

HOMEWORK

1. Fingerspelling Drills

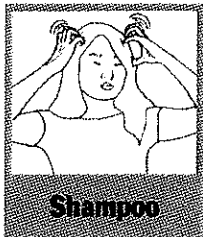
AT	BE	COW	DO	EAR	FINE
AIR	BAT	CAR	DAY	EGG	FUN
ATE	BEST	CARE	DEAF	EARN	FAR
ASK	BIG	COME	DEAL	EAT	FUR
ANY	BY	CUP	DOG	ENTER	FISH
ARM	BUY	CALL	DOOR	EVER	FIN
GET	HI	IN	JOB	KEY	LIKE
GOAT	HAIR	ICE	JELLY	KIND	LATE
GO	HERE	INCH	JAM	KNEE	LUNG
GONE	HOLD	ILL	JUST	KNOW	LITTLE
GAP	HEAL	INTO	JERK	KILL	LIVE
GIN	HOPE	INK	JET	KEEP	LOVE
ME	NO	OUT	PIG	QUIT	RUN
MINE	NEW	OPEN	PAIL	QUAKE	RAIN
MAN	NAME	OIL	PUT	QUILL	READ
MEET	NINE	ODOR	PEEL	QUITE	REST
MILK	NEED	OLD	PALE	QUILT	REAL
MINE	NOT	OWN	PINE	QUIET	RING
SIT	TEA	UP	VERY	WIN	X-RAY
SEE	TALK	US	VISIT	WE	XEROX
SICK	TRY	USE	VAST	WIN	XYLON
SAME	TAKE	UNDER	VALLEY	WIG	XENON
SOME	TALL	UPON	VIGOR	WAG	XYLEM
SPOON	TELL	UMBER	VEST	WALL	XERO
YEAR	ZOO				
YET	ZONE				
YEARN	ZEBRA				
YELLOW	ZEAL				
YIELD	ZINC				
YACHT	ZERO				

2. Study manual alphabet and number 1 – 11

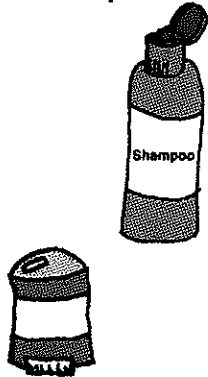
3. Practice fingerspelling words.

Personal Hygiene & Care

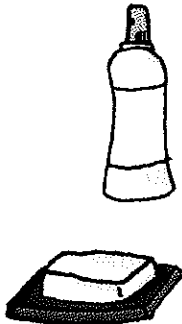
Many signs for common hygiene products use classifiers to depict their action or purpose. For example, what do you think is the sign for *shampoo*? If you can think of *shampoo*, then you already know how to sign *wash my hair*! Follow the clues provided to determine how each sign is made for the products below.


Shampoo

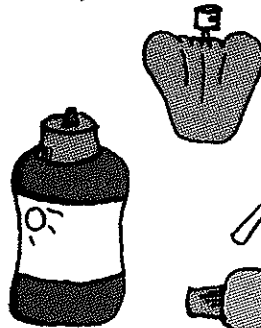
How do you use shampoo?


Hairspray

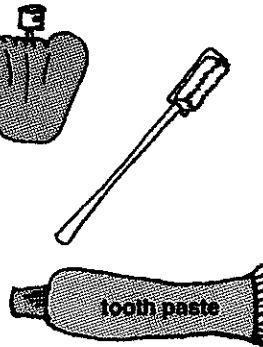
How would you operate a container of hairspray?


Perfume

How and where do people spray perfume?


Toothbrush

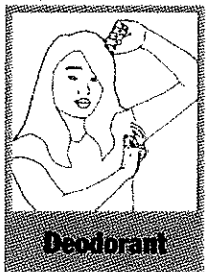
What is a toothbrush used for?


To cut nails

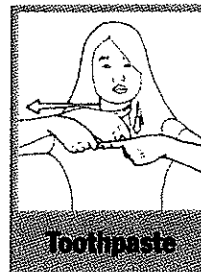
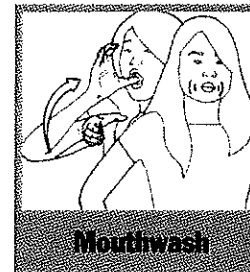
How do you operate a pair of nail clippers?


Nail polish

Use the letter U to "paint" each nail.


Deodorant

Soap

Sun screen

Toothpaste

Mouthwash

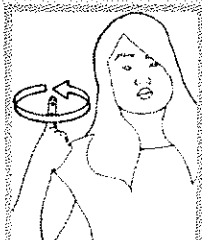
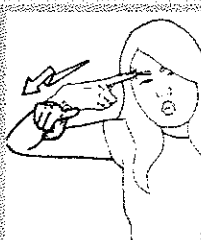
How do you use mouthwash?


Floss

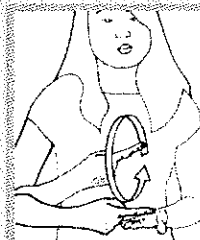
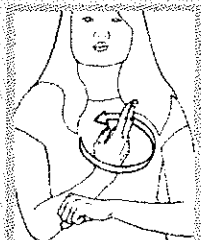
How do you floss your teeth?

Vocabulary

Frequency

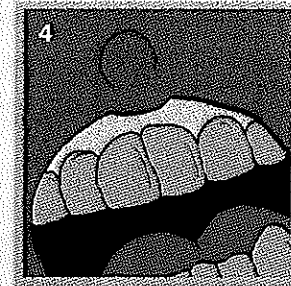
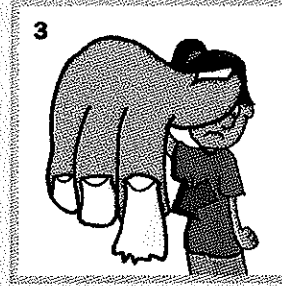
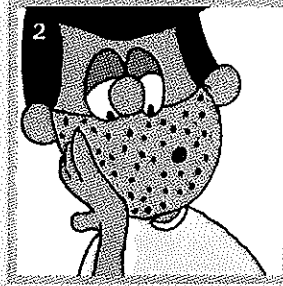
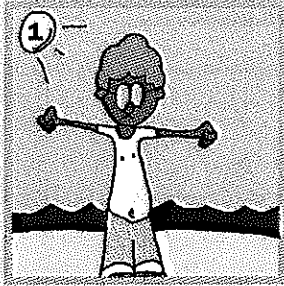

Always

For-for

For-for is used to ask "What for?" and "Why did you do that?"

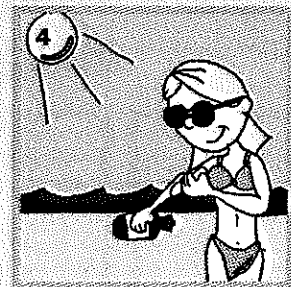
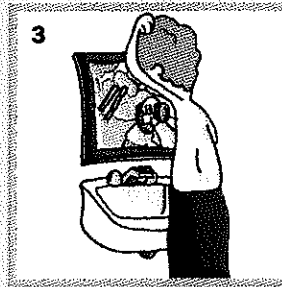
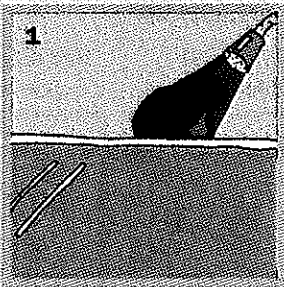
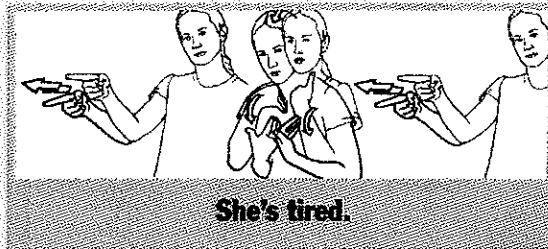

Never

Sometimes

To use

Classroom Exercise K

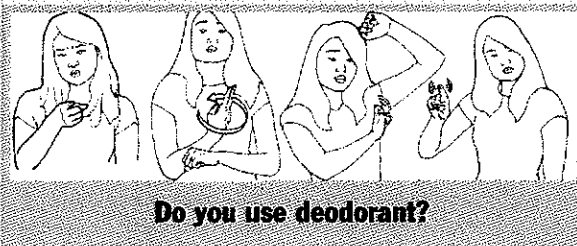
- 1** *What's wrong?* Advise a friend what he or she should do to do to correct the problem shown in the illustration.



- 2** *For-for?* Follow the example below to ask a partner why certain things are being done. Use your imagination to explain the reason in a complete sentence. When done, switch roles and repeat.



- 3** *How often?* Ask a partner how often he or she does each activity. When done, switch roles and repeat.

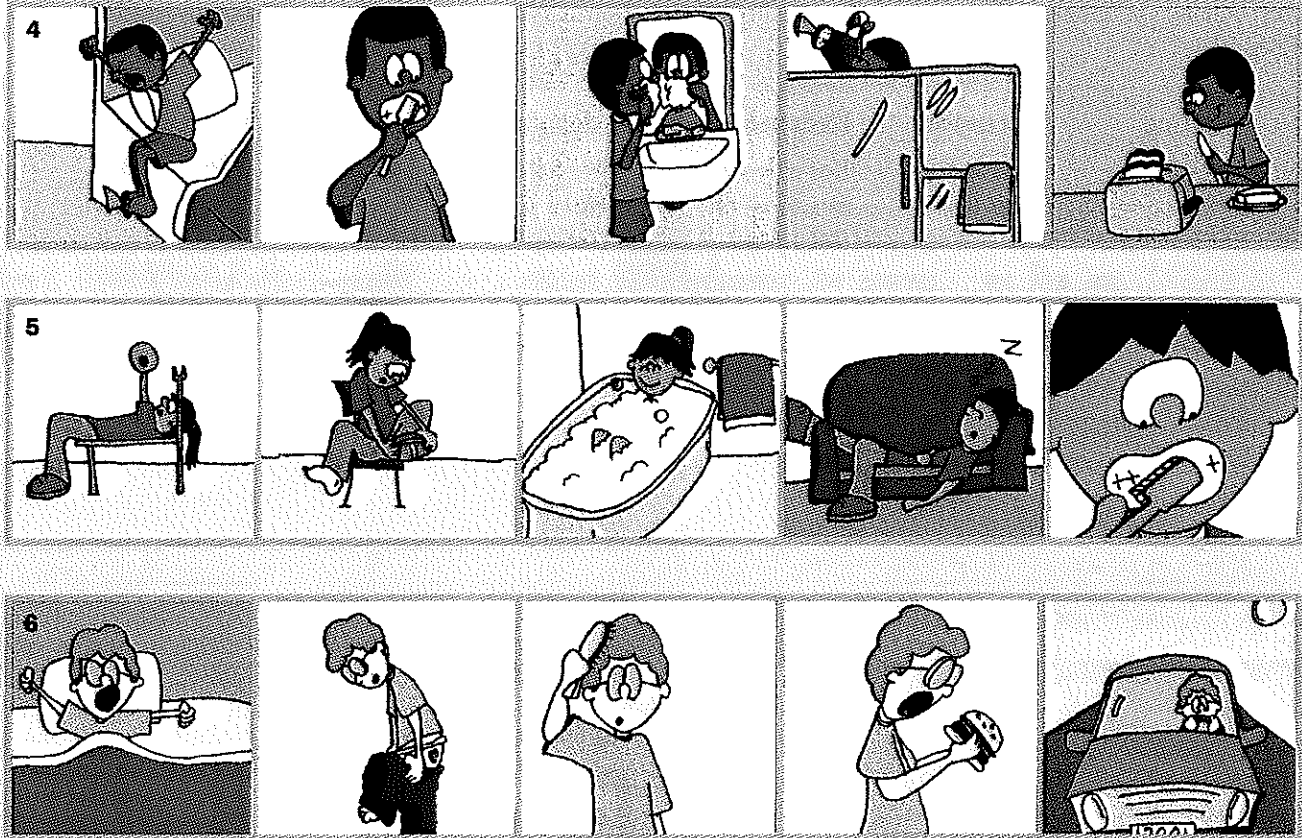


1. Uses sun screen
2. Washes his / her hair
3. Uses perfume
4. Shaves his / her head

5. Brushes his / her teeth
6. Cuts his / her nails
7. Flosses
8. Shaves

9. Paints his / her nails
10. Uses mouthwash

Classroom Exercise **G** (continued)



Classroom Exercise **H**

1 *Dialogue.* Work with a partner to create a dialogue that includes the following:

1. a greeting
2. comparing daily routines or activities
3. making plans to meet again
4. a farewell

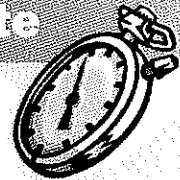
2 *Comparing routines.* Explain your daily routine to a partner. What similarities and differences do you have? Prepare to share this information with your classmates.

1. What time is each activity done?
2. What are three similarities and three differences?
3. What are two activities you like and dislike?

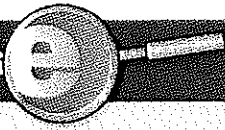
Deaf Culture Minute

Earlier you learned that Deaf people use visual or vibrating devices for alarms, doorbells, and other alerts.

This includes alarm clocks! Just as hearing people wake to a sound, Deaf people wake to a flashing light or vibration.



ASL Up Close



Noun-verb pairs in American Sign Language

What similarities do you see in these two sentences? Look closely and think of how each would be signed:

1. *I go to fly. Chair. Fly.*
2. *I go to the airport, sit down, and the plane departs.*

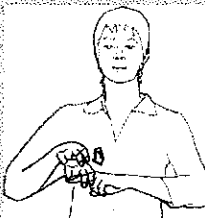
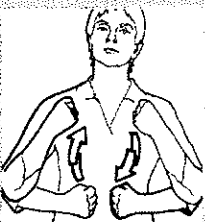
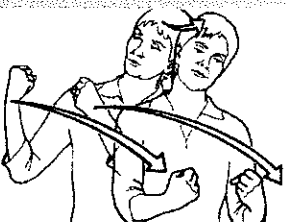
Each sentence is signed exactly the same way except for one parameter difference: Movement. The movement parameter changes **nouns** into **verbs**, or sentences like the first one into the second. Many ASL nouns and verbs share every parameter except movement. These signs are called **noun-verb pairs**. Confusing nouns and verbs can be tricky, so keep an eye on the movement differences for each:

- Nouns: Typically have a double back-and-forth movement
- Verbs: Typically have one solid movement, or a wider back-and-forth movement than nouns.

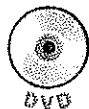
Another way to understand noun-verb pairs is to think of what the signs show or do. See below for an example using the noun-verb pair scissors and to cut.

Example Non-Verb Pair: Scissors & To cut 	 Scissors	The sign <i>scissors</i> demonstrates the back-and-forth movement of the blades, but not the action of cutting.		 To cut	By showing scissors doing <i>something</i>, an action is made and the noun changes to the verb <i>to cut</i>.
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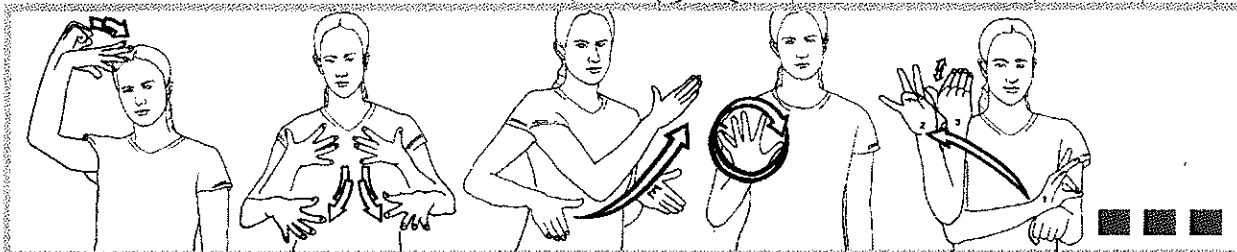
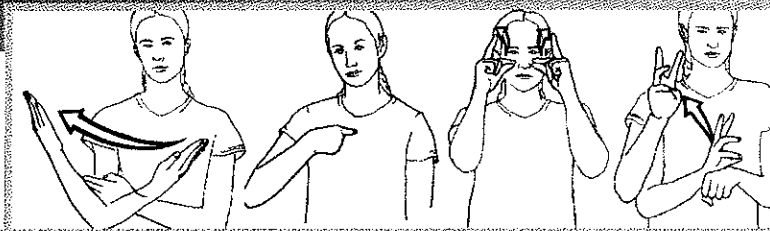
Common noun-verb pairs. Some verbs may also be directional.

 Chair vs. To sit		 Eraser vs. To erase		The sign <i>to erase</i> implies a surface such as a whiteboard or chalkboard.	
		 Telephone vs. To call vs. To be called			 Car, auto vs. To drive to vs. To drive here

Activities



Activities. Watch Kris sign in full motion on your student DVD.



Classroom Exercise

- 1 **Comprehension.** Based on Kris' *Activities* narrative, answer each question in complete sentences.
 1. What is Kris' morning routine?
 2. What does Kris do on Monday and Wednesday afternoons?
 3. Where and when does Kris work? How long does she work?
 4. What does Kris do every night?
 5. What time does Kris go to bed? What time does she wake up?
- 2 **Discussion.** Compare your routine with Kris'. Use Shoulder-Shifting when making each comparison.
 1. Kris wakes up at 6:00. I wake up at ...
 2. Kris finishes school at 2:33. I finish school at ...
 3. On Monday and Wednesday afternoons, Kris is involved with drama. I ...
 4. Kris works on Tuesdays and Thursdays. I work on ...
 5. Every night Kris helps cook dinner. Every night I ...
- 3 **Routines.** What is your fantasy daily routine? Describe the ideal routine to a partner. When done, switch roles and repeat.

Homework Exercise

2

- A Generally, what do you do every day? Every week? Every month? Every year? Describe your routine in detail, including brief explanations of what you do every week, month, and year. Prepare to sign your extended routine to your classmates.
- B Translate Kris' *Activities* narrative into English. Describe at least three translation challenges in ASL and English. What are these challenges, and how are they overcome?
- C Write Assignments A or B in ASL gloss.

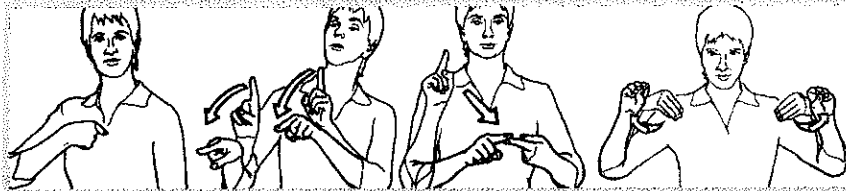
Continuum

How do ASL, PSE, and SEE differ from each other? Using the sample sentence "I am going to the store," differences are easy to spot.



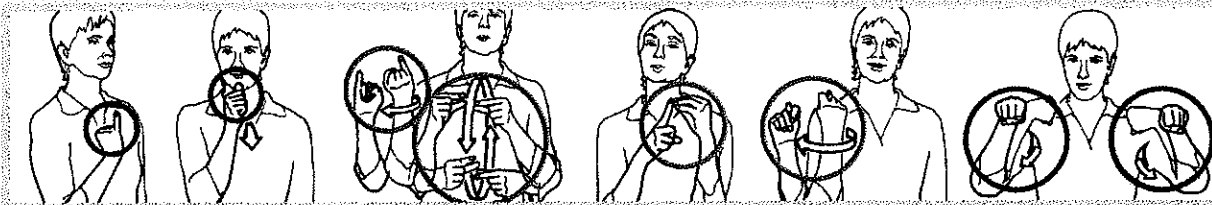
ASL

The topic-comment structure of ASL quickly establishes meaning and a visual concept.



PSE

While using ASL signs in English word order, PSE is neither good English nor ASL. The signer overlooks the preposition already included in *to go to* and signs "I go to to store."



SEE

Most SEE signs use the first letter of the printed English word, indicated by the blue circles. Endings such as -ing, -s, -ed, are also included, seen in the red circle, and ASL signs are modified or supplanted by new, artificial signs, shown in green. In many ways, watching SEE is like "reading" English on the hands.

Why have PSE or English codes in the first place?

All manually coded English systems were created to help Deaf people learn English, and each has its benefits and drawbacks. A common criticism is that codes attempt to teach a language via a system that is itself not a language. For many hearing signers, PSE is a convenient middle-ground between ASL and English since ASL's complicated grammar is ignored in favor of English structure. Unfortunately, this means Deaf people must constantly "interpret" what the hearing signer says and means. Beginning in the 1990s, schools across the country now use ASL to teach English as a foreign language to Deaf students. This approach is called the **bilingual-bicultural** model because it emphasizes ASL and English as distinct — and equally important — languages and cultures.

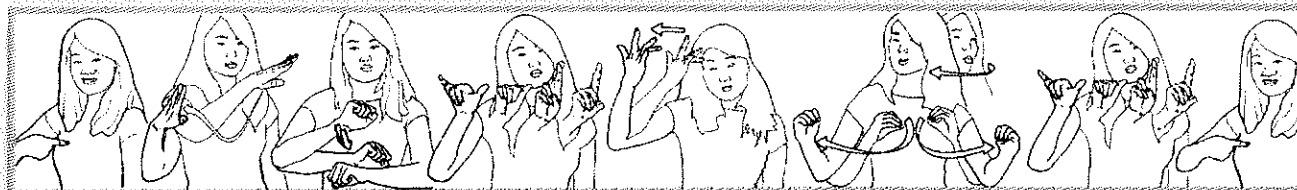
So what does the sign language continuum mean?

The sign language continuum means there is a wide variety of signing among people. Some use only ASL, some use PSE when signing with hearing people, and others use SEE or a combination of it all, depending on the circumstances. As an ASL student, it is important to remember you are learning a foreign or second language and not simply a way to code English. If you become fluent in ASL, you will be able to move along the continuum from ASL to SEE and back again, and have a valuable skill. Those who learn PSE tend to struggle to understand or sign ASL, though Deaf people who learn SEE first tend to pick up ASL quickly.

Classroom Exercise

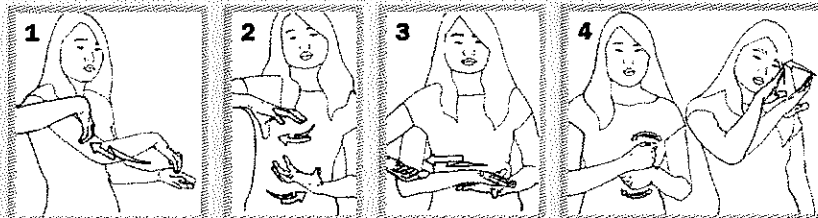
0

- 1** How often? Sign a complete sentence using the provided prompts and a sign from Column A.



I never do yard work because I don't have a yard.

Column A



Sometimes

Every day

Every week

Every Friday

Every Saturday

Every Monday

Every weekend

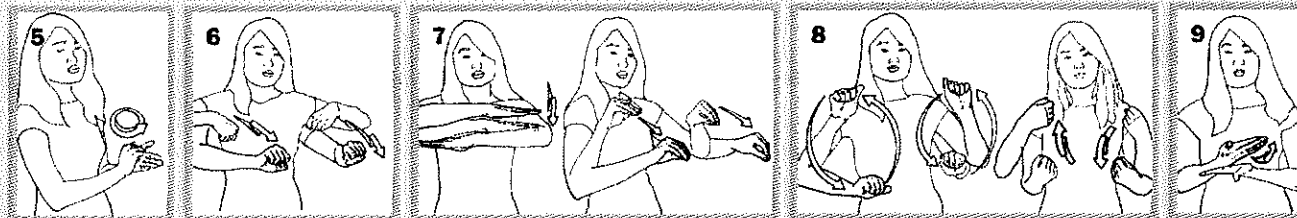
Always

Every month

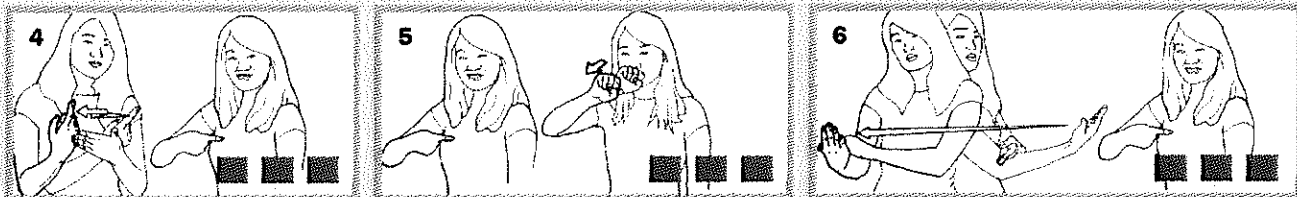
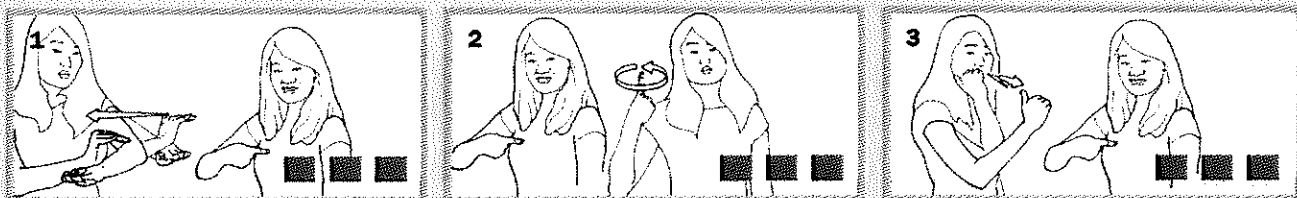
Every Tuesday

Never

Every Thursday



- 2** How often II. Complete each phrase using Household Activities vocabulary.



- 3** Activities. Sign each sentence in ASL. Remember to place *when* signs in their correct location.

1. I don't like raking leaves in the fall.

2. I wash the car every Saturday.

3. I never make my bed in the morning.

4. I don't mind mowing the lawn.

5. Every night I help cook, and then I do the dishes.

6. I do laundry on Wednesdays.

7. I feed my cat and dog every night.

8. Once in a while I clean my room.

9. I take out the garbage after dinner.

10. I always set the table.

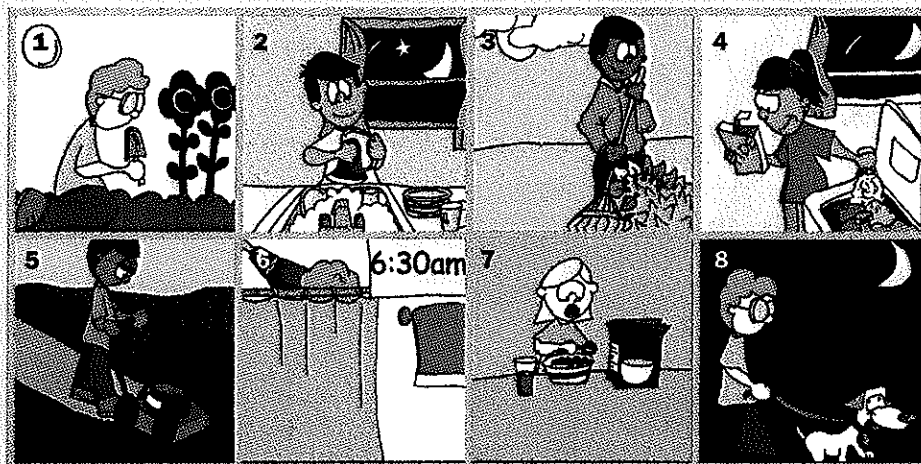
Classroom Exercise

N

1 What are you doing today? Describe the activity in each illustration in a complete sentence.

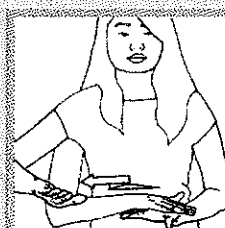
2 Do you? Ask a partner the following questions. When done, switch roles and repeat.

1. Do you make the bed every day?
2. When do you clean your house?
3. Do you do the dishes after eating?
4. When do you take out the garbage?

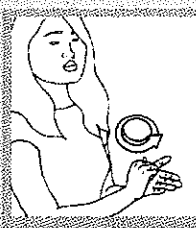


Vocabulary

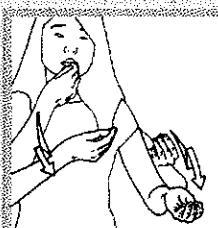
Household Activities



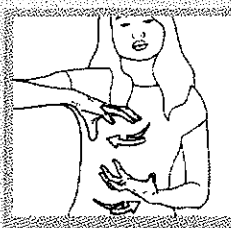
To clean



To do the dishes



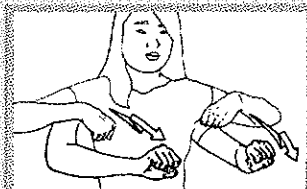
To feed



To do laundry, to wash clothes



To make the bed



To mow (a lawn)



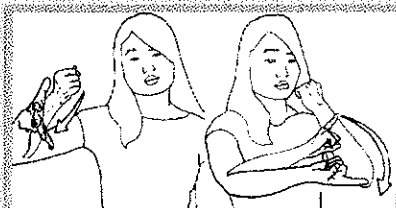
To rake leaves



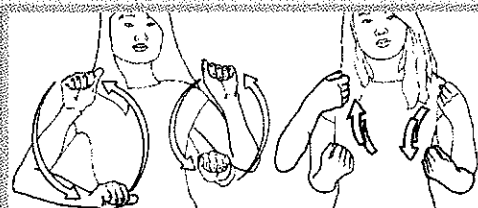
To set the table



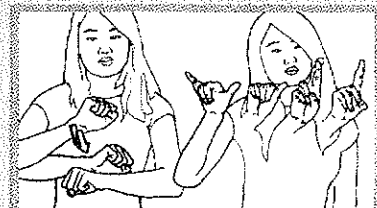
To sweep



To take out the trash



To wash the car



To do yard work

Classroom Exercise

R

1 *Clothing.* How are your classmates dressed? Describe what the following people are wearing:

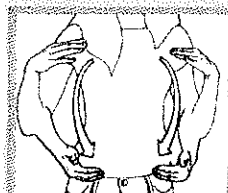
1. *Your ASL teacher*

2. *Yourself*

3. *A classmate*

Vocabulary

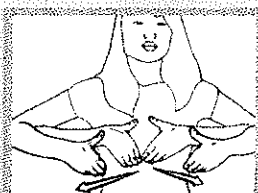
Clothing



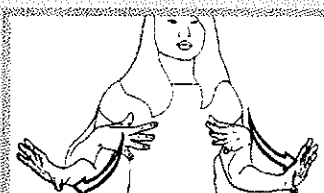
Blouse



Boots



Bra



Dress



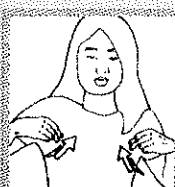
Glasses



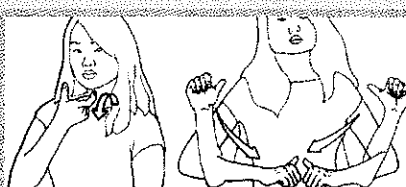
Hat, cap



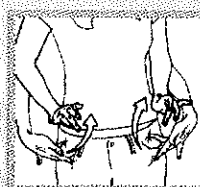
Jacket, coat



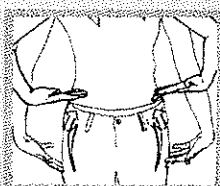
Overalls



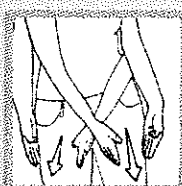
Overcoat



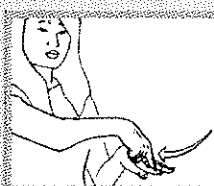
Panties



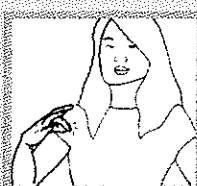
Pants (1)



Pants (2)



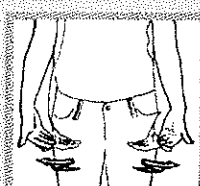
Sandals



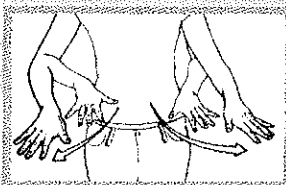
Shirt



Shoes



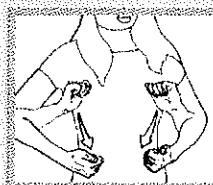
Shorts, boxers



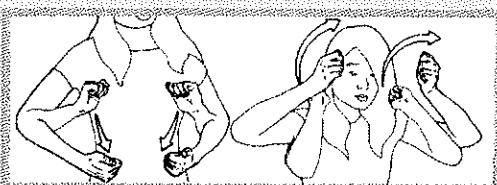
Skirt



Socks



Sweater



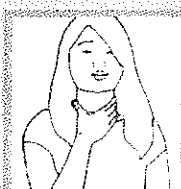
Sweatshirt



Tank top



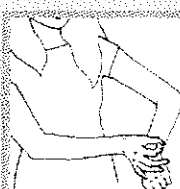
Tie



Turtleneck



Underwear



Watch

Fingerspelled Terms

Jeans

Pajamas (PJ)

Suit

Sun (with glasses)