

UNIT FIVE

School Days



Unit Five Objectives

- To improve conversational skills
- To sign about school and school life
- To identify and use the Agent Marker appropriately
- To understand contemporary Deaf education options
- To understand and use these classifiers: \wedge , 1, 3
- To tell time and sign about time-related issues

Unit Five Vocabulary

Accident	193	Front	176	Psychology	174
Activity center	176	Gallaudet	190	<i>to</i> Remember	181
Agent Marker	174	Geography	183	<i>to</i> Ride a horse	193
Alarm, bell	201	Geometry	188	Room, box	170
Algebra	188	Government	183	Science	183
America	197	Gym / P.E.	183	Secretary	171
Area (location)	169	Gymnasium	169	Senior	180
Around (time)	199	Half hour	203	<i>to</i> Serve	175
<i>to</i> Arrive (person)	201	Hallway	169	Snack machine	176
<i>to</i> Arrive (plane)	201	Health	183	Sociology	183
Art	183	History	183	Soda machine	176
Athlete	174	Hour	199	Sophomore	180
Auto body	183	Interpreter	171	Speech	183
Back	176	Journalism	183	Stadium, auditorium	169
Biology	183	Junior	180	<i>to</i> Start, to begin	201
<i>to</i> Break (literal)	203	Junior high school	18	Store	170
Break (abstract)	203	Lab, laboratory	169	Student	174
Bus	193	<i>to be</i> Late	201	Student center	169
Busy	184	<i>to</i> Learn	174	<i>to</i> Take (something)	181
Business	183	Librarian	171	<i>to</i> Take off (person)	201
Cafeteria	169	Library	169	<i>to</i> Teach	174
Calculus	188	<i>to</i> Line up	193	Teacher's assistant	184
Chemistry	183	Locker	170	Technology center	169
CL: \wedge	195	<i>to</i> Look at	193	Theater	169
CL: 1	194	<i>to</i> Look for	170	<i>to</i> Think	181
CL: 3	196	Mainstreamed	187	Time	199
Class	170	<i>to</i> Major in	181	Train	201
Classifier	193	<i>to</i> Manage	175	Trigonometry	188
Coach, boss, dean	171	Math	183	University	181
Computer (1-3)	183, 184	Middle school	181	Vice President	167
<i>to</i> Cook	175	Midnight	199	Woodshop	184
Counselor	171	Motorcycle	193	<i>to</i> Write	175
<i>to</i> Dance	193	Neighborhood	172	Yearbook	184
<i>to</i> Depart (plane)	201	Noon	199		
Drama	183	Nurse	171		
Economics	183	Office	169		
Education	183	One in a crowd	187		
Elementary school	181	Oral education	187		
Engineering	183	Photography	183		
English	183	Physics	183		
Field	176	Physiology	183		
<i>to</i> Finish, to be done	201	<i>to</i> Pick on	175		
Flag	176	Pool	169		
<i>to</i> Forget	181	Principal	171		
Freshman	180	Psychologist	171		

Key Phrases

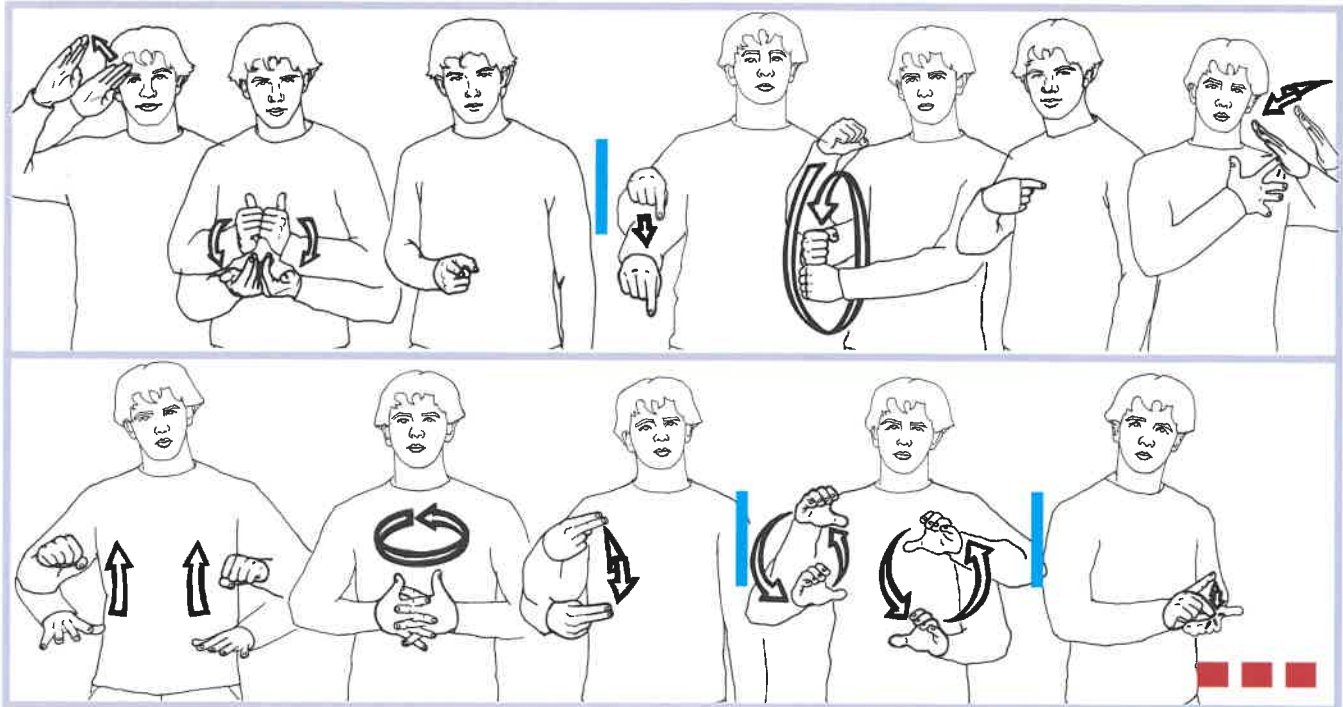
<i>to be</i> Bad at	
something	189
<i>to be</i> Good at	
something	189
School for the Deaf	186
What time is it?	199
What year are you?	180

Where do you go to school?

Hi, how are you? This year I'm a junior, taking American history, chemistry, and journalism. I play football at the school for the Deaf right over there. I love it there because all the students sign! I'm very involved with student government — I'm vice president of my class. Yikes! I'm late and have to take off. See you later!



Where do you go to school? Watch Marc sign in full motion on your student DVD.



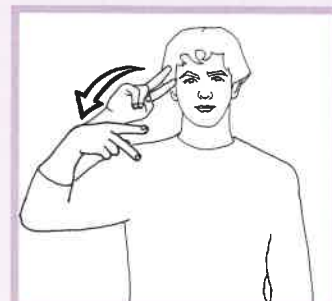
Vocabulary

Where do you go to school?

Other new vocabulary seen in the narrative is presented throughout Unit 5.

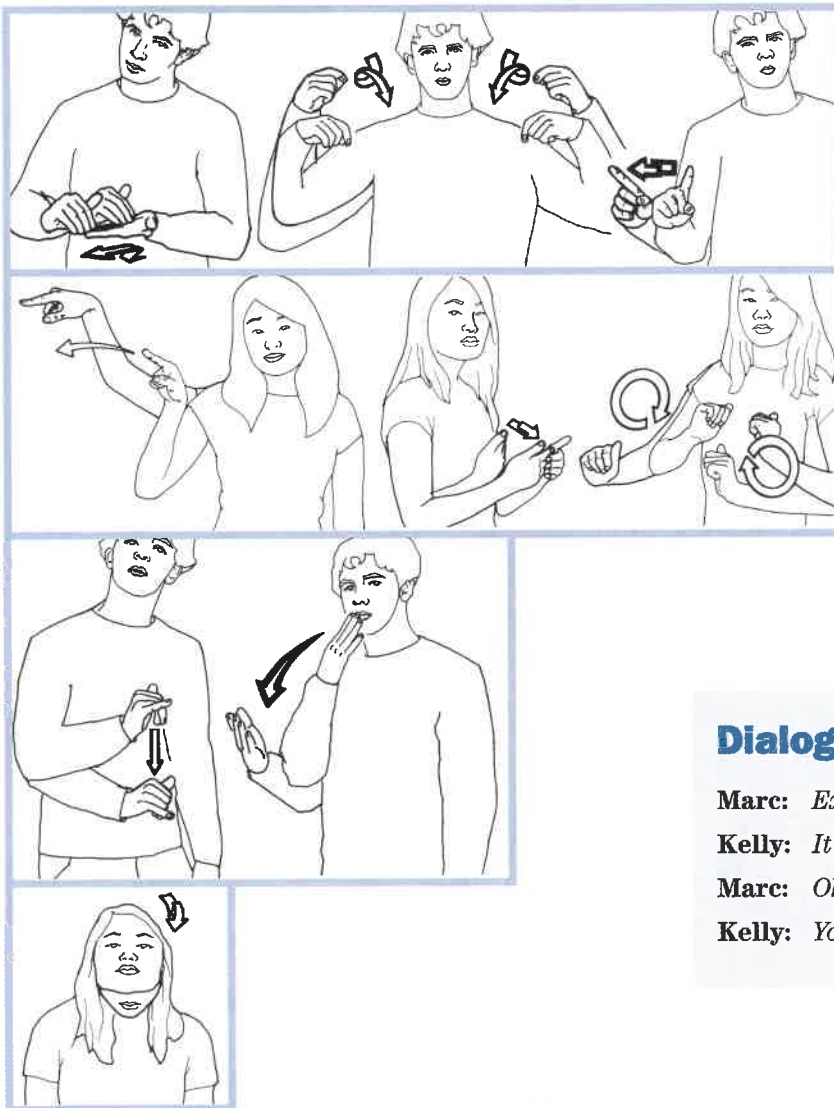


Football (Unit 6)



Vice-president

Places Around Campus



Pointing to people is a basic feature of American Sign Language. Just as a signer points to a person who may or may not be present, signers can point to a location whether it is seen or not. If the location is visible, simply point directly towards the area. Modify the point to reflect the actual path someone would take to arrive at the location. Depending on how the point is made, you can sign directions like *over there*, *around the corner*, or *that way*. Look at the way pointing is used in the *Places Around Campus* dialogue shown here.



Places around campus

Dialogue Translation

Marc: *Excuse me, where is the gym?*
Kelly: *It's right around there, near the theater.*
Marc: *Oh, okay. Thank you!*
Kelly: *You're welcome.*

Classroom Exercise

A

- 1 **Pointing.** How would you show the meaning of each direction using the pointing finger?

1. <i>straight ahead</i>	3. <i>far away</i>	5. <i>towards the left</i>
2. <i>around the corner</i>	4. <i>right over there</i>	6. <i>very close</i>

- 2 **Dialogues.**
 1. Practice signing the "Places Around Campus" dialogue with a partner.
 2. Sign the "Places Around Campus" dialogue with a partner, but substitute a different direction than the one provided.

Classroom Exercise

B

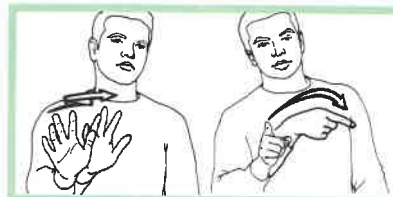
1 *Giving directions.* Work with a partner to ask where each destination is located at your school. Your partner will point towards its location. When done, switch roles and repeat the exercise.

- | | | | |
|-------------------|--------------|---------------------|--------------------|
| 1. Student center | 4. Gymnasium | 7. Lab | 10. Men's restroom |
| 2. Theater | 5. Library | 8. Auditorium | 11. Pool |
| 3. Cafeteria | 6. Office | 9. Women's restroom | 12. ASL classroom |

2 *Misunderstandings.* A visitor to your campus has received incorrect directions. Correct the information your partner signs to you using the information in parentheses. An example is provided.



The office is near the theatre.



No, it's around the corner

- | | |
|--|---|
| 1. The library is near the student center. (near office) | 5. The lab is not near the tech center. (it is near) |
| 2. The cafeteria is near the gym. (near theater) | 6. The office is near the stadium. (far from stadium) |
| 3. The pool is far from the gym. (near, around gym) | |
| 4. The tech center is over there. (opposite direction) | |

Vocabulary

School Locations

Fingerspell these words: Lab / laboratory, Pool



Area (location)



Cafeteria



Gymnasium



Hallway



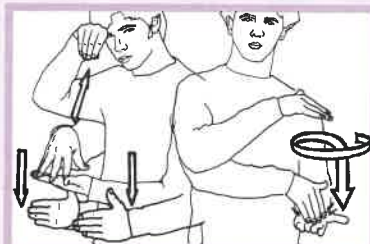
Library



Office



Stadium, auditorium



Student center



Technology center



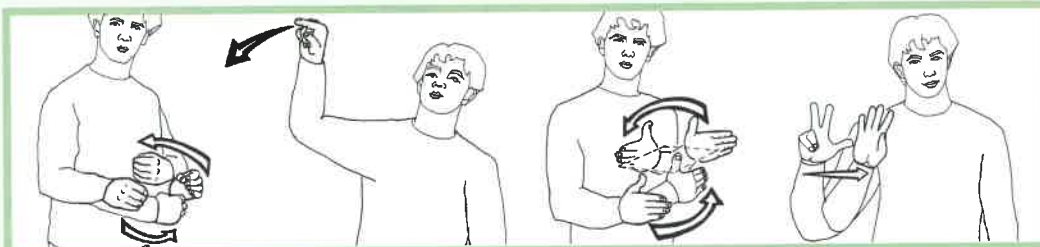
Theater

Classroom Exercise C

1 *Help!* A new student needs help finding his way around school. Respond to your partner in a complete sentence using the information in parentheses. When done, switch roles and repeat.



Excuse me. I'm looking for the office. Where is it?



The office is that way, in Room 34.

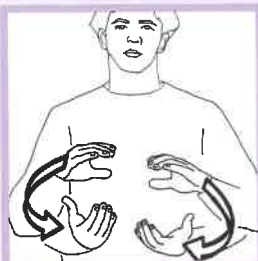
- | | |
|--|-------------------------------|
| 1. Bathroom (?) | 7. Theater (Room 227) |
| 2. Office (Room 7) | 8. ASL Lab (Room 16) |
| 3. Tech center (Room 24) | 9. Cafeteria (Room 67) |
| 4. Student store (Room 5) | 10. Student lockers (hallway) |
| 5. Women's locker room (Room 50, gym) | 11. ASL classroom (?) |
| 6. Water fountain (around corner, down hall) | 12. Student center (Room 23) |

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

- | | | |
|----------------------------|------------------|--------------------------------------|
| 1. two different locations | 2. a room number | 3. what's going on at each location? |
|----------------------------|------------------|--------------------------------------|

Vocabulary

Conversation



Class



Locker



To look for



Room, box

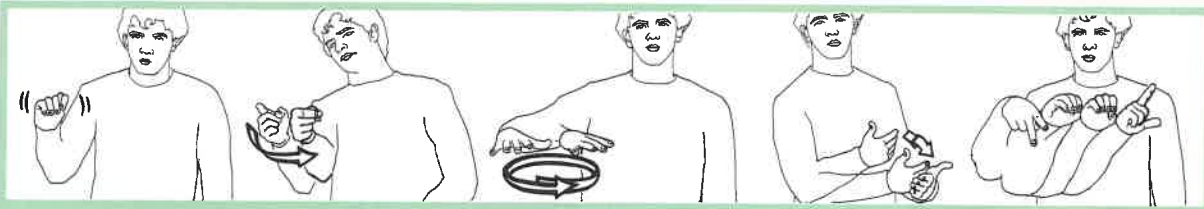


Store

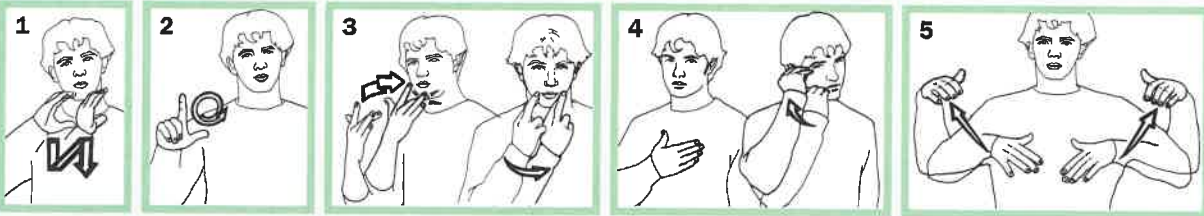
Classroom Exercise

D

1 *Around there.* Use the *area* sign in a complete sentence to explain where each location is found.



The bathroom is around there, near the pool. / The bathroom is in that direction, by the pool.



2 *Compound meanings.* How would you sign the following words using ___ + area? Create a complete sentence for each.

1. Food court 2. Neighborhood 3. Football field 4. Movie complex 5. Shopping center

Vocabulary

Personnel



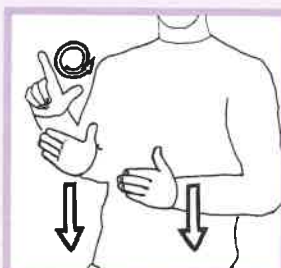
Coach, boss, dean



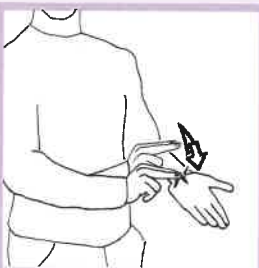
Counselor



Interpreter



Librarian



Nurse



Principal



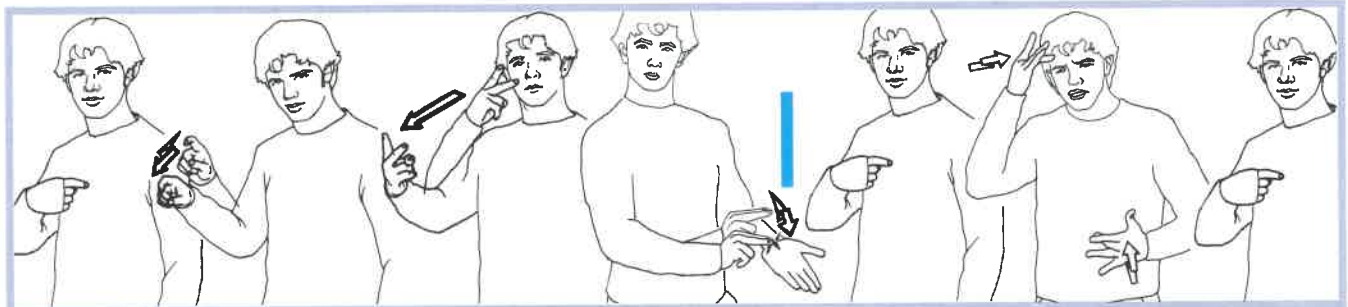
Psychologist



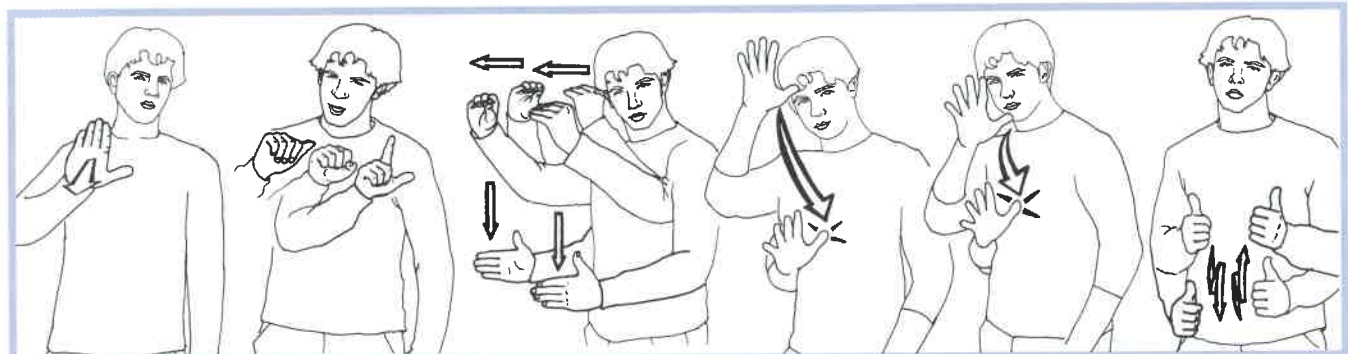
Secretary

School Personnel

In this lesson you will learn vocabulary for people you encounter at school. You will see some signs for school personnel include an added feature called the **Agent Marker**, while others do not. With the exception of a small group of signs, the Agent Marker creates the meaning of someone who does something. In the sentences below, compare the sign *nurse*, which doesn't use the Agent Marker, with *teacher*, which does.

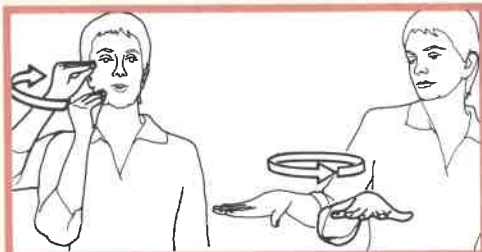


I need to see the nurse. I'm sick.



Is your ASL teacher a man or woman?

Accent Steps



Neighborhood

Adding the *area* sign forms a **compound** meaning, as in home + area: *neighborhood*. Remember this by thinking “an area of / for ___.”

Homework Exercise 1

- A** Write a dialogue between two people using vocabulary from the “Places Around Campus” lesson. The dialogue must have a minimum of six sentences. Prepare to sign the dialogue for the next ASL class.
- B** Create a mini-narrative using one or more compound signs using *area*. Your mini-narrative should have a minimum of three sentences.
- C** Write Assignment A or B in ASL gloss.

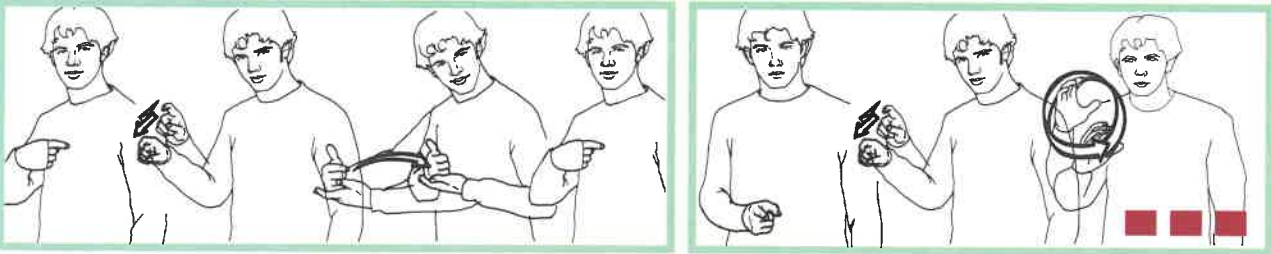
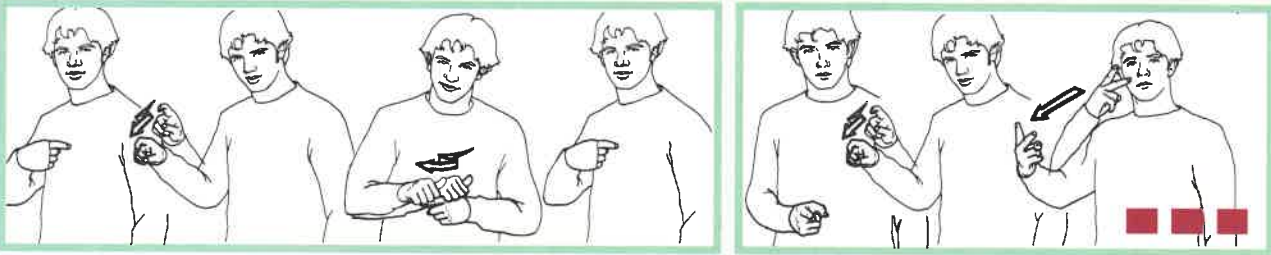
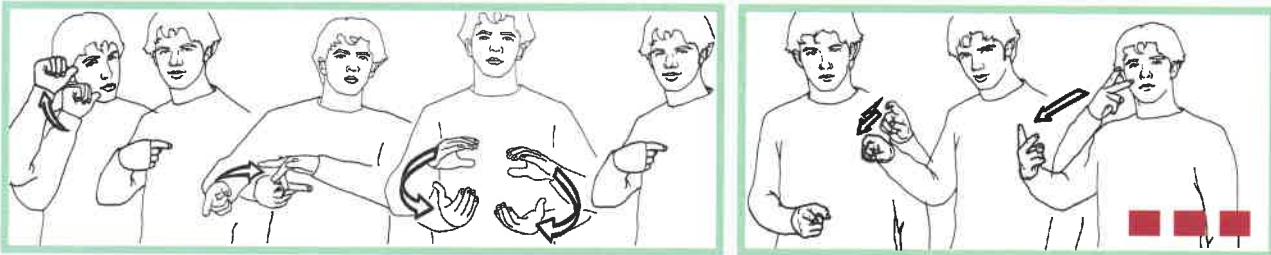
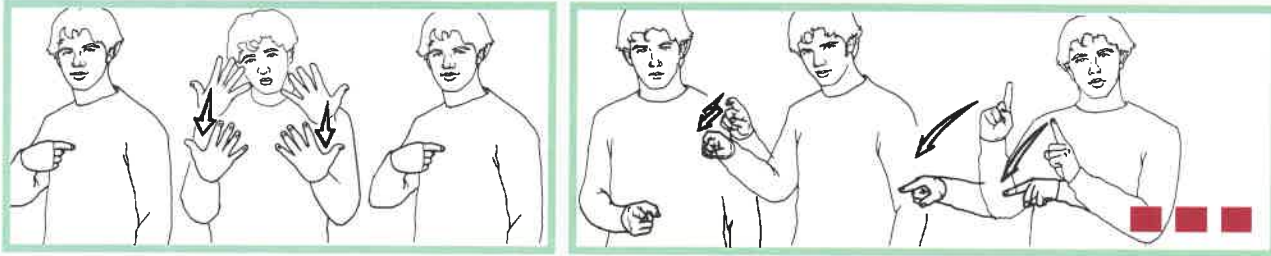
Classroom Exercise



1 Personnel. Sign each sentence in correct ASL word order.

1. The interpreter's name is Teri Cassidy.
2. My ASL teacher's name is _____.
3. The librarian can help you look for the books.
4. My boss / coach is named _____.
5. Is the nurse here today?

2 Go see the nurse. Your friend is telling you about some problems. Recommend who he or she should see for assistance. When done, switch roles with your partner and repeat the exercise.



Deaf Culture Minute

There are no signs for Mr., Mrs., or Miss in ASL. Within the Deaf community, an individual is known by his or her name sign and children are permitted to address their elders by name. Titles like Mr. and Mrs. are used to show respect, so signing someone's name with a respectful facial expression achieves the same purpose.



ASL Up Close



The Agent Marker

The Agent Marker

What is the connection between the signs *to learn* and *student*? The Agent Marker indicates a person who works as, or does, the meaning of the sign. In this example, *one who learns* is a *student*. There are some exceptions to the Agent Marker you need to know, such as the signs for *nurse*, *principal*, and *coach*.



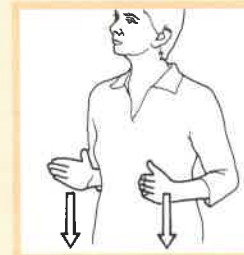
To learn



Teacher



To teach



Agent Marker

=

+



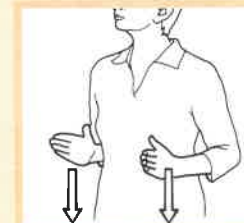
Student



Athlete



To play sports



Agent Marker

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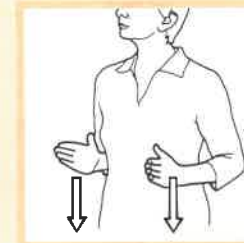
+



Psychologist



Psychology



Agent Marker

=

+

What other meanings can you make using the Agent Marker?

Vocabulary

Activities



To cook



To manage



To pick on



To serve



To write

Classroom Exercise

F

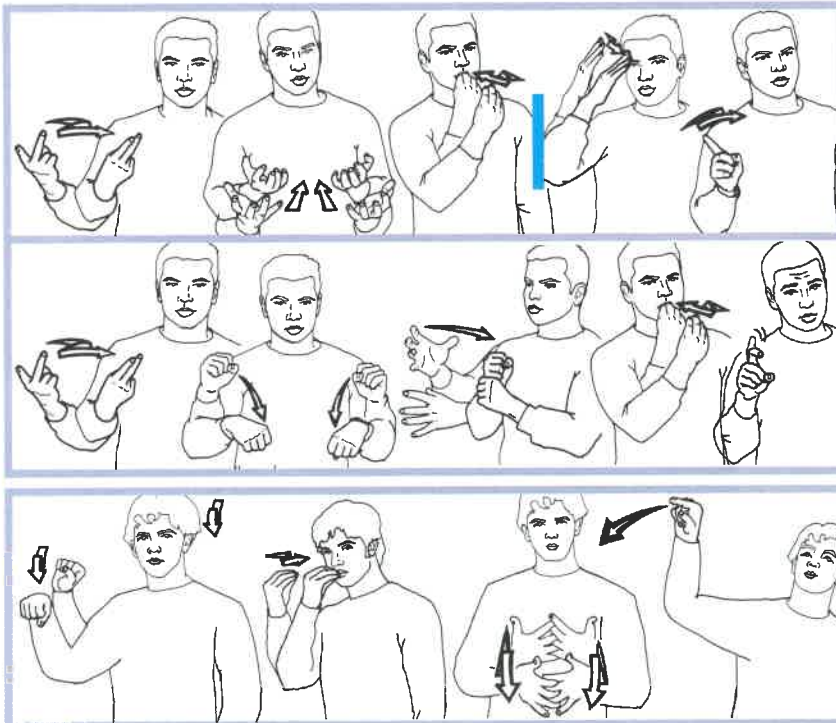
- 1** *How do you sign that?* What signs are paired with the Agent Marker to make the following words? Think carefully about the vocabulary you've learned and their meanings before deciding.
- | | | | | |
|-------------------|------------------------|--------------------|--------------------|-------------------|
| 1. <i>Voter</i> | 4. <i>Troublemaker</i> | 7. <i>Employee</i> | 10. <i>Waiter</i> | 13. <i>Chef</i> |
| 2. <i>Trainer</i> | 5. <i>Visitor</i> | 8. <i>American</i> | 11. <i>Actor</i> | 14. <i>Writer</i> |
| 3. <i>Driver</i> | 6. <i>Skier</i> | 9. <i>Canadian</i> | 12. <i>Manager</i> | 15. <i>Bully</i> |
- 2** *Conversation.* Sign each of the following sentences in ASL.
- My cousin is a troublemaker. He loves to pick on my little brother.*
 - I'm not a chef but I like to help my parents cook.*
 - Where's our waiter?*
 - Who manages the student store?*
 - Our coach wants us to go to practice on Saturday.*
- 3** *Making inquiries.* Ask a partner to respond to each question. When done, switch roles and repeat.
- | | |
|--------------------------------|---|
| 1. <i>Are you a writer?</i> | 5. <i>Are you Canadian or American?</i> |
| 2. <i>Are you a chef?</i> | 6. <i>Are you a skier?</i> |
| 3. <i>Are you an employee?</i> | 7. <i>Are you a driver?</i> |
| 4. <i>Are you a musician?</i> | 8. <i>Are you a nag?</i> |

Homework Exercise

2

- A** Considering the Agent Marker's influence on the meaning of a sign, make a list of 10 signs you think could be modified by the Agent Marker. Make another list of signs you think cannot use the Agent Marker. What is the difference between them?
- B** Write a dialogue between two signers that includes a minimum of three uses of the Agent Marker. The entire dialogue should be at least five sentences long.
- C** Write Assignment A or B in ASL gloss.

More Places Around Campus



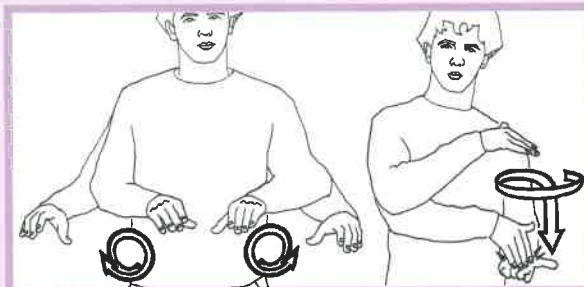
Dialogue Translation

Sean: *We're hungry. Know where we can get something to eat?*

Marc: *Yeah, there's a vending machine down the hall.*

Vocabulary

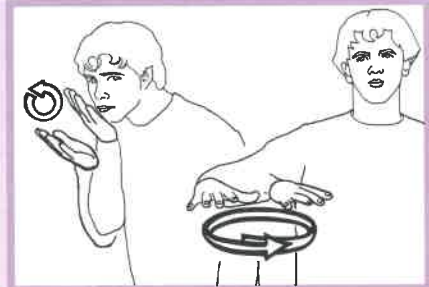
More Locations



Activity center



Back



Field (grass + area)



Flag



Front



Snack machine



Soda machine

Classroom Exercise

G

Dialogue. Work with a partner to accomplish the following:

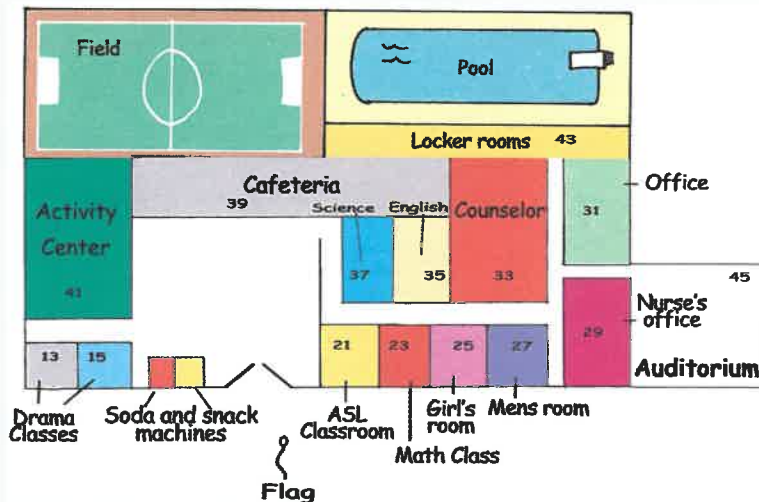
- 1 Create a dialogue that expands on the sentences in “More Places Aound Campus” on page 176. How will the dialogue begin and end? Where are they and why are they there? Use your imagination.
- 2 Create a new dialogue that includes the following:
 1. *Agent Marker*
 2. *Two locations*
 3. *Three personnel*

Classroom Exercise

H

- 1 *Where is the auditorium?* Ask a partner to explain where items 1-6 are located. When done, switch roles and locate items 7-12. Ask and answer the questions in complete ASL sentences. Refer to the illustration below for each location.

1. *Where is the soda machine?*
2. *Where is the ASL classroom?*
3. *Where is the nurse's office?*
4. *Where is the flag?*
5. *Is there a counselor or psychologist?*
6. *Where are the locker rooms?*
7. *Does this school have an activity center?*
8. *Where is the cafeteria?*
9. *Where is the field?*
10. *Where is the men's restroom?*
11. *Does the school have a pool?*
12. *Where's the snack machine?*



- 2 *Around campus.* What amenities does your school have? Create a dialogue with a partner in which you discuss different features your school has and where they are located.

Did you know?

Federal law requires equal access to information and services for all people, regardless of disability. For both hearing and Deaf people, sign language interpreters are a popular way to obtain equal access to each other. Have you seen interpreters at public events, on television, or at your school or workplace? Interpreters are required to sign what is heard, and to voice what is signed so everybody has access to the information and services provided. While the majority of interpreters are hearing, don't be surprised if you encounter a Deaf interpreter!

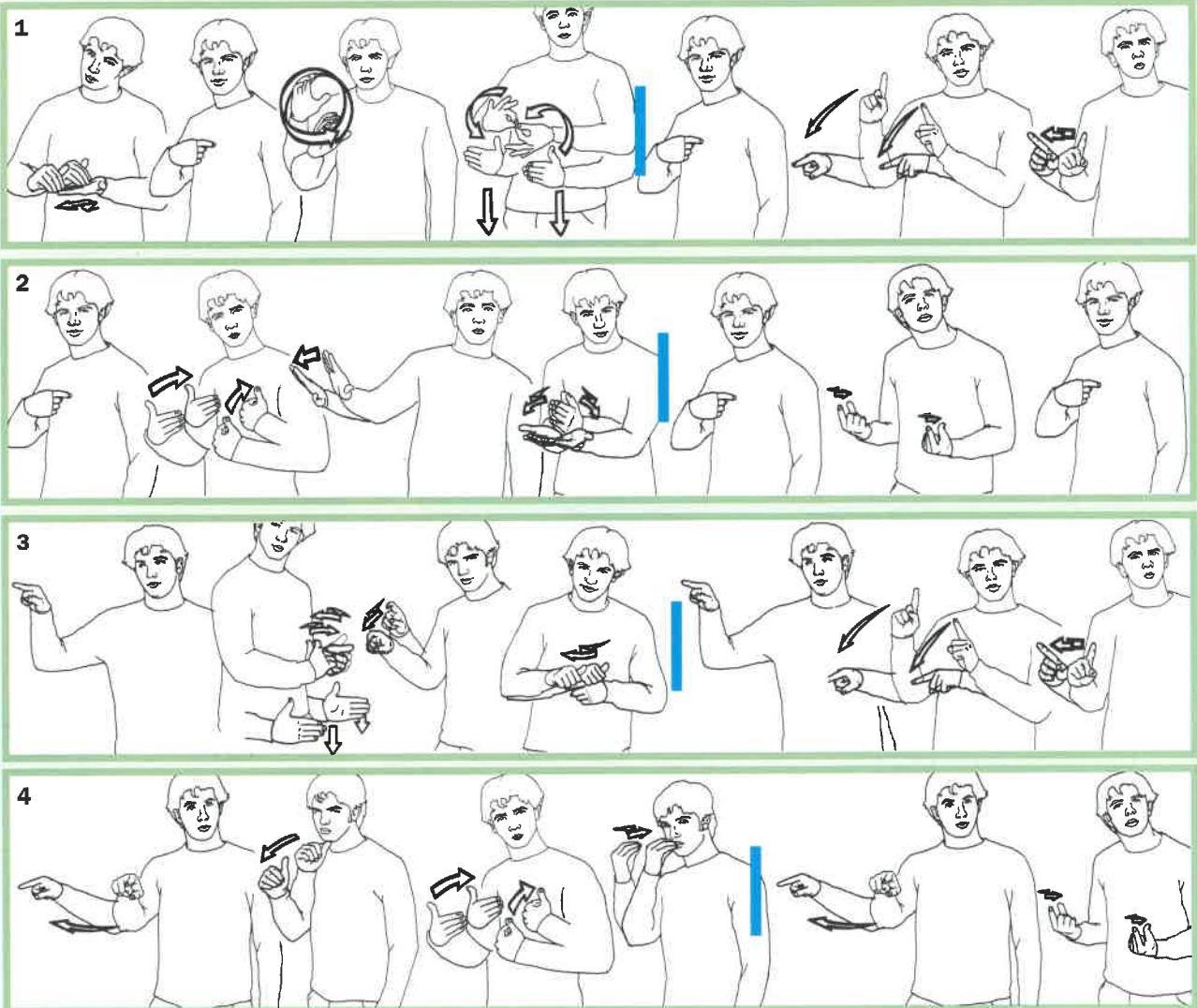
When using an interpreter, remember these tips:

- Talk directly to the Deaf person instead of saying “Ask him” or “Tell her.”
- Make eye contact with the Deaf person, not the interpreter.

To learn more about interpreters, visit <http://www.rid.org>

Classroom Exercise

Feedback. Sign each sentence to a partner, who will respond with an opinion about what should be done. When done, switch roles and repeat.



Homework Exercise

3

- A** Either obtain or draw a map of your school and mark several important locations such as the student center, lockers, telephones, and restrooms. Practice signing directions to the marked locations.
- B** Where do you spend most of your time while at school? Explain the different places you go to and what you do there, in a minimum of five complete sentences. Prepare to sign this information to your classmates.
- C** Write Assignment A or B in ASL gloss.

What are You Studying?



Striking up a conversation about school is one way to get to know somebody better. Like *do-do*, the sign *what year are you* has several meanings depending on the context. When talking about family, *what year are you* is a question about older or younger siblings, but when talking about school it refers to one's level of study in high school and college. Look closely at the sign *what year are you*. Do you see the Listing & Ordering concept? The dialogue here shows you one way to use this sign in conversation.

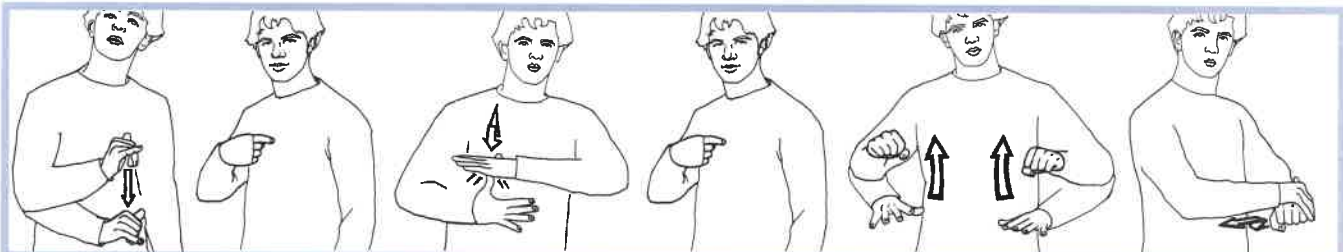
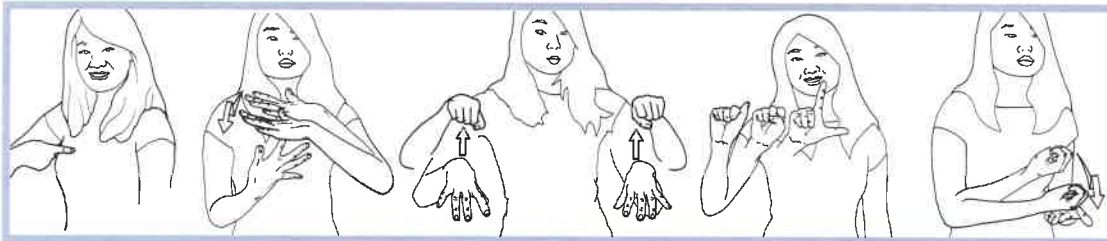


Dialogue Translation

Marc: *What year are you?*

Kelly: *I'm a junior, taking ASL and economics.*

Marc: *Oh I'm a senior. I'm taking English, math, and government because I want to graduate.*



Classroom Exercise



- 1 **Dialogue.** Sign the “What are you studying?” dialogue with a partner, adding more conversation and a conclusion.
- 2 **What year?** Ask several classmates what year of school they are in. Use the WH-Face with the sign *what year are you*.

Classroom Exercise **K**

1 *What year are you?* Ask a partner what year he or she is in school, who will respond with the information in parentheses. An example is provided. When done, switch roles and repeat.



What year is she?



She's a junior.

- | | | |
|-----------------------------------|------------------------------------|---------------------------------------|
| 1. <i>Carolyn (freshman)</i> | 5. <i>Jon (freshman)</i> | 9. <i>Brigitte Cowley (sophomore)</i> |
| 2. <i>Kevin Miles (senior)</i> | 6. <i>Blanche (senior)</i> | 10. <i>Aaron (junior)</i> |
| 3. <i>Shane (junior)</i> | 7. <i>Abby Fiore (don't know)</i> | 11. <i>Van Nguyen (senior)</i> |
| 4. <i>Tisha Leung (sophomore)</i> | 8. <i>Darrell Jamison (junior)</i> | 12. <i>you (?)</i> |

2 *Taking a survey.* Your campus newspaper is analyzing the results of a survey broken down by class. For each brief biography, state the student's year in school and at least two other details in a complete sentence.



Angela,
20 years old,
junior,
majoring in
Deaf studies



Claro,
15 years old
sophomore,
plays baseball,
has 2 brothers



Sheri,
23 years old,
senior,
majoring in ASL,
wants to teach
ASL



Brent,
17 years old,
junior,
works at a
restaurant,
wants to go
to college



Kelly,
22 years old
freshman,
works as a
manager,
studying nursing



Brian,
sophomore,
has twin brother,
doesn't have a
major,
enjoys acting

Vocabulary

What year are you?



Freshman



Sophomore



Junior



Senior



What year are you?

Classroom Exercise



1 *Education past and present.* Exchange the following information with a partner:

1. *Name of your favorite teacher*
2. *Names of all schools attended (use the Listing & Ordering Technique)*
3. *Two things remembered from elementary school*
4. *Why taking ASL*
5. *Going to high school / college / university? Where?*

2 *What is school like?* What are some characteristics typical for each level of education? Include age range and likely activities. Suggested topics are provided.

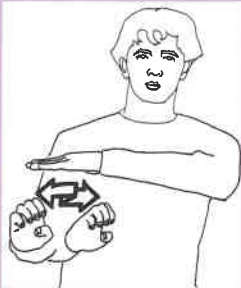
Suggested Topics

- | | | |
|---------------------------------------|------------------------------|-------------------------------|
| 1. <i>elementary school</i> | <i>take art</i> | <i>learning to read</i> |
| 2. <i>middle school / junior high</i> | <i>learn ASL</i> | <i>moving away from home</i> |
| 3. <i>high school</i> | <i>ride a bike to school</i> | <i>have 1 teacher all day</i> |
| 4. <i>college / university</i> | <i>play sports</i> | <i>have a major</i> |
| | <i>have a locker</i> | <i>learn to write</i> |

3 *Dialogue.* Work with a partner to sign a dialogue about an experience you remember from earlier school days. Include an opening, at least three details, a conclusion, and a farewell.

Vocabulary

Education



Elementary school



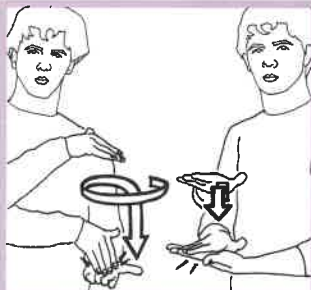
To forget



Junior high school



To major in



Middle school



To remember



To take (something)



To think

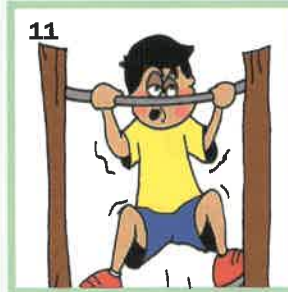
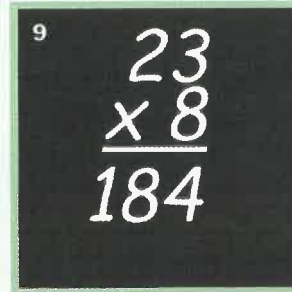
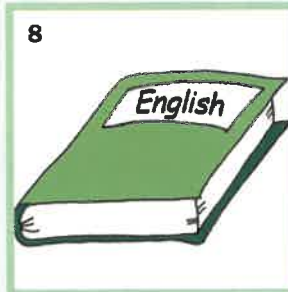
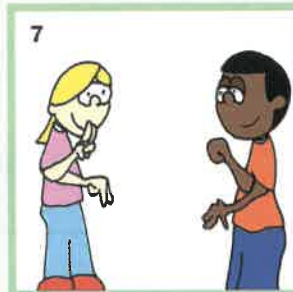
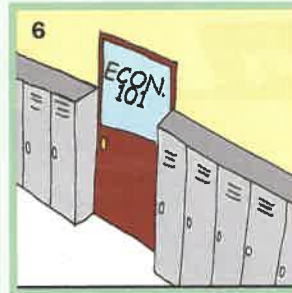
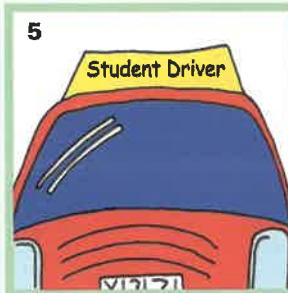
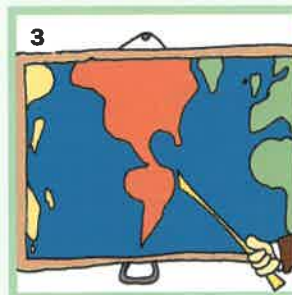


University

Classroom Exercise

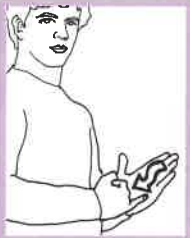


- 1 *I'm taking . . .* In complete sentences, sign the following:
 1. What classes are you taking right now? Use the Listing & Ordering Technique to list the courses. Include a comment about each course.
 2. Compare your course load with a partner's. Who is taking the more difficult courses? The easiest?
- 2 *Favorites.* Ask a partner to list his or her five favorite classes. Do you disagree with any choices? When done, switch roles and repeat the exercise.
- 3 *Coursework.* Based on the illustrations, explain in complete sentences what the class is, if it is a high school or college class, and whether you would want to take the class.

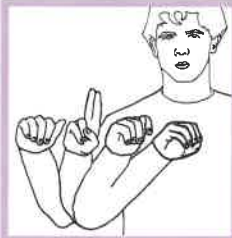


Vocabulary

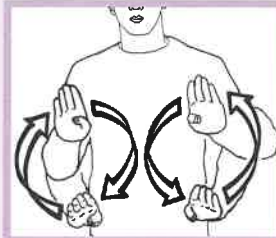
Coursework



Art



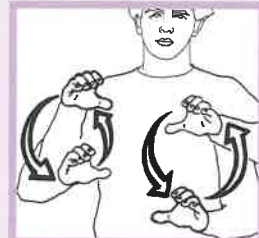
Auto body



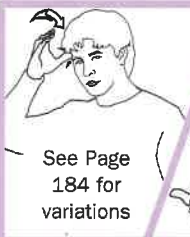
Biology



Business

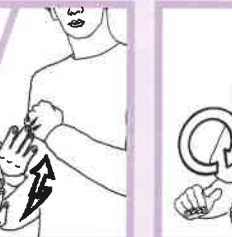


Chemistry

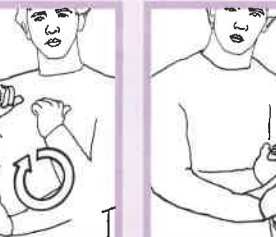


See Page 184 for variations

Computers / Tech



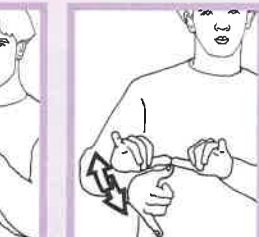
Drama



Economics



Education



Engineering



English



Geography



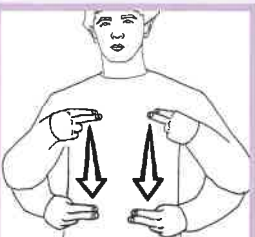
Government



Gym



Physical Education



Health



History



Journalism



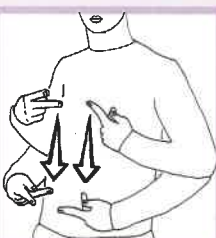
Math



Photography



Physics



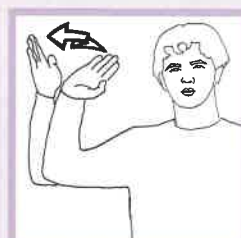
Physiology



Science



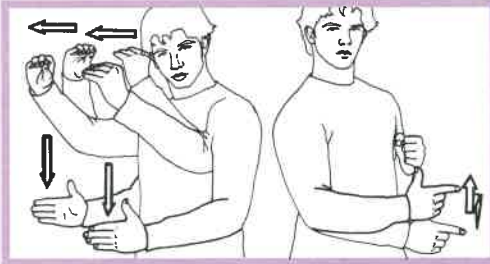
Sociology



Speech

Vocabulary

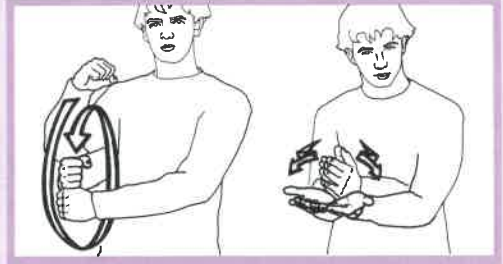
Coursework (continued)



Teacher's assistant



Woodshop

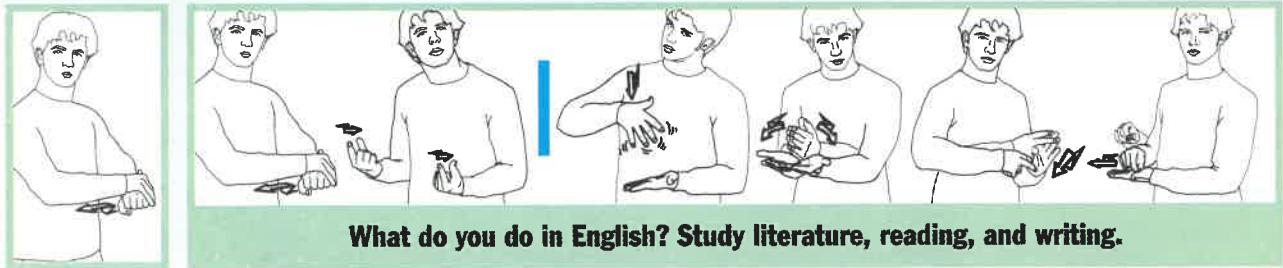


Yearbook

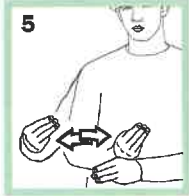
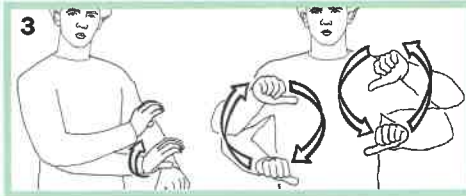
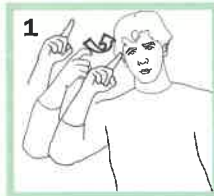
Classroom Exercise

N

Coursework. What is each course known for? Explain what people do in the courses below. Note: Raise your eyebrows for the first two signs of the sentence. An example is provided.



What do you do in English? Study literature, reading, and writing.



Vocabulary

Computer Variations



Computer (2)



Computer (3)



Accent Steps

Don't confuse *busy* with *business*. What differences do you see?



Busy

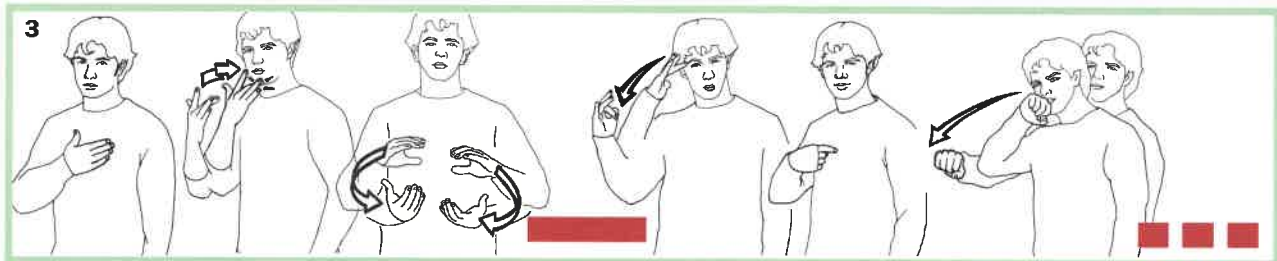
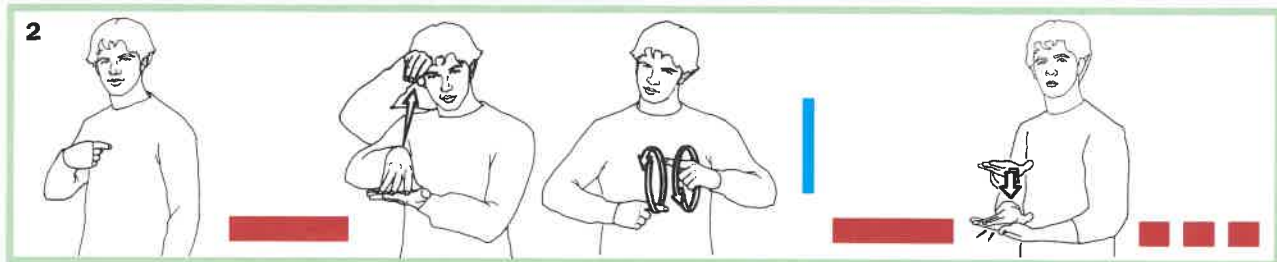
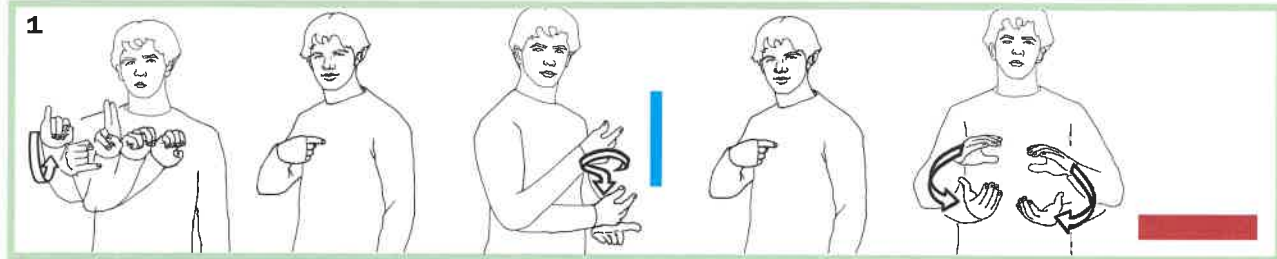


Business

Classroom Exercise

0

Signing about school. Complete each sentence by filling in the blanks.



Homework Exercise

4

- A** You will attend a party where most of the people are Deaf. Prepare to thoroughly introduce yourself: What is your name? Where do you live? Where do you go to school? Are you a high school or college student? What year are you?
- B** What classes are you taking? Explain which courses you're studying and indicate which are your favorites and why, in a minimum of five sentences.
- C** Write Assignment A or B in ASL gloss.

Focus: Deaf Education . . .

“It is a lamentable fact that, in matters relating to the deaf, their education and well-being, few if any take the trouble to get the opinion of the very people most concerned — the deaf themselves.” —John H. Keiser

The American School for the Deaf was the first school dedicated to the education of Deaf children in the United States. Opened in 1817, the school used sign language to educate its students in the **manual method**, many of whom went on to found schools for the Deaf across the United States. There are now several options for Deaf education: Attend a school for the Deaf where ASL is used, attend an oral school where the goal is to teach students how to speak, or be mainstreamed, in which case a Deaf student attends a local public school. Each option has its ideological supporters and opponents who believe one form of educating the Deaf to be better than another, leading to much controversy.



**American School for the Deaf
Hartford, Connecticut**

Courtesy: American School for the Deaf



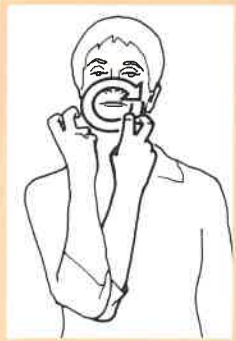
School for the Deaf

Schools for the Deaf are environments in which students, teachers, and support staff such as principals, counselors, and coaches generally use American Sign Language. Because there is usually only one school for the Deaf in each state, students stay at school during the week and return home on weekends and vacations. Many Deaf students enjoy all-Deaf sports teams, Deaf teachers and administrators, and having equal access to information and activities where being Deaf is normal.



In many ways, a school for the Deaf is exactly like a hearing school except that students learn and communicate in ASL. Schools for the Deaf have student dances and proms, sports programs that compete against Deaf and hearing teams, and extracurricular activities like journalism, web design, and other social opportunities. The California School for the Deaf in Fremont even has a program where students study and then visit foreign countries like China. Each school strives to educate its Deaf students to be active members of society, just like schools for hearing individuals.

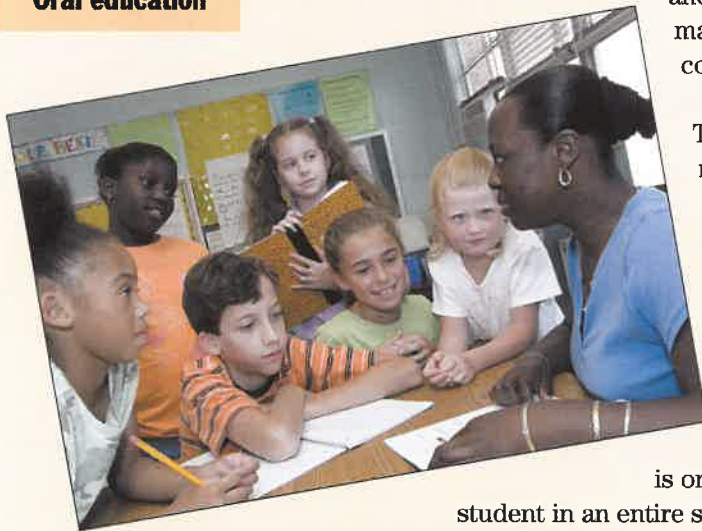
Decisions & Controversies



Oral education

Oral schools believe that deaf people must learn to listen and speak in order to function in the "hearing world" and thus rarely allow students to use sign language. Many years ago oral education used harsh methods to prevent students from signing, though attitudes have greatly changed since then. Oral schools tend to be small and private, with most programs serving students from kindergarten through elementary school, at which point students enter a school for the Deaf or a public school.

Learning to speak when you cannot hear yourself is a long, laborious process that requires much one-on-one instruction and support. With technological support such as hearing aids and FM systems, oral schools strive to train its deaf students to speak and "listen" by lip-reading. As you can see, the manual and **oral methods** of deaf education are completely different philosophies.



The third option for Deaf education is to be **mainstreamed**, meaning a Deaf student attends a local public school. If there are several Deaf students at the school, they may have their own teacher of the Deaf in a separate classroom, or may take the same classes as hearing students with an interpreter who provides access to the information.

Often, there is only one Deaf student in an entire school which can be lonely and frustrating. The *one in a crowd* sign is used to describe these Deaf mainstreamed students.

Compare this sign with *mainstreamed*: Do you see why there are two different signs for the concept? Now that many more hearing students are learning ASL, mainstreamed students may be less isolated.



Mainstreamed



One in a crowd



ASL Up Close



Math

Initialization

Initialization refers to meanings related to a particular root sign, such as the sign for *math*. The signs for *algebra*, *calculus*, *geometry*, and *trigonometry* are all related to the basic *math* sign, except for the initials added to each. An initialized sign is one that incorporates a fingerspelled letter as part of the sign. What other initialized signs do you know? Consider *science* and compare that to the signs *biology* and *chemistry*. Are they related?



Algebra



Calculus



Geometry

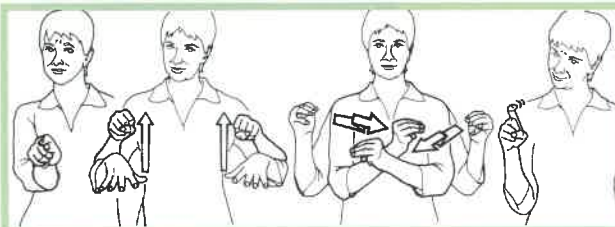


Trigonometry

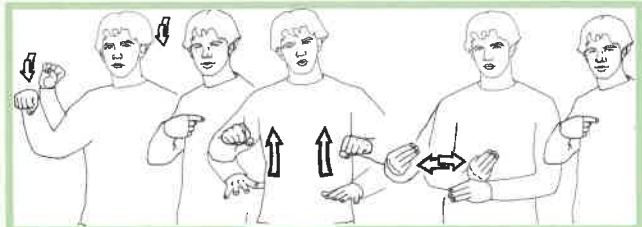
Classroom Exercise



- 1 *Math?* Ask a partner whether he or she is taking a math class. Your partner will respond using the information below. When done, switch roles and repeat. An example is provided.



Are you taking math?



Yes, I'm taking math.

1. *Yes, I'm taking algebra.*
2. *No, I'm not taking math. I'm taking economics.*
3. *No, I don't need to take math.*
4. *Yes, I'm taking geometry and Algebra 2.*
5. *Yes, I'm studying calculus.*
6. *No, I'm majoring in history.*
7. *Yes, we're taking trigonometry.*
8. *No, I'm not taking math.*
9. *Yes, I'm taking ...*
10. *No, I'm not ...*

- 2 *Dialogue.* In groups of three or more, create a dialogue that includes the initialized math signs. Your dialogue should also include greetings and farewells.



To be good at



To be bad at

To be Good or Bad at (something)

EXPRESSION

CORNER

The expressions *to be good at* something and *to be bad at* something are often used in ASL conversation. They refer to one's skill in a given area. What are some English synonyms for the phrases *to be good at* and *to be bad at*?

Classroom Exercise Q

- 1** *Synonyms & Antonyms.* Work with a partner to develop a list of English words and phrases that mean *to be good at* (something) and *to be bad at* (something). Prepare to share the list with your classmates.
- 2** *Skills.* Ask a partner whether he or she is good at doing the following things. When done, switch roles and repeat. An example is shown.



Are you good at sports?



Yeah, I'm good at sports.



No, I'm not good at sports

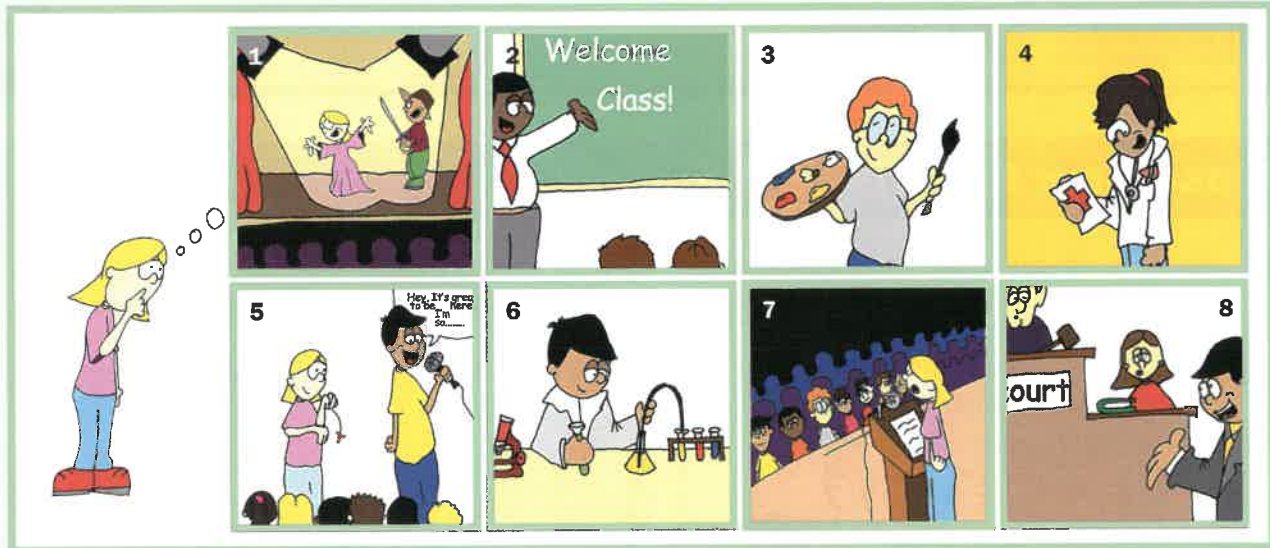
- | | |
|--|---|
| 1. Are you good at math? (?) | 6. Are you good at taking tests? (?) |
| 2. Are you good at cooking? (?) | 7. Are you good at signing? (?) |
| 3. Are you good at writing papers? (?) | 8. Are you good at algebra? (?) |
| 4. Are you good at facial expressions? (?) | 9. Are you good at art? (?) |
| 5. Are you good at science? (?) | 10. Are you a good singer / musician? (?) |

- 3** *Opposites . . .* You and a friend have opposite opinions on several issues. Sign each sentence to your partner, who will respond with the information in parentheses. When done, switch roles.

- | | |
|--|--|
| 1. I think s/he's a terrible actor.
(No, s/he's a very good actor!) | 4. I'm not a good signer.
(No, you're a very good signer!) |
| 2. I think college is boring.
(No, college is exciting and fun!) | 5. I'm no good at math.
(No, you're a math genius!) |
| 3. I think he's a lousy teacher.
(No, he's a great teacher!) | 6. I think s/he's a great singer.
(No, s/he's a terrible singer!) |

Classroom Exercise **R**

I want to be ... You and some friends are talking about future careers. Explain what people must be good at in order to reach the goal.



Deaf Culture **NOTE**

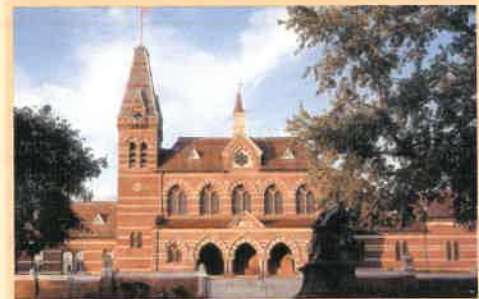


Gallaudet

Gallaudet University

Founded in 1864 and chartered by President Abraham Lincoln, Gallaudet University is the world's only liberal arts university specifically designed for Deaf and hard of hearing students. Located in Washington, D.C., Gallaudet teaches all courses in American Sign Language and hosts international students from around the world. A limited number of hearing undergraduates are accepted each year if they can demonstrate fluency in ASL, though students can study for a semester as visiting students and many hearing graduate students pursue advanced degrees at Gallaudet.

Gallaudet University and the Deaf community became well-known to the hearing world in 1988 when Deaf people around the world campaigned for a Deaf president at Gallaudet University, protesting the philosophy that Deaf people were not capable of governing themselves. After worldwide attention, Gallaudet installed Dr. I. King Jordan as its first Deaf president. His comment that "Deaf people can do anything . . . but hear" has been an inspiration to many. Gallaudet is the pride of the Deaf community and a beacon for Deaf individuals around the world denied educational opportunities in their home countries.



Gallaudet University

Courtesy: Gallaudet University

I Want to Know . . .

How do I sign grades?

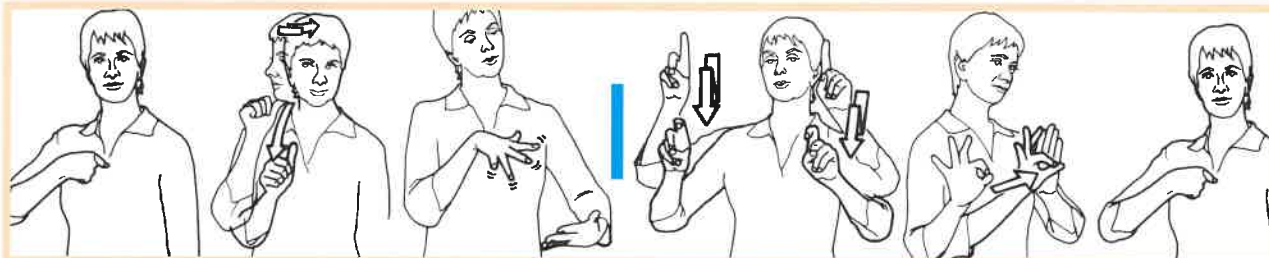
To sign a grade in ASL, place a letter onto the palm of your hand, as shown in the examples. The concept behind these signs is a letter grade on a piece of paper. When signing about letter grades in general, fingerspell *grade* or *grades*.



An A grade



An F grade



I didn't study so I failed the test. / I didn't study so I got an F on the test.

Classroom Exercise

S

- 1 *Facial expressions.* Practice making each facial expression below.



- 2 *Meanings.* What do you think each facial expression conveys? Hostility, pleasure, and amusement are a few different meanings shown above. Discuss the facial expressions with a partner and write down a list of sentences which would use each expression.

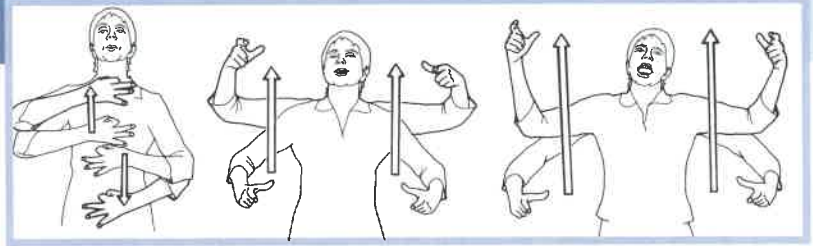
Homework Exercise

5

- A Practice signing five sentences that incorporate the signs *good at* and *bad at*. Some ideas: What are your areas of strength or weakness? What are your favorite or least favorite school subjects?
- B Create a dialogue between two or more people that uses the signs *good at* and *bad at*. The dialogue should have at least five sentences and include an opening, a main body, and a conclusion.
- C Write Assignment A or B in ASL gloss.

Classifiers

There is a large body of ASL handshapes that convey multiple meanings depending on their use and context. These handshapes are called **classifiers** because each reflects a class of shared characteristics. The English language has a small group of classifiers, especially when describing groups of animals, as in the sentence “A gaggle of geese.” However, ASL has a far larger and much richer use for classifiers that influence signs and sign choices, depending on what exactly the signer is communicating. Classifiers are a beloved feature of ASL literature and are often eagerly awaited in a storytelling competition as spectators enjoy classifiers being used in new and unique ways.

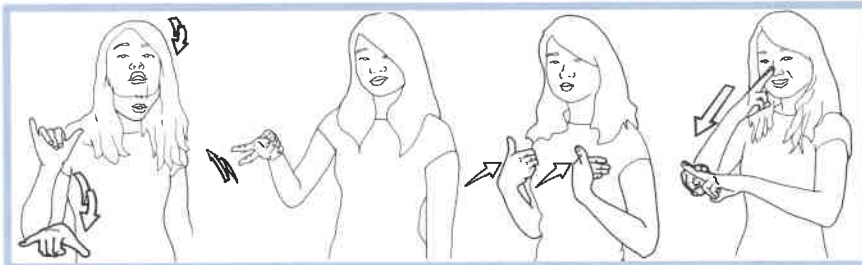
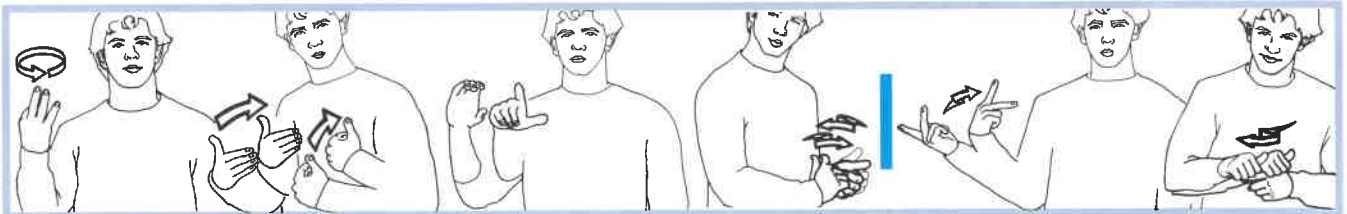


Dialogue Translation

Kelly: *What are you two doing?*

Marc: *There's a classifier competition on Friday. We're practicing for it.*

Kelly: *Oh, I see. Have fun.*



Classroom Exercise

T

1 *Dialogue.* Select from the options below:

1. Recreate the dialogue above by adding new material in at least four new sentences, including greetings and farewells.
2. How does the dialogue end? Continue the dialogue from above, adding a conclusion.

2 *Classifier stories.* View one or more of the classifier stories on your student DVD. Choose from:



1. ABC Story — *Deafula*
2. Classifier Story — *Story Using “5”*
3. Number Story — *Symphony*

ASL Up Close



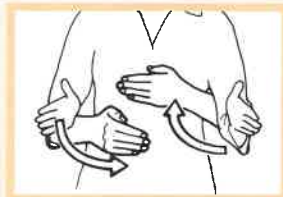
Classifiers

One of the more challenging aspects of ASL is the concept of the **classifier** (CL), a handshape that reflects particular characteristics. This concept is perhaps the most visual element that is both **iconic** and **abstract** in nature, which often confuses ASL students. In its most basic form, a classifier is a handshape that conveys details contributing to the overall concept of a sign, in addition to the sign's meaning. For those fluent in ASL, using and understanding classifiers is nearly instinctual. As an ASL student, begin developing your classifier skills by closely observing why specific handshapes are used for signs and the meanings those handshapes suggest. Below are some signs that should be familiar, along with one that is unfamiliar. Based on the classifier concept, can you guess the unknown sign's meaning?

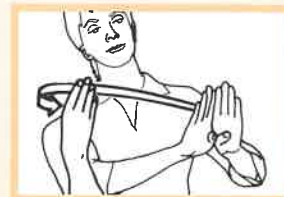
Different Uses of CL: B



- Concept: Wide, flat surfaces on my body moving back and forth
- Meaning: I walk



- Concept: Four wide, flat surfaces in rectangular shape
- Meaning: Walls / room



- Concept: Wide, flat, vertical surface that swings open
- Meaning: Door / open



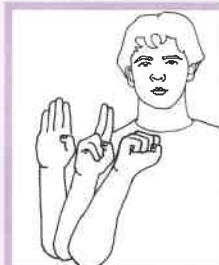
- Concept: Wide, flat, horizontal surface that moves in a wave-like fashion
- Meaning: ?

Vocabulary

Classifiers



Accident



Bus



Classifier



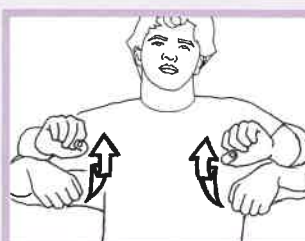
To dance



To line up



To look at



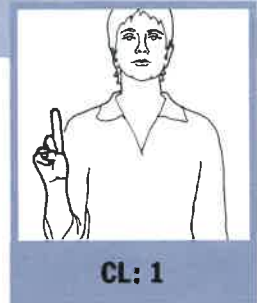
Motorcycle



To ride a horse

CL: 1 An individual

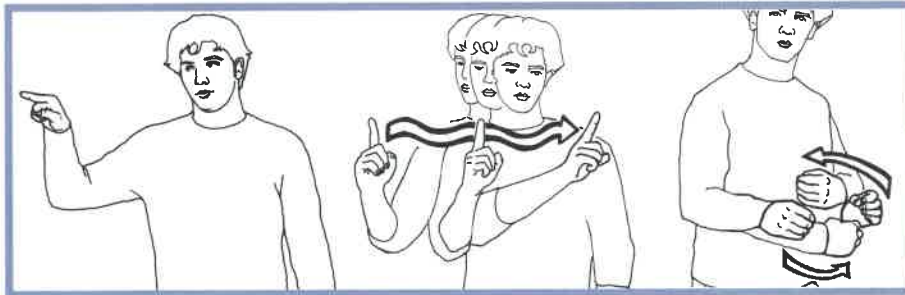
CL: 1 generally represents an individual and its location, action, and manner. Manipulate the sign to reflect details such as walking slowly, hunched over, moving quickly, falling down, or other characteristics. CL: 1 depicts up to five individuals engaged in the same action simultaneously; for larger crowds, CL: 5 must be used (see Unit 6). CL: 1 also refers to cylindrical objects as well, including logs or poles.



CL: 1



The meaning of Example 1 can vary depending on the characteristics incorporated into the classifier. In this example, it is clear someone is going to the office in a hurry because the classifier is signed quickly. Compare this meaning with Example 2.



By signing the classifier slowly, a different meaning is conveyed. In Example 2, it is clear someone is going to the office slowly, or not in a rush.

FYI Use eye gaze to show the beginning and end points of the moving person.

Eyes on ASL #11

Because classifiers have different meanings, it is important to identify the object being represented by a classifier.

Classifiers are noted with the abbreviation CL, followed by the sign, as in CL: 1.



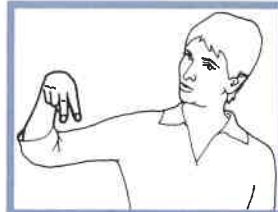
Classroom Exercise



- 1 **CL: 1.** Using only CL: 1, how would you sign each meaning below? Keep in mind that facial expressions are an important component as well.
 1. *He's hunched over.*
 2. *They ran that way!*
 3. *She's moving at a snail's pace.*
 4. *He turned around.*
 5. *They went that way, then went in another direction.*
 6. *He's in a rush!*
 7. *She fell down.*
 8. *He's walking very slowly.*
 9. *The three of them are moving towards me.*
 10. *The two people bowed to each other.*
- 2 **Using CL: 1.** Sign several sentences using CL: 1 to a partner. How many different meanings can you make with the classifier?

CL:Λ A person's legs or eyes

CL:Λ represents the actions of one individual's legs or eyes. Non-manual signals are especially important when using the classifier to depict the eyes, because facial expressions distinguish between a *dirty look*, *curiosity*, and other meanings. CL:Λ should be used when describing the body as a whole, as in *laying down*. Use this classifier to show others walking, but not yourself — use the sign *I walk*.

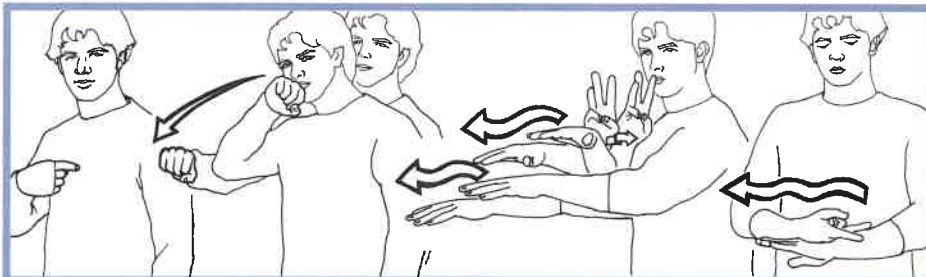


CL:Λ

Deaf Culture Minute



Classifiers play an important role in ASL literature, especially in classifier stories. A classifier story is one in which the signer only uses a specified classifier to tell an entire story, something that cannot be done in English.



I love floating in the ocean.

Classroom Exercise



- 1 **CL:Λ** Using only CL:Λ for the words in bold, how would you sign each sentence below? Keep in mind that facial expressions are an important component as well.
 1. **He gave me a dirty look.**
 2. **She's walking home.**
 3. **He was walking and fell on the ground.**
 4. **I like to look around.**
 5. **They're standing across from each other.**
 6. **I'm watching you like a hawk!**
 7. **I want to lay down.**
 8. **Children like to play hopscotch.**
 9. **He keeps looking at me and looking away.**
 10. **They're staring at each other.**
- 2 Using **CL:Λ** Sign several sentences using CL:Λ to a partner. How many different sentences can you make with the classifier?
- 3 Using **CL:Λ & CL: 1**. Sign each sentence below using both CL: 1 and CL:Λ for the words in bold.
 1. **Can you walk on a balance beam?**
 2. **The mother examined the boy from head to toe.**
 3. **He walked over to the man laying on the floor.**
 4. **Don't trip on that thing.**
 5. **I'm learning how to logroll.**

“No written or spoken sentence can reach the mind as swiftly . . . as the thing seen”

The language of images. ”

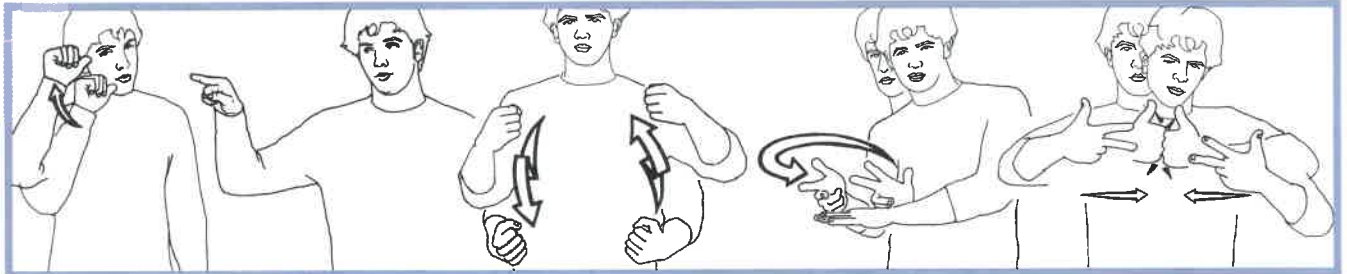
—Douglas Tilden, sculptor

CL: 3 Vehicles

CL: 3 represents the actions of wheeled vehicles such as bicycles, cars, and motorcycles, after the vehicle has been identified. Manipulate the classifier to reflect important details including direction of travel and / or speed, and include facial expressions and other non-manual signals as needed. CL: 3 is an example of a classifier that is not iconic.



CL: 3

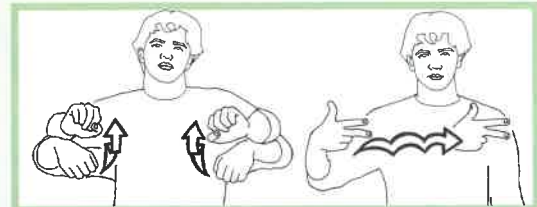


How would you translate this example into English? How many different ways can you think of to explain what happened?

Classroom Exercise **W**

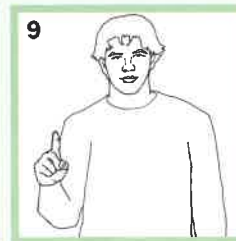
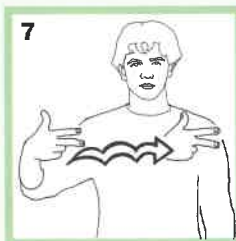
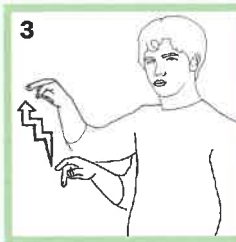
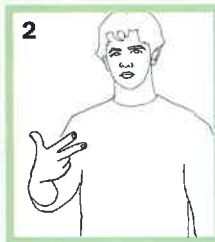
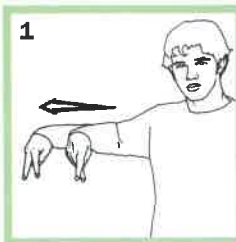
1 CL: 3. Use the signs *bus*, *motorcycle*, and *car* with CL: 3 in a complete sentence. An example is provided.

1. *The bus ...*
2. *The motorcycle ...*
3. *The car ...*
4. *The two cars ...*
5. *The two motorcycles ...*



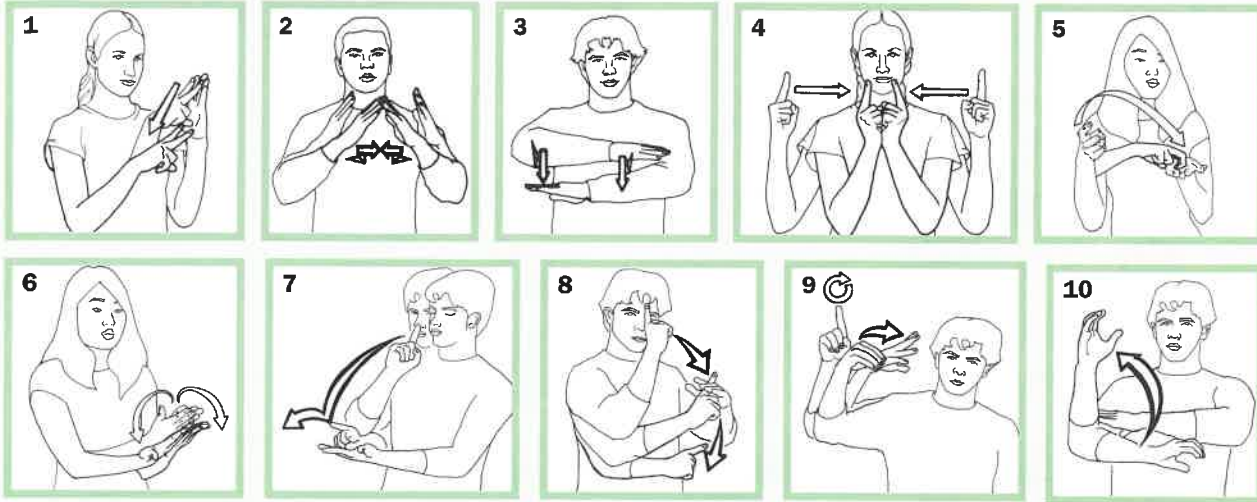
The motorcycle went over a bumpy road.

2 Using classifiers. Create complete ASL sentences based on each classifier below. Remember to state what the classifier will represent, following Eyes on ASL #11.



Classroom Exercise **W** (continued)

3 *Constituent parts.* Work with a partner to identify the classifier parts to each sign. Are numbers 9 and 10 classifiers? How so? What do you think they mean?

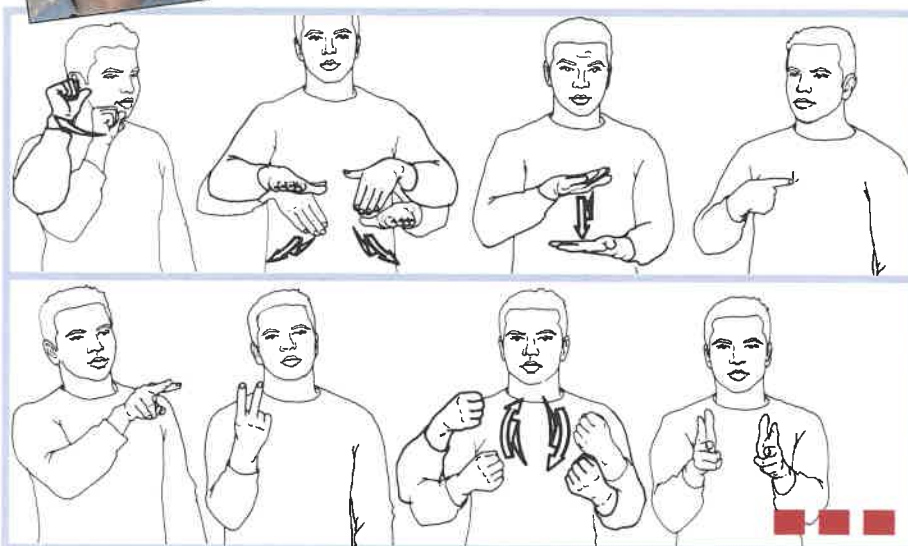


4 *Dialogue or narrative.* Use one or more of the following prompts to create a dialogue or narrative to share with your class.

1. A mishap or accident
2. An encounter between two or more people
3. An encounter between one person and a vehicle



Accident. Watch Sean sign in full motion on your student DVD.



Deaf Culture Minute



Legend holds that the sign for *America* derives from “log cabin.” Is this sign a classifier? Why or why not?

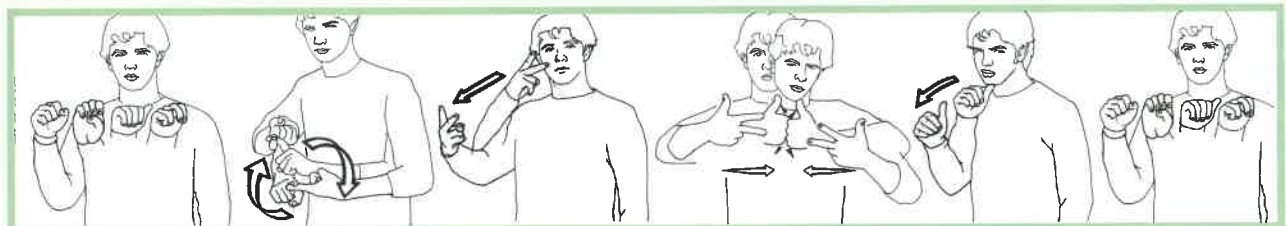
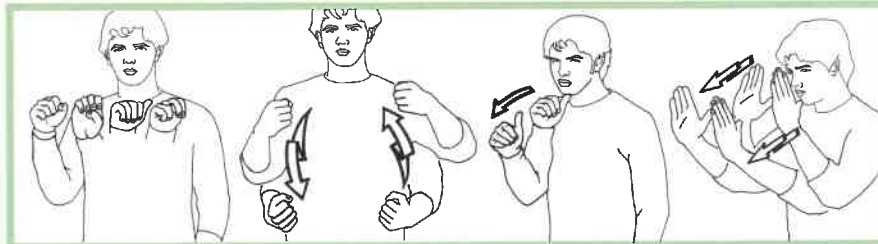


America

Classroom Exercise



Comprehension. Use *wave no* to correct the errors below based on Sean's narrative in *The Accident*.



Homework Exercise

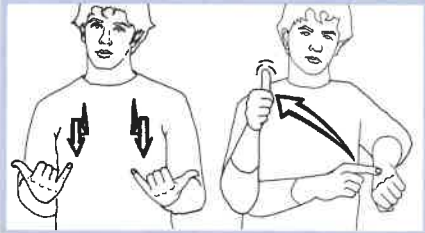
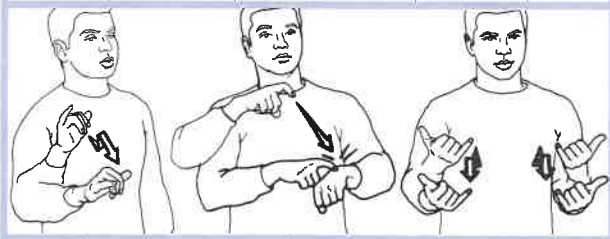
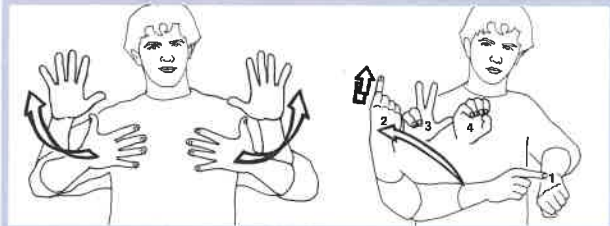
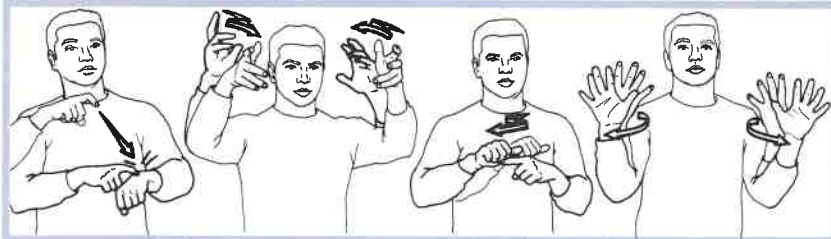
6

- A** Develop at least three sentences that use each of these classifiers within the sentence. Practice signing the sentences correctly, including facial expressions as needed.
- B** Develop a narrative that includes the CL: 1, CL: 3, and CL: \wedge classifiers. Your narrative should have a minimum of five sentences and tell a logical story or description of an event.
- C** Practice signing Sean's *Accident* narrative to present to your classmates. Focus on signing the narrative smoothly and clearly, and incorporate non-manual signals as needed.
- D** Write Assignments A, B, or C in ASL gloss.



Signing Time

Signing time combines the **Time Spot** with a number sign to communicate the hour, or a number sign paired with the *minute* sign. Look at the ways time is shown in the dialogue below.



Dialogue Translation

Sean: *What time is basketball practice over?*

Marc: *It's done at 11:30.*

Sean: *Oh, okay. What time is it now?*

Marc: *It's 10:00.*

Eyes on ASL #12

Time signs are also *When* signs, so they come first in a sentence.



All time signs face outward, including numbers 1–5.

Classroom Exercise

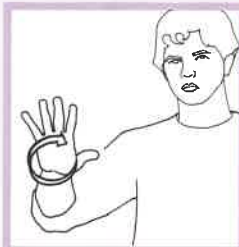


1 *Dialogue.* Work on the following with a partner:

1. *Practice signing the dialogue above*
2. *Expand the above dialogue with more details and a conclusion*

Vocabulary

Time



Around (time)



Hour



Noon



Midnight



Time, What time is it?

Use the WH-Face to distinguish between *time* and *What time is it?*

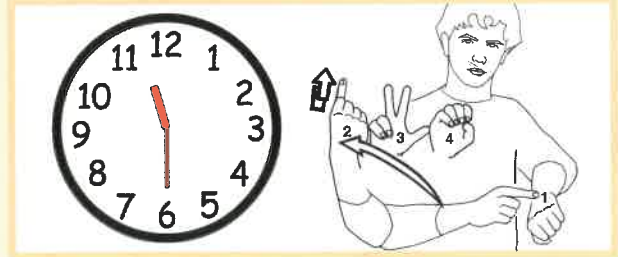
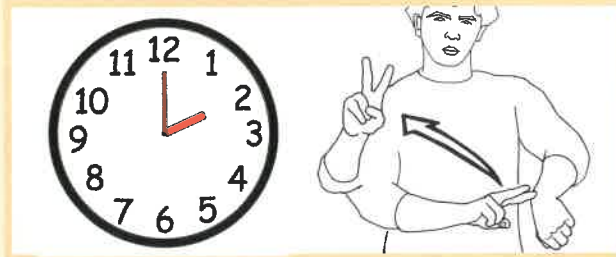
ASL Up Close



The Time Spot

The area where most people wear a watch is known as the **Time Spot**, and it is used to sign time in ASL. Hold your non-dominant hand to create a base for the number sign made by your dominant hand, with the number sign touching the Time Spot. The pattern for hours 1 - 9 is shown in Example 1. When signing an hour higher than 9, simply touch the Time Spot with your index finger before making the number sign. For times that combine both the hour and minute, see Example 2.

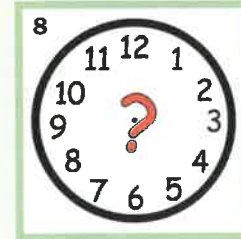
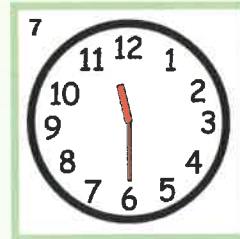
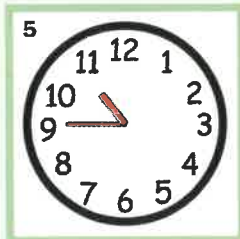
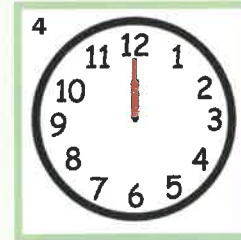
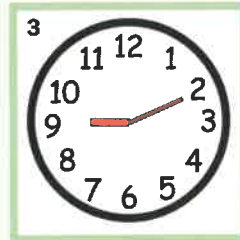
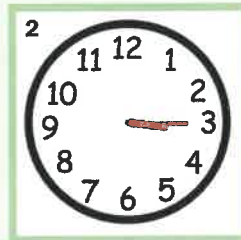
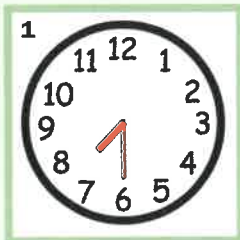
The Time Spot



Classroom Exercise



1 *Telling time.* Provide the time when asked by a classmate. Switch roles and repeat when done.



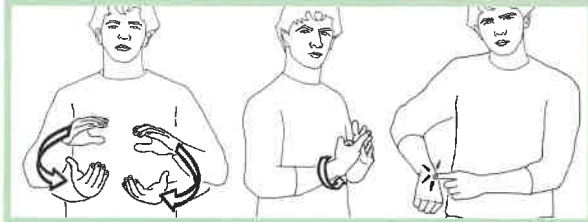
2 *More time.* Provide the correct sign for each item below.

- | | | | | |
|-------------|-----------------|----------|-----------------|-----------|
| 1. 2:00 | 5. around 10:00 | 9. 11:45 | 13. 6:45 | 17. 12:05 |
| 2. midnight | 6. 3:15 | 10. 2:21 | 14. 9:15 | 18. 9:10 |
| 3. 6:30 | 7. 7:20 | 11. 4:00 | 15. 15 minutes | 19. 6:00 |
| 4. 1:00 | 8. noon | 12. 5:00 | 16. around 8:30 | 20. 7:00 |

Classroom Exercise



1 *What time?* Ask a partner the following questions, who will respond using the information in parenthesis. Switch roles and repeat the exercise when done. An example is provided.



What time does class start?



Class begins at 6:00.

- | | |
|--|---|
| 1. <i>What time do you start work?</i> (8:00 Monday) | 4. <i>What time do you go home?</i> (?) |
| 2. <i>What time is it now?</i> (?) | 5. <i>What time is your ASL class?</i> (?) |
| 3. <i>What time is class over?</i> (9:45) | 6. <i>What time does your ASL class finish?</i> (?) |

2 *Arrivals & departures.* ASL has several signs for the concepts of *to arrive* and *to depart*, which are based on who / what is arriving or departing. Provide the correct sign for the phrases in bold.

- | | |
|--|---|
| 1. <i>I need to take off.</i> | 6. <i>They need to go.</i> |
| 2. <i>The plane lands at 6:00.</i> | 7. <i>The bell rings at 7:15.</i> |
| 3. <i>We got there at 9:00.</i> | 8. <i>The bus departs in 10 minutes.</i> |
| 4. <i>She needs to get going.</i> | 9. <i>They'll be here at noon.</i> |
| 5. <i>The train leaves at 2:45.</i> | 10. <i>I'm going to hit the road.</i> |

FYI Use the sign *go out* when referring to the departure of CL: 3 vehicles.

Vocabulary

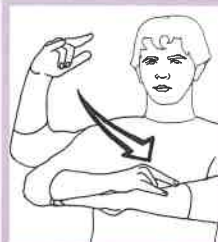
Beginnings & Endings



Alarm, bell



To arrive (person)



To arrive (plane)



To depart (plane)



To finish, to be done



To be late



To start, begin



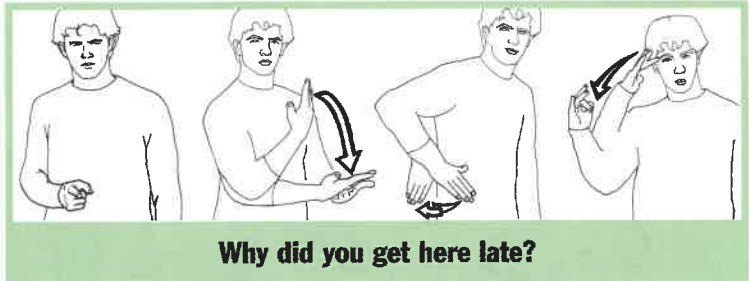
To take off (person)



Train

Classroom Exercise **BB**

1 *Running late.* Ask a partner why he or she is late, following the example. Your partner will respond with the information provided. The past tense is shown via context so don't worry about past tense signs. Switch roles and repeat.



Why did you get here late?

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. <i>I walk slow.</i> 2. <i>The bus was late.</i> 3. <i>I had to see the nurse.</i> 4. <i>I finished work late.</i> 5. <i>My ___ class finished late.</i> 6. <i>I had to go to the bathroom.</i> | <ol style="list-style-type: none"> 7. <i>I was chatting with a friend.</i> 8. <i>I was looking for my book.</i> 9. <i>The train was late.</i> 10. <i>I wanted to finish eating.</i> 11. <i>I left home late.</i> 12. <i>There was a line in the cafeteria.</i> |
|--|--|

2 *What's going on?* Describe the events in each illustration in complete ASL sentences.



Deaf Culture Minute

The next time you're running late to class or meeting a Deaf friend, be prepared to explain why you were running behind. In formal situations like school, a Deaf teacher will likely ask why you are late — and expect you to respond with a thorough explanation! Doing so is polite and a part of Deaf culture.



ASL Up Close



Multiple Meanings

Beginning ASL students often miss differences in the abstract and literal senses of a sign, usually because the signer chooses the first sign that comes to mind in English. However, ASL and English are not interchangeable. To sign fluently, you need to be able to distinguish between meanings and concepts of ideas and their signs. This skill is known as **conceptually-accurate signing**.

Be aware of and memorize the concept of a sign rather than how to fingerspell them in English. For example, the sign *to break* is the literal breaking of an object in half, compared to the abstract meaning of *taking a break*. Look at the sign *half hour*. Is it literal or abstract? How do you know?



To take (abstract)



To take (literal)



To break (literal)



Break (abstract)



Half hour

Classroom Exercise



1 *Multiple meanings.* Sign each sentence in conceptually-accurate ASL.

1. *I have breaks at 10:00 and 1:00.*
2. *Are you taking chemistry and drama?*
3. *My telephone is broken.*
4. *I work at a restaurant on the weekends. I get two half-hour breaks.*
5. *My mother said I can take her car.*

2 *Conceptual signing.* Work with a partner to make a list of 10 English words or phrases that have multiple meanings, and show the sign that best matches the concept. The list has been started for you.

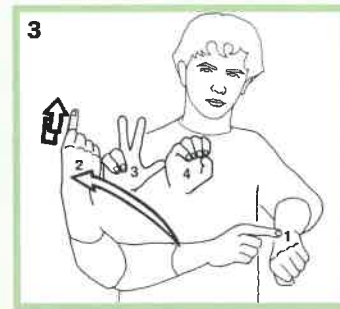
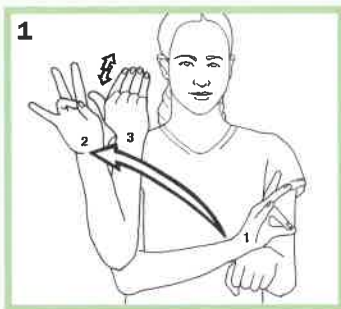
- | | | | | |
|------------------------------|----------|----------|----------|-----------|
| 1. <i>I'm running behind</i> | 3. _____ | 5. _____ | 7. _____ | 9. _____ |
| 2. <i>broken heart</i> | 4. _____ | 6. _____ | 8. _____ | 10. _____ |

3 *Dialogue.* Create a dialogue with one or more partners that includes the following:

1. *Time*
2. *An arrival / departure*
3. *A multiple meaning*

Classroom Exercise **DD**

Sentence creation. Create a complete ASL sentence based on the prompts below.



Homework Exercise **7**

A Where are you or what do you usually do at the following times? For each time, practice signing a complete ASL sentence.

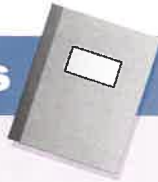
- | | | |
|--------------|-------------|--------------|
| 1. 6:15 p.m. | 3. Midnight | 5. 7:00 a.m. |
| 2. 8:30 p.m. | 4. Noon | 6. 8:30 a.m. |

B Prepare several questions incorporating time into an interview you will sign to a classmate. Practice signing a minimum of five questions.

C Practice signing Marc's narrative, *Where do you go to school?* Be sure your signing is clear and smooth and includes the appropriate non-manual signals. Prepare to sign the narrative to your classmates.

D Write Assignments A, B, or C in ASL gloss.

Journal Activities



- 1 Deafness is often called the "hidden disability" because people don't "look" or "act" deaf. In what ways is this good or bad? How does this "hidden disability" affect encounters or relationships between Deaf and hearing people?
- 2 Discuss the educational options available to deaf students. What are the pros and cons of the manual / oral philosophies? Why do you think this is an emotional controversy? Refer to the two perspectives below in your discussion.

A teacher said to me, "Teaching deaf children through the means of oralism is the best method to adopt because: The majority is hearing and it is up to the minority like you to join them. Being able to speak is likely to help you people be accepted into the world." So I spent my life trying to be like the others and I can speak, and read lips. And I wonder, now, how valuable it is that we must always try to be like others. My deafness is . . . myself, it is not something that I must fight against, or hide, or overcome.

— Freda Norman, actor

In 1880 educators assembled at a convention in Milan, Italy and announced reasons why the oral method was preferred over the manual:

The Convention, considering the incontestable superiority of articulation [speech] over signs in restoring the deaf-mute to society and giving him a fuller knowledge of language, declares that the oral method should be preferred to that of signs in the education and instruction of deaf-mutes.

http://Search

Research the following subjects on the internet:

- Speechreading/lipreading
- Prelingual deafness
- Certified Deaf interpreter
- Postlingual deafness
- The 1880 Milan Conference

Unit 5 Review

- A** Tara and Scott have come to talk with their school counselor about courses to take that will help them achieve their goals. Explain to each what courses he or she should take, and why.



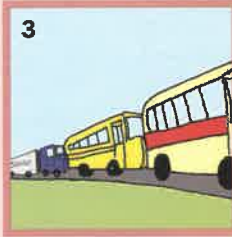
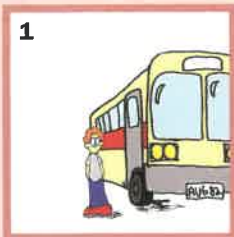
- B** Grades have come out and a group of friends are comparing how well each did. Describe which courses were taken and the grades earned. Use the Listing & Ordering Technique.

Report Card	
Reading	F
English	F
Math	F
Art	D
Gym	D

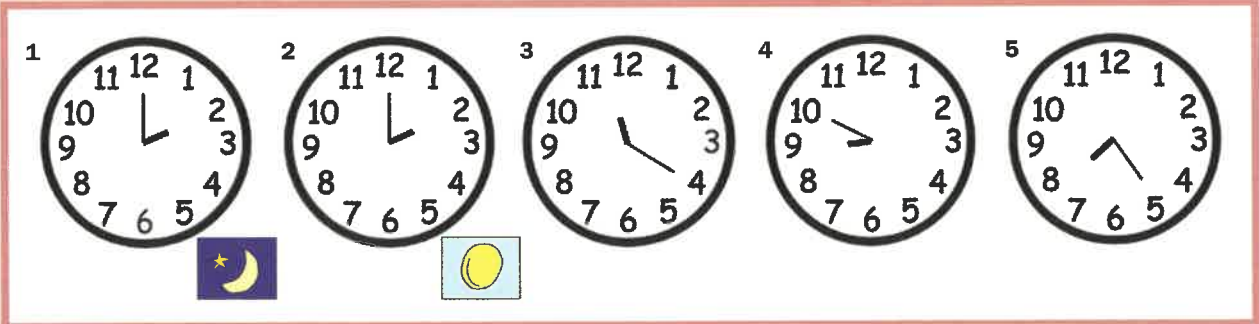
Report Card	
Reading	B
English	B
Math	A
Art	C+
Gym	A-

Report Card	
Reading	A
English	B
Math	B
Art	B+
Gym	B-

- C** Describe each scene using the appropriate classifiers.



- D** What time is it?



Unit 5 Review

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

