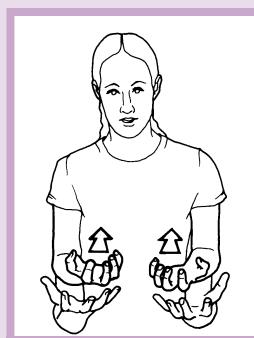
Student A. *What's up? How are you?*

Student B. *I'm busy. How are you?*

Student A. *Same old. I want you to meet my
friend Cara.*

Student B. *Hi, Cara. How are you?*

Student C. *I'm fine. Nice to meet you.*

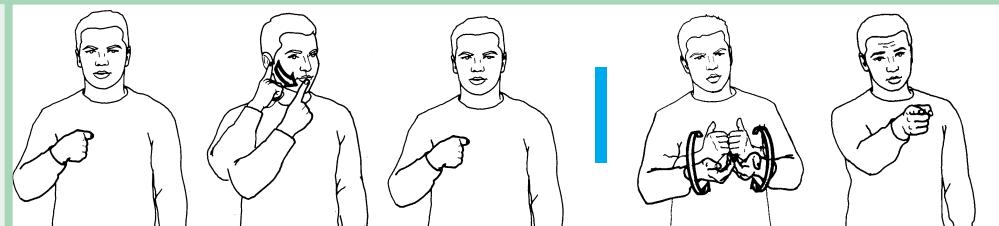
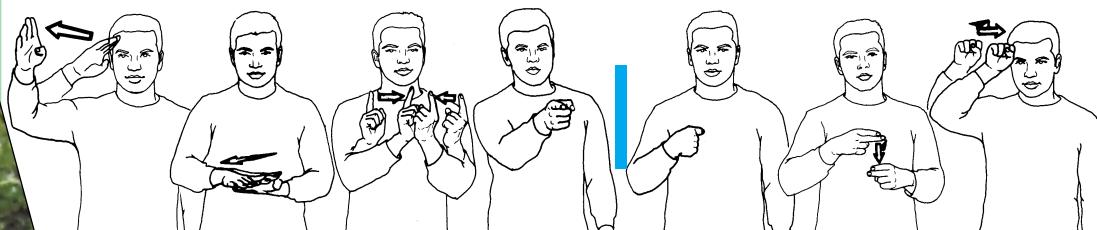
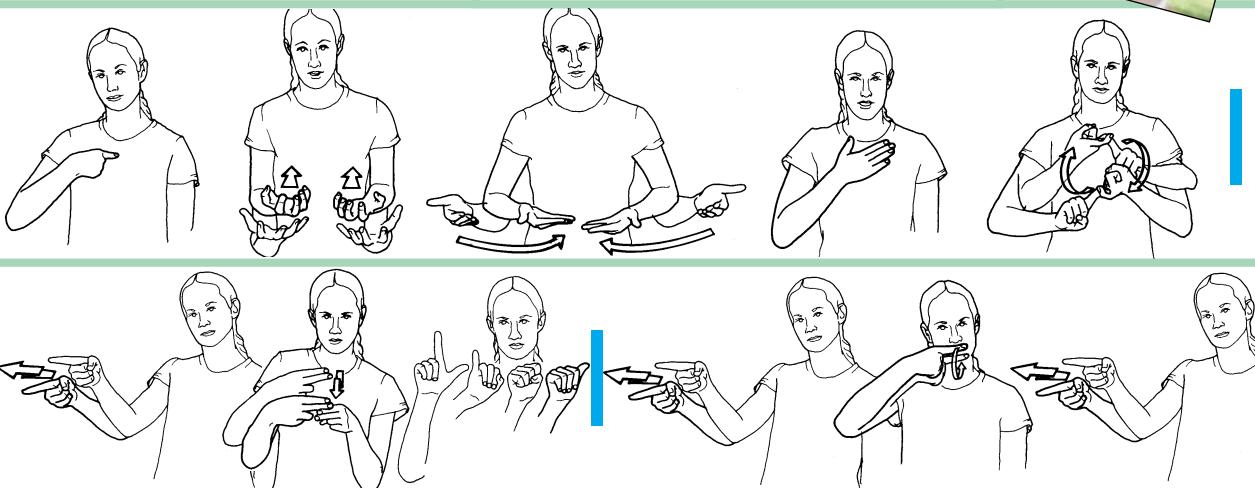
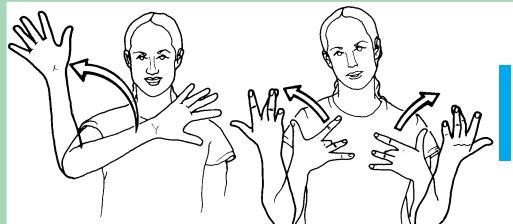
Vocabulary**Introductions****Deaf****Friend****Hard of hearing****Hearing****To introduce****To meet****My****Nice****Nice to meet you****To want****Accent Steps**

When fingerspelling your complete name, you don't need to sign *last name* between the first and last name. Just pause briefly and continue on!

FYI Use deixis instead of the sign *my* when signing "My name is..."

Classroom Exercise**H****Introducing a Friend**

Dialogue. Practice signing the dialogue with a classmate.
Answer the comprehension questions when done.



- 1** *Comprehension.* Answer each question in ASL.

1. Who is Deaf? Who is hearing?
2. Is Lisa a friend of Kris or Sean?
3. Who introduced Lisa?

- 2** Sign the dialogue with a different partner.

FYI

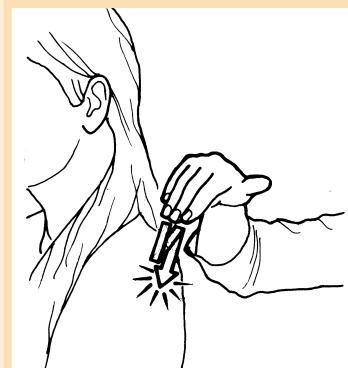
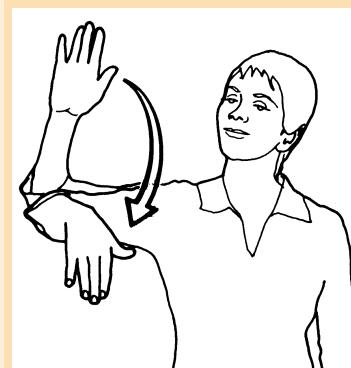
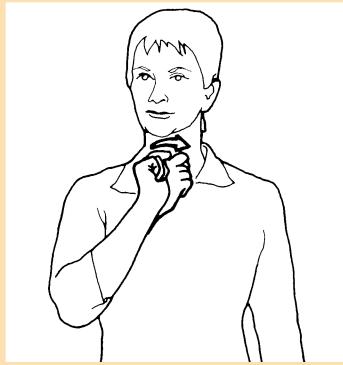
These blue segments show the completion of a thought or concept, like punctuation markers. When signing classroom or homework exercises, take a slight pause each time you see the blue marker.

Deaf Culture**NOTE****Interacting with Deaf People**

As a student of American Sign Language, learn how to interact with the Deaf community by becoming familiar with Deaf cultural behaviors that differ from the way you are used to doing things as a hearing person. One cultural behavior you've already learned is that it is considered rude to break eye contact when signing with Deaf people, which for most hearing people is often difficult. Think of how often you turn your head in the direction of sound and you can realize it will be a challenge to break this habit!

GETTING ATTENTION

Getting the attention of a Deaf person is different from the way you interact with hearing people. Many hearing people tend to work harder than necessary to gain a Deaf individual's attention by wildly swinging their hands in the air, stomping on the floor, or flashing overhead lights in a strobe-like pattern. None of this is necessary! Gently tapping the Deaf person's shoulder or slightly waving a hand in his or her direction until you are noticed is the most effective and considerate way to get attention.

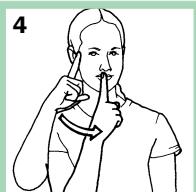
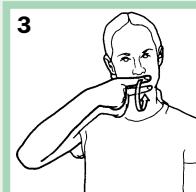
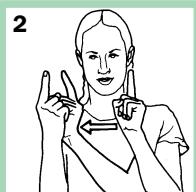
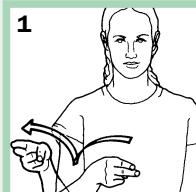
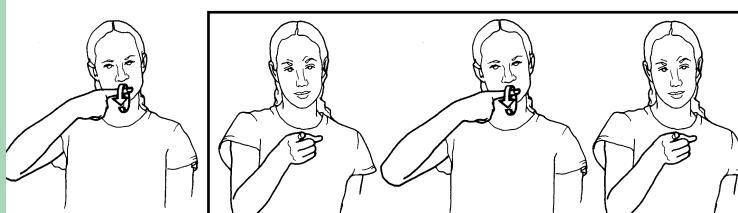
**Shoulder tap****Handwave****Turn off voice****VOICES**

Using your voice to talk to another hearing individual instead of signing when a Deaf person is near is considered rude. Develop the habit of always signing when you know a Deaf person is in the same room with you. This way, everybody has equal access to what is being communicated. If you must speak to a hearing person who doesn't know ASL, then tell your Deaf friend or teacher that first, before speaking. You may be surprised to learn that most Deaf people know when hearing people are talking, even if someone is whispering. How so? Remember, Deaf people rely on their vision far more than hearing people do! Your teacher may remind you to *turn off voice* if you're being rude in class.

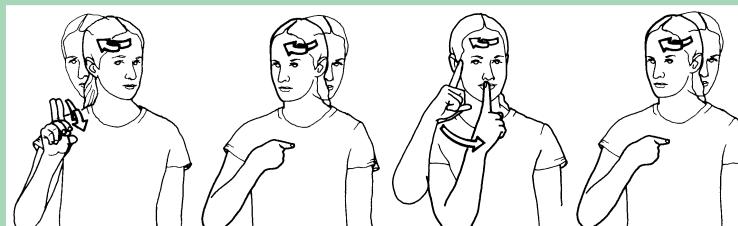
Classroom Exercise



- 1** *Questions.* Use the Question-Maker with the vocabulary on the right to make a complete sentence.



- 2** *Responses.* Use the signs *yes* or *no* in response to the same questions in Part 1. An example is provided.



FYI Slowly shake your head during sentences beginning with *no*.

ASL Up Close



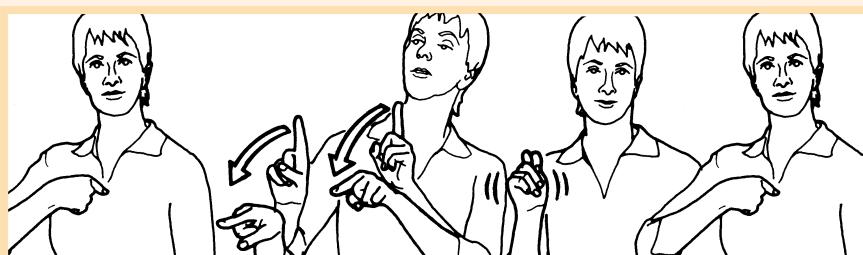
The Question-Maker



Raising your eyebrows

Question-Maker

forms the **Question-Maker**, an expression that shows you are asking a question. Keep the eyebrows raised until you've completed signing the question. In the example, notice the only difference between a question and a comment is the facial expression. The signs themselves remain the same.



I'm going to the bathroom.

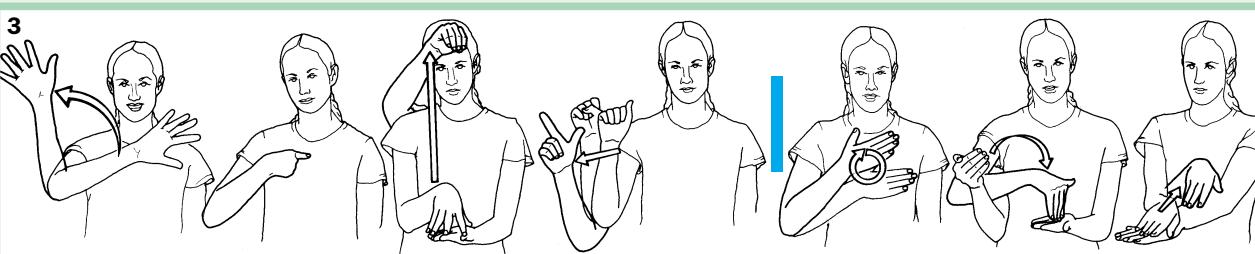
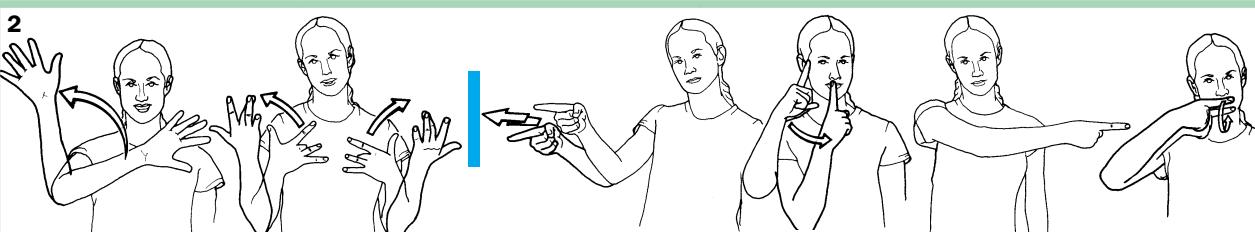
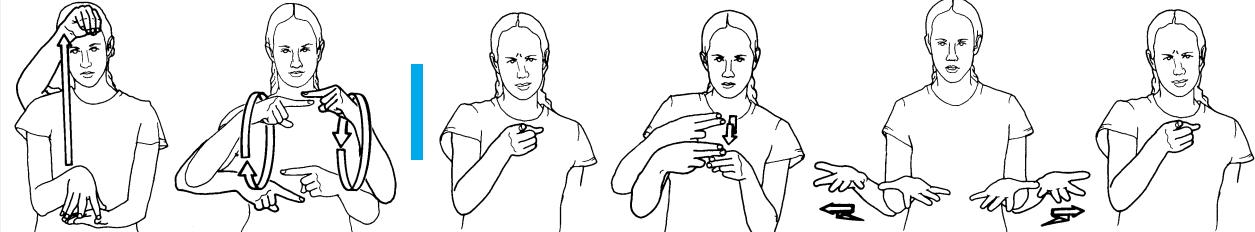
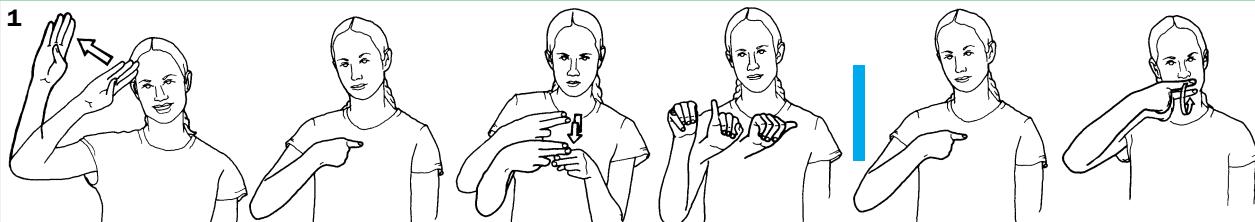


Am I going to the bathroom?

Classroom Exercise

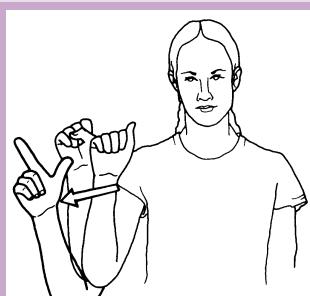
J

- 1** *Community.* You are about to attend your first Deaf event. Practice how you would introduce yourself and explain you are learning ASL.
- 2** *Language differences.* Practice signing each sentence. When done, translate them into written English. What differences do you see between ASL and English?



Accent Steps

Do you “talk” silently while signing? Some hearing people do this out of habit, and others think it helps Deaf people lipread. Only about 30% of the English language can be lipread. Deaf people lipread English, not American Sign Language, so don’t mix the two. Sometimes a Deaf person will “talk” silently to help hearing people understand what is being signed, but don’t with those who understand ASL. You will learn the role the lips have as part of the non-manual signals used in ASL. In the meantime, don’t pronounce the English translation on your lips while signing!

Vocabulary**Making Conversation**

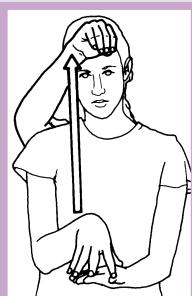
American Sign Language



Bathroom



To go to



To learn



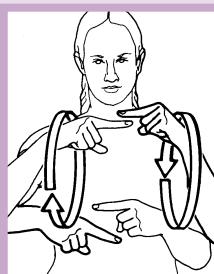
No



Please



Again, repeat

To sign,
sign languageSlow,
to slow down

Thank you



Yes

Classroom Exercise

- 1** *Making conversation.* Complete the sentence using appropriate vocabulary, and sign it to a classmate. Repeat when done.

1. *Hello, my name is _____. I'm learning _____.*
2. *What is ____ name? Are you Deaf?*
3. *Please ____ slowly.*
4. *I want to meet _____. What is your name?*
5. *I'm hearing. Are you?*

- 2** *More conversation.* Fill in the blanks with appropriate vocabulary and sign it to a classmate. Repeat when done.

1. *Hi, what's up? Nice ____ you.*
2. *Are you ____?*
3. *____ hearing. ____ learning ASL.*
4. *Please ____ again.*
5. *I ____ learn sign language.*

- 3** *Dialogue.* Create a dialogue with a partner using vocabulary you've learned.

**Accent Steps**

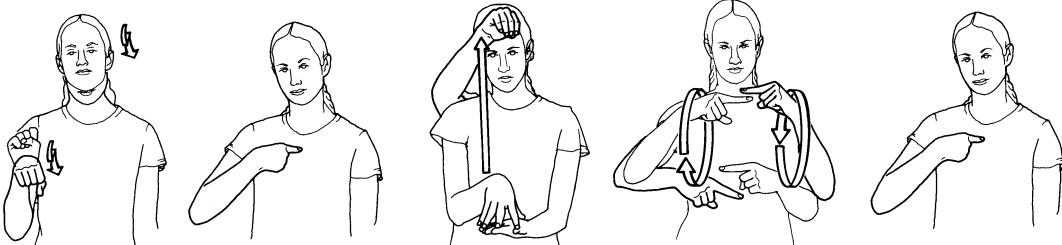
When you use deixis, look towards the area you're pointing to. This is called **eye gaze** and helps "hold" that location for the person or thing you're signing about.

Classroom Exercise



- 1 Asking questions.** Use the Question-Maker to ask a partner several questions. Be sure to respond in a complete sentence, including a closing signal. When done, switch roles and repeat the exercise.

Are you learning how to sign?



Yes, I'm learning how to sign. / Yes, I'm learning sign language.

1. *Are you learning sign language?*
2. *Are you hearing?*
3. *Do you want to learn ASL?*
4. *Do you want to meet my friend?*
5. *Good morning. How are you?*

FYI

A widespread pet peeve in the Deaf community is someone who says *death* instead of *Deaf*, especially when they ask “*Are you death?*”

- 2 Correcting information.** Work with a partner and ask him or her each question. Your partner will respond according to the information in bold. Switch roles and repeat.

1. *Is he/she paying attention? (Yes, he/she is paying attention.)*
2. *Are you sick? (No, I'm fine.)*
3. *Do they want to learn ASL? (Yes, they want to learn sign language.)*
4. *Are you sleepy? (Yes, I am sleepy.)*
5. *Are you Deaf? (No, I am hearing.)*

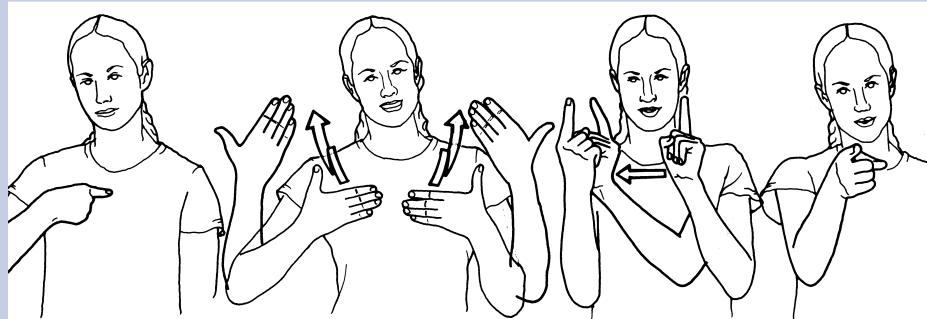
- 3 Dialogue.** Work with a partner to make a dialogue about a hearing ASL student meeting a Deaf person.

Homework Exercise



- A** Write a dialogue between two or more characters in which everybody is introduced. Use deixis, eye gaze, and the ASL vocabulary you've learned so far. Prepare to sign the dialogue with a partner.
- B** Prepare to introduce yourself formally to your classmates in American Sign Language. Practice greeting signs and fingerspelling your name clearly.
- C** Write assignments A or B in ASL gloss.

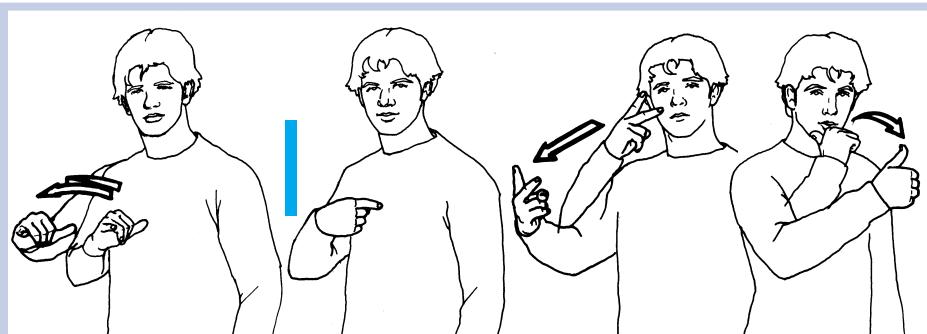
Signing Good-bye



I'm happy to have met you!

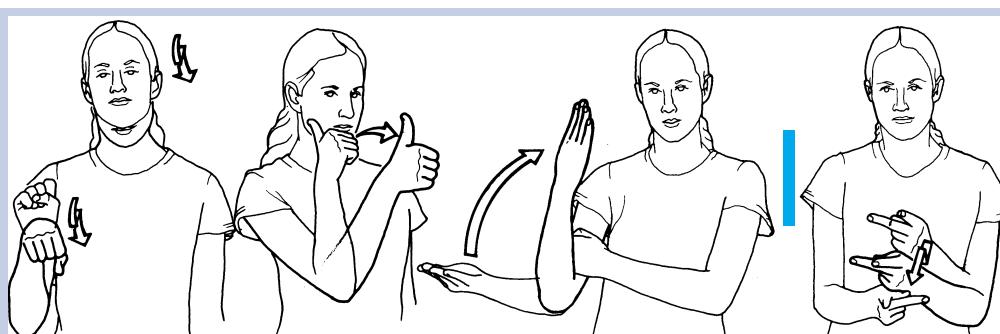


The sign *good-bye* is a well-known way to say farewell. Signing *take care* is an informal way to say good-bye. Often, good-byes are never complete until plans are made for the next time friends will see each other again. Shaking hands and hugging is common. It is considered impolite and rude to leave a group of Deaf friends without saying good-bye to each person, which means farewells can take a long time!



Me too! I'll see you tomorrow.

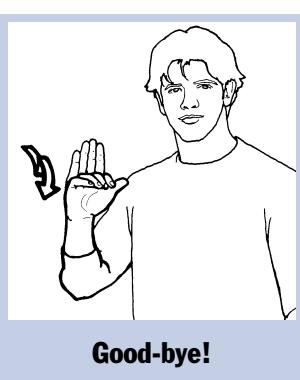
Is this similar to how hearing people leave groups of friends?



Yes, tomorrow morning. Take care!



Good-bye.
Watch Marc and Kris sign farewell on your student DVD.



Good-bye!

Accent Steps

Don't add the separate sign for *you* when signing *see you later* or *see you tomorrow*.

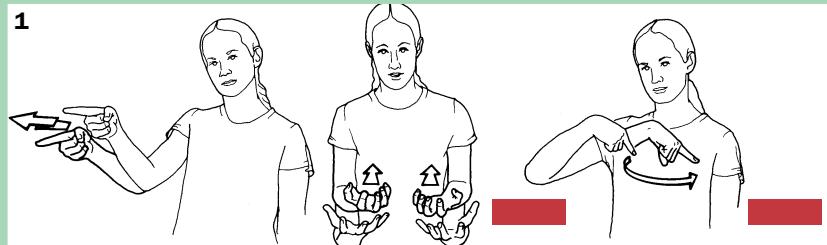


Classroom Exercise

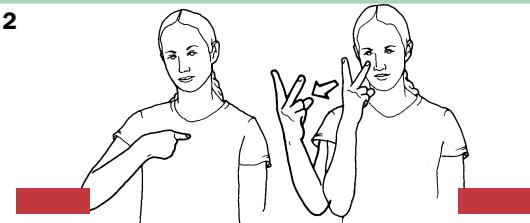


- 1 *Farewells.* Practice signing good-bye with your classmates. When will you see them again?
- 2 *Dialogue.* Create a dialogue with a partner that includes greetings, introductions, and farewells.
- 3 *Conversation.* Complete each sentence with signs from the vocabulary section below.

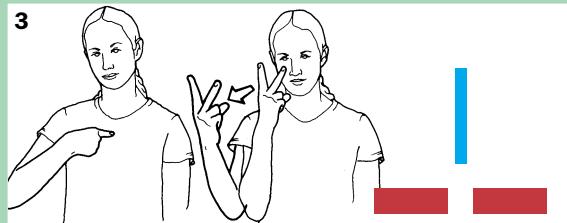
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2



3

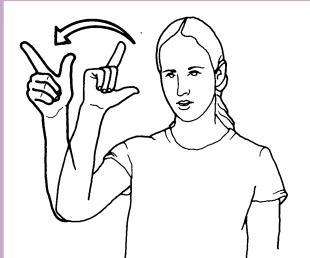


Vocabulary

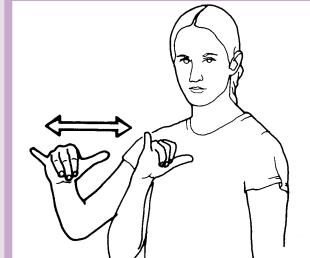
Farewells



Good-bye



Later



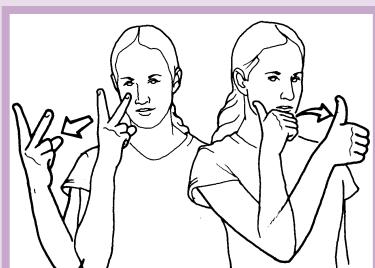
Me too, same here



To see, to see you



See you later



See you tomorrow



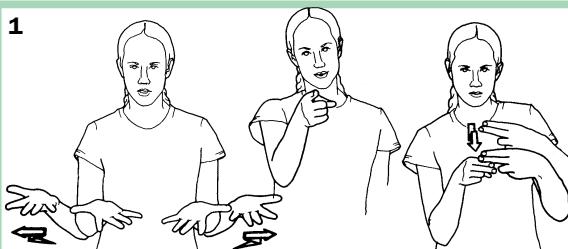
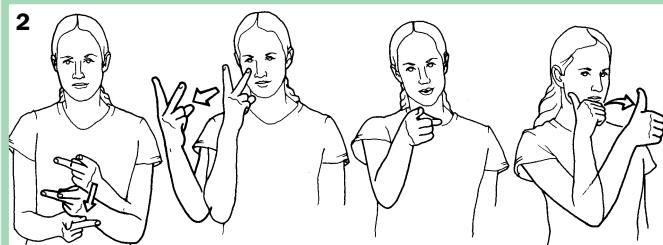
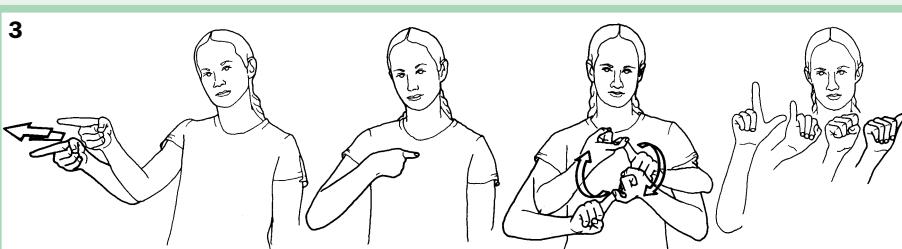
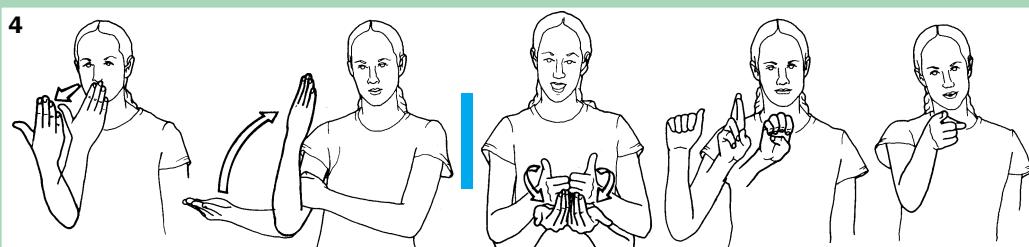
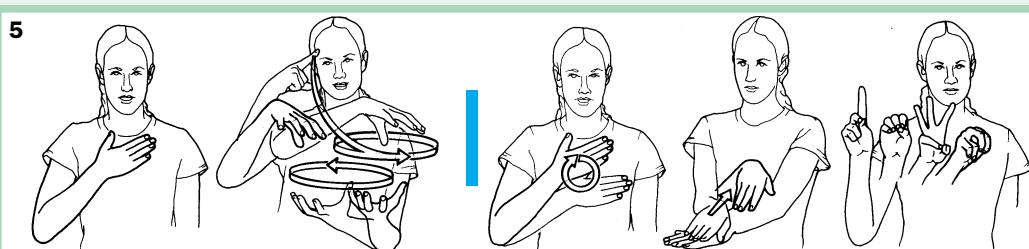
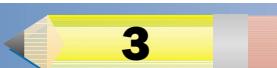
Take care



Tomorrow

Classroom Exercise**N**

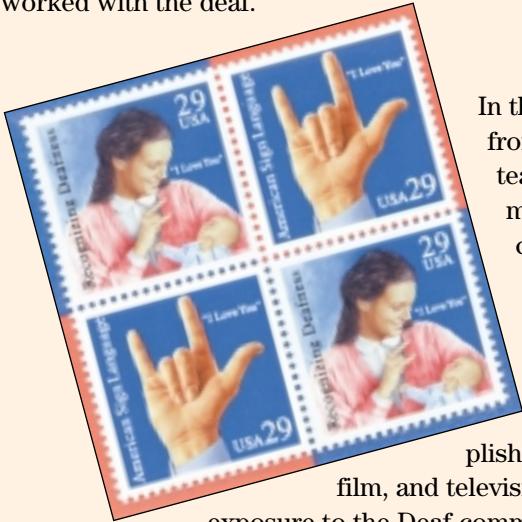
Grammar review. Can you spot the errors in each sentence? Identify the error and sign the corrected sentence.

1**2****3****4****5****Homework Exercise**

- A** Practice signing three different ways of saying farewell with a friend. Practice the farewells until you sign them clearly.
- B** Create 5 incorrect ASL sentences, similar to those seen in Classroom Exercise N. Explain why each sentence is wrong and how to correct them.

Focus: How do people learn

The majority of Deaf people are raised in families where deafness is not common. Approximately 10 percent of Deaf people have Deaf parents and grow up in families where American Sign Language is used daily. When these two populations came together at schools for the deaf, those who did not know sign language, learned from the Deaf children with Deaf parents. Often, the use of sign language was forbidden at schools for the deaf but the desire for a natural, visual language could not be suppressed. Many Deaf people can share stories of only being allowed to sign when class was not in session. Hearing people who learned ASL tended to be children of deaf adults or individuals who worked with the deaf.



Deafening Deafness
American Sign Language
"I Love You"
29 USA

American Sign Language
"I Love You"
29 USA

Deafening Deafness
American Sign Language
"I Love You"
29 USA

Deafening Deafness
American Sign Language
"I Love You"
29 USA

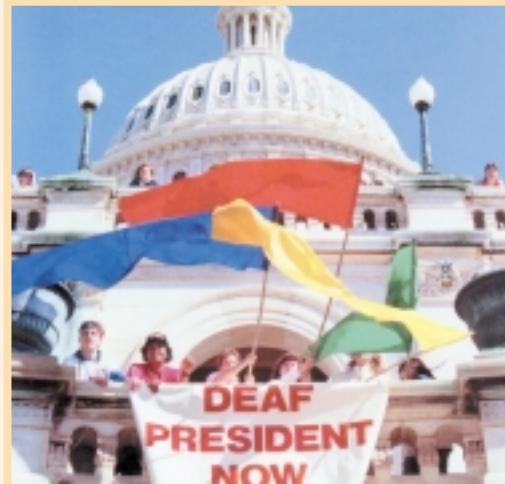
In the 1960s, ASL gained recognition as a unique language different from English. In the 1970s, schools for the Deaf began using ASL to teach their students and sign language classes for hearing people mushroomed across the United States. By the 1980s, the Deaf community was considered a cultural minority rather than a group of disabled persons, an important change based largely on the successful Deaf President Now movement at Gallaudet University, the world's only university for the Deaf. At the same time, Deaf accomplishments in the arts, film, and television brought wider exposure to the Deaf community. By the 1990s, American Sign Language became the fastest growing language offered as a second or foreign language, a trend that continues today.

The best way to learn any language, including ASL, is to immerse yourself in the community where the language is used. Make Deaf friends and attend Deaf sporting, theatrical, and social events when invited. You will quickly realize there is a different "Deaf World" to learn about and participate in, provided you make the effort to sign. As a student learning ASL, it is up to you to learn the language and culture of the Deaf community. You can do this by being open-minded, practicing, and taking an interest in the Deaf community.



Suppressing the learning and use of sign language has taken many forms across the centuries.

Courtesy: Signum Verlag



The Deaf President Now movement is considered the breakthrough event that focused the world on the abilities, language, culture, and community of the Deaf.

Courtesy: Gallaudet University

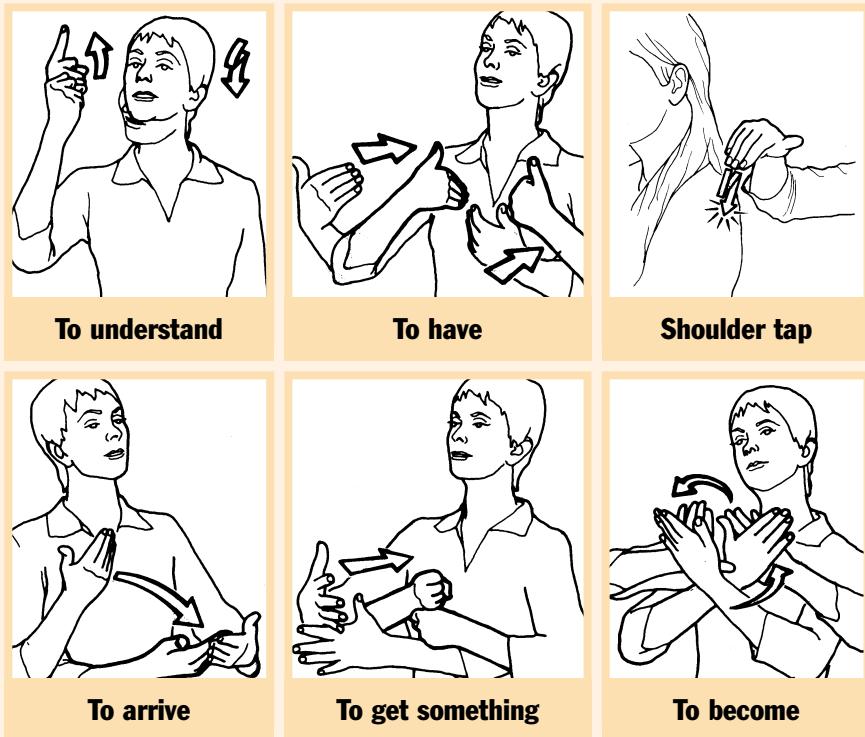
American Sign Language?

As a student studying American Sign Language, the following principles will help prepare you to learn this challenging visual language. The most fundamental and essential point is to recognize and accept that American Sign Language is **not** English. ASL has its own grammar, structure, and nuances that are designed for the eye, not for the ear, unlike spoken languages. Remember that ASL makes visual sense and was developed to serve the language needs of a community of people who do not hear. Other considerations to keep in mind:

- One word in English can have many separate signs in ASL, depending on the concept. For example, the word “get” and “got” in the following sentences each uses a different sign.

Can you figure out which sign matches each sentence?

1. *Please get the book . . .*
2. *Please get him . . .*
3. *I don't get it . . .*
4. *I get tired . . .*
5. *I got home . . .*
6. *I've got it . . .*



- Though it's a challenge, try not to translate word for word or sign by sign. Try to visualize the concept instead. Likewise, don't worry about not knowing specific signs for the particular English phrase you have in mind; try to communicate your concept by pointing, miming, and using other signs you know rather than fingerspelling the unknown term.
- Don't fall into the habit of “talking silently” or whispering while you sign. You will learn how ASL uses the lips as part of its grammar. Some students rely on lipreading rather than signing skills, a sure way to become frustrated since most of the English language cannot be lipread! Using ASL signs while talking or “mouthing” English is not ASL.
- As a beginning signer, you will naturally want to keep your eyes on the hands of the person who is signing. With exposure and practice you will learn to watch the signer's hands, face, and eyes nearly simultaneously. ASL is not only comprised of signs but also includes specific mouth movements and head shakes and nods. Eye contact informs the signer that you're paying attention!

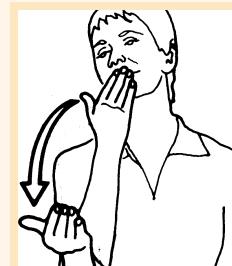
Practice ASL and make Deaf friends and acquaintances in your community. Before long you'll be given the compliment, “You sign like a Deaf person!”

I Want to Know . . .

Where are all the “little” words like *is*, *to*, and *are*?

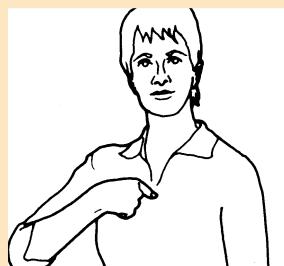
This question is often asked by beginning American Sign Language students. It is part of a much bigger question: Is ASL like English, except that it's signed instead of spoken? The answer is no, not at all. Just as Japanese, Spanish, and Latin are not English, neither is ASL. All languages have different ways of putting words together into correct sentences. If you translate an English sentence word for word into any other language, or use ASL signs in English word order, the results don't make sense. The **grammar** and **syntax** (the order in which words are put together) of ASL is different from English. ASL does not need separate “little” words because these words are *already included in each sign*.

For example, look at the sign *thank you*. Even though English requires two words to make sense (the **verb** “to thank” and the **object** “you”), ASL uses one sign that incorporates both the verb and the object. How so? Where does the *thank you* sign point toward? The object, or you. Still unsure? What would happen if you added the sign *you* to *thank you*? It would “look funny” and make as much sense in ASL as saying “thank you you” does in English! Take a look at the ASL sentence below. Its English translation is “My name is Kelly.” The sentence can be broken down and analyzed sign by sign:



Thank you

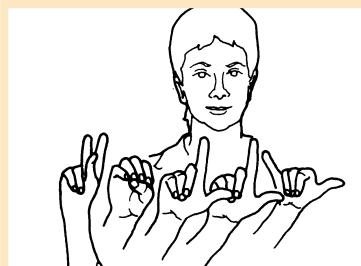
**Deixis conveys
the verb “to be”
whether it’s a
person or thing: I
am, you are, it is,
we are, they are.**



I am



Named



Kelly

Because ASL is a “real” and separate language different from English, it is important that you learn how to use the language properly. This means respecting the language for how it is structured, instead of wondering why it isn’t like your own spoken language!

Classroom Exercise

0

- 1 *Little words I.* Sign each phrase or sentence in ASL.

1. *She is happy.*
2. *My name is _____.*
3. *He wants to learn ASL.*
4. *They are busy.*
5. *_____ is named _____.*
6. *We are _____.*

- 2 *Little words II.* Work with a partner to develop several sentences of your own similar to those in Part I.

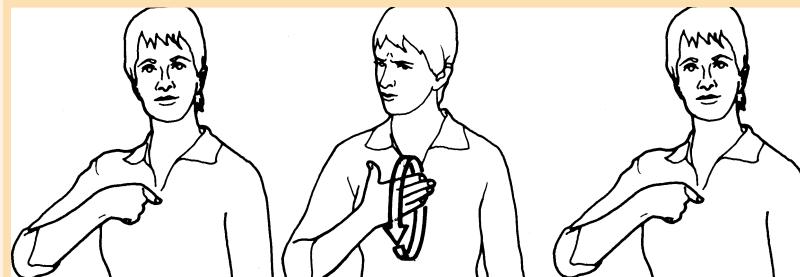
ASL Up Close



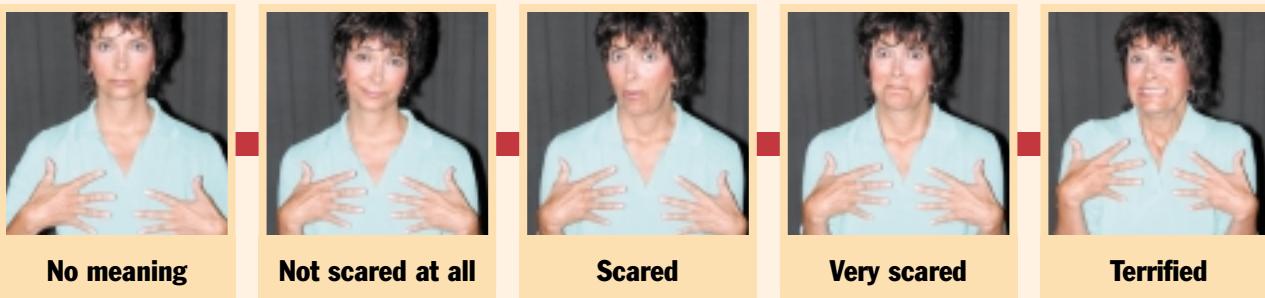
Facial Expressions & Non-Manual Signals

One noticeable difference between American Sign Language and English is the use of facial expressions and non-manual signals. **Non-manual signals** (abbreviated NMS) are the various parts to a sign that are not signed on the hands. For example, ASL **adverbs** are made by the eyes and eyebrows, and ASL **adjectives** use the mouth, tongue, and lips. One important group of NMS are **facial expressions**, which convey your tone of “voice” while you sign. Your facial expressions should match the meaning and content of what you’re signing so if you’re signing *I am happy*, then look happy!

**Why doesn't the example make sense?
How can you make the sentence clearer?**



Changing a facial expression modifies the *meaning* of the sign, even if the sign itself doesn't change. Think of facial expressions as occupying positions on a scale, like the one shown below. Unlike English which uses separate words to describe related meanings, ASL uses related facial expressions with the **base meaning** of a sign.



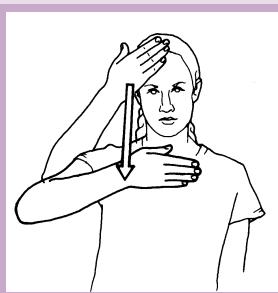
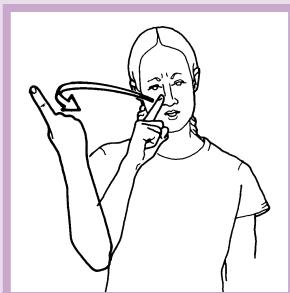
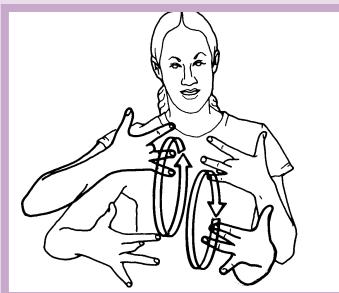
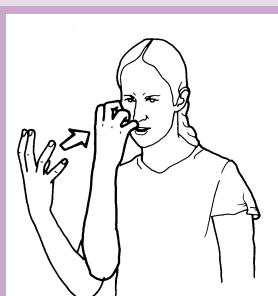
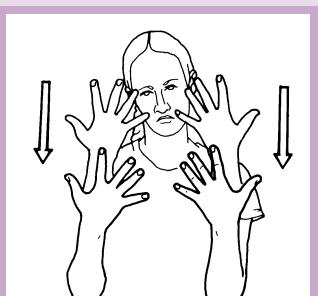
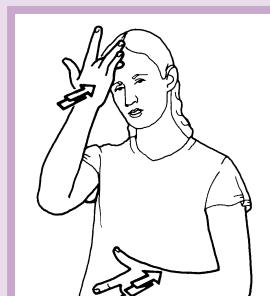
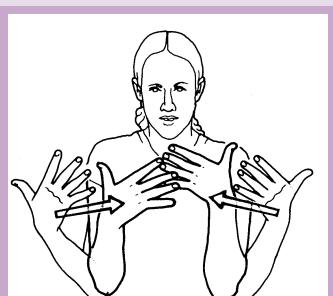
Classroom Exercise



- 1 *Facial expressions.* Using one sign you know, how many different meanings can you make by changing facial expressions?
- 2 *Comparisons.* Use the correct sign with various facial expressions to show the difference between each meaning.
 1. *I'm not afraid.....afraid.....terrified.*
 2. *I'm not busy.....busy.....overwhelmed.*
 3. *I'm not bored.....bored.....incredibly bored.*
 4. *I'm not sick.....sick.....deathly ill.*
 5. *I'm not stressed.....stressed.....stressed out.*
 6. *I'm not sad.....sad.....terribly sad.*
 7. *I'm not tired.....tired.....exhausted.*
 8. *I'm not excited.....excited.....enthusiastic.*
 9. *I'm not angry.....angry.....furious.*
 10. *I'm not happy.....happy.....joyous.*

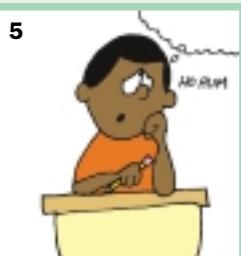
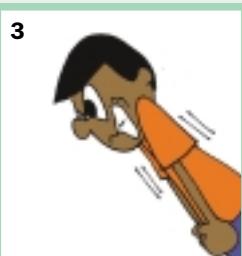
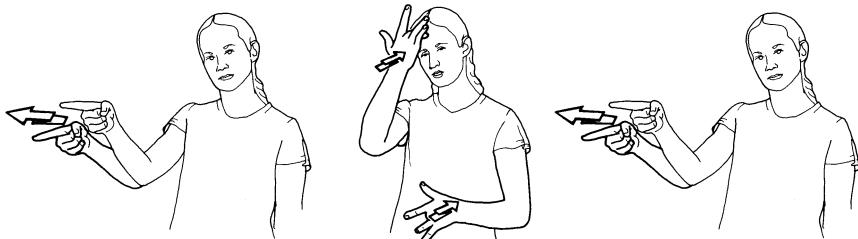
Classroom Exercise**Q**

Eyebrows and more! As you make each facial expression, think about the meaning behind the face. When would you use it?

**Vocabulary****Signing with Facial Expressions****Blank face****To be bored****To be excited****Facial expressions****To be mad, angry****To be sad****To be sick****To be scared, afraid**

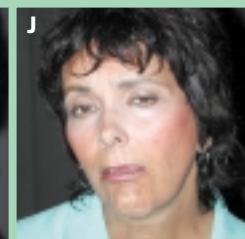
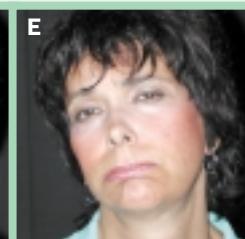
Classroom Exercise**R**

- 1** Using non-manuals. What can you say about each illustration? An example is provided.



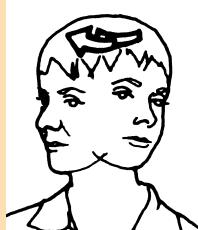
- 2** Matching. Pair the vocabulary word with the NMS or facial expression that best matches.

- | | | | | |
|---------------|-----------|----------|-------------|----------|
| 1. Blank face | 3. Sick | 5. Happy | 7. Tired | 9. Good |
| 2. Sad | 4. Afraid | 6. Bored | 8. Confused | 10. Busy |

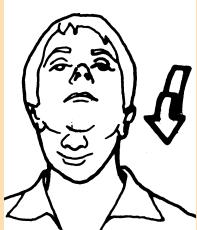
**Accent Steps**

It is normal to feel awkward or uncomfortable making facial expressions at first, but with practice you will become more confident and skilled. Without them you can't sign questions, show interest, or carry on a satisfying conversation. Think of learning facial expressions as a fun challenge!

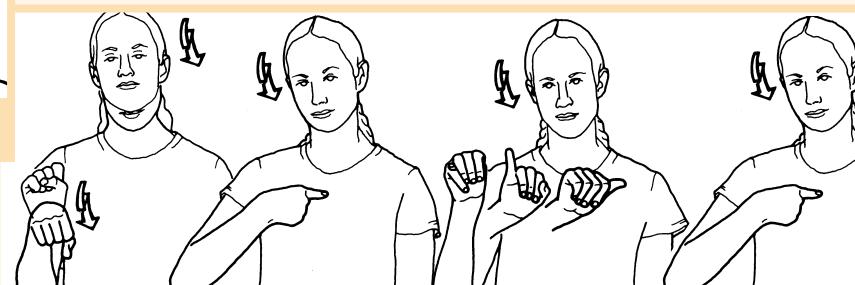
Using Non-Manual Signals



Head shake

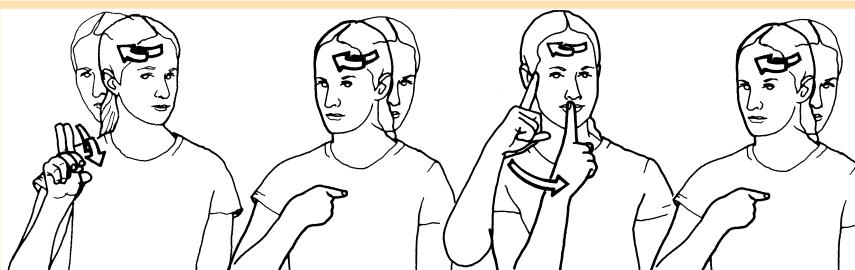


Head nod



Yes, I am Mia.

You have already begun using two important non-manual signals when you sign *yes* or *no*. These signs must be paired with two NMS called the **head nod** and the **head shake**. Use these non-manual signals when using *yes* or *no* or when you affirm or negate sentences. Gently nod or shake your head while signing your sentence instead of wildly exaggerating your head movement! Look at the examples to see how these NMS are used in ASL sentences.



No, I'm not Deaf

Homework Exercise



- A** Most people use some sort of facial expression in every language. What are three facial expressions you tend to use most often? When do you use these expressions? Prepare to show the facial expressions to your classmates.
- B** How many different meanings can you create by changing facial expressions with the signs *bored*, *fine*, *sad*, *sick*, *afraid*, and *excited*? Make a list of the meanings you develop and practice each facial expression.

Classroom Exercise



NMS. Use the correct NMS while signing each sentence.

1. *I'm not Deaf. I'm hearing.*
2. *Yes, I'm learning how to sign.*
3. *I didn't go to the bathroom.*
4. *They aren't sick.*
5. *We're not busy.*

Accent Steps

You don't need a separate sign for *don't* or *not*. Just use the head shake while signing the sentence.

Classroom Exercise**T**

- 1** Q & A. Sign each sentence to a partner, who will respond using the information in bold. When done, switch roles and repeat the exercise.

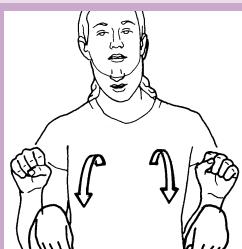
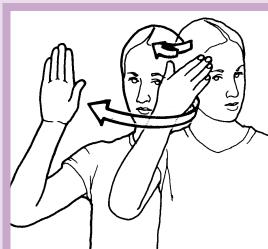
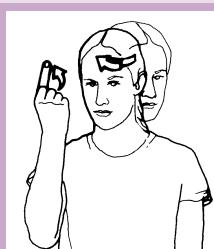
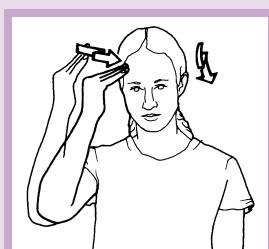
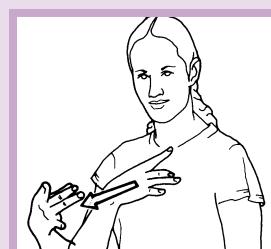
1. *Can I go to the bathroom? (No, you can't.)*
2. *Do you understand the homework? (Yes, I understand the homework.)*
3. *I'm not Marie. I'm Pat. (I didn't understand. Please sign it again.)*
4. *I don't understand. Do you? (No, I don't understand.)*
5. *We don't know his/her name. (I know his/her name. He/she is ____.)*

- 2** *Dialogue.* Work with a partner to sign the dialogue in ASL.

Alan *Hi! My name is Alan. What's your name?*
Holly *My name is Holly. Nice to meet you!*
Alan *Are you Deaf?*
Holly *No, I'm hearing. I'm learning ASL. Do you know how to sign?*
Alan *Yes, I can sign.*
Holly *Are you Deaf?*
Alan *No, I'm not Deaf. I'm hearing. I sign okay. I want to sign well.*
Holly *Me too! I want to understand ASL.*
Alan *Do you want to meet me tomorrow morning?*
Holly *Yeah! I'll see you tomorrow!*
Alan *Good-bye!*

FYI

Use *so-so* for
okay, and *good*
for well.

Vocabulary**Using NMS****Can, may****Can't, may not****Don't know****Don't like****Don't understand****I'm not, not me****To know****To like****To understand**

Classroom Exercise



- 1 Using NMS. Sign the phrase or sentence using the correct NMS.
 1. *I'm not absent.*
 2. *Not today.*
 3. *The homework isn't due.*
 4. *I don't mind.*
 5. *We don't understand.*
 6. *They don't like the movie.*

- 2 More Q & A. Sign each sentence to a partner, who will respond using the information in bold. When done, switch roles and repeat the exercise.
 1. *Do you want to go to a movie? (Yes, tomorrow night.)*
Do you like scary movies? (So-so.)
My favorite movie is _____. Do you like it? (?)
 2. *My friend is absent today. Do you know what's for homework? (Yes, practice ASL.)*
Is the homework due tomorrow? (Yes, the homework is due tomorrow.)
Thank you! (You're welcome.)

Eyes on ASL #4

When signing *yes*, nod your head;
when signing *no*, shake your head.



Combining a sign and head shake negates the meaning from positive to negative.

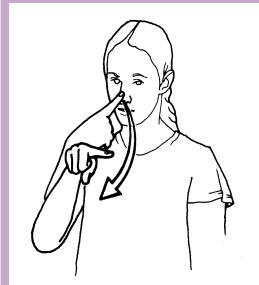
FYI Practice also means *exercise*, as in "Exercise U."

Vocabulary

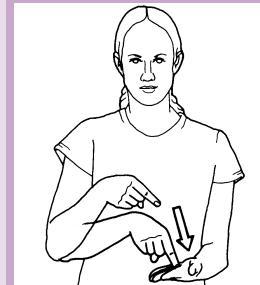
Conversation



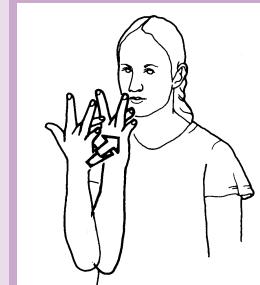
To be absent



I don't mind



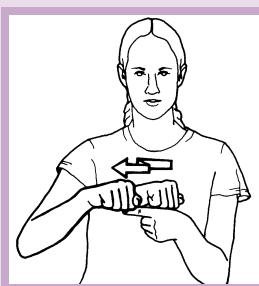
Due, to owe



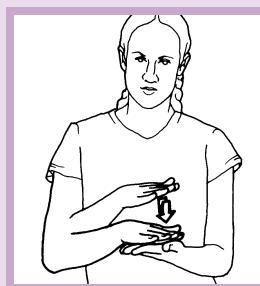
Favorite



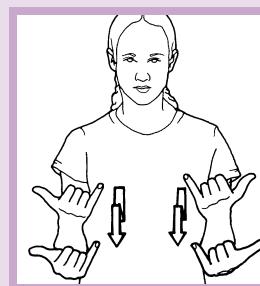
Movie



To practice



School

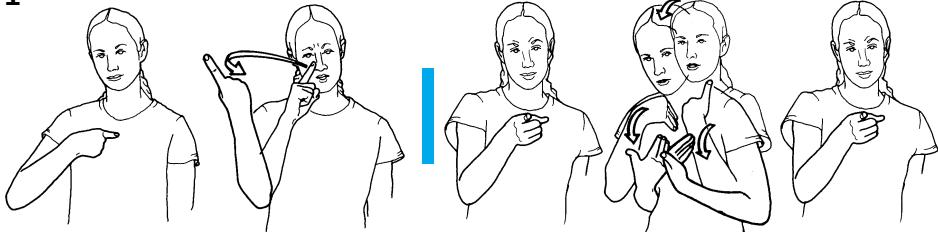
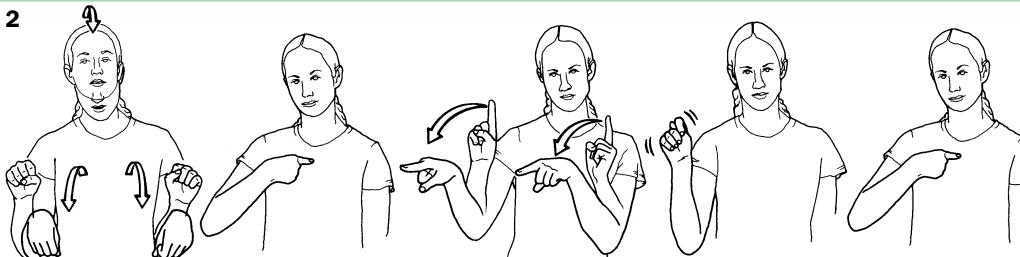
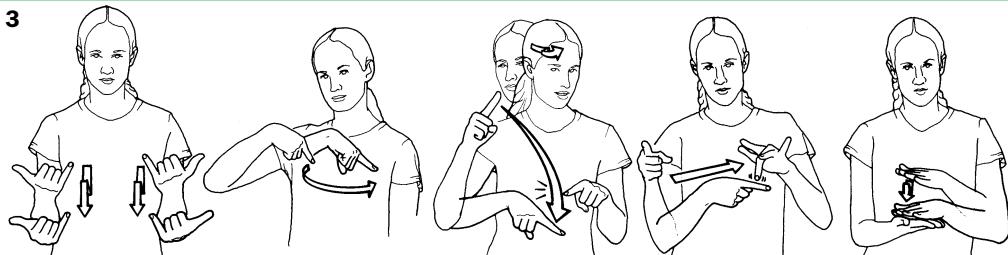
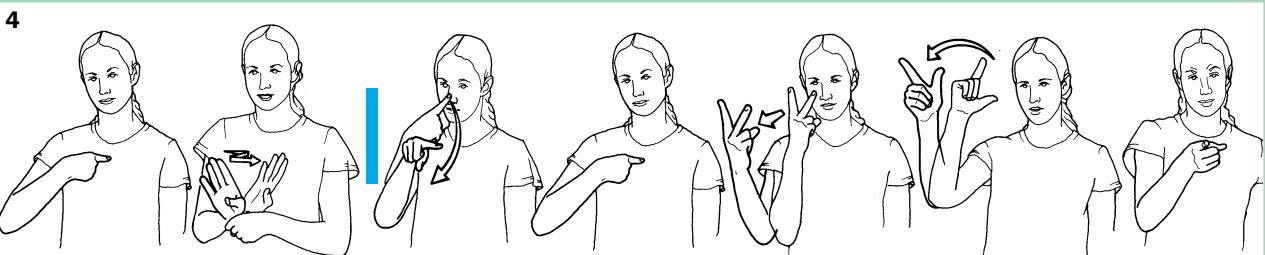
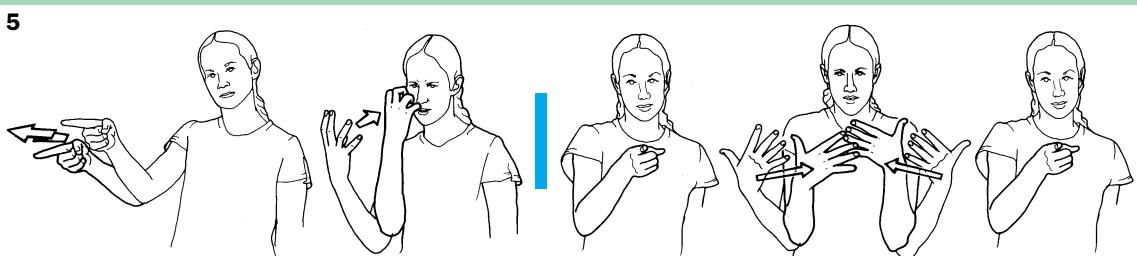


Today, now

Classroom Exercise



Asking & Answering Questions. Your partner will ask you a question. Respond in a complete ASL sentence. Switch roles and repeat when done.

1**2****3****4****5**

Classroom Exercise



- 1** *Contrasts.* A partner will sign the first sentence to you. Use the information in parentheses to sign a complete sentence in response.

1. *They don't know my name. (Yes, they do.)*
2. *He isn't paying attention. (No, he isn't. He doesn't have eye contact.)*
3. *Are you sick? (No, I'm not.)*
4. *I like learning ASL. (Me too.)*
5. *We're very busy today! (Yes, a lot of practice!)*

- 2** *Dialogue.* Work with a partner and create a dialogue using at least three of the following prompts.

1. *Exchange greetings and names*
2. *Ask if one is Deaf, hearing, or hard-of-hearing*
3. *Ask if one knows, or is learning, ASL*
4. *Ask where one goes to school*
5. *Ask a signer to slow down and repeat something*
6. *Say good-bye and state when you will meet again*

FYI Use a facial expression to sign “a lot of.” What kind of face would show this meaning?

Deaf Culture Minute



The best way to learn any language is to socialize with the people who use it. Go out and meet Deaf people in your local community. As you make friends and practice, you'll see your signing skills improve quickly!

Accent Steps

If you use the Question-Maker with *I don't mind*, then it becomes a question: *Do you mind?*

Homework Exercise



- A** Practice signing each sentence in ASL.

1. *I'm not Deaf, I'm hearing. Are you Deaf?*
2. *Sara is not absent today.*
3. *I don't understand you. Do you mind repeating?*
4. *He's very sick. He can't go to school today.*
5. *We didn't like the movie. We couldn't understand it!*

- B** Write five sentences in English using vocabulary you've learned so far that includes facial expressions and non-manual signals. Be ready to turn in the sentences.

- C** Write Classroom Exercise V in ASL gloss using your **Student Companion** for help.

Journal Activities



- 1 What do you think being Deaf is like? What sorts of experiences do you think a Deaf individual would have? In what ways do you imagine being Deaf is different from your own life? How is it similar?
- 2 Write a reflection on the poem “Listen to Me.” What is the author’s point? What messages does she convey in the poem? What issues, concerns and frustrations does she allude to? What successes?

Listen to Me

<i>I may not hear you, But I can listen, Listen to your hands, Your face and your eyes. All I ask of you Is that you do the same. Listen to the words That I want to tell. Look past hearing aids And see the real me. Look at what I can be Not what I cannot.</i>	<i>Heather Whitestone showed you That I can be beautiful. Marlee Matlin showed you That I can be in movies. Thomas Edison showed you That I can make history. Ludwig van Beethoven showed you That I can make music. Sir John Warcup Cornforth showed you That I can win the Nobel Prize. Konstantin Tsiolkovsky showed you That I can send rockets to the moon. Helen Keller showed you That I can overcome anything.</i>	<i>Now, let me show you That I can be a friend. I have things to tell you. Listen to me.</i>
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— Tawnysha Lynch

- 3 What experience/s, if any, have you had with Deaf individuals? Describe the encounter/s, how you realized he or she was Deaf, and any thoughts or feelings you recall about the experience.

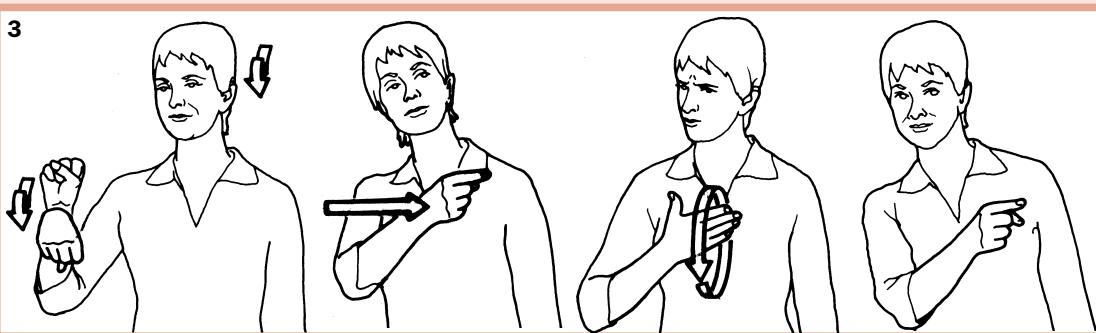
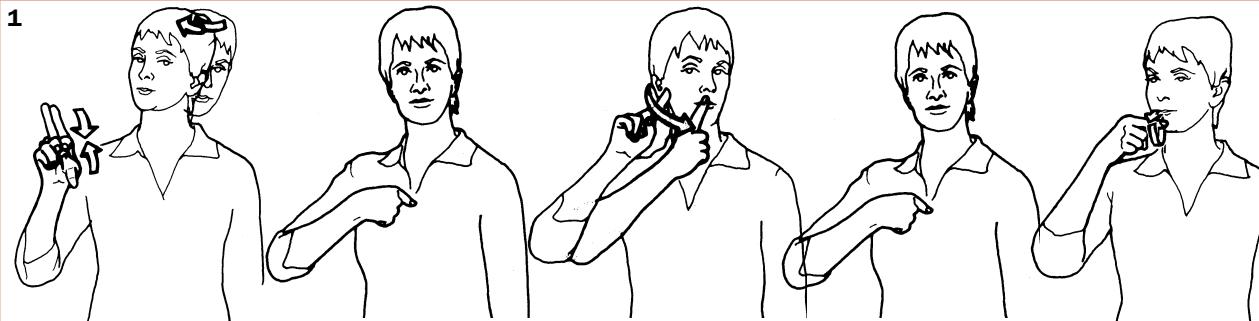
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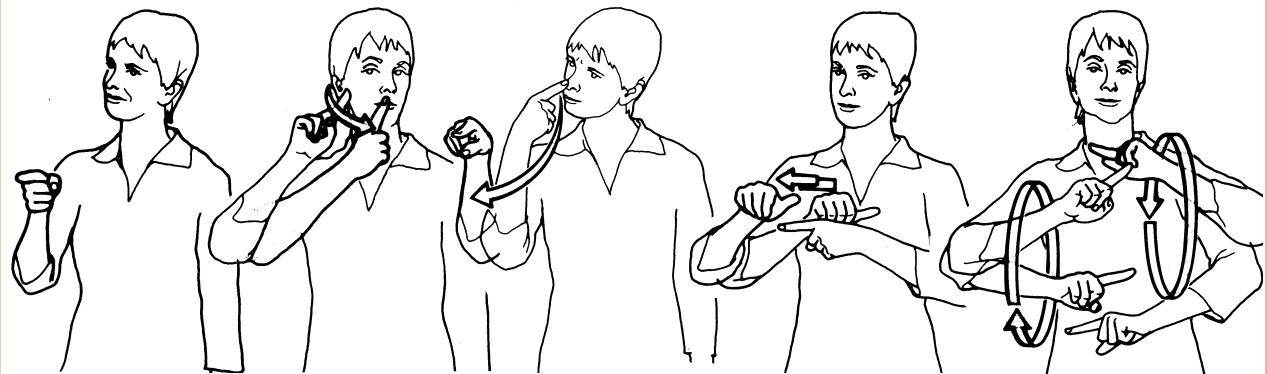
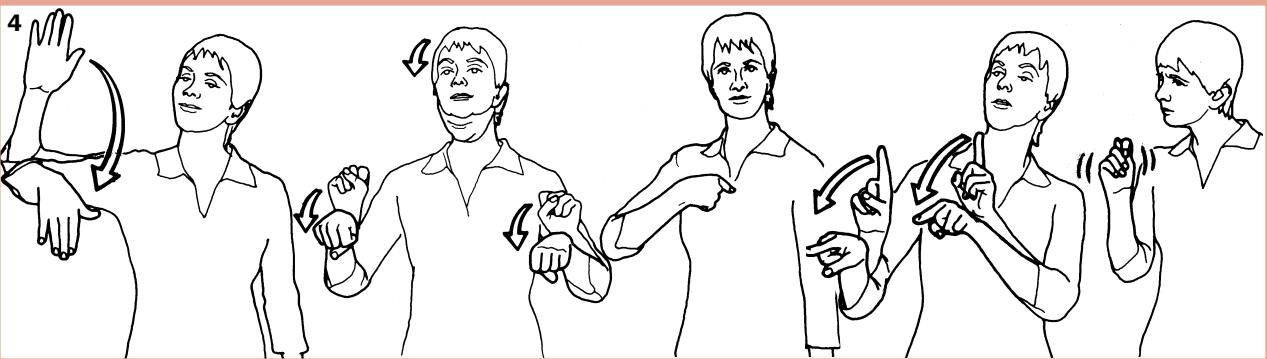
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|-----------------------------|------------------------|--------------------------|
| • Marlee Matlin | • Heather Whitestone | • Helen Keller |
| • Thomas Edison | • Ludwig van Beethoven | • Konstantin Tsiolkovsky |
| • Sir John Warcup Cornforth | | |

Unit 1 Review

- A** Explain how each function of ASL grammar is used in ASL, providing an example in a complete sentence.
1. Eye contact
 2. One-word replies
 3. Closing signals
 4. Non-manual signals
- B** Introduce a hearing friend to a new Deaf friend of yours. Include the following:
1. Attention-getting
 2. Greetings
 3. Exchanging names
 4. Whether Deaf or hearing
 5. Who's learning ASL
 6. Farewells
- C** Identify and correct any errors in the following sentences. Explain to a partner or friend why the errors are wrong and how to fix them. Explain how each function of ASL grammar is used in ASL, providing an example in a complete sentence.



Unit 1 Review



- D You will meet a potential Deaf friend for the first time. Prepare to introduce yourself and say a little about who you are and what you like. Include topics like your favorite movie title, that you're an ASL student, and how you are doing. Be ready to ask a few questions of your own, so you can get to know him or her better!

Fingerspelling

Each activity is designed to help you develop the skills needed to understand fingerspelling without decoding it letter by letter, and to form clear letters. By practicing fingerspelling alone or with a partner and participating in activities during your ASL class, you will learn to fingerspell clearly and confidently.

Note: The fingerspelling in illustrations has been created from left to right, for greater ease of use and comprehension when looking at the illustration. However, the hand moves away from the body when fingerspelling.

Fingerspelling: Do's and Don'ts

- Don't jerk, bounce, or move your hand.
- Keep your elbow down, close to your side.
- Hold your hand to the side of your chest, not in front of your face.

Unit 1

- 1 *Three letter names.* Hold your hand in one place as you fingerspell short, three-letter names.

1	2	3	4	5	6	7	8	9	10
Pam	Ira	Ray	Uma	Meg	Amy	Tim	Ana	Ben	Rea
Joe	Gus	Bob	Val	Dan	Ina	Ram	Fae	Kia	Eve
Mia	Van	Ngi	Wes	Ken	Ned	Abe	Mel	Nan	Sue
Sue	Tad	Sal	Jan	Ron	Ted	Ace	Kay	Ari	Aga
Tom	Gil	Tia	Zoe	Kim	Sam	Ian	Rob	Ona	Don

- 2 *What are their names?* Complete each sentence by fingerspelling the name in bold. An example is provided.



Her name is Jan.

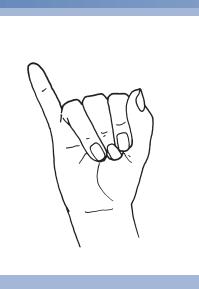
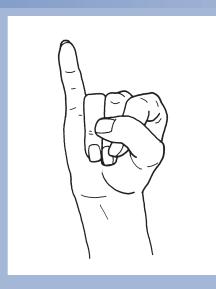
1. His name is **Hal**.
2. Her name is **Kim**.
3. Their names are **Jed** and **Gil**.
4. Her name is **Ana**.
5. His name is **Tom**.
6. We are named **Sue**, **Tia**, and **Ron**.
7. Her name is **Kay**.
8. Her name is **Eva**.
9. Her name is **Flo**.
10. My name is _____.



Instead of signing *and*, simply point towards two (or more) different locations.

Accent Steps

Using the correct handshape while fingerspelling is as important as not swinging your hand outward for the letters O, H, D, C, and G. Look at the two versions of the letter *i*. Even a slight error like the thumb is noticeable. Make sure your handshapes are correct, and your fingerspelling skills will improve.

Incorrect *i*Correct *i*

- 3** Common errors. Look at both handshapes and fingerspell each name or word using the correct form of the letter.

Handshape Error	Fingerspelling Handshape	Handshape Error	Fingerspelling Handshape
Ada	Ali	tax	ham
Abe	Ava		
dye	dim	Dan	doe
Ed	Dar		
Ida	bad	den	dab
id	cod		
Eve	Ben	vet	tea
sea	hem		
Guy	sag	wag	hug
Aga	gas		
kin	kid	Ken	kite
Meg	mud	amp	Sam
gem	Mia		
jog	Joe	oat	Opi
Ron	ox		

- 4** The ABCs. Complete the fingerspelling prompts below.

1. fingerspell the ASL alphabet
2. fingerspell the vowels: A, E, I, O, U
3. fingerspell your entire name
4. fingerspell the name of your hometown

- 5** *Trouble letters.* The following words and names contain one or more trouble letters. Fingerspell each column using the correct handshapes.

1	2	3	4	5	6	7	8	9	10
Deb	Eve	Fox	get	Hao	key	Mae	Ned	top	Paz
Del	eat	elf	Gap	hop	Kay	Max	Noe	oat	pet
Dex	Eva	fin	Gus	hen	Rik	map	Neo	toy	pop
Dom	Ely	if	Aga	ham	koi	emu	Nhu	opt	ape

- 6** *First & last names.* Complete the sentence by fingerspelling the first and last names shown in bold. Pause briefly before signing the last name.

1. My name is ... (**Rob Paz**)
2. My name is ... (**Mel Ash**)
3. My name is ... (**Ina Ris**)
4. My name is ... (**Jan Kol**)
5. My name is ... (**Ed Dio**)
6. My name is ... (**Bev Wan**)
7. My name is ... (**Ly Kur**)
8. My name is ... (**Sam Hyn**)
9. My name is ... (**Gil Och**)
10. My name is ... (?)

- 7** *Introductions.* Practice fingerspelling the complete names of the following people.

1. yourself
2. your ASL teacher
3. your boss / supervisor
4. a sibling

I Want to Know . . .

How important is fingerspelling?

Consider fingerspelling to be like your handwriting. Being clear is vital to being understood, be confident enough not to worry whether each letter is exactly right, and be able to spell words quickly instead of breaking them down letter by letter. Everybody has their own fingerspelling style, just as you have your own style of handwriting. It takes time and practice to become an excellent fingerspeller! Fortunately fingerspelling is **generally** used in specific instances:

1. first, last, and middle names;
2. names of places (cities, states, stores);
3. titles of movies and books;
4. certain foods;
5. for clarification when one sign has several meanings;
6. technical terms.

The first two instances are the most important parts of fingerspelling for a beginning student. You want to sign your name and where you're from without stumbling! Warning: Don't fingerspell words and sentences if you don't know a sign. Doing this is like saying A . . . R . . . E . . . Y . . . O . . . U . . . and is hard to understand.

- 8** *Four letter names.* Fingerspelling a four-letter name follows the same pattern as three-letter names. Hold your hand in one place and keep your elbow by your side. Spell each column of names.

1	2	3	4	5	6	7	8	9	10
Glen	Evan	Mike	Alex	Hala	Tara	Alma	Lita	Dana	Leif
Saul	Tura	Liza	Jose	Kyle	Jean	Brad	Joey	Greg	Iris
Huey	Ivan	Nora	Nick	Erin	Fran	Mira	Carl	Mary	Vika
Kara	John	Dave	Sara	Amos	Raul	Ajax	Roni	Neil	Sala

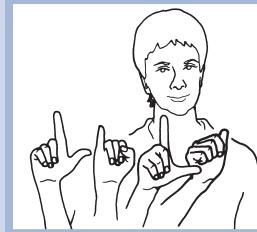
- 9** *Name exchange.* Fingerspell a name beginning with the first letter shown in each letter-pair to a partner, who will respond by spelling a different name using the second letter of the pair. Use the list of four-letter names below if needed. An example is provided.

Example

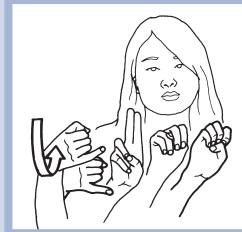
Student A

L

Student B

J

.....



- | | | | |
|------------|-------------|-------------|-------------|
| 1. P.....Y | 6. J.....C | 11. D.....N | 16. L.....L |
| 2. B.....E | 7. R.....I | 12. F.....Z | 17. X.....H |
| 3. V.....V | 8. A.....P | 13. A.....A | 18. S.....S |
| 4. G.....M | 9. O.....H | 14. K.....F | 19. J.....P |
| 5. T.....S | 10. U.....L | 15. Q.....V | 20. A.....R |

- 10** *Making introductions.* Sign the introductions with a partner, who will respond using the information in bold.

1. Hi, my name is Lou Eads.
What's your name?
(My name is Adam Chen.)
2. Her name is Amy Kiva.
What's his name?
(His name is Doug Brin.)
3. His name is Paul Reys, and her name is Tara Reys.
(What are their names?)
4. My name is _____.
What's your name?
(My name is _____.)
5. Her name is Vera Yan.
(No, her name is Vera Yang.)

Four-letter Names

Alan	Ivan	Mary	Raul	Teri
Alec	Jack	Mike	Reba	Thad
Alex	Jake	Mina	Rick	Thom
Brad	Jana	Nick	Risa	Tina
Bret	John	Nora	Rolf	Tony
Cara	Kira	Olaf	Ryan	Troy
Dana	Kris	Olga	Sana	Uday
Dean	Kyle	Opal	Sara	Ulan
Eric	Lana	Paco	Sean	Vera
Erin	Lara	Paul	Sela	Vern
Fran	Lars	Pete	Seth	Ward
Gail	Leah	Phil	Shea	Xena
Gwen	Lisa	Prue	Skye	Xuan
Hank	Lori	Qira	Stan	Yael
Hedy	Marc	Quin	Tara	Yuri
Iris	Mark	Rain	Tate	Zach

- 11** *Double letters.* When fingerspelling double letters, do not “slide” your hand towards the right. There are three different guidelines to follow, depending where the double letters occur. But always remember to keep your hand in one place, unless you know why you shouldn’t!

Double letters: Beginning or Middle

Don’t move your hand but make a quick repetition of the letter. For the letter A, your thumb doesn’t move but the rest of your fingers do. Words with the letters A, D, E, F, M, N, O, P, S, and T follow this pattern.

- | | | |
|-------------|-----------|----------|
| 1. Isaac | 4. Tess | 7. Penny |
| 2. Brittany | 5. Minnie | 8. Tissa |
| 3. Jenna | 6. Appia | 9. Emma |

Some Double letters: Beginning or Middle

Rather than making a letter repetition that doesn’t move, some letters require a double movement, as if you were fingerspelling a letter “on top” of the previous one. The letters B, C, G, K, L, P, R, U, and X follow this pattern.

- | | | |
|-----------|-----------|-----------|
| 10. Molly | 13. Bobby | 16. Peggy |
| 11. Abby | 14. Kelly | 17. Tuuva |
| 12. Accra | 15. Perry | 18. Wakka |

Double letters: Ending

When double letters come at the end of a word, move your hand slightly to the right. This is the only time you’ll move your hand!

- | | |
|------------|-----------|
| 19. Jeff | 22. Troll |
| 20. Emilee | 23. Tess |
| 21. Kenaii | 24. Glenn |

Accent Steps

Fingerspelling shouldn’t look like a typewriter, moving with each new letter. There are exceptions, but the general rule is, don’t move your hand! If a word uses double letters, moving the hand may be needed.

- 12** *Five letter names.* Just as three and four-letter names are fingerspelled as a whole, avoid breaking five-letter names into syllables. You don’t need to pause or move your hand as you fingerspell five-letter words and names.

1	2	3	4	5	6	7	8	9	10
Keila	Amata	Quinn	Akira	Jonas	Pablo	Boris	Jared	Annie	Norma
Davey	Devin	Paula	Leyla	Clint	Mabel	Maher	Freda	Pavel	Alisa
Alexa	Scott	Sarah	Tomas	Merna	Amina	Ivana	Geena	Tasha	Chuck
Kerry	Jatin	Bryan	Kenny	Percy	Carla	Karen	Raven	Edgar	Logan

- 13** *More introductions.* Sign each sentence in ASL, choosing names from the list on the right.

1. His name is _____. He’s Deaf.
2. Is your name ____?
3. Her name is _____. She is learning ASL.
4. Their names are _____, _____. They’re hearing.
5. I want you to meet my friend. His/her name is ____.
6. No, his name is not _____. It’s ____.

- | | | | |
|-------|-------|-------|-------|
| Kelly | Nabil | Walt | Kevin |
| Mina | Anna | Tisha | Shane |
| Nikki | Lee | Chris | Blair |
| John | Ross | Bree | Jeff |
| Laura | Devon | Tala | Abdul |

I Want to Know . . .

What if I make a mistake while fingerspelling?

First, do not wave your hands to “erase” what you spelled! Simply shake your head and begin spelling the entire word again. If you become confused when someone is fingerspelling to you, spell the letters that you did understand and ask for the remainder. This is better than asking a signer to spell the word several times until you understand it.

- 14** *First & Last.* Fingerspell each pair of names, including a brief pause between the first and last name.

- | | | |
|----------------|----------------|----------------|
| 1. David Singh | 5. Jeff Marsh | 9. Nikki Boren |
| 2. Anna Stoll | 6. Nabil Ahmed | 10. Ryan King |
| 3. Chris Velez | 7. Lisa Biggs | 11. Jose Perez |
| 4. Larry Zhou | 8. Trudy Wall | 12. Scott Reed |

- 15** *Mc-names.* There is no special system for fingerspelling names like McCoy, even though the second C is capitalized. Simply spell the whole name.

- | | |
|----------|----------|
| 1. McKay | 5. McMan |
| 2. McCoy | 6. McGee |
| 3. McVee | 7. McNab |
| 4. McCul | 8. McBay |

- 16** *OH drill.* The letter combinations OH and HO are challenging for ASL students. Fingerspell each name or word making sure the O and H run together smoothly.

- | | | |
|---------|---------------|----------------|
| 1. John | 5. Duc Hoang | 9. Ohare |
| 2. Ohio | 6. Carl Hoene | 10. Lara Sohn |
| 3. Hoh | 7. Alex Hoig | 11. Kyle Johra |
| 4. Hoag | 8. Noah Ahorn | 12. Jose Bohn |

- 17** *Double-letter drill.* Fingerspell each word quickly and clearly.

- | | | | |
|----------|----------|-----------|-----------|
| 1. Sonny | 6. Reed | 11. Queen | 16. Liann |
| 2. Deonn | 7. Deena | 12. Larry | 17. Aaron |
| 3. Anne | 8. Perry | 13. Harry | 18. Cliff |
| 4. Jesse | 9. Ziggy | 14. Belle | 19. Allen |
| 5. Merry | 10. Matt | 15. Rocco | 20. Holly |

- 18** *Fingerspelled words.* These words are generally fingerspelled. Learn to spell them quickly and clearly.

- | | |
|---------|----------|
| 1. cake | 6. puppy |
| 2. job | 7. truck |
| 3. TV | 8. van |
| 4. DVD | 9. taco |
| 5. OK | 10. VCR |

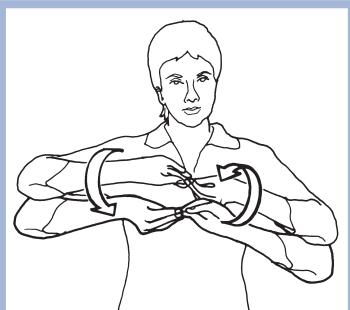
Numbers

Each activity is designed to develop the skills you need to sign and understand signed numbers. By practicing numbers alone or with a partner and participating in activities during your ASL class, you will learn to sign numbers clearly and confidently.

Note: The numbers in illustrations have been created from left to right, for greater ease of use and comprehension when looking at the illustration. However, the hand moves away from the body when signing numbers.

Numbers: Do's and Don'ts

- Don't jerk, bounce, or move your hand.
- Keep your elbow down, close to your side.
- Hold your hand to the side of your chest, not in front of your face.



Number

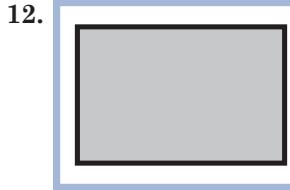
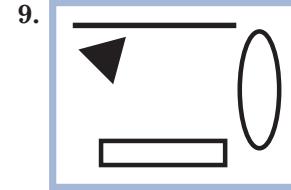
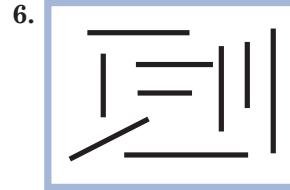
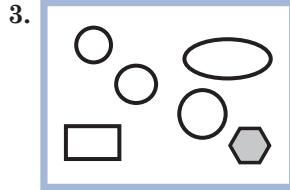
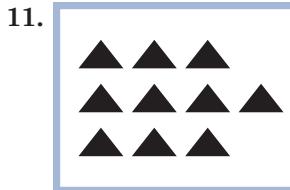
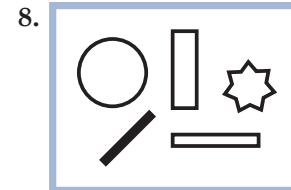
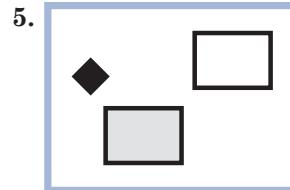
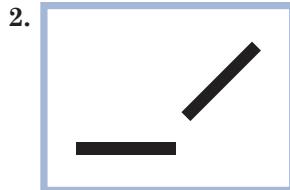
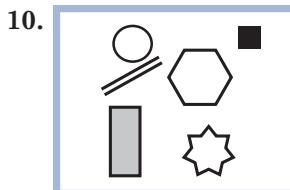
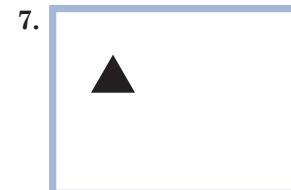
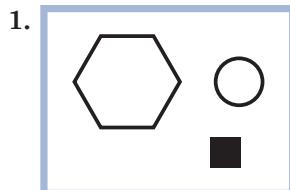
Unit

1

- 1 *Palm orientation.* Use the correct orientation for the following numbers.

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. 7 | 7. 1 | 13. 4 | 19. 2 | 25. 7 |
| 2. 5 | 8. 6 | 14. 7 | 20. 7 | 26. 5 |
| 3. 0 | 9. 2 | 15. 1 | 21. 4 | |
| 4. 1 | 10. 9 | 16. 0 | 22. 1 | |
| 5. 10 | 11. 7 | 17. 5 | 23. 6 | |
| 6. 3 | 12. 3 | 18. 3 | 24. 3 | |

- 2 *How many?* Sign the number of shapes in each box using the correct handshape and palm orientation.



ASL Numbers 0–10



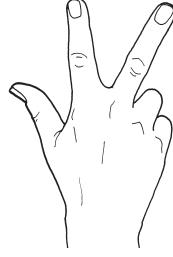
0



1



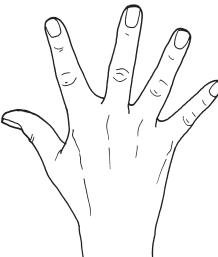
2



3



4



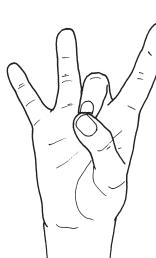
5



6



7



8



9



10

FYI

Numbers 1–5 always face me unless I'm signing:

- addresses
- telephone numbers
- a series of numbers in a group

3 *Number challenge.* Focus on developing rhythm and maintaining a consistent speed start to finish.

1. sign numbers 0–10 without looking at your hand and without making a mistake
2. sign numbers 10–0 without looking at your hand and without making a mistake
3. sign the even numerals
4. sign the odd numerals

- 4** Trouble numbers. Develop speed and accuracy for each set of numbers.

1	2	3	4	5	6	7	8	9	10
0	8	3	6	3	8	7	3	1	6
3	5	3	8	3	8	6	5	3	7
3	1	7	0	3	7	3	7	7	3
7	1	7	3	3	3	0	6	8	0



Accent Steps

Avoid using the *w* sign when you want the numeral 3! While the letter O and the number 0 share the same handshape, confusion rarely occurs unless you're not paying attention to the signed context.

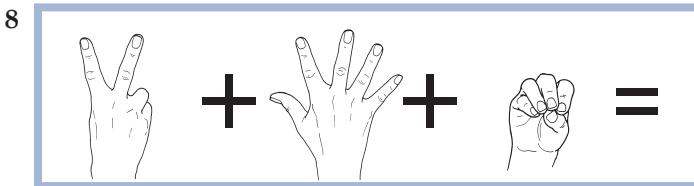
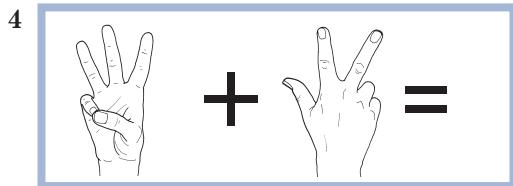
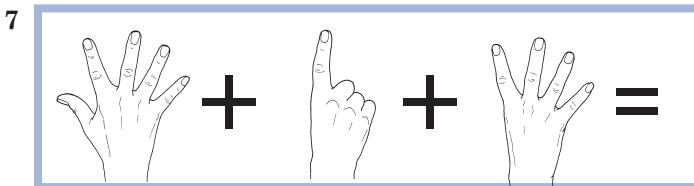
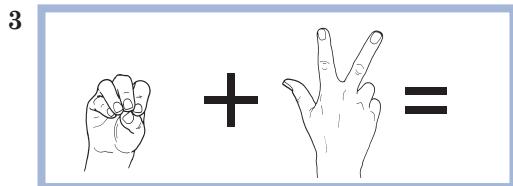
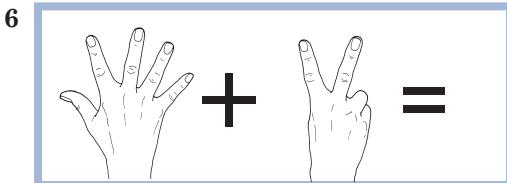
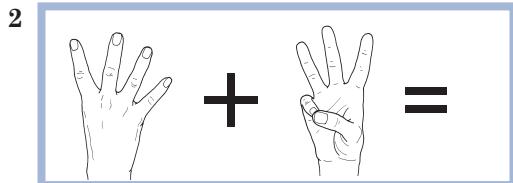
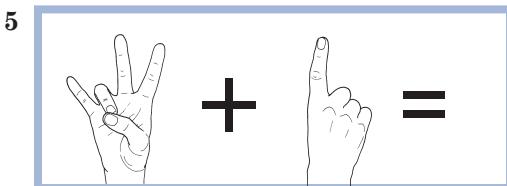
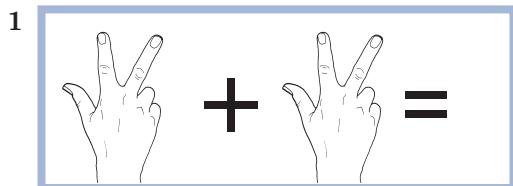
- 5** Patterns. Fill in the missing number that completes the pattern. Sign each number clearly. Answers are at the bottom of the page.

1			<hr/>						<hr/>	
2				<hr/>			<hr/>		<hr/>	
3				<hr/>						
4			<hr/>	<hr/>			<hr/>		<hr/>	
5			<hr/>						<hr/>	

Exercise 5: 1, 8, 4; 2, 2, 0; 3, 4; 4, 2, 6, 4, 2, 0; 5, 3, 7, 6, 2, 0

Answer Key:

- 6** *Addition.* Sign the correct answer to each problem. Answers are at the bottom of the page.



- 7** *How many is that?* What number does each word refer to? Fingerspell the word and sign the correct number. Answers are at the bottom of the page.

- | | | | | |
|----------|----------|---------|----------|-----------|
| 1. quint | 4. quad | 7. pair | 10. mono | 13. hexa |
| 2. sept | 5. triad | 8. sext | 11. deci | 14. uno |
| 3. duo | 6. a | 9. null | 12. octo | 15. pente |

I Want to Know . . .

Why are numbers 1–5 different than the rest?

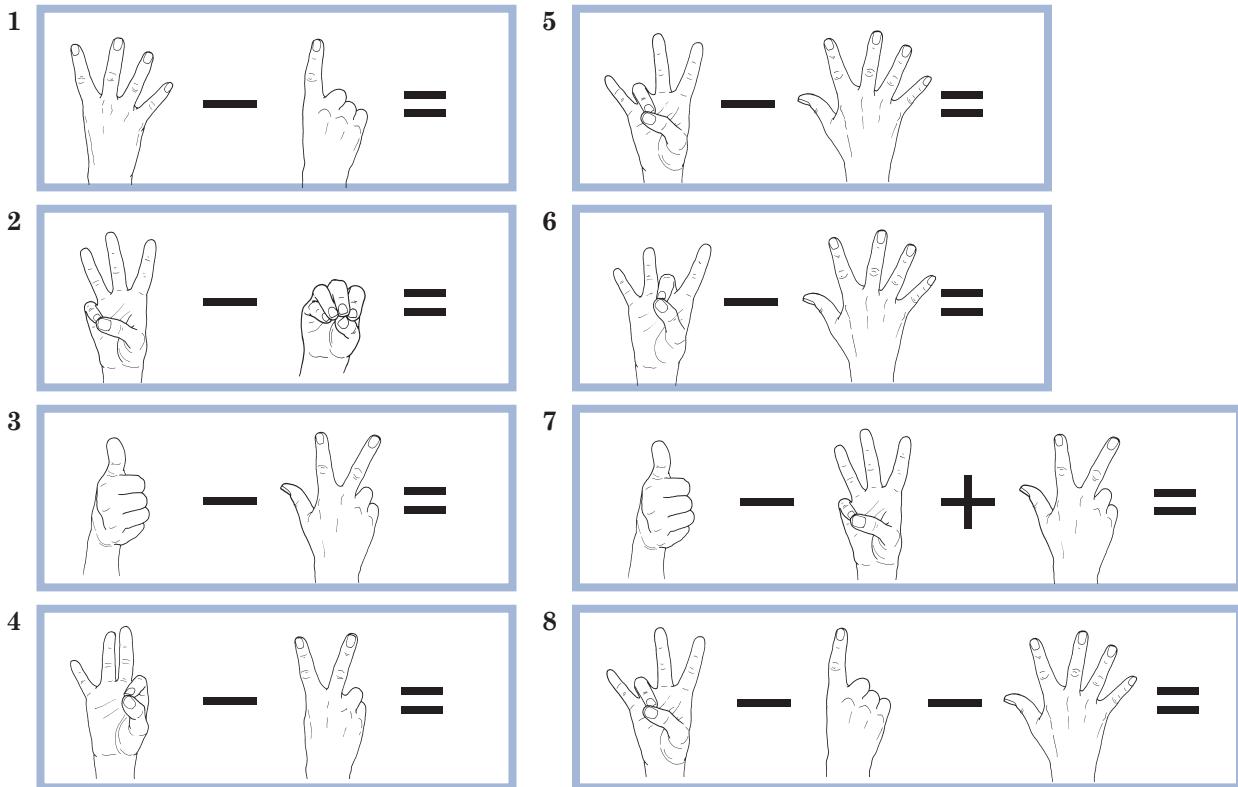
How would you sign the band name U2 or not be confused when talking about the strength of sun-block UV-32? To avoid confusion between the number 2 and the letter V as well as other meanings sharing handshapes, numbers 1–5 are twisted inward. When you sign several numbers in a series, the context is clear that you’re using numbers, which is why 1–5 face outward in telephone numbers and addresses. This difference is less obvious when signing a number not surrounded by others. ASL students tend to think the inward / outward orientation doesn’t matter, but it does.

Exercise 7: 1. five; 2. seven; 3. two; 4. four; 5. three; 6. one; 7. two; 8. six; 9. zero; 10. one; 11. ten; 12. eight; 13. six; 14. one; 15. five

Exercise 6: 1. 6; 2. 10; 3. 4; 4. 9; 5. 8; 6. 7; 7. 10; 8. 7

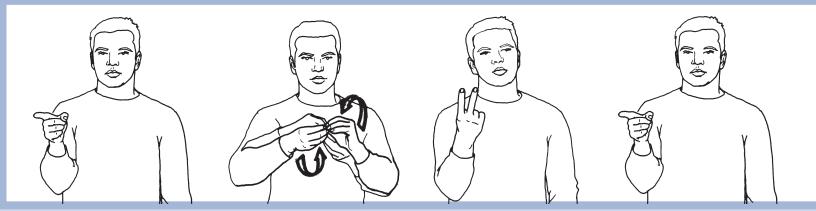
Answer Key:

- 8** Subtraction. Sign the correct answer to each problem.



- 9** What number are you? You and a Deaf friend are waiting for your number to be called. Explain in a complete sentence which numbers are being called. Follow the example below.

**He or she is
number two.**



1. We are number 8.
2. She's number 3.
3. I'm number 4.
4. They're number 7.
5. Are you number 4?
6. He's number 6.
7. You are number 2, I'm number 5.
8. We're number 10.
9. They're number 3.

- 10** Number drill. Develop speed and accuracy for each set of numbers.

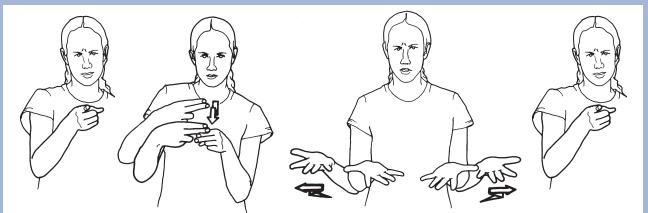
1	2	3	4	5	6	7	8	9	10
9	0	6	8	6	2	6	8	1	7
4	2	7	2	3	9	2	10	3	9
5	3	10	1	0	7	4	4	2	6
3	1	4	7	4	10	1	5	5	10

Exercise 8: 1, 3; 2, 6; 3, 7; 4, 7; 5, 2; 6, 3; 7, 8; 1

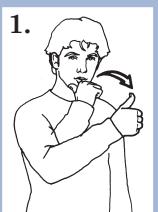
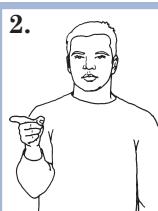
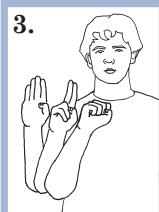
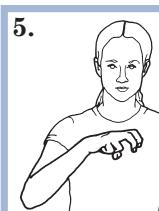
Answer Key:

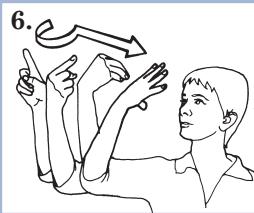
Glossing ASL

Historically there was no written form for American Sign Language. Transposing a three-dimensional language that uses space, non-manual signals, and motion as its primary characteristics onto paper is a daunting challenge. Only recently with the advent of SignWriting™ has ASL become a written language, though this system has not yet gained acceptance with most signers. Because ASL is not written, Deaf people have relied on the written formats of the spoken languages used around them. Thus, a Deaf person in the United States signs in ASL but writes in English, and depending on where he or she lives, a Deaf Canadian may sign in ASL and / or LSQ (Quebec Sign Language) and write both English and French. Over the years a written system has been developed by ASL teachers and researchers to translate signs into a basic form of English. Using one language to write another has its limitations but doing so can be a quick way to convey concepts. This system is called **glossing ASL**. Knowing how to gloss is not a requirement for learning ASL, but it can be a handy tool if you plan on continuing your ASL studies. An example of this system is shown below, followed by explanations of how to gloss ASL.

American Sign Language	ASL Gloss	English translation				
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 5px;">wh</td> <td style="text-align: center; padding: 5px;">wh</td> </tr> <tr> <td style="text-align: center; padding: 5px;">YOU NAME WHAT YOU</td> <td style="text-align: center; padding: 5px;">YOU NAME WHAT YOU</td> </tr> </table>	wh	wh	YOU NAME WHAT YOU	YOU NAME WHAT YOU	<p>What is your name?</p> <p>b. State which facial expression accompanies the sign, phrase, or sentence</p> <p>a. Translate each sign into an English equivalent</p>
wh	wh					
YOU NAME WHAT YOU	YOU NAME WHAT YOU					

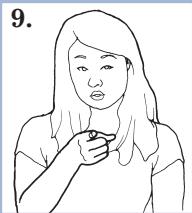
How to Gloss ASL

1.  Every sign has one gloss. The English word and ASL gloss may not match exactly. See your glossary. Each gloss is always written in capitalized letters.
Example: TOMORROW
2.  Using the index finger to point to a person or thing is called deixis. Abbreviate this with IX, and follow with another gloss or name of the person to whom you are pointing. You can also add he, she, or it in lower-case letters after IX, but add a hyphen if you do this.
Example: IX (or IX-he)
Example: IX MAN
3.  Fingerspelled words are preceded by fs-. Capitalize the fingerspelled term but not the fs-.
Example: fs-BUS
4.  Many signs can't be glossed using just one English word. Use hyphens between each segment to show a single concept.
Example: GIVE-ME
5.  Glossing classifiers requires two parts. Gloss the classifier with CL: and then add the concept described by the classifier in English.
Example: CL: Bent V
"person sitting down"



When there are two or more parts to a single sign, use a + between each.

Example: SUN+SHINE



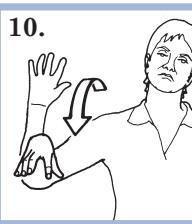
Raising the eyebrows to ask a yes / no question is written with a q over the gloss.

Example: q
YOU



Possessive signs like his, hers, its, and theirs are preceded by POSS. Add who is referred to in italics.

Example: POSS-*hers*



Write above the gloss the word mouthed by the lips for signs that have non-manual signals attached to them.

Example: cha
CL: Claw

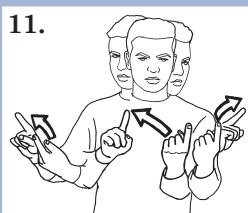
8. Non-manual signals formed by the eyebrows, head, and lips must be included.

First, draw a line above the glossed sentence. Specific descriptions for the non-manual signal are written above the glossed term that uses the NMS.

Example: confused
ME DON'T-KNOW

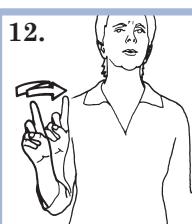
When the same NMS is used throughout a sentence, such as the WH-Face or the Question-Maker, write the NMS at the beginning and end of the sentence.

Example: whq YOU NAME WHAT whq YOU



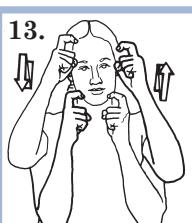
Use the ++ symbol for signs that are repeated or to show a recurring action.

Example: MEET-MANY-PEOPLE++



WH questions are shown by writing whq over the gloss.

Example: whq
WHERE



Specific facial expressions or other non-manual signals are written over the corresponding gloss.

Example: happy
FACIAL-EXPRESSION

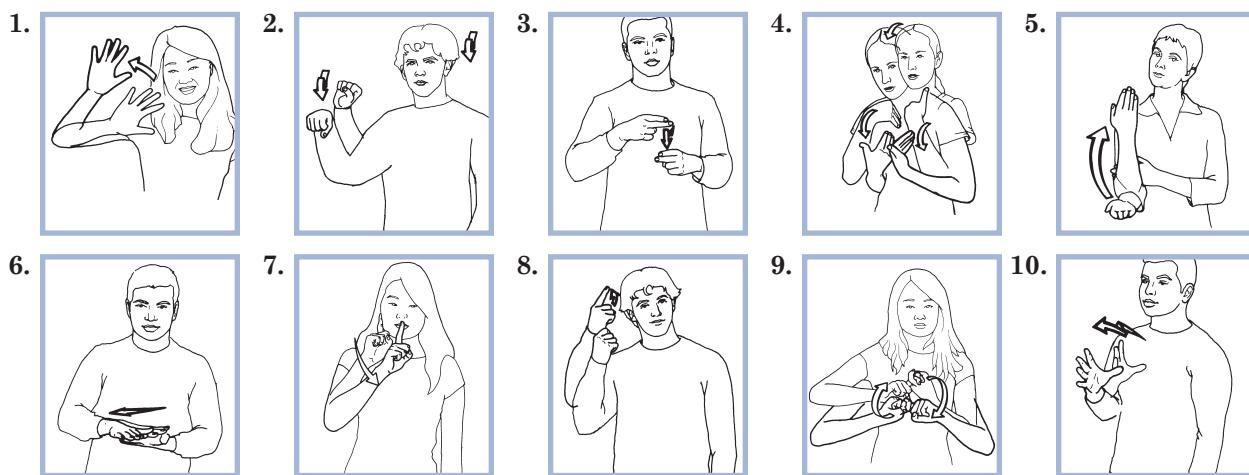
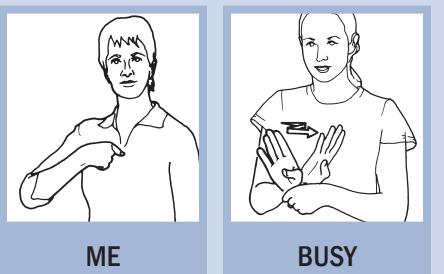
Glossing Tips

- Approach glossing as a labeling exercise: Label only what is signed and corresponding non-manual signals. Avoid adding English words that are not signed, like *is* and *are*.
- The gloss for each sign is found in the Glossing Index at the back of this book. Some signs can be translated into English different ways, but there is only one gloss for each sign.
- Glossed phrases and sentences should be accompanied with non-manual signals.
- Refer to the Glossary section to find exact glosses for vocabulary.
- When handwriting gloss, it is better to use print letters rather than cursive. Substitute cursive for italics where necessary.

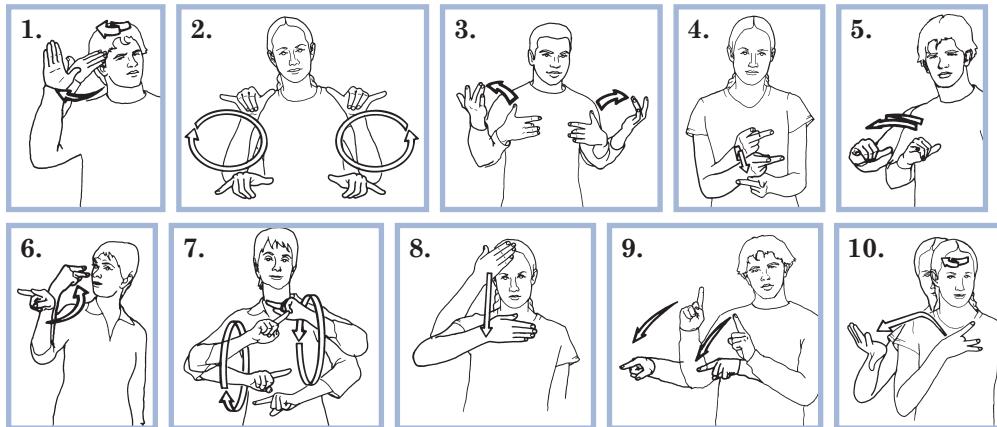
Unit 1

- 1 One-word glosses. Follow the examples to gloss each sign correctly.

Examples



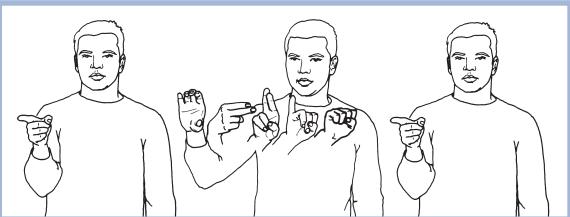
- 2 Two- and three-word glosses. Many signs in ASL can't be glossed by a single English word. Hyphens are used to connect each part. Match each sign with the correct gloss from the list provided.



English Glosses

SIGN-LANGUAGE
WHAT'S-UP
DON'T-LIKE
LOOK-AT-ME
DON'T-KNOW
BLANK-FACE
SAME-OLD
ME-TOO
GO-TO
HOLD-ON
TAKE-CARE

- 3** *Glossing deixis.* Any time you point to a person or object, your index finger is glossed as IX, unless signing *me*, *you* or *they*. Sometimes other signs or a fingerspelled name follows deixis, but there may be instances when this information is not available. Unless given specific details, do not gloss deixis as *he*, *she*, or *it*. When the gender of a person referred to by IX is known, add -he, -she, or -it to the gloss. Follow the example below to write each signed phrase or sentence in ASL gloss and English.

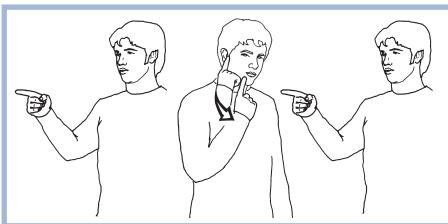
Example**ASL Gloss:**

IX fs-CHRIS IX.

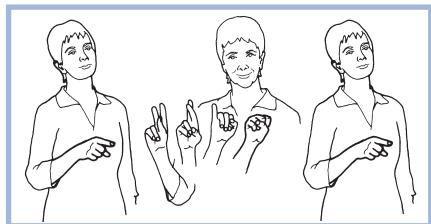
English:

He is Chris. / She is Chris.

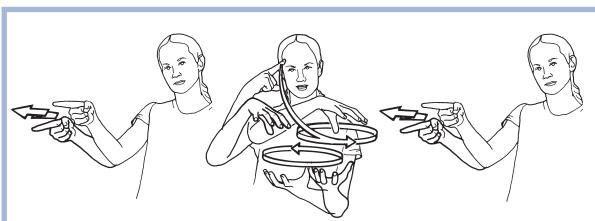
1.



2.



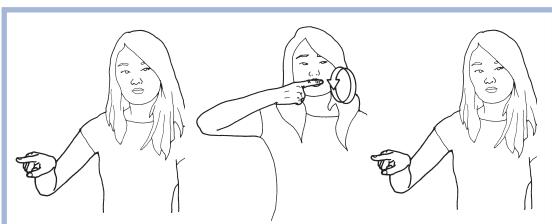
3.



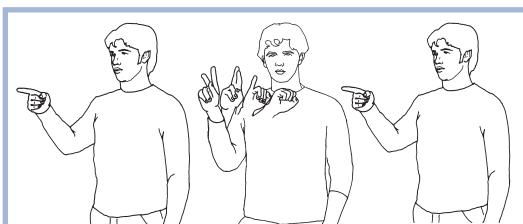
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5.

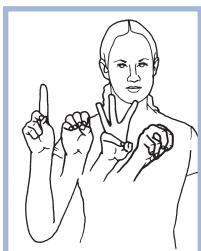


6.



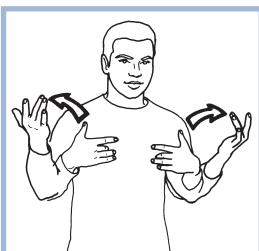
- 4** *Gloss completion.* Complete the ASL glosses for each sign.

1.



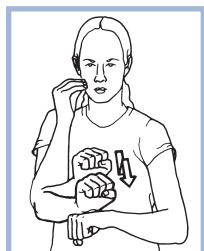
fs-

2.



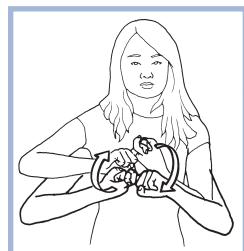
WHAT'S-

3.

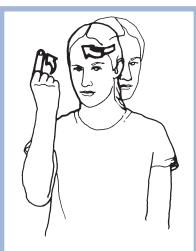


HOME+

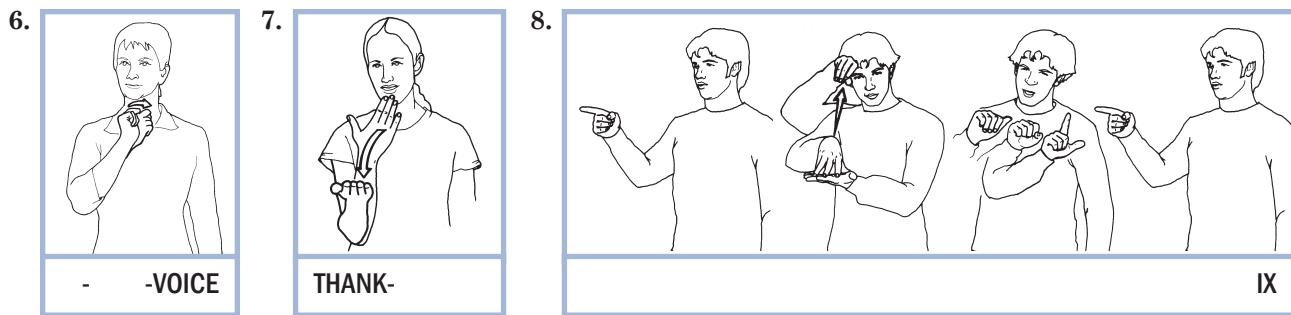
4.



5.



DON'T-



- 5** *Non-manual signals.* Glossing is incomplete until facial expressions and other non-manual signals are included in the gloss. When adding non-manual signals, focus on what you do with your eyebrows, lips, facial expressions, and head while signing. These actions are added above the gloss. For now, focus only on adding *head nod*, *head shake*, *Question-Maker eyebrows*, *smile* and *frown* labels. Follow the examples to complete the gloss of each sign below.

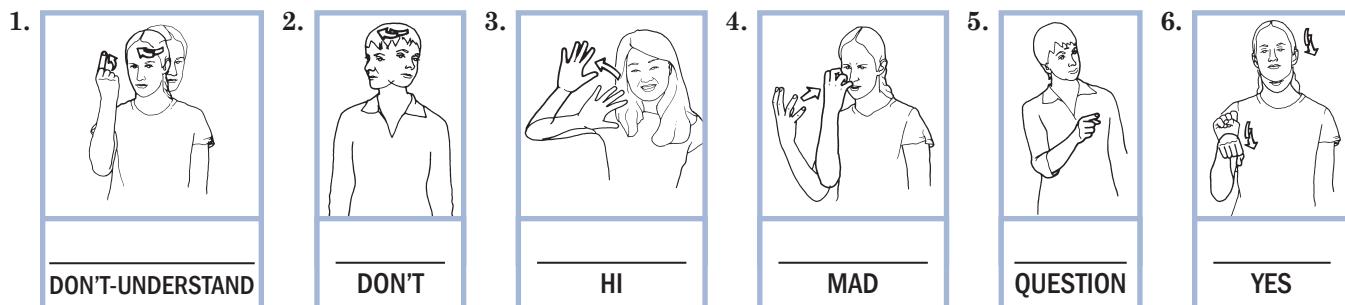
Examples

NMS Labels:

1. smile
2. frown
3. head shake
4. head nod
5. q (Question-Maker)

The left example shows three signs: 'NICE', 'ME-MEET', and 'YOU'. Each sign has a blue circle around its head and a blue arrow pointing down to the gloss below. The glosses are: 'Gloss: NICE', 'Gloss: ME-MEET', and 'Gloss: YOU'. The NMS labels are: 'NMS: smile', 'NMS: smile', and 'NMS: smile'. The glossed sentence is: 'Glossed sentence: smile smile NICE ME-MEET YOU'. The English translation is: 'English: Nice to meet you.'

The right example shows three signs: 'YOU', 'fs-KRIS', and 'YOU'. Each sign has a blue circle around its head and a blue arrow pointing down to the gloss below. The glosses are: 'Gloss: YOU', 'Gloss: fs-KRIS', and 'Gloss: YOU'. The NMS labels are: 'NMS: brows up (brows up = Question-Maker)', 'NMS: brows up', and 'NMS: brows up'. The glossed sentence is: 'Glossed sentence: q q YOU fs-KRIS YOU'. The English translation is: 'English: Are you Kris?'



- 6** *More deixis.* Sign the following glossed sentences in ASL.

1. ME NAME fs-SARA. IX-he NAME fs-SEAN IX-he.
2. IX LEARN SIGN-LANGUAGE IX.
3. IX WANT MEET YOU.
4. IX LAST NAME fs-COOPER IX.
5. fs-MARC DEAF. IX-he MY FRIEND IX-he.
6. IX-she NAME fs-TARA IX-she.
7. IX HARD-OF-HEARING IX.
8. IX-he BUSY IX-she.
9. IX-she NAME fs-RITA IX-she.
10. IX SICK IX.