

UNIT FOUR

Family & Friends



Unit Four Objectives

- To recognize and use gender distinction in ASL
- To understand and use contrastive structure
- To gain exposure to Deaf art
- To sign about family, friends, and relationships
- To use pronoun signs appropriately

Unit Four Vocabulary

Adult127
 All, everybody123
to Annoy, bother157
to be Annoyed157
to Argue149
to be Arrogant157
 Aunt125
 Baby125
 Best friend145
 Big, large122
 Bird133
to be Boring159
 Boy128
 Boyfriend145
to Break up149
 Brother125
 But142
 Cat133
 Child123
 Children123
 College142
 Cousin (female)128
 Cousin (general)125
 Cousin (male)128
to be Cute156
to Date149
 Daughter128
to be Dead, missing127
to Divorce127
 Dog133
to Fall in love149
 Family122
 Father125
 Fish133
to Flirt149
to be Friendly157
to be Funny157
to Get142
to Get along149
to Get together145

Girl128
 Girlfriend145
to Go out, leave145
to Go to (plural)147
 Good friend145
to Graduate142
 Grandfather125
 Grandmother125
to Have123
 High school142
to be Interesting159
to Laugh157
to be Lazy159
 License142
 Like, same as122
 Love149
 Man128
to Marry127
to be Mean157
 Medium122
to be Mischievous157
to be Motivated159
to be Negative159
 Nephew128
 Niece128
 Older127
 Only122
 Oops150
to be Outgoing159
 Parents123
to Pass down142
 People123
to be Positive159
to be Pretty, beautiful156
 Relationship149
 Relatives125
 Short127
 Should142
to be Shy157

Since, for145
to be Single145
 Sister125
 Slip-mind150
 Small122
to be Smart159
to Smile156
 Son128
 Step-125
to be Stupid159
to be Sweet157
 Sweetheart, honey145
 Teenager137
 Those-four153
 Those-three153
 Those-two153
 Together149
 Total125
 Twins125
to be Ugly156
 Uncle125
 Us-four153
 Us-three153
 Us-two153
 Verbal-fight148
to Vote142
 Wave-no150
 Woman128
to Work hard159
 You-four153
to be Young137
 Younger127
 You-three153
 You-two153

Key Phrases

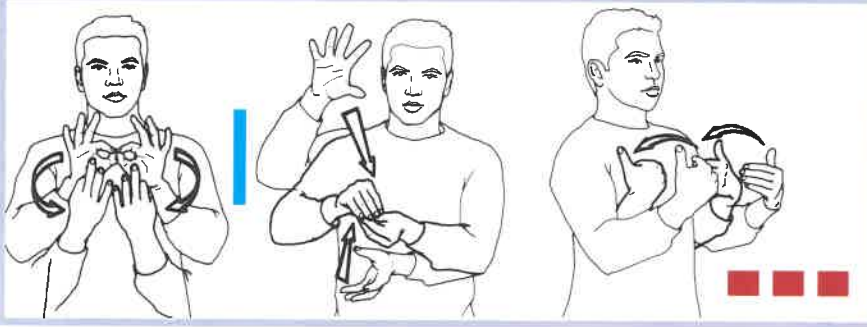
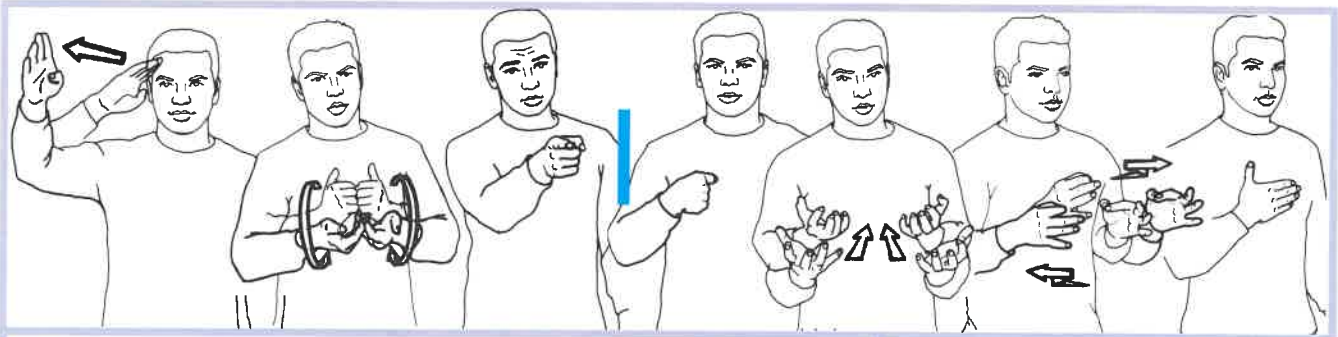
Deaf world159
 Dive in159
 Um150

What's your family like?

Hey, how are you? I want to talk about my family. All together, there are five of us. I'm fifteen years old and the middle child. I'm the only Deaf person in my family. I have one brother and one sister. They don't sign very well but are getting better. We like to play games and sometimes go camping. What's your family like?



What's your family like? Watch Sean sign in full motion on your student DVD.



Vocabulary

What's your family like?

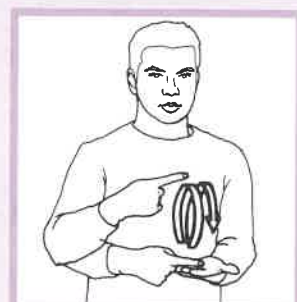
Other new vocabulary seen in the dialogue is presented throughout Unit 4.



To camp (Unit 6)



To play (Unit 6)



Sometimes (Unit 7)

Signing About Family



Making inquiries about someone's family is a common way to practice and use language. In the dialogue below, notice how each signer exchanges information. Pay particular attention to the phrase "brothers and sisters." What is different about the shoulders?



Dialogue Translation

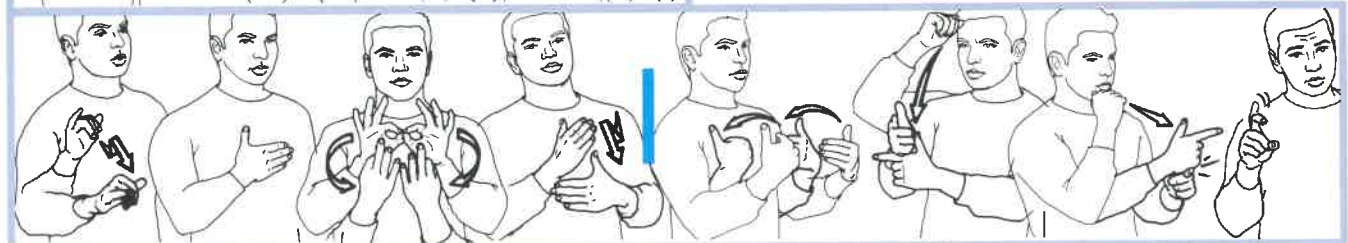
Sean: *What's your family like?*

Kelly: *My family is small.*

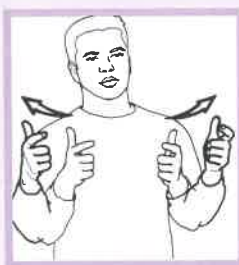


Sean: *Oh, I see. My family isn't too big. Do you have brothers and sisters?*

Kelly: *No, I don't have any. It's a small family!*



Vocabulary Family Size



Big, large



Family



Like, same as



Medium



Only



Small

Classroom Exercise **A**

1 *How many?* What can you say about each family? In complete sentences, explain:

1. *How many children are in each family?*
2. *Who are the hearing and Deaf members of each family?*



Their family has two children.



Rand Family: All Deaf



Clark Family

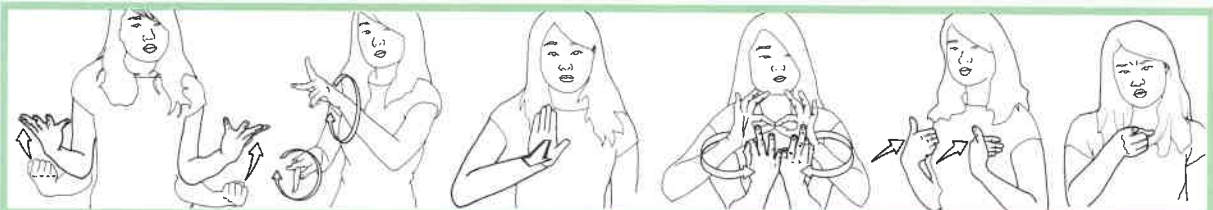


Arroyo Family: Children Deaf



Dart Family: Parents Deaf

2 *Headcount.* Ask a partner how many members are in each family. Your partner will respond using the information shown. When done, switch roles and repeat the exercise. An example is provided.



How many people are in your family?

- | | | | | |
|-------------|--------------|-------------|-------------|-------------|
| 1. 8 people | 3. 11 people | 5. 8 people | 7. 6 people | 9. 2 people |
| 2. 3 people | 4. 5 people | 6. 4 people | 8. 4 people | 10. ? |

Vocabulary

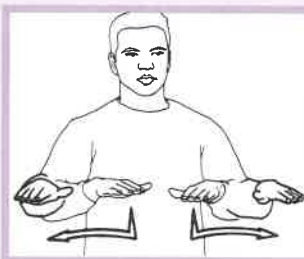
Family Members



All, everybody



Child



Children



To have



Parents



People

Classroom Exercise **B**

1 *Have Deaf?* The expression *have deaf* is a common way to ask whether there are Deaf people in your family. If the answer is yes, it is polite to explain who is Deaf in the family. Ask a partner if he or she has any Deaf members in the family, following the example. Your partner will respond using the information shown. Switch roles and repeat the exercise when done.

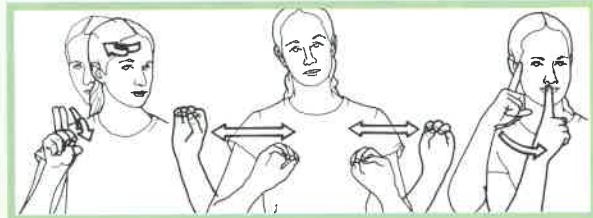


Are there any Deaf people in your family?

FYI Don't sign *who* in sentences like "I have a brother who is Deaf."



Yes, my parents are Deaf.



No, nobody's Deaf.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. <i>Yes, my mother is Deaf.</i> 2. <i>No, there are no Deaf people in my family.</i> 3. <i>Yeah, I have a Deaf cousin.</i> 4. <i>Yes, my brother is Deaf.</i> 5. <i>Yes, my Aunt Claire is Deaf.</i> | <ol style="list-style-type: none"> 6. <i>Nobody's Deaf in my family, but my grandfather is hard-of-hearing.</i> 7. <i>Yeah, I have a cousin who's Deaf.</i> 8. <i>Yes, my sister and brother are Deaf.</i> 9. <i>All my family is Deaf.</i> |
|--|---|

2 *Building blocks.* Create complete sentences using information from each column. An example is shown.



My Deaf friend lives in New York.

Column A

1. *sister*
2. *cousin*
3. *parents*
4. *brother*
5. *friend*

Column B

- Deaf*
hearing
hard-of-hearing
wants
likes

Column C

- born*
from
lives in
works
to study

Column D

- sign language*
Hawaii
restaurant
Canada
Florida

Vocabulary

Family Signs



Aunt



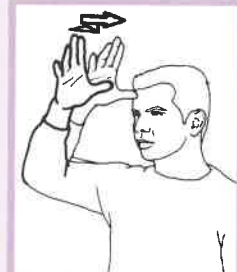
Baby



Brother



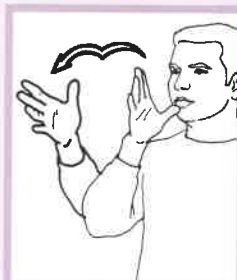
Cousin



Father



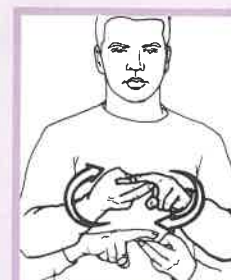
Grandfather



Grandmother



Mother



Relatives



Sister



Step-



Total, to add up



Twins



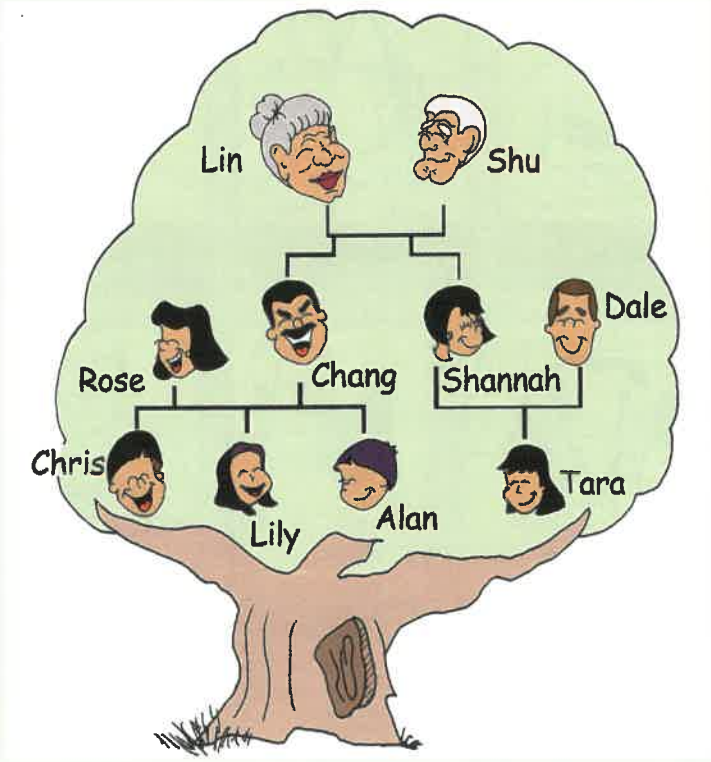
Uncle

Homework Exercise 1

- A** Who do you live with? What are their names? Practice signing about your family in a minimum of five ASL sentences. Practice signing clearly and smoothly.
- B** Is your family large, medium, or small? Practice signing about your family and relatives, including how many family members you have, names, and where everybody lives. Bring in a photograph to help you explain your family relationships in a minimum of five ASL sentences. Practice signing clearly and smoothly.
- C** Write the sentences you practice in ASL for Assignments A and / or B in ASL gloss.

Classroom Exercise C

Chris Lee's family. Answer the questions about Chris Lee's family in complete ASL sentences.



1

2

3

Classroom Exercise **C** (continued)



Classroom Exercise **D**

1 *Family information.* Fill in the blanks with names or with signs from Vocabulary: Related Signs to make a complete sentence.

1. My stepbrother's name is ____.
2. Yesterday, their grandfather ____.
3. Our ____ cousin lives in ____.
4. My uncle ____ is not ____.
5. I don't want to ____.
6. I have twin ____.
7. My younger sister is named ____.
8. Their aunt is ____.
9. My ____ brother / sister is named ____.
10. Are they ____ or ____?

2 *Dialogue.* Create a dialogue with a partner in which family information is exchanged, including:

1. asking about any Deaf members of the family;
2. asking for and giving the names of at least three family members;
3. explaining whether one has older or younger siblings.

Vocabulary

Related Signs



To be dead, missing



To divorce



To marry



Older*, tall, adult



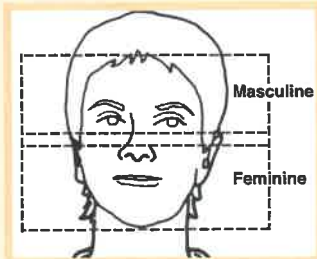
Younger*, short

*Use the signs *older* and *younger* as seen, even if an older sibling is shorter or a younger sibling is taller than you.

ASL Up Close



Gender Distinction in American Sign Language



Masculine / Feminine

When you say “my cousin” in English, how do you distinguish between a female or male cousin? English does not have a way to convey the concept of a female cousin in a single word, unlike most languages. ASL distinguishes **gender** aspects of signs by locating a sign in either the masculine or feminine areas of the face, as seen in the illustration. Depending where you place the sign *cousin*, it means *female cousin* or *male cousin*. What other signs do you know with gender distinction?



Boy



Cousin (female)



Cousin (male)



Daughter



Girl



Man



Nephew



Niece



Son



Woman

Classroom Exercise

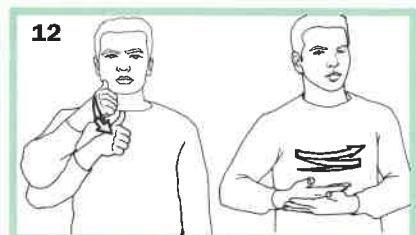
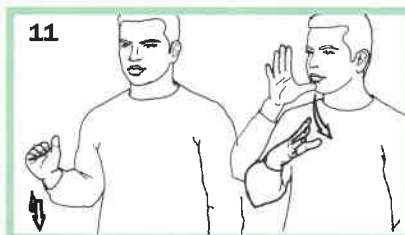
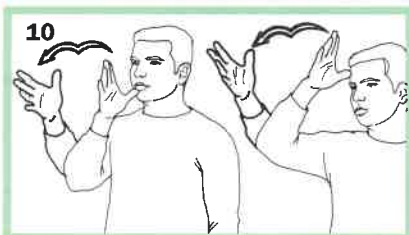
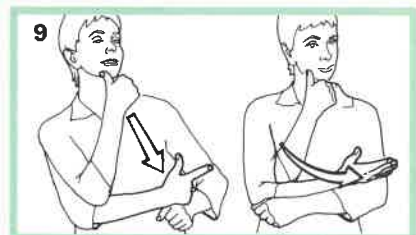
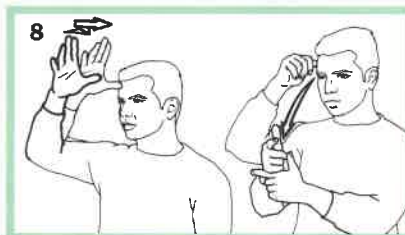
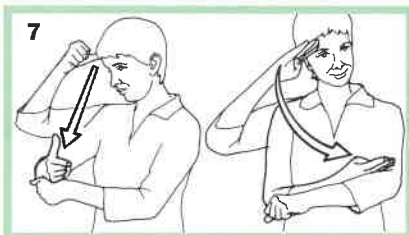
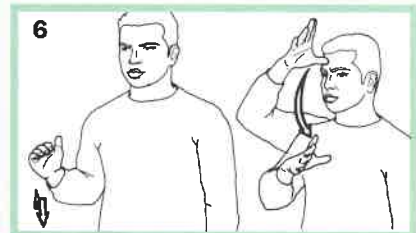
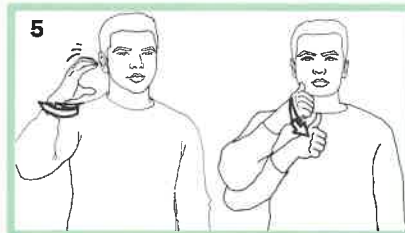
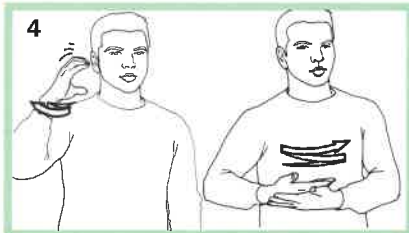
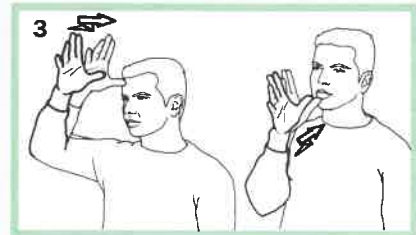
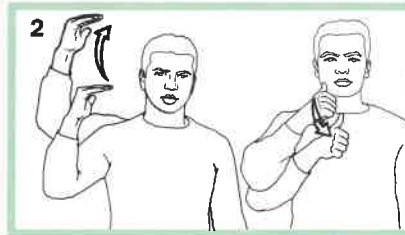
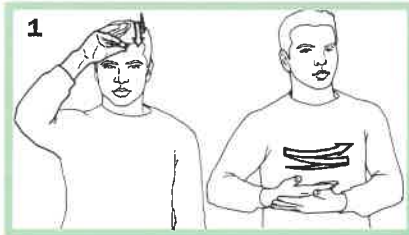


1 *Gender distinction.* Sign each sentence in ASL, using the correct form of the gender-specific signs as needed.

1. *My cousin Joseph lives in Florida.*
2. *Her niece was born yesterday.*
3. *My sister married a man who has two daughters.*
4. *Our daughter is named Carrie.*
5. *I have a cousin named Tara.*
6. *My aunt and uncle are divorced.*
7. *My nephew lives in Ohio with my sister.*
8. *My ASL teacher is a man.*
9. *Our daughter's name is Rebekah.*

Classroom Exercise **E** (continued)

2 Gender signs. Which gender sign best matches the clues provided?



Did you know?

Approximately 10% of Deaf people have Deaf children, which means 90% of Deaf parents have hearing children. A hearing child of Deaf adults is known by the fingerspelled word “**coda**.” Though codas are hearing, they are an important part of the Deaf community and culture. Often, a coda’s first language is ASL. Contrary to popular belief, hearing children of Deaf parents rarely encounter problems learning how to speak. It can be said of codas that they have the best of both worlds! Many codas cherish ASL and the Deaf community and are proud to have this unique background. To learn more about codas and CODA, an international organization of codas from around the world, visit: <http://www.coda-international.org>

Contrastive Structure

There are three main uses for Shoulder-Shifting in ASL. In this section, you will use Shoulder-Shifting to ask and answer questions that incorporate more than one detail or piece of information. Using Shoulder-Shifting in this way is known as **contrastive structure**. This generally takes the place of “and.”

Dialogue Translation

Marc: *What's your family like?*
Sean: *I have two brothers and two sisters.*
Marc: *Oh, okay. Do they live nearby?*
Sean: *My brother is over in California, and my sister is in South Dakota.*



Classroom Exercise



1. *And.* Use Shoulder-Shifting for each vocabulary pair.

1. <i>Brother and sister</i>	6. <i>Small and medium</i>
2. <i>4 and 6</i>	7. <i>Cousin (male) and cousin (female)</i>
3. <i>Married and divorced</i>	8. <i>Man and woman</i>
4. <i>Deaf and hearing</i>	9. <i>ASL and sign language</i>
5. <i>Younger and older</i>	
2. *Dialogue.* Create a dialogue with a partner that uses at least two examples of Shoulder-Shifting. Prepare to sign the dialogue to your class-

Accent Steps

Don't switch your dominant and non-dominant hands when using the Shoulder-Shift. Simply orient your shoulders in a different direction and continue signing.

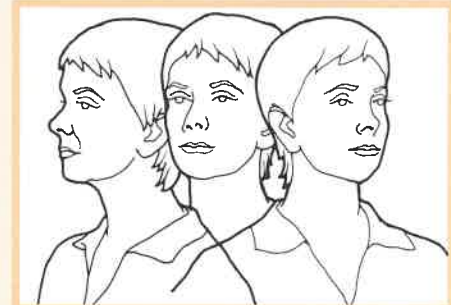
ASL Up Close



Using Shoulder-Shifting

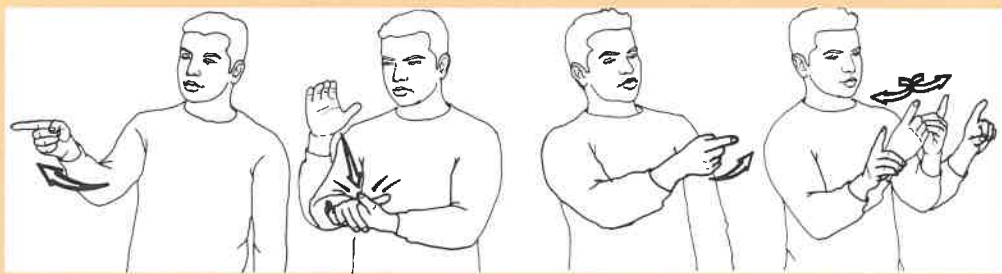
The illustration on the right demonstrates **Shoulder-Shifting**, a feature unique to American Sign Language. Related to the concept of deixis in which the index finger points to a person or object which may or may not be visible, shoulder-shifting is a way to distinguish several pieces of information in a signed sentence by slightly moving your head and shoulders in a different direction for each detail. The illustration shown here demonstrates Shoulder-Shifting for three different pieces of information. Shoulder-Shifting is used for:

- contrasting: Multiple topics or pieces of information in the same sentence;
- comparing: What more than one person says or does;
- separating: More than one idea or concept in the same sentence.



Shoulder-Shifting

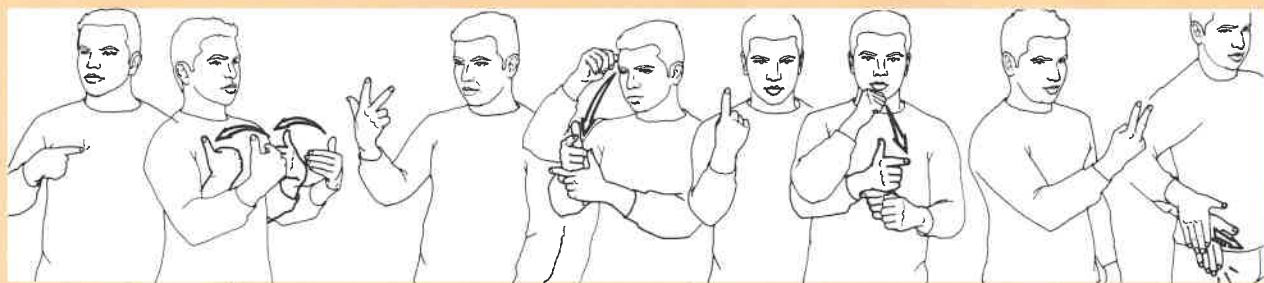
They are married and they are divorced.



One concept / idea / detail

Second concept / idea / detail

I have three brothers, one sister, and two dogs.



One concept / idea / detail

Second concept / idea / detail

Third concept / idea / detail



Eyes on ASL #8

Use Shoulder-Shifting when signing about more than one person or object.

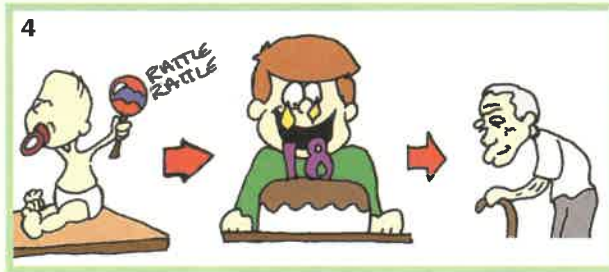
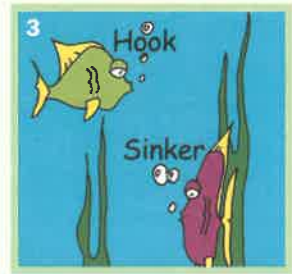
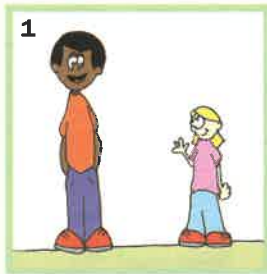
Eye gaze and shoulder-shifting is used more often than the separate sign for "and."

Classroom Exercise **G**

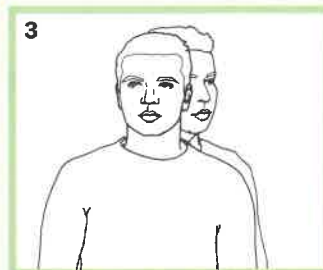
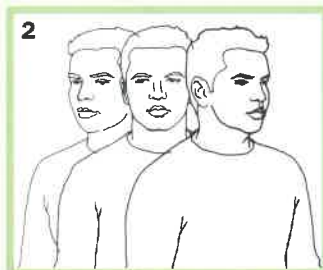
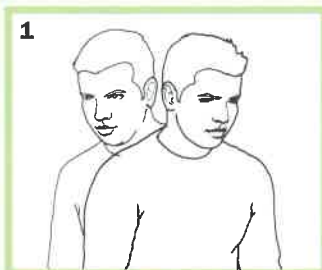
1 *Contrastive structure drill.* Sign each of the following sentences, using contrastive structure for the information in italics.

- | | | |
|--|---|--|
| 1. <i>They are:</i>
1 man;
2 women. | 5. <i>I have:</i>
One brother;
Two sisters. | 8. <i>My parents are divorced:</i>
Father lives in New York;
Mother lives in California. |
| 2. <i>I have 2 cousins:</i>
Cousin named Sean;
Cousin named Laura. | 6. <i>His:</i>
Grandmother is deceased;
Grandfather is alive. | 9. <i>My:</i>
Mother is Deaf;
Father is hearing;
Two brothers are Deaf. |
| 3. <i>I need:</i>
hot and
cold water. | 7. <i>My:</i>
Uncle is watching TV;
Aunt is sleeping. | 10. <i>She has:</i>
One dog;
Two cats;
Two older sisters. |
| 4. <i>Girl;</i>
<i>Boy.</i> | | |

2 *Shoulder-shifting.* Use contrastive structure to describe each illustration.



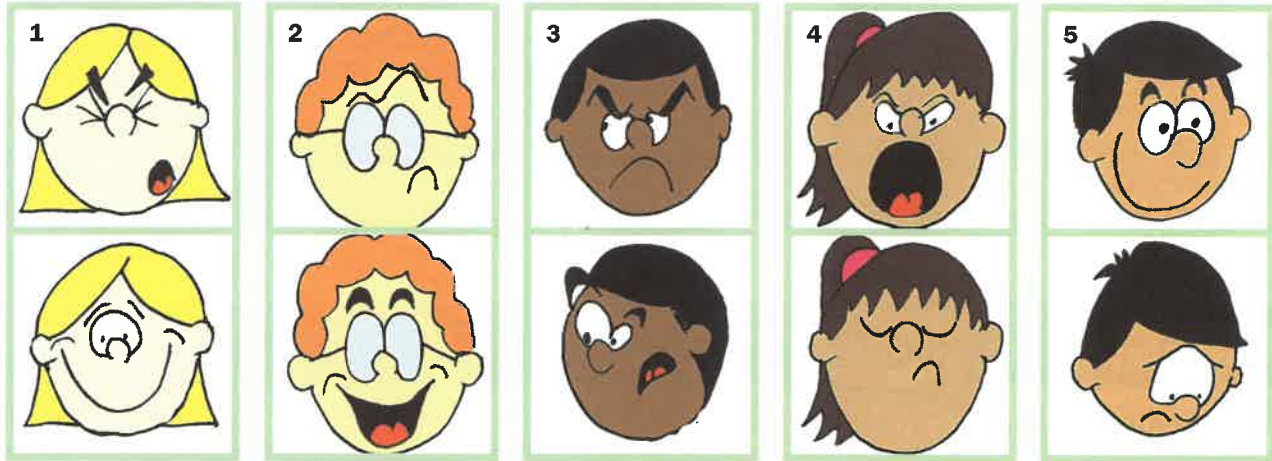
3 *More than one.* Create sentences based on the shoulder-shifting illustrations below.



Classroom Exercise



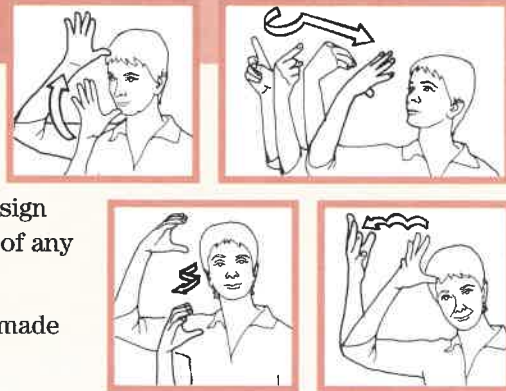
Facial expressions. Use shoulder-shifting with each pair of facial expressions.



Accent Steps

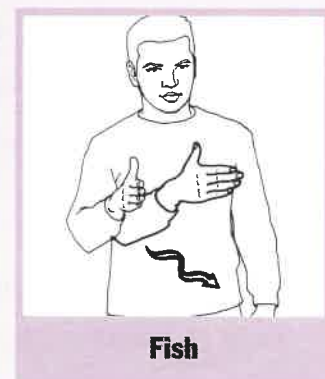
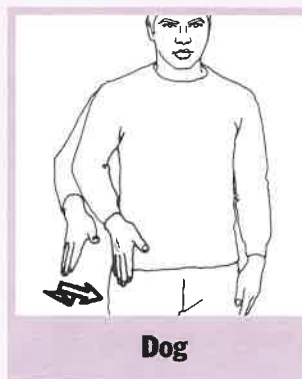
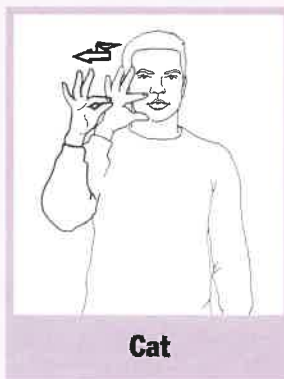
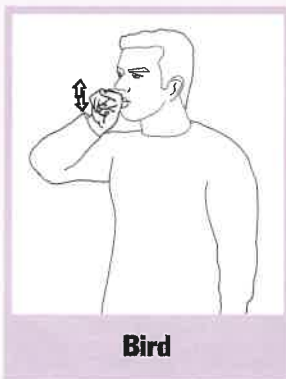
Many words in ASL are **compound signs**, which are two separate signs combined to make an additional meaning. Combining the signs for *mother* and *father* creates *parents*, and *sun* plus *shine* means *to be sunny*. When using compounds, sign each portion quickly and smoothly in one motion. Can you think of any other compound signs you know?

Though they are not compounds, *grandparents* and *cousins* are made the same way.



Vocabulary

Household Pets



Homework Exercise


2

- A** What did you do this week? For each thing you did, use Shoulder-Shifting to sign its opposite. For example, *I went to school / I didn't go to school*. Practice five sentences using shoulder-shifting.
- B** How many brothers and sisters do you have? Cousins? Nieces or nephews? What is the name of a best friend? Your parents, grandparents? Use contrastive structure to sign about a minimum of six different individuals.
- C** Write the sentences you practice in ASL for Assignments A and / or B in ASL gloss.

Deaf Culture **NOTE**

Deaf Family Dynamics

When an ASL student begins to socialize with Deaf people, one certain question is always asked: *Why are you interested in learning ASL?* It is a sincere question deeply rooted in the shared experience of being Deaf in a hearing world. Historically, very few hearing people learned American Sign Language aside from codas and those who worked closely with Deaf people, such as the clergy. Unfortunately, very few others learned how to sign, including hearing family members and relatives. Most Deaf people are from hearing families who don't know ASL but rely on a few signs and improvised gestures called **home signs**. Even today many Deaf children have parents who don't sign, or live in a family where a mother and sibling — usually a sister — can sign.

Because of this background where most hearing people did not want to learn ASL, a sincere question is *Why do you?* Asking this is a way for Deaf people to get to know you and your background, to learn whether you have a Deaf relative or friend, and your motivation to learn ASL. Is it for work reasons, for socialization reasons, for fun? Deaf people are genuinely pleased to see more hearing people learning American Sign Language for many reasons, especially for mutual communication and understanding. Now that ASL is becoming widely respected and studied, more parents are learning ASL for the sake of their Deaf children, a welcome sight in the Deaf community.



Eyes on ASL #9

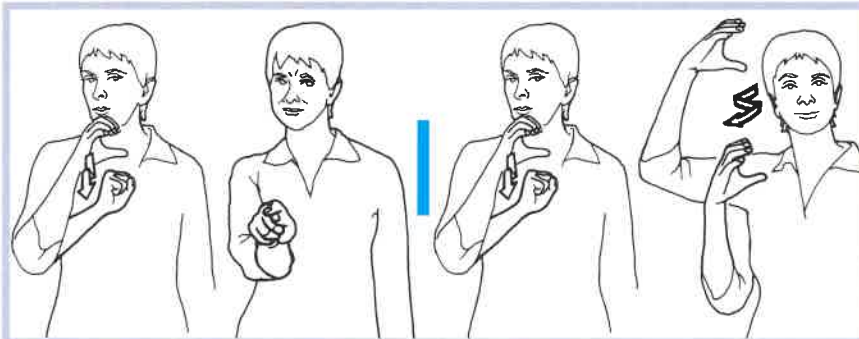
All age signs originate at the Age-Spot and face outward.

Using separate signs for *10*, *year*, and *old* is sloppy and incorrect.

“Communication should begin in the cradle and a mother or nurse should have as nimble a hand as commonly they have a tongue.” —George Dalgarno, 1661

Signing Age

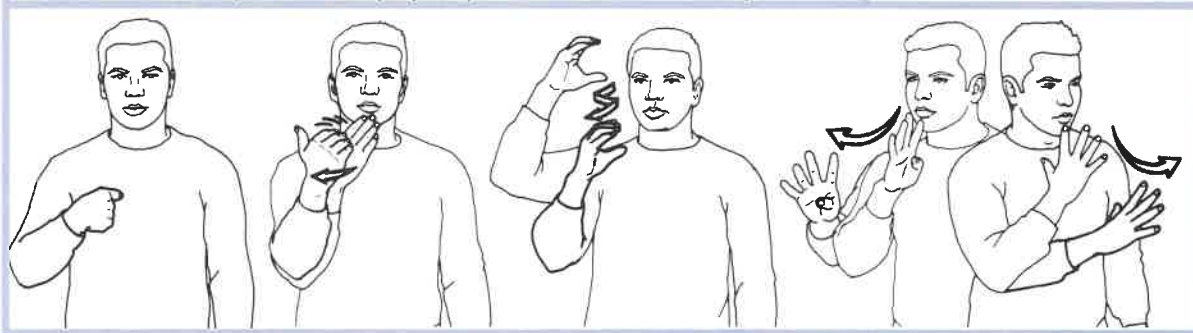
Signing somebody's age follows a general pattern of touching a number sign at an area on the chin known as the **Age-Spot**. Being able to use age signs correctly is an important part of making conversation. Note that the WH-Face accompanies the phrase *how old are you?*



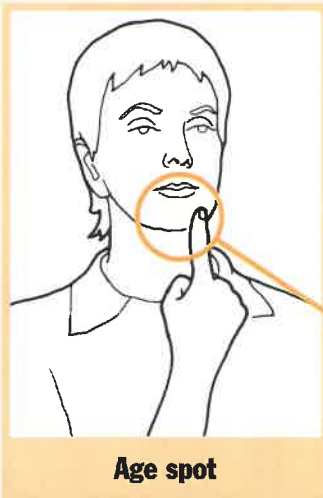
Dialogue Translation

Rita: *How old are you? How old are your cousins?*

Sean: *I'm 15 years old, and my cousins are 4 and 5.*



ASL Up Close



Age spot



The Age Spot

Place a number sign at the Age Spot and then move the handshape away from the chin in one movement. You do not need to twist your wrist inward for ages involving the numbers 1 – 5. Moving the number away from the Age Spot conveys the meaning *years old*, so you do not need to add separate signs for *year* and *old* after the number.

The Age Spot

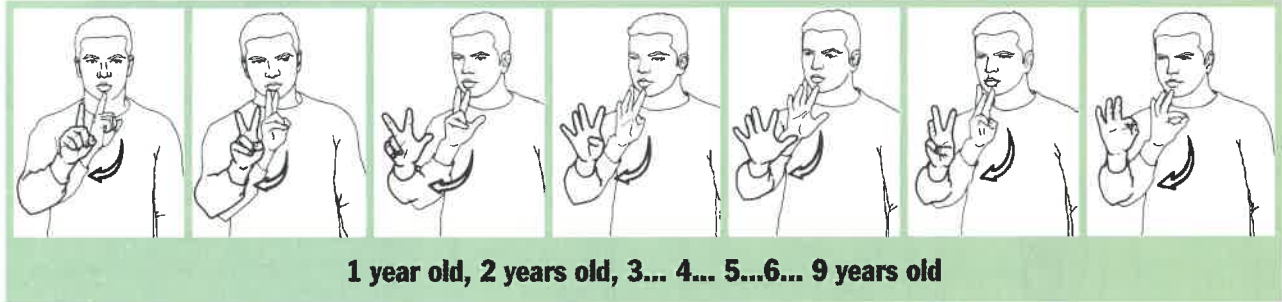
The number's movement away from the Age Spot means *years old*, so only one sign is needed to say *two years old*.



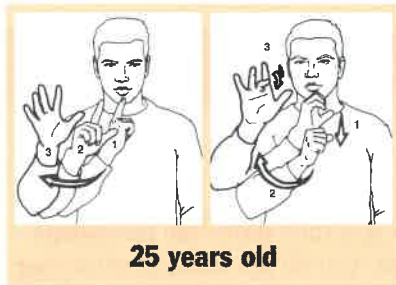
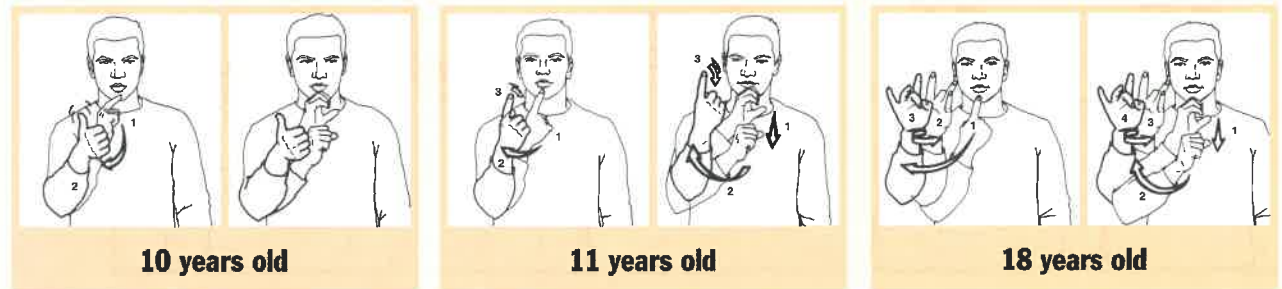
Signing Age (continued)

There are four things to know about signing age in ASL:

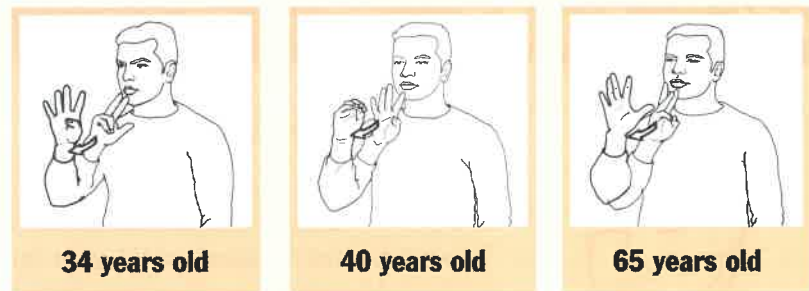
1. Ages 1 – 9 always follow this format, and is part of the **Rule of 9**.



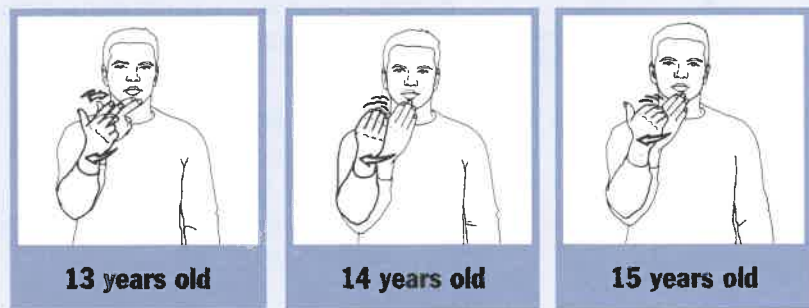
2. Ages 10–100+ except for 13, 14, 15 follow either variation, depending on the style preferred in your area.



3. Generally, age numbers follow the format seen here:



4. Ages 13, 14, 15 are always signed like this:



Classroom Exercise

1 *Signing age.* Use the correct sign for each age number.

- | | | | | |
|-----------------|------------------|-------------------|------------------|------------------|
| 1. 3 years old | 6. 25 years old | 11. 40 years old | 16. 33 years old | 21. 9 years old |
| 2. 10 years old | 7. 8 years old | 12. 15 years old | 17. 16 years old | 22. 69 years old |
| 3. 35 years old | 8. 1 year old | 13. 17 years old | 18. 5 years old | 23. 11 years old |
| 4. 18 years old | 9. 55 years old | 14. 2 years old | 19. 60 years old | 24. 17 years old |
| 5. 20 years old | 10. 13 years old | 15. 29 years old. | 20. 42 years old | 25. 23 years old |

2 *How old is everybody?* Sign each sentence in ASL using the information provided, adding whether the person is a baby, young, a teenager, middle-aged, or old. Follow the example shown.



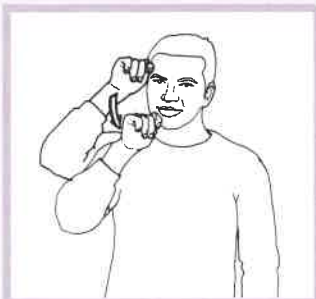
- | | | |
|-------------------------------|------------------------------------|-------------------------------|
| 1. Chad is 2 years old. | 6. Ahmed is 20 years old. | 11. Cecile is 30 years old. |
| 2. Tonya is 33 years old. | 7. Kendra is 16 years old. | 12. He is not 1 year old yet. |
| 3. He is 48 years old. | 8. My grandfather is 80 years old. | 13. Mike is 17 years old. |
| 4. DaShawn is 15 years old. | 9. She's 13 years old. | 14. Tera is 29 years old. |
| 5. My mother is 42 years old. | 10. Kiernan is 1 year old. | 15. I am ___ years old. |

3 *Dialogue.* Create a dialogue with a partner that includes the following:

- | | |
|---------------------------|--|
| 1. greetings | 4. asking about the age of another family member |
| 2. asking about one's age | 5. asking about the age of a friend |
| 3. exchanging birthdates | 6. signing farewell |

Vocabulary

Age-Related Signs

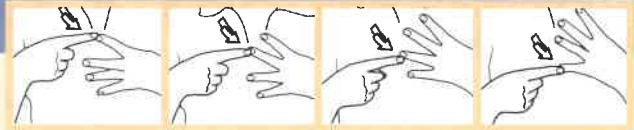


Teenager



To be young

ASL Up Close

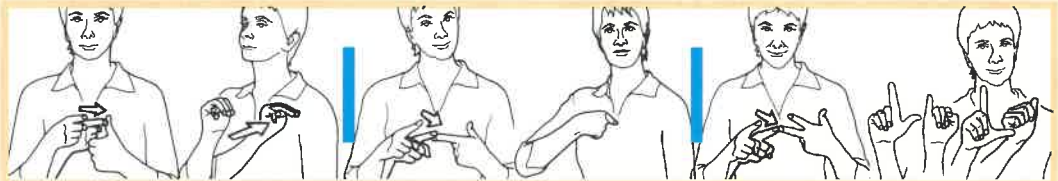


The Listing & Ordering Technique

DVD Making a visual list of information such as names or ages is called the **Listing & Ordering Technique**. This technique is used most often when providing several details about one or more person or thing. The **non-dominant hand** forms a list with each new bit of information signed by the **dominant hand**.

Example 1

Marc is the first, I'm the second, and Lila is the third.



Example 2

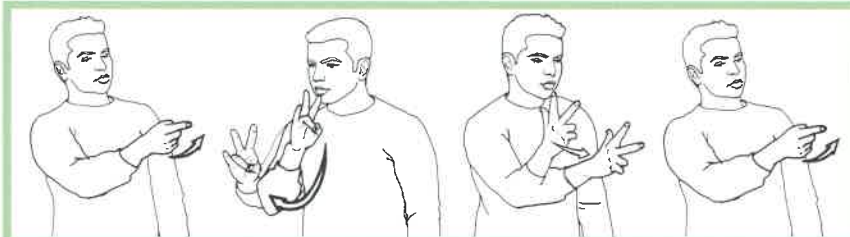
He (Marc) is 15, I'm 35, she (Lila) is 18.



Classroom Exercise



1 *Age and Shoulder-Shift.* Use contrastive structure to state each set of ages. An example is provided.



Example 7...3 They are seven and three years old.

- | | | | |
|--------------|---------------|----------------------|------------------------------------|
| 1. 6 ... 10 | 6. 16 ... 20 | 11. 3 ... 6 ... 9 | 16. 4 ... 8 ... 12 ... 16 |
| 2. 21 ... 12 | 7. 8 ... 32 | 12. 13 ... 14 ... 15 | 17. 20 ... 5 ... 8 |
| 3. 7 ... 9 | 8. 17 ... 25 | 13. 22 ... 26 ... 28 | 18. 33 ... 15 ... 3 ... 4 |
| 4. 14 ... 16 | 9. 1 ... 1 | 14. 19 ... 15 ... 11 | 19. 17 ... 10 ... 12 ... 18 ... 22 |
| 5. 30 ... 15 | 10. 42 ... 13 | 15. 37 ... 57 ... 77 | 20. 45 ... 50 ... 18 ... 8 ... 6 |

2 *Making lists.* Use the Listing & Ordering Technique with each group of information.

- | | | | | |
|---|--|---|---|---|
| 1. 10 years old,
5 years old,
25 years old. | 2. Bryan,
Leslie,
Jason,
Lisa,
Jeff. | 3. I'm going to:
New York,
Washington, D.C.,
Boston. | 4. John is first,
Lara is second,
and Rick is last. | 5. Megan is 17,
I'm ____, and
Hannah is 23. |
|---|--|---|---|---|

Classroom Exercise



Context. Use your imagination to create a second sentence that follows the first. Sign both sentences when done.



Homework Exercise



- A** What are the names and ages of your family members? Use contrastive structure and the Listing and Ordering Technique to sign about your family. Prepare to share the information with your classmates in ASL.
- B** You are planning to go out with friends sometime on the weekend. Use contrastive structure and the Listing and Ordering Technique to explain a minimum of five things you would like to do. Prepare to share your plans with your classmates in ASL.
- C** Use ASL gloss to write down the ASL sentences you practice for Assignments A or B.

Focus: The Deaf Experience

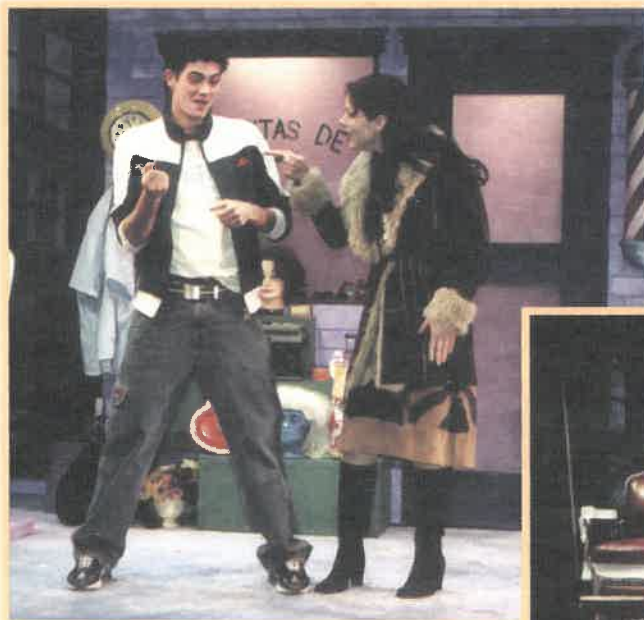
“They are first, last and all the time, the people of the eye.” — George Veditz, 1913

Part of the definition of culture includes art, which is the expression of human creativity in theater, painting, sculpture, poetry and literature, multimedia, film, drama, and other related forms. The arts are a vibrant and important aspect of Deaf culture, a culture that cherishes the hands and the visual mode of communication. Some Deaf artists focus on deafness and others do not, each preferring to create works ranging from the abstract to the fanciful, the concrete to the utilitarian, aiming to present an interpretation of their unique perspective.

Chuck Baird is a well-known artist highly valued for his fanciful expressions of American Sign Language. Chuck Baird depicts the Deaf experience in *Untitled*, 1989.



Courtesy: Gallaudet University Archives



Courtesy: National Theatre of the Deaf

There are several Deaf theater groups such as the National Theatre of the Deaf and Deaf West Theater that stage performances featuring Deaf actors, writers, and visual themes. Deaf theatre is especially popular with both Deaf and hearing audiences around the world.



Courtesy: National Theatre of the Deaf

and the Arts



Douglas Tilden's (1860 – 1935) sculptures are renowned for their evocative expressions of purpose, seen here in the life-sized *The Bear Hunt*. Tilden is considered one of the finest sculptors of his age.



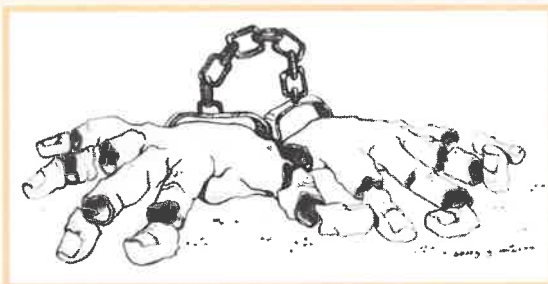
— A Tribute to 'Fingershell' by Chuck Baird, II, Tony Landon McGregor. Reproduced by permission of artist

Deaf Native American artist Tony Landon McGregor fuses traditional art forms with ASL in many of his works.

Deaf actors and writers produce and act in original works for the stage and film, and also appear on television and wide-release movies such as *Love is Never Silent* and *Children of a Lesser God*.



Courtesy: National Theatre of the Deaf



Courtesy: Sandi Inches

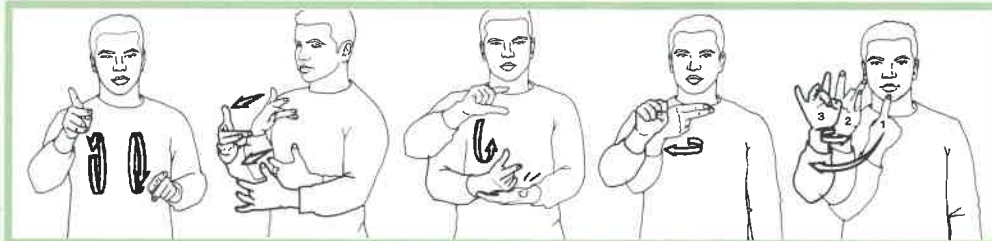
Ameslan Prohibited, 1972

Dr. Betty Miller's artwork highlights the oppression Deaf people have experienced, particularly the suppression of American Sign Language, and celebrates the beauty of Deaf culture and ASL. The hands are a cherished focus in Deaf art, a theme passed down between generations of Deaf people.

Classroom Exercise



1 What's the best age? At what age do people do the following things? An example is provided.



People tend to graduate high school at 18.

- | | | | |
|------------------|-------------------------|-------------------|-----------------------------|
| 1. Vote | 5. Go to a party | 8. Learn to ski | 12. Get a driver's license |
| 2. Go to college | 6. Learn ASL | 9. Start school | 13. Graduate college |
| 3. Marry | 7. Graduate high school | 10. Work | 14. Understand life |
| 4. Have email | | 11. Have children | 15. Learn to read and write |

2 People should . . . What should or shouldn't people do?

- | | | | | |
|-----------------------|---------------------|----------------|----------------|-----------------------|
| 1. Visit grandparents | 3. Practice signing | 5. Be mean | 7. Be absent | 9. Like their family |
| 2. Be nice | 4. Help old people | 6. Drive tired | 8. Marry young | 10. Have a cat or dog |

Vocabulary

Life Events



But



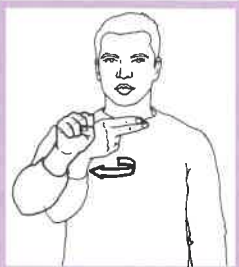
College



To get (something)



To graduate



High school



License



To pass down, descendants



Should

The difference between *need* and *should* is the NMS. Raise your eyebrows with *should*.

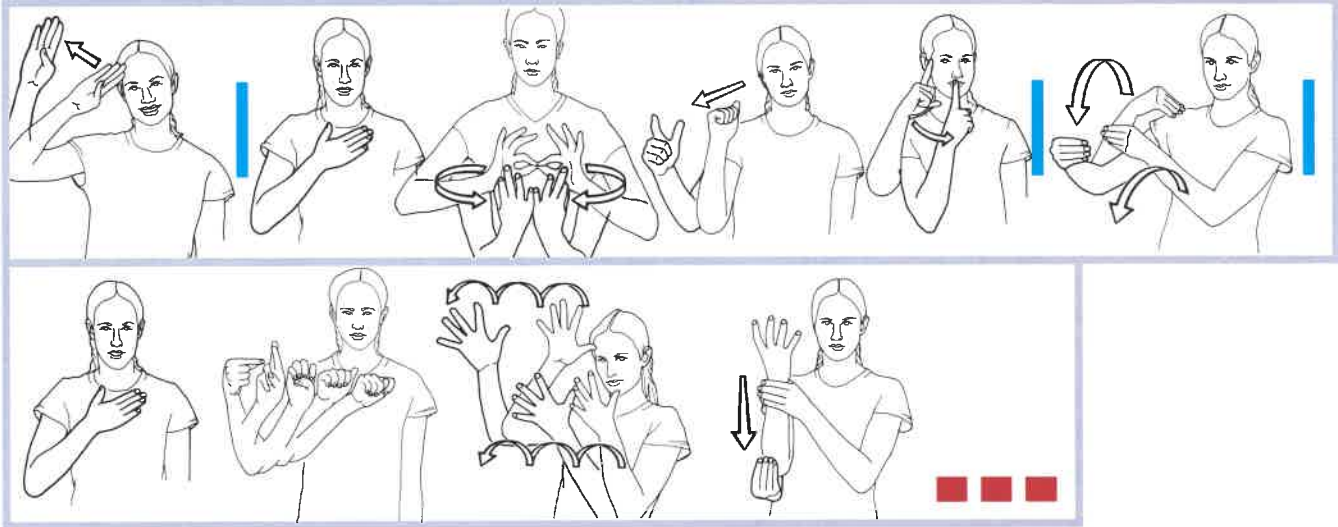


To vote

Narrative: My Family



My Family. Watch Kris sign in full motion on your student DVD.



Classroom Exercise



Comprehension. Respond to the following questions based on the narrative *My Family*.

1. What does Kris mean when she uses this sign?
2. Are Kris' great-grandparents alive?
3. What old sign does Kris like? What does it mean?
4. What two questions does Kris ask?



Deaf Culture Minute

All languages, including signed languages, change over time. You can see an example of this by comparing the two signs for *telephone* in Kris' family portrait. Think about the sign *drive*: What kind of signs can you think of that might have been used when people rode in a Model T? What about when riding in a carriage?



Homework Exercise

4

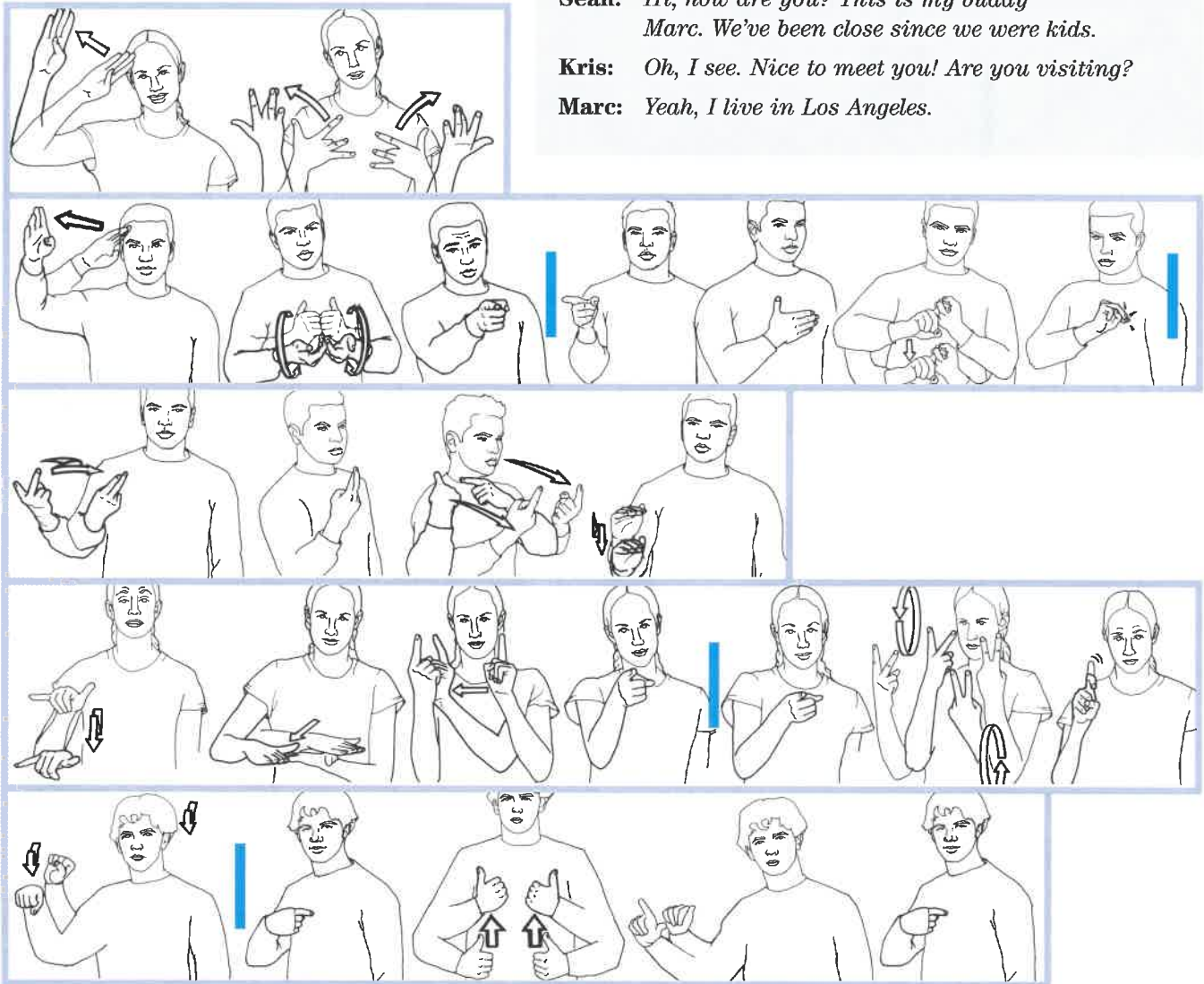
- A Practice signing Kris' family portrait in ASL, focusing on facial expressions, pauses, and a smooth delivery. Prepare to sign *My Family* to your classmates.
- B Write an accurate translation of *My Family* in English. What differences do you see between the ASL and English versions?
- C Write Kris' family portrait in ASL gloss.

Friends & Relationships

The sign *good-friend* can be interpreted several ways, including “best friend” and “buddy.” Similarly, *best-friend* is often used to describe a close relationship.

Dialogue Translation

Kris: *Hey, how's it going?*
Sean: *Hi, how are you? This is my buddy Marc. We've been close since we were kids.*
Kris: *Oh, I see. Nice to meet you! Are you visiting?*
Marc: *Yeah, I live in Los Angeles.*



Classroom Exercise **N**

- 1 **Dialogue 1.** Practice signing the dialogue above with a partner. Use your imagination to expand the dialogue with at least two new sentences and a conclusion.
- 2 **Dialogue 2.** Create a dialogue with a partner in which you discuss your friends. Who are you close to? For how long? Why are you friends?

Classroom Exercise 0

1 Translation. Sign the following sentences in ASL.

1. *She is my best friend. Her name is Aundrea.*
2. *Do you want to get together tonight?*
3. *I've known him for four years.*
4. *I met my sweetheart at work.*
5. *He wants to go out with her, but she can't.*
6. *On Saturday we are going to the beach.*
7. *We've been buddies since we were 7 years old.*
8. *My good friend is named ___?___.*
9. *I have / don't have a ___?___.*
10. *We want to get together ___?___.*

2 Information exchange. Ask a partner the following questions in ASL; when done, switch roles and repeat the exercise.

1. *Do you have a boyfriend / girlfriend? Single / married?*
2. *What is your best friend's name?*
3. *How long have you known your best friend?*
4. *Do you like to get together with friends?*
5. *Who do you want to go out with?*

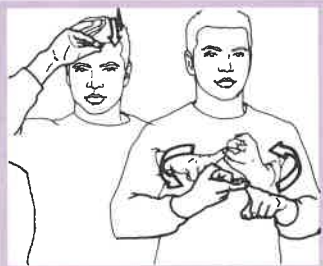
FYI The sign *to have* indicates the literal possession of something, so you don't need to include *have* when signing "How long have you..."

Vocabulary

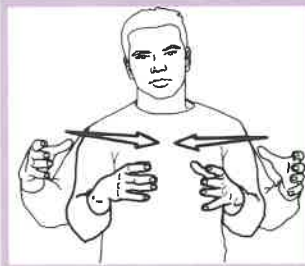
Friendship



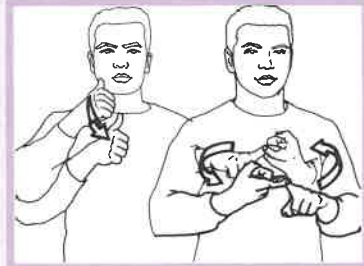
Best friend



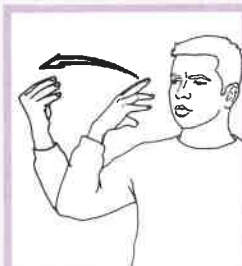
Boyfriend



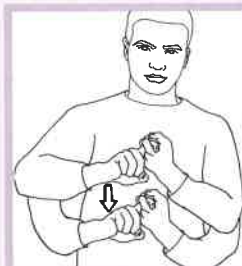
To get together



Girlfriend



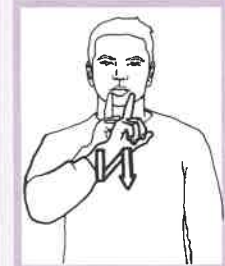
To go out, leave



Good friend



Since, for



To be single



Sweetheart, honey

Deaf Culture **NOTE**

Friendship Patterns in the Deaf Community

Having many life-long friendships is a common experience for people who belong to small, tight-knit communities. Long-lasting friendships between Deaf people often begin at schools for the Deaf and continue through college, marriage, and old age. Email, videophones and class reunions are just a few ways Deaf individuals stay in contact with each other. Newcomers to an area are quickly welcomed and form close friendships as well, especially if the individual actively participates in Deaf community events. Historically, these deep bonds were formed by the shared experience of being deaf in a predominantly hearing world. Hearing people are welcome in the Deaf community as long as the language and culture of the Deaf are respected, and hearing individuals who sign fluently can easily form friendships with Deaf individuals.

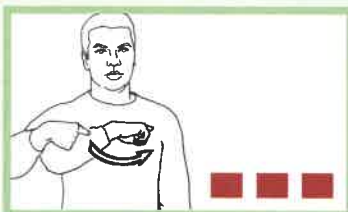
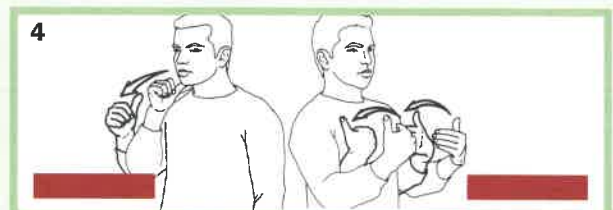
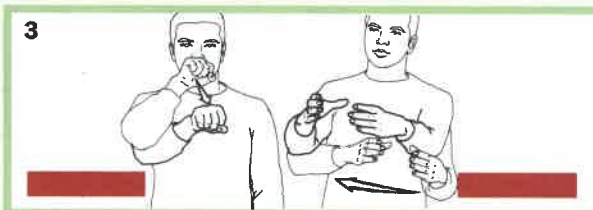
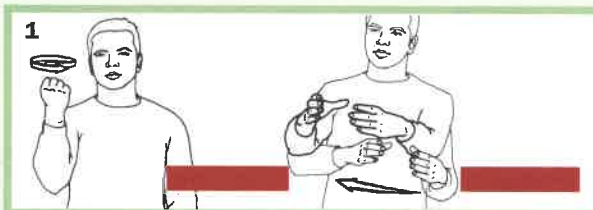


How does this differ from your own experience? What benefits do you think the Deaf community gains from being close-knit? Any drawbacks?

Classroom Exercise **P**

1 What did you say? Fill in the blanks with signs chosen from the lists below. Use your imagination to make complete ASL sentences.

<i>They</i>	<i>Me</i>	<i>Friend</i>	<i>High school</i>	<i>Divorce</i>	<i>Homework</i>	<i>Beach</i>
<i>We</i>	<i>He/she/it</i>	<i>Family</i>	<i>Sweetheart</i>	<i>Single</i>	<i>Good friend</i>	<i>Girlfriend</i>
<i>You</i>	<i>Get together</i>	<i>College</i>	<i>Marry</i>	<i>Go out</i>	<i>Close friend</i>	<i>Boyfriend</i>



Classroom Exercise **P** (continued)

2 *To go*. Use the singular or plural form of *to go to* when completing the sentence prompt.

- | | | |
|--|---------------------------------------|-------------------------------|
| 1. <i>I want to go to . . .</i> | 5. <i>They go . . .</i> | 9. <i>They don't go . . .</i> |
| 2. <i>They're going to . . .</i> | 6. <i>You (plural) go . . .</i> | 10. <i>They go to . . .</i> |
| 3. <i>Do you want to go to . . .</i> | 7. <i>I don't want to go to . . .</i> | |
| 4. <i>We don't want to go to . . .</i> | 8. <i>We go</i> | |

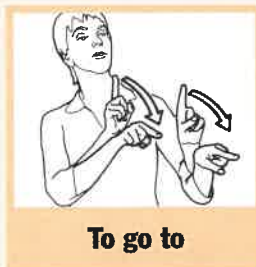
Accent Steps

The sign *since* also means “for,” but only when signing about a period of time: “I’ve known him for five years” uses *since*, but not “Tell her for me.” *Since* is considered a *when* sign, meaning that depending on the context, it may need to be used with topic-comment structure.

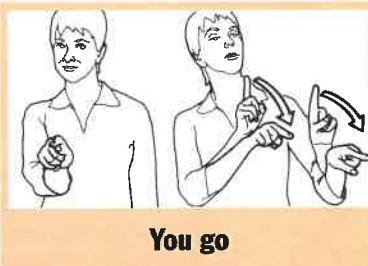
ASL Up Close

Conjugating Verbs: To Go

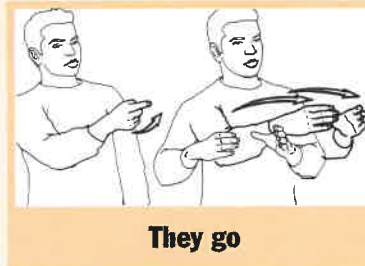
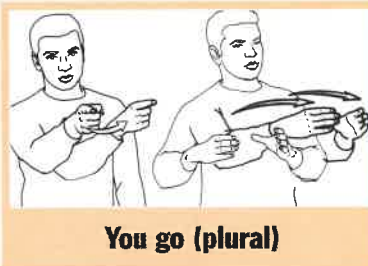
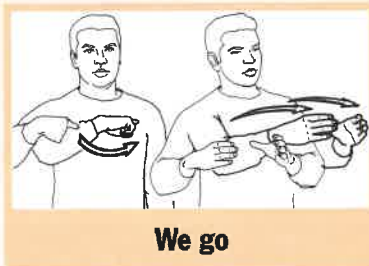
The basic form of the verb *to go to* is modified when used in the plural form.



Singular



Plural



Classroom Exercise **Q**

1 Relationships. Sign each of the following sentences in ASL.

- | | |
|--|---|
| 1. <i>Tim fell in love with Angela but they're not dating.</i> | 6. <i>She argued with her best friend. Now, they don't get along.</i> |
| 2. <i>I have a date on Saturday. Do you?</i> | 7. <i>Should I date her?</i> |
| 3. <i>No, I think they broke up.</i> | 8. <i>I love my sweetheart!</i> |
| 4. <i>My older brother loves to flirt.</i> | 9. <i>Do you want to go out with us?</i> |
| 5. <i>I get along with my parents.</i> | 10. <i>They've been together for 3 years.</i> |

2 Non-manual signals. Using only facial expressions and non-manual signals for the meanings shown in bold, how would you sign each concept? Work with a partner and make a list of the ways you can modify the meaning of each sign.

- | | |
|---|--|
| 1. <i>To argue (a lot)</i> | 6. <i>To go out (often)</i> |
| 2. <i>To fall in love (repeatedly)</i> | 7. <i>To be single (happily)</i> |
| 3. <i>To break up (pleased)</i> | 8. <i>To be single (unhappily)</i> |
| 4. <i>To be together (a very long time)</i> | 9. <i>To argue (a big argument)</i> |
| 5. <i>To flirt (too strongly)</i> | 10. <i>To get along with (not by choice)</i> |

3 Sign selection. Fill in the blanks with signs from Column A, and then sign the complete sentence.

- Yesterday, I _____ with my _____.
- They do / don't _____.
- We _____ to go to the movies tonight.
- He _____ with her.
- On Friday I did / didn't fight with my _____.
- They _____?
- I _____.
- Are you _____?

Column A

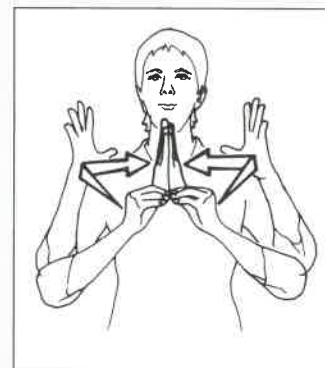
- | | |
|-------------------|--------------|
| Argue | Want |
| Date | Don't want |
| Verbal-fight | Flirt |
| Parents | Break up |
| Brother | Fall in love |
| Sister | Together |
| Friend | Relationship |
| Girl / boy friend | Good friend |

Accent Steps

Don't confuse the signs *love* and *love-it*. *Love* is used for romantic emotions, while *love-it* shows an emotional or sentimental attachment to a person or thing.

Verbal-fight

ASL distinguishes between a literal, physical fight and a heated exchange of words, known as a *verbal-fight*. Look closely at the sign; can you see why the sign is appropriate in a signed confrontation? How do you know?



EXPRESSION CORNER

CORNER

Vocabulary

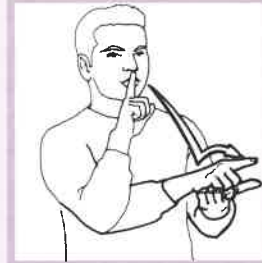
Relationships



To argue



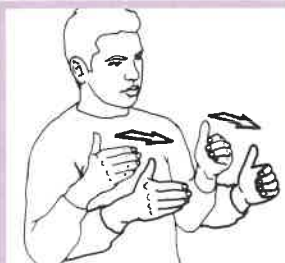
To date



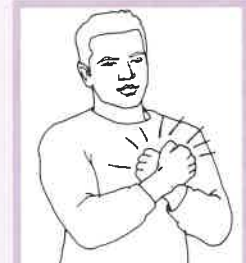
To fall in love



To flirt



To get along



Love



Relationship



Together, be together

Homework Exercise

5

- A What do you and your friends do during the weekend? Prepare to sign a narrative describing an ideal weekend. What would you do?
- B Develop a logical story from the information learned in each illustration. Each story must have a minimum of five complete sentences. Prepare to sign your story in ASL to your classmates.



- C Write Assignment A or B in ASL gloss.

Accent Steps

This is one of the more common signs for *to break up*, though there are many others. Look closely at *relationship*: How could you make *break up* using this sign?



To break up

I Want to Know . . .



How do I fix mistakes?

Mistakes are guaranteed to happen, whether you are fluent in a language or not. Knowing how to correct mistakes is an important part of using language well. ASL has several ways to help correct mistakes: The most common corrections are *oops* and *wave-no*. When you make a mistake, use either sign and continue signing. You don't need to over-emphasize the signs or exaggerate facial expressions. The sign *um* shows one is thinking of what to say or trying to remember something. It is also a visual cue to inform those watching the conversation that the signer isn't done. *Wave-no* has several uses in ASL: it draws attention to a mistake (as in Example 2) and also serves as a "stronger" *no* than the sign *no*. Use *wave-no* to correct information ("No, I'm not from California"), to refuse something ("No, I don't want that"), or to signal an objection ("No, you're wrong").



Oops



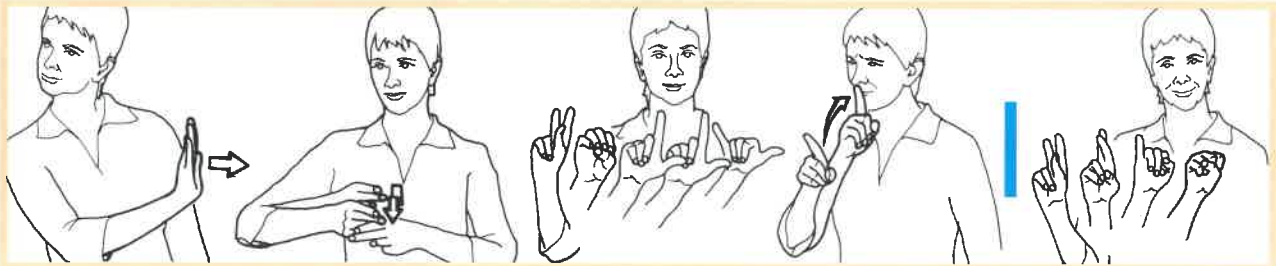
Slip-mind



Um, uh



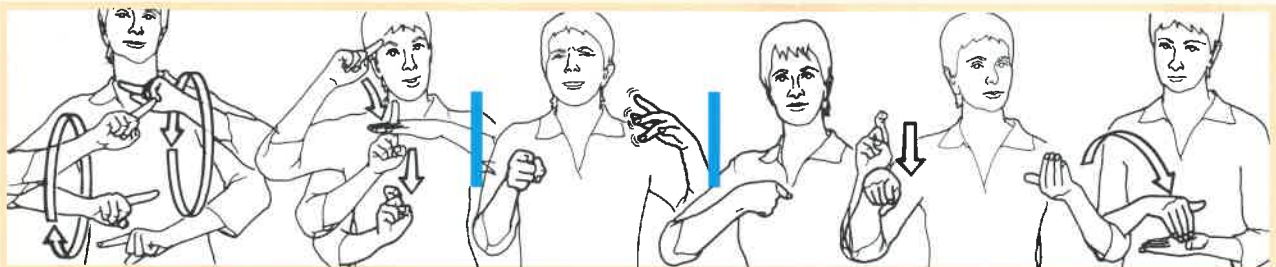
Wave-no



Her name is Kelly – oops, I mean Kris.



No, no — sign it again. / Let me sign it again.



What was I going to say? Umm... I'm going to have to repeat it.

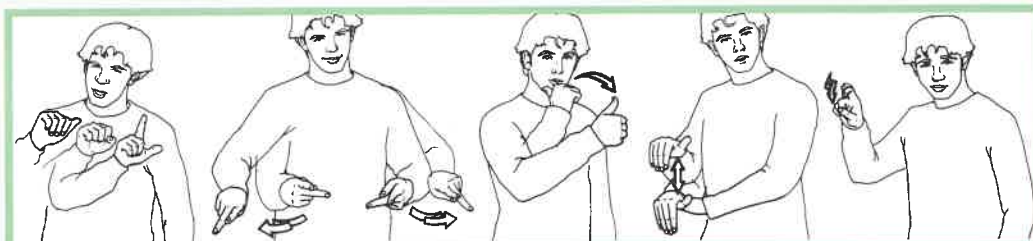
Classroom Exercise

R

1 *Sign selection.* Which “fixing” sign best matches the concept shown in italics? Select the best option and sign the entire sentence.

1. *I can't remember the sign . . .*
2. *He's from . . . let's see, uh, I don't know.*
3. *No! I don't want to go out to eat.*
4. *The homework is due Wednesday . . . No, wait . . . It's due Friday.*
5. *Your name isn't Val? Oops . . . It's slipped my mind. What's your name?*
6. *Oh, I need to start again.*
7. *I signed that the wrong way - I meant love, not love-it.*
8. *It's on the tip of my tongue . . .*

2 *Making corrections.* Use *wave-no* to correct the sentences using the information in parentheses. An example is provided.



Is there an ASL party tomorrow night?



No, the ASL party is Saturday, not tomorrow.

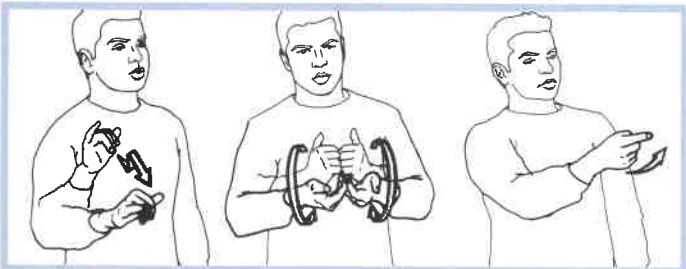
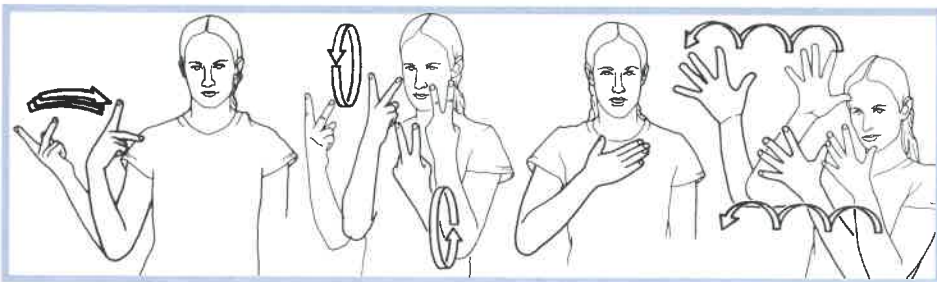
1. *Yesterday I argued with my teacher. (With sister)*
2. *He doesn't know. (Yes, he does)*
3. *I live on Pine Street. (Pine Lane)*
4. *She's hearing. (Deaf)*
5. *They don't get along with us. (They get along)*
6. *He's 25 years old. (29)*
7. *We don't want to go. (They do)*
8. *They can't sign. (They can)*
9. *Valentine's Day is February 12. (February 14)*
10. *It's cold outside. (It's hot)*

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

1. *a conversation that uses wave-no and oops;*
2. *a conversation that uses the plural form of to go to;*
3. *a conversation about friends that uses a “fixing” sign other than wave-no;*
4. *a conversation that uses oops and numbers.*

Pronouns II

In Units 1 and 3 you learned signs for pronouns and possessive pronouns. In this section, you will learn that ASL has a group of pronouns that incorporate number as well. Compare the ASL and English versions of the dialogue below, paying attention to the way ASL identifies an exact number of individuals while English does not.



Dialogue Translation

- Kris:** *What did you do over the weekend?*
- Sean:** *On Friday some friends and I went out. What did you two do?*
- Kris:** *We visited my grandparents.*
- Sean:** *Oh, how are they?*

Classroom Exercise S

- 1 **Dialogue 1.** Practice signing the dialogue with a partner. Add a greeting, farewell, and at least two new details.
- 2 **Dialogue 2.** What pronoun signs do you see in the dialogue? What do they mean? Create a new dialogue with a partner using these pronouns.

ASL Up Close



Pronouns and Number

Use the ASL pronoun that shows the particular number of people being talked about whenever possible. When the exact number is unknown, use the general pronouns we, us, or they. Otherwise, use the following pronouns that refer to a specific number of people.

General pronoun:
We, us
(up to 8)

You and I, us two, the two of us



___ and I, us two, the two of us



You, me, and ___, us three, the three of us

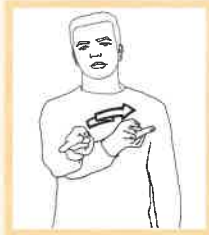


You, me, and ___, us four, the four of us

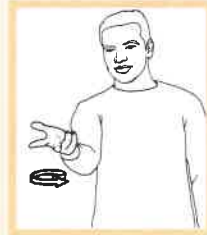


General pronoun:
You
(plural)
(up to 8)

You and ___, you two, the two of you



You, ___, and ___, you three, the three of you



You, ___, and ___, you four, the four of you



General pronoun:
They, them, those
(up to 8)

___ and ___, those two, these two, the two of them



___, ___, and ___, those three, these three, the three of them



___, ___, and ___, those four, these four, the four of them



Eyes on ASL #10

When using ASL pronouns, the pronoun sign must match the number of individuals talked about.

If you don't know how many subjects there are, then use the generic we, you (*plural*), and they signs.

Classroom Exercise



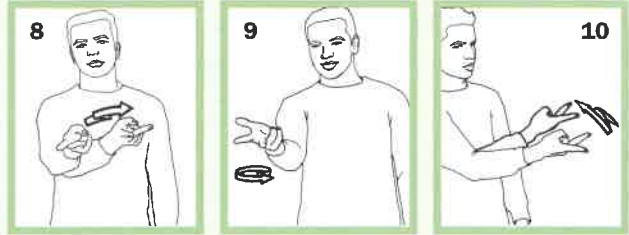
1 *Pronoun drill.* What is the correct pronoun sign?

- | | | | | |
|----------------------|---------------------------|----------------------------|------------------------|----------------------|
| 1. <i>Those four</i> | 4. <i>You and her</i> | 7. <i>You, me, and him</i> | 10. <i>Those two</i> | 13. <i>Us two</i> |
| 2. <i>You and me</i> | 5. <i>These five</i> | 8. <i>She and I</i> | 11. <i>Us five</i> | 14. <i>You two</i> |
| 3. <i>You three</i> | 6. <i>The six of them</i> | 9. <i>The five of you</i> | 12. <i>Two of them</i> | 15. <i>Those two</i> |

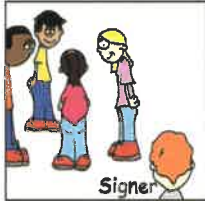
Classroom Exercise **T** (continued)


2 *Using pronouns.* Sign each sentence in ASL, using the correct pronoun. For 8-10, create a sentence using the given pronoun.

1. *Those two are dating.*
2. *The four of us are sick.*
3. *Are you and she in a relationship?*
4. *You three need to study.*
5. *Those two and those two don't get along.*
6. *You and I need help.*
7. *Five of us work on Saturday.*



3 *Who?* Create a sentence using the information provided. Use the "Signer" position to select the pronoun sign that best fits the situation. An example is shown.






Those four are from Mexico. / They are from Mexico.


From Mexico

1



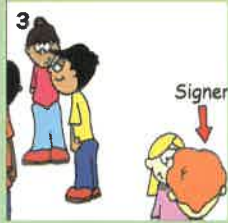
Happy

2



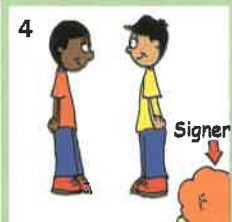
Learning ASL

3



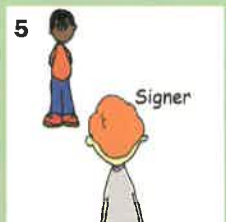
1 single, 2 married

4



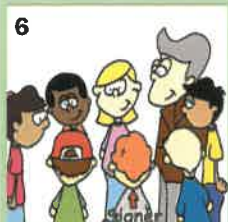
1 child, 1 adult

5



Get along

6



Want to go skiing

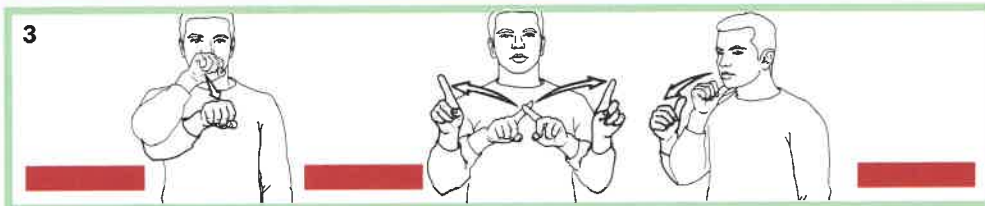
Homework Exercise **6**

- A** You've been invited to join groups of friends, each of whom is doing something different on the week-end. Explain what each group is doing and which group you want to join. Use at least three ASL pronouns and sign a minimum of 5 sentences.
- B** Write your sentences for Assignment A in ASL gloss.

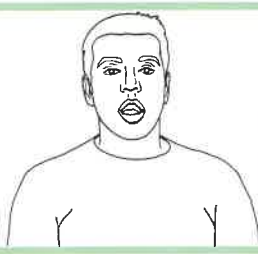
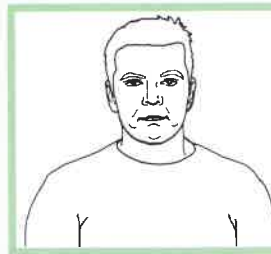
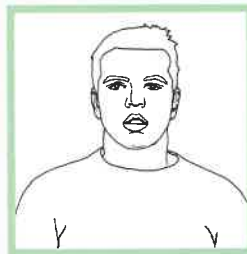
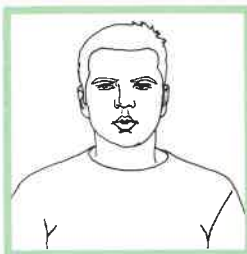
Classroom Exercise



1 *Conversation.* Fill in the blanks with an ASL pronoun that completes the sentence.

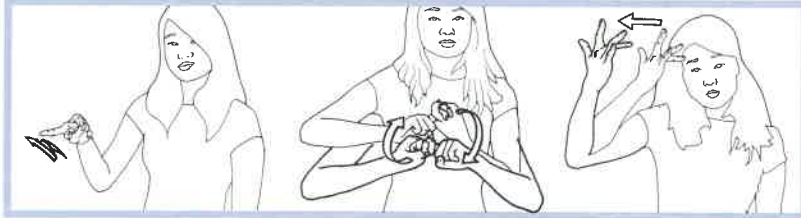


3 *Non-manual signals.* Below are several important non-manual signals in ASL. Practice each, paying attention to the nose, eyebrows, mouth, and lips. Have you noticed your teacher using these NMS?



Describing Qualities

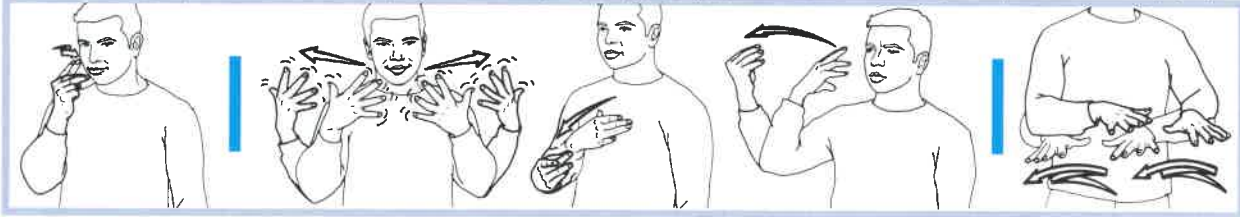
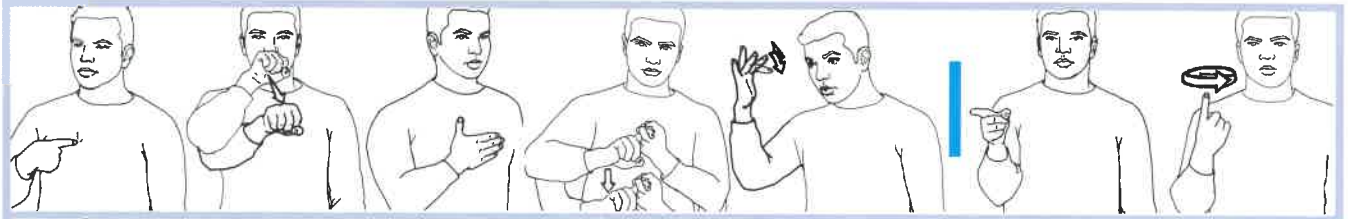
In this section you will learn to describe physical and personality traits. Notice that Sean raises his eyebrows for the sign *why*, while Kelly uses the WH-Face. What do you think this means?



Dialogue Translation

Kelly: *Why are the two of you friends?*

Sean: *I love my best friend because she's always funny, she's friendly, likes to go out, and is easy-going.*



Classroom Exercise V

- 1 *Dialogue 1.* Practice signing the dialogue with a partner. Expand the dialogue by adding material before and after the sentences above.
- 2 *Dialogue 2.* Create a dialogue with a partner in which you both explain several characteristics of one or more friends.

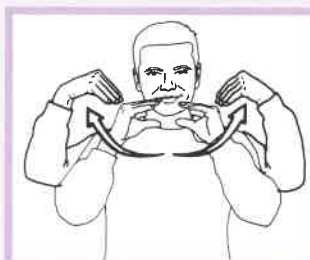
Vocabulary V Physical Qualities



To be cute



To be pretty, beautiful



To smile

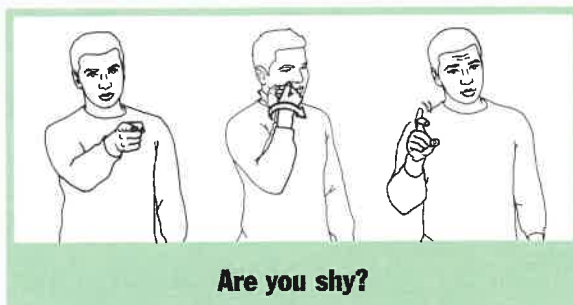


To be ugly

Classroom Exercise



1 *What are you like?* Ask a partner which qualities apply to him / her. When done switch roles and repeat the exercise. An example is provided.



- | | | | |
|-------------------------|--------------------------|--------------------|---------------------------------|
| 1. <i>Like to smile</i> | 4. <i>Cute</i> | 7. <i>Arrogant</i> | 10. <i>Mischievous</i> |
| 2. <i>Mean</i> | 5. <i>Easy-going</i> | 8. <i>Friendly</i> | 11. <i>Like to annoy people</i> |
| 3. <i>Shy</i> | 6. <i>Like to go out</i> | 9. <i>Pretty</i> | 12. <i>Funny</i> |

2 *Dialogue 3.* Work with a partner to develop a dialogue between two signers that features at least five vocabulary words from the list below. Prepare to sign your dialogue in front of your classmates. Use correct ASL grammar, facial expressions, and remember that the dialogue must make sense.

Vocabulary

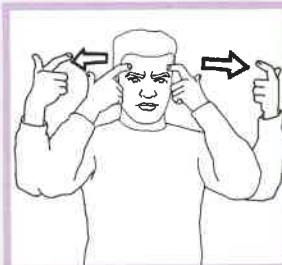
Personal Qualities



To annoy, bother



To be annoyed



To be arrogant



To be friendly



To be funny



To laugh



To be mean



To be mischievous



To be shy

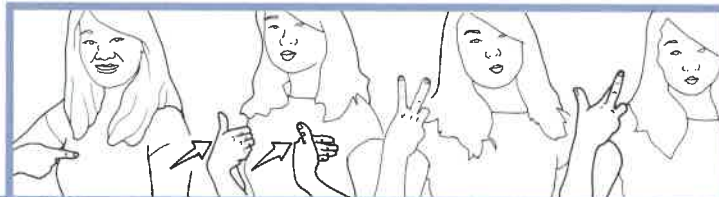


To be sweet

Narrative: Friends



Friends. Watch Kelly sign in full motion on your student DVD.



Classroom Exercise



Comprehension. Respond to the questions based on the *Friends* narrative.

1. How old was Kelly when she met Leon and Rae?
2. Are the three friends Deaf?
3. What do they do every day?
4. Why did Leon dive into the Deaf world?
5. How does Leon show Kelly and Rae that he's dived into the Deaf world?

Classroom Exercise



- 1 *Dialogue.* You are single and your parents are waiting for grandchildren, so they want to introduce you to an eligible candidate. You, however, must present reasons why you are not interested in this person. Working with a partner, develop a dialogue between two or three signers.
- 2 *No, she isn't . . .* Respond to what a partner says about an individual following the clues provided. Use *wave-no* or *yes* as needed.
 1. They are lazy. (No, they work hard)
 2. She is not shy. (No, she's outgoing)
 3. He is friendly. (Yes, but arrogant)
 4. She's interesting and smart. (Yes, works hard)
 5. My mom is nice. (Yes, I love her)
 6. His girlfriend is pretty. (Yes, she is not ugly)
 7. Is he smart or stupid? (He is smart)
 8. Your brother annoys me. (Yes, he bothers people)
 9. Is your cousin a troublemaker? (No, he's sweet)
 10. My best friend likes to work hard. (No, he's lazy)
- 3 *Multiple meanings.* What do you think the signs are for the following terms? Create a sentence using the corresponding sign.

1. Handsome	4. Repulsive	7. Pessimistic	10. Assertive
2. Amusing	5. Delinquent	8. Dumb	11. Intelligent
3. Cheerful	6. Eager	9. Optimistic	12. Kind



Dive-in describes someone who becomes completely involved with an activity or group. It often refers to hearing individuals who learn ASL and socialize with the Deaf community.

Dive-in & Deaf World



Deaf World refers to the Deaf community's clubs, sporting competitions, and social events where Deaf people form the majority and ASL is the language everybody knows, uses, and cherishes.

EXPRESSION

Homework Exercise 7

- A** Who is your best friend? Explain how and when the two of you met, and include information about his or her character. What you do together? Prepare to present this information to your classmates in ASL in a minimum of five complete sentences.
- B** Write an ASL gloss of the *Friends* narrative.
- C** Practice signing Kelly's *Friends* presentation, focusing on smooth, clear signing, appropriate facial expressions, eye contact, and pauses.

Vocabulary

More Qualities



To be boring



To be interesting



To be lazy



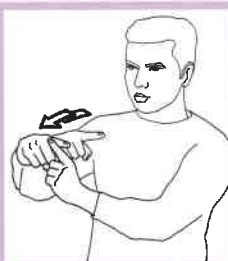
To be motivated



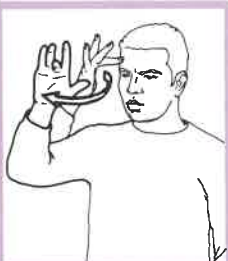
To be negative



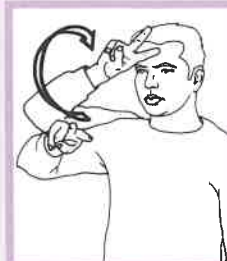
To be outgoing



To be positive



To be smart



To be stupid

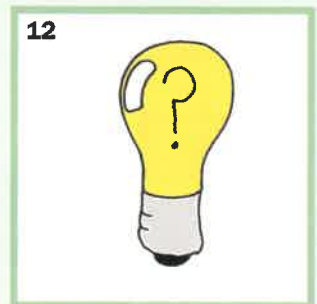
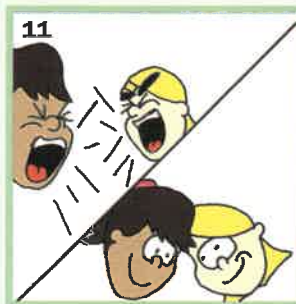
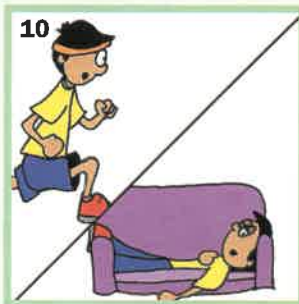
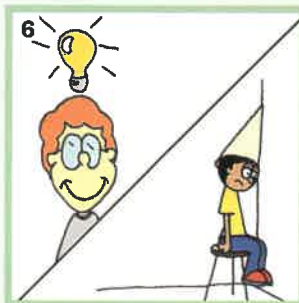
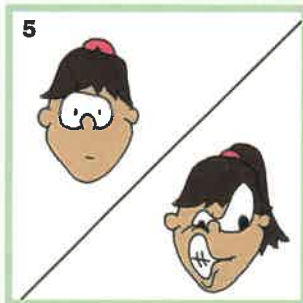
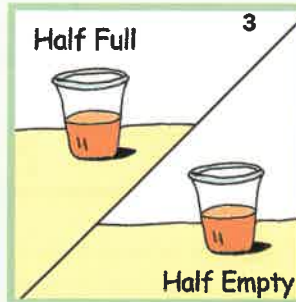


To work hard

Classroom Exercise



Opposites. Use Shoulder-Shifting to compare each illustration. An example is provided.



Homework Exercise

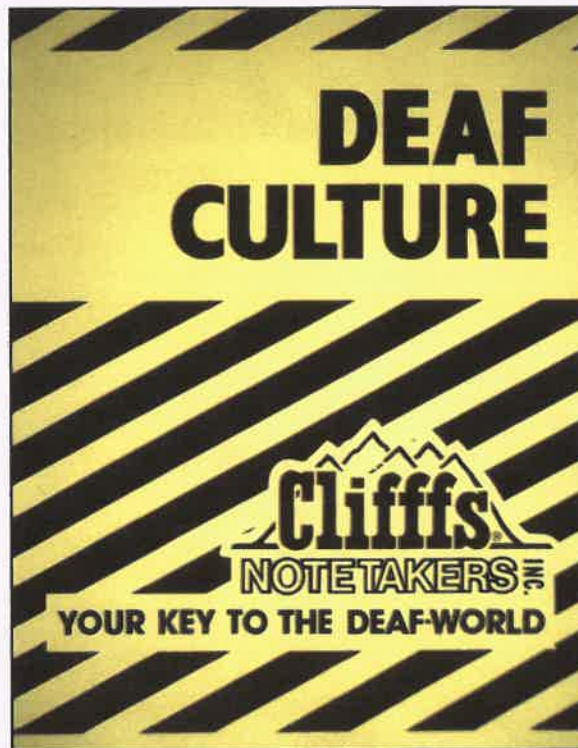


- A** What qualities would the ideal friend have and not have? Using contrastive structure and the Listing & Ordering Technique, describe in detail the qualities of these two individuals. Prepare to sign your presentation to your classmates. You should have a minimum of 8 sentences.
- B** Write an ASL gloss of the sentences signed in Assignment A.

Journal Activities



- 1 What do you think it would be like to have Deaf parents? Imagine the life of a coda and compare it with your own. In what ways would your life be different? How would it be the same? What do you think it would be like to be a Deaf parent with hearing children?
- 2 Compare the benefits and drawbacks of being Deaf with hearing parents, and Deaf with Deaf parents. What benefits does each arrangement have? Any drawbacks? Is one easier than the other? Why or why not?
- 3 A hearing couple you know has given birth to a Deaf baby and are unsure about the pros and cons about using ASL. Write a letter to this couple and explain both the manual and oral perspectives on the issue in order to educate them. Why do some parents choose not to learn ASL and others do? Should parents learn to sign, or should Deaf children be raised to speak? What are the pros and cons of each perspective?
- 4 If you were writing the Table of Contents appearing in Ann Silver's *Cliff's Notetakers: Deaf Culture* book, what topics would you include? What should people know about Deaf culture? Do you have any questions about Deaf culture, ASL, or deafness you would like answered? What are they?



— *Cliff's Notetakers: Deaf Culture* (1999), Ann Silver.
Reproduced by permission of artist.

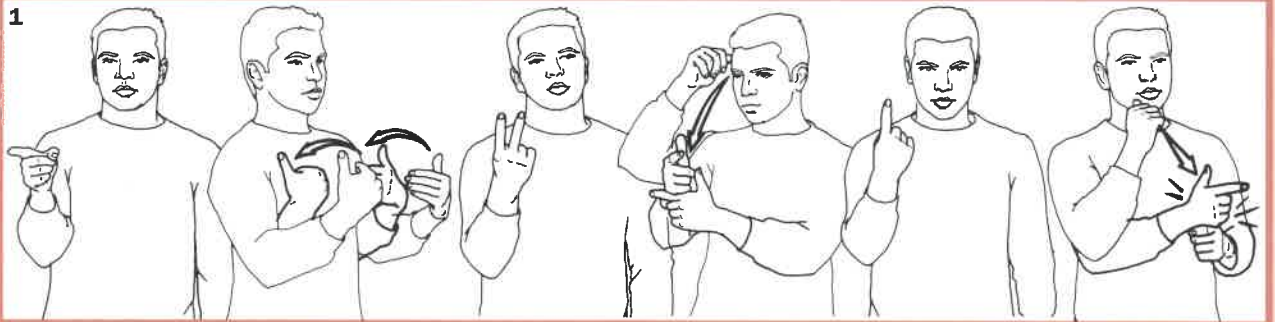
Unit 4 Review

A A friend is visiting and you are looking through family albums. Describe the members of the Perez and Carter families, and explain what each family was doing when the picture was taken.

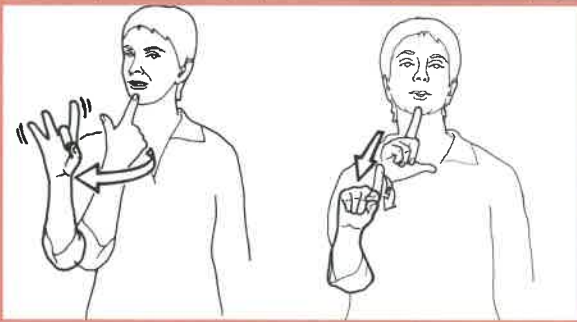
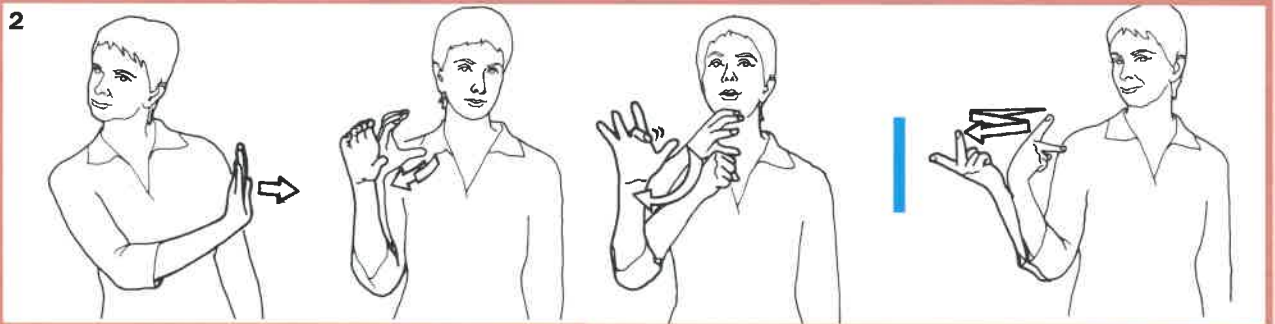


B What is contrastive structure? Locate and correct the contrastive structure errors below.

1

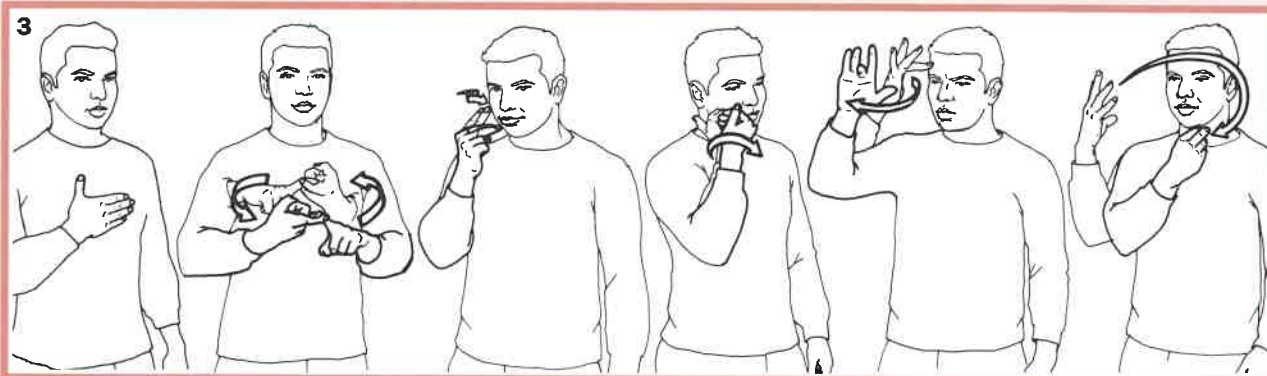
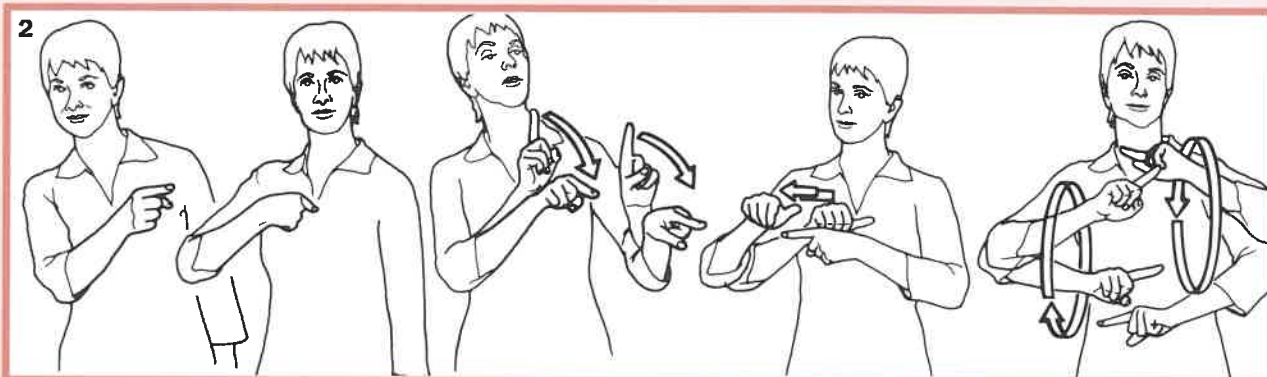
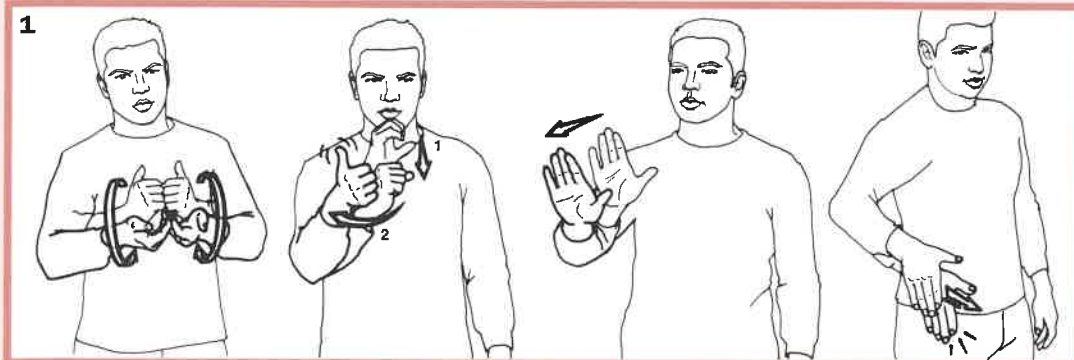


2



Unit 4 Review

C Identify and correct the errors in the sentences below. Why are they wrong?



D Sign each sentence in ASL.

1. *The three of them are 22, 35, and 67.*
2. *I've known her since I was 8 years old.*
3. *The four of us are going to the movies on Saturday night.*
4. *My little sister is cute but annoying. She likes to be mischievous.*
5. *He has two dogs, one cat, and two fish.*
6. *He is a coda; his parents are Deaf but his brother and sister and he are hearing.*

