

# UNIT ONE

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# Welcome!



## Unit One Objectives

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

## Unit One Vocabulary

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

### Key Phrases

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

## Meet the Characters

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



**SEAN**



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



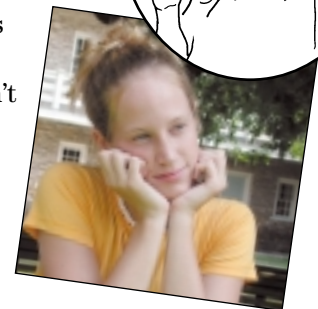
**MARC**



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

**KRIS**

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



**KELLY**

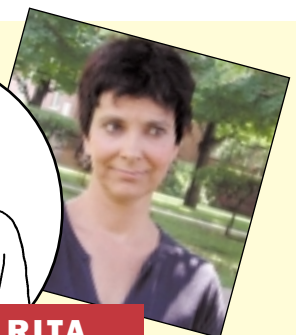


Kelly, like Sean, is the only Deaf person in her family, though she considers herself lucky because her parents and older brother all learned American Sign Language. Kelly enjoys drama, photography, and spending time on her creative writing. She wants to teach Deaf children after college. A pet peeve?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

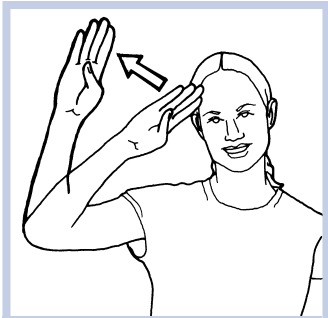
In her role as an ASL teacher, Rita presents information that focuses on ASL grammar and Deaf culture, gives tips on how to improve your signing, and answers common questions students have about ASL. For example, a frequent question is: "What is the difference between *deaf* and *Deaf*?" When *deaf*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



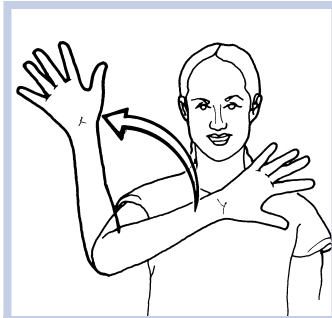
**RITA**



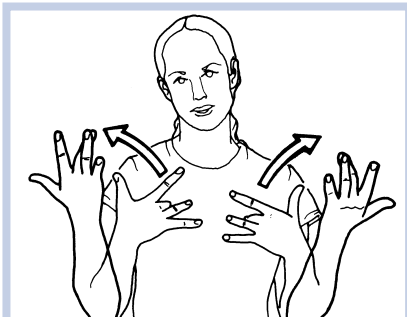
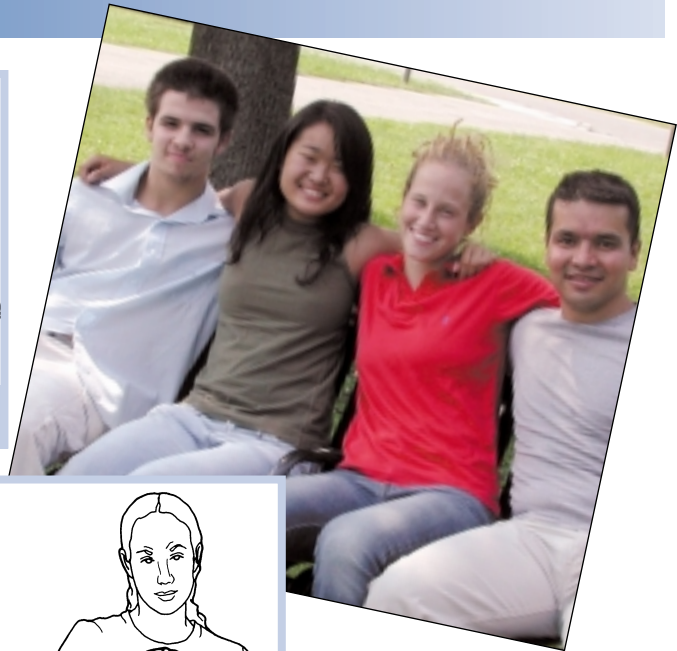
# Greetings



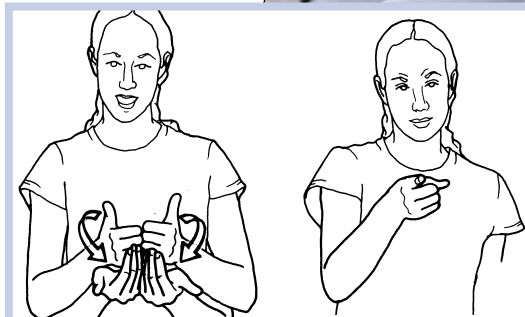
**Hello!**



**Hi!**



**What's up?**

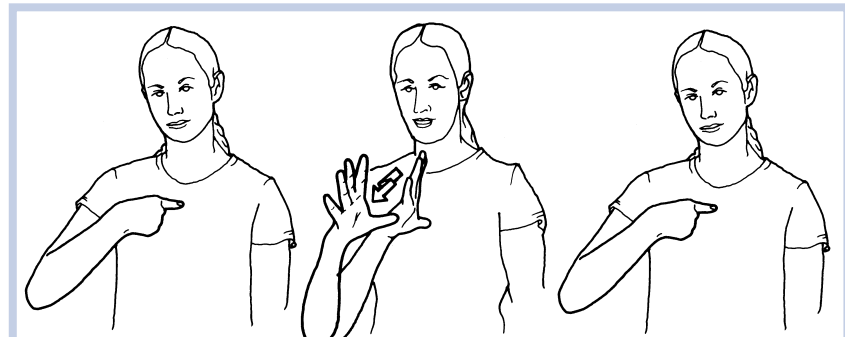


**How are you?**

When signing to a friend, sign *Hi!*, but with adults or people you don't know well, use the more formal *Hello*. Whether you want to be formal or casual, accompanying the sign with a smile means a lot to both Deaf and hearing people! *What's up?* is an informal way to ask *How are you?* in both American Sign Language and English. You can also sign *What's up?* one-handed, but both signs must include raising your chin.



**What's up? How are you?**

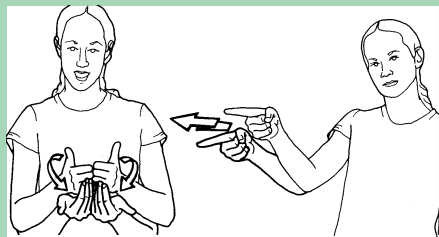


**I'm fine.**

## Classroom Exercise

# A

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



**How is he/she?**



**He/she is happy.**

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

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

## Vocabulary

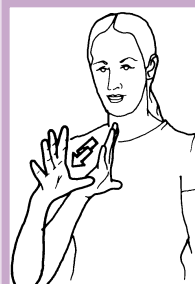
### How are you? & What's up?



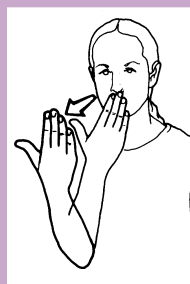
**To be busy**



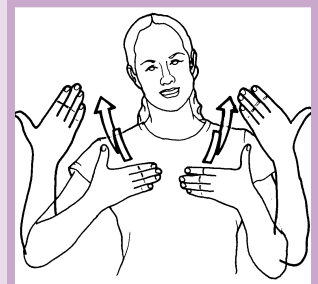
**Confused**



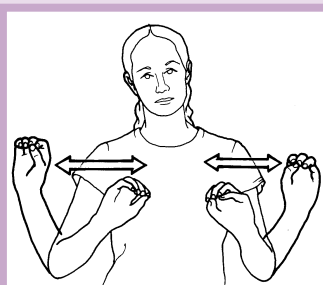
**Fine**



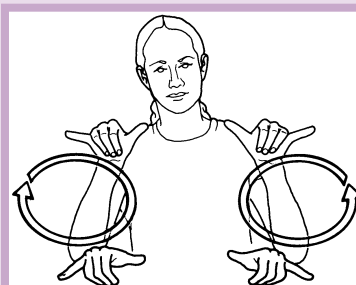
**To be good, well**



**To be happy**



**Nothing, not much**



**Same old, the usual**



**Sleepy**



**So-so**



**To be tired**

## ASL Up Close



### Conjugating Verbs: *To Be*



**Deixis**

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



**I am, me**



**You are**



**He, she, it is**



**We are, us**



**You are (plural)**



**They are**

## Classroom Exercise



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



**I'm not too bad**

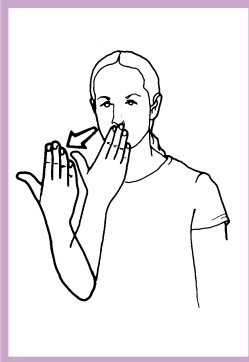
1. *They are busy.*
2. *She is happy.*
3. *I am confused.*
4. *We are happy.*
5. *She's good.*
6. *I'm sleepy.*
7. *It's so-so.*
8. *He's fine.*

**FYI** Don't forget to point back to the person.

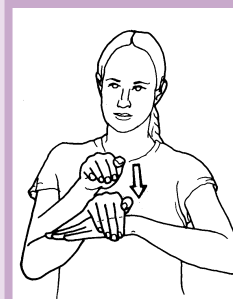
“American Sign Language is of great value to the deaf, but could also be of great benefit to the hearing as well.... It is superior to spoken language in its beauty and emotional expressiveness. It brings kindred souls into a much more close and conscious communion than mere speech can possibly do.” —Thomas H. Gallaudet, 1848

# Vocabulary

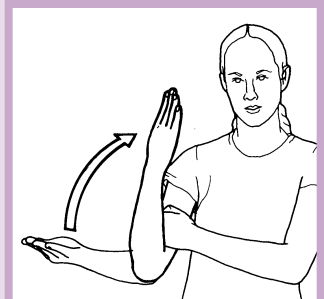
## More Greetings



Afternoon



Evening, night

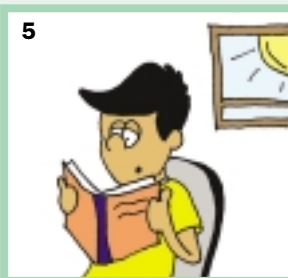


Morning

# Classroom Exercise



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



## Eyes on ASL #1



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

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



Eye contact



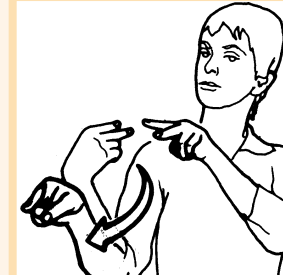
Hold on



Look at me



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

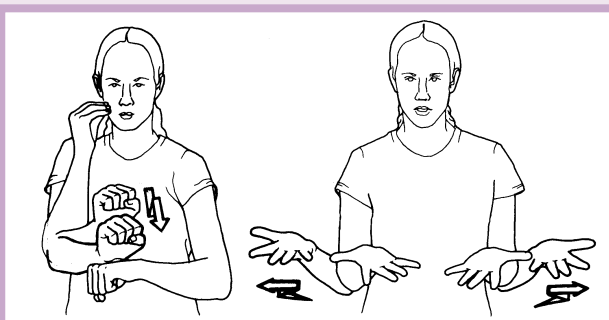


## Classroom Exercise



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

## Homework Exercise



What's for homework?

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



Fingerspelling Names



## I Want to Know . . .

### Why do I have to point twice?

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

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

## Eyes on ASL #2

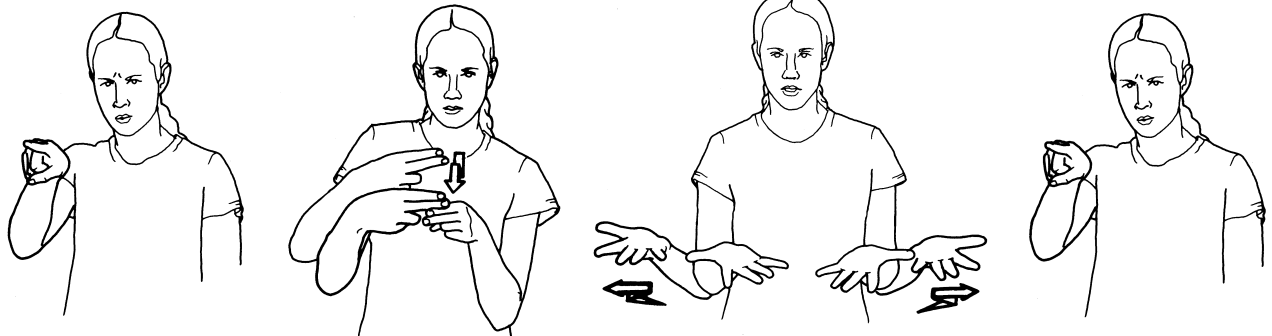
Always use a closing signal to complete a signed sentence.



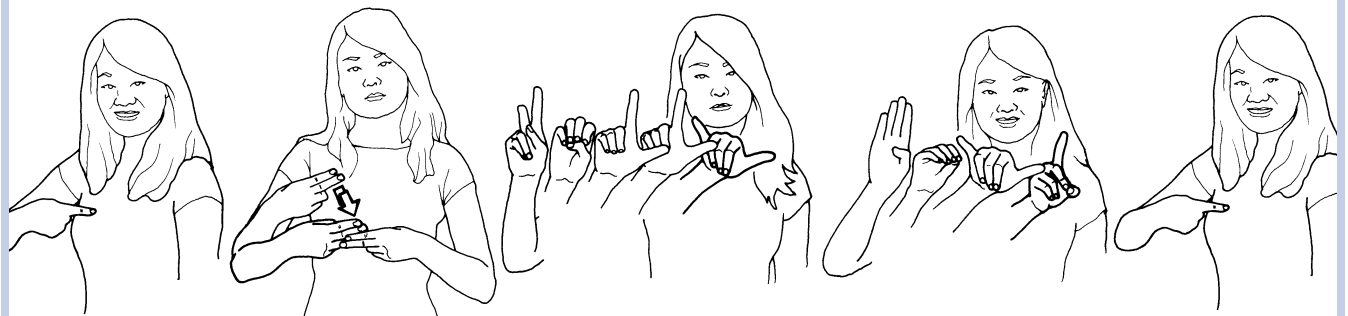
ASL sentences lacking closing signals are incomplete.



## Names



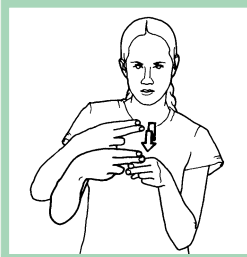
What is your name?



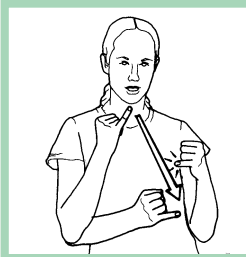
My name is Kelly Boyd.

## Classroom Exercise

**E**



**Name**



**Last**

- 1 Introduce yourself to your classmates, finger-spelling your complete name carefully.
- 2 Practice signing each sentence in ASL.
 

1. <i>She is Nina Patel.</i>	6. <i>My name is ___? ___.</i>
2. <i>My name is Cheryl.</i>	7. <i>She is Erin.</i>
3. <i>He's Tyler Brophy.</i>	8. <i>His name is Jeff.</i>
4. <i>I'm Niki, he's Aaron.</i>	9. <i>Her name is Lisa.</i>
5. <i>He's Luis Cortez.</i>	10. <i>Her name is ___? ___.</i>

## Eyes on ASL #3

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



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

## Deaf Culture Minute

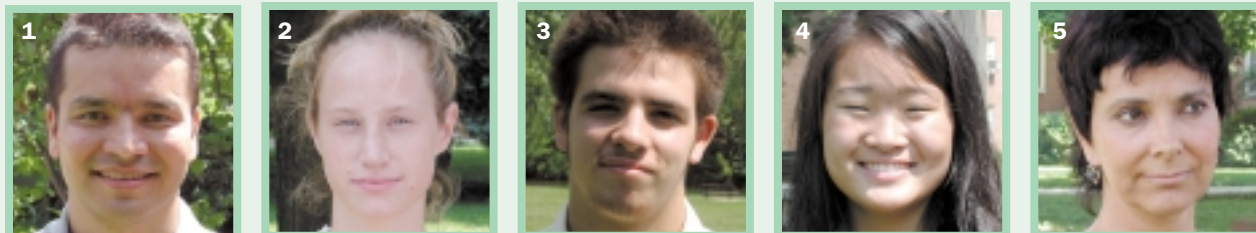
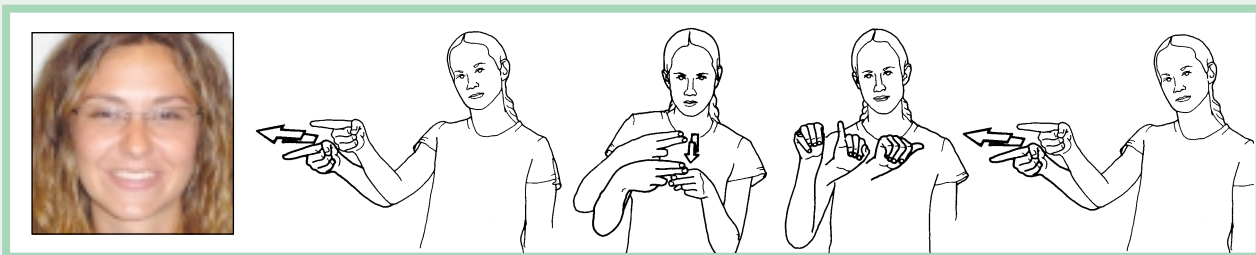


Introductions in the Deaf community tend to include both first and last names. Often, new acquaintances know relatives or have friends in common. Many Deaf people have stories about meeting a friend of a friend in other cities, states, and even countries! How is this similar or different from your own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

## Classroom Exercise

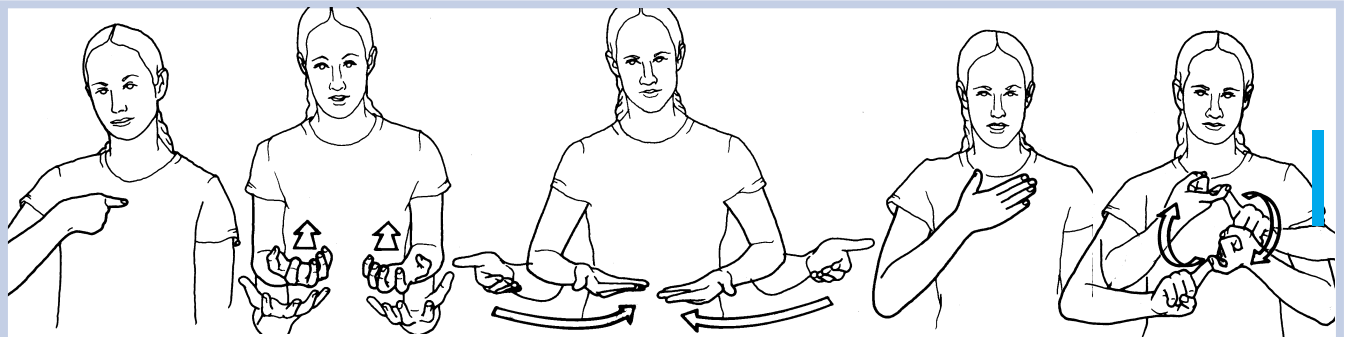
**F**

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

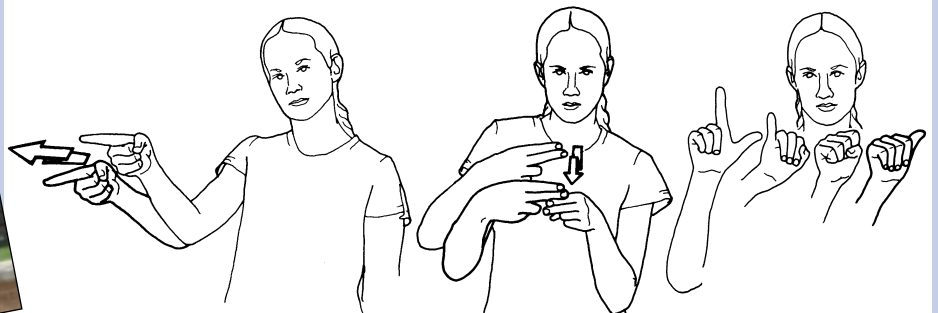


- 2 *What is your name?* Ask classmates for their names. Fingerspell it back to make sure you're right.
- 3 *First & last.* Practice fingerspelling the first and last names of your classmates. Pause slightly between the first and last name.

## Introductions



I want to introduce my friend.



Her name is Lisa.

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

## Classroom Exercise

- 1 *Classroom introductions.* Introduce two classmates to each other.
- 2 *Introductions.* Sign the following dialogues in pairs or groups of three as needed. Use deixis to sign “this.”

### Dialogue 1

**Student A.** *Hi! How are you?*

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

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

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

### Dialogue 2

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

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

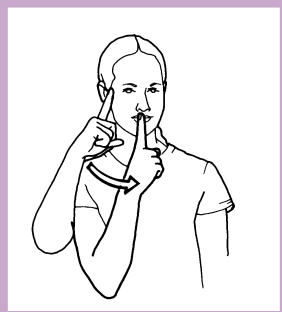
**Student A.** *Same old. I want you to meet my friend Cara.*

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

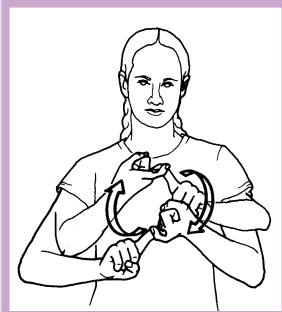
**Student C.** *I'm fine. Nice to meet you.*

**Vocabulary**

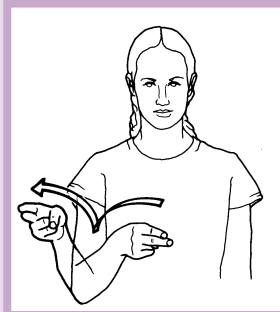
**Introductions**



**Deaf**



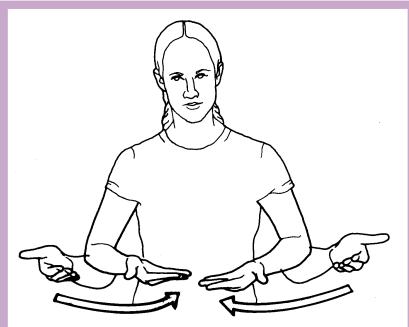
**Friend**



**Hard of hearing**



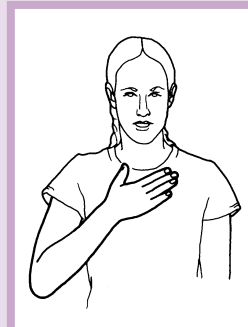
**Hearing**



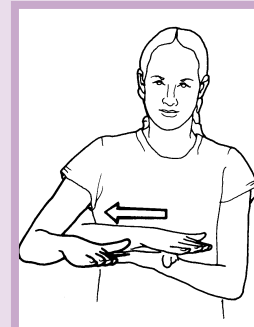
**To introduce**



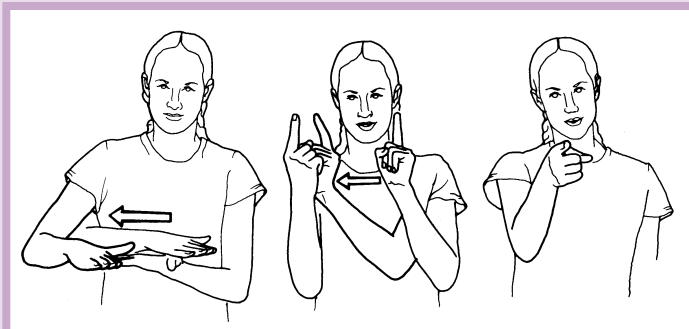
**To meet**



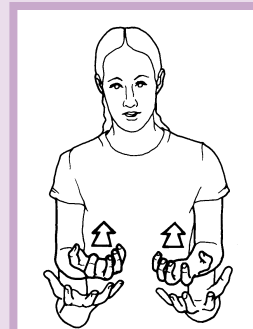
**My**



**Nice**



**Nice to meet you**



**To want**



**Accent Steps**

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

**FYI**

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

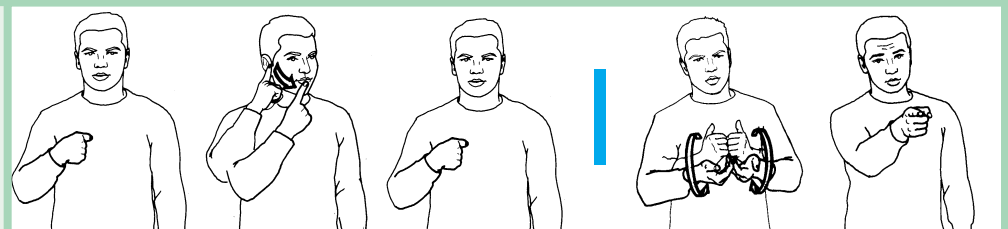
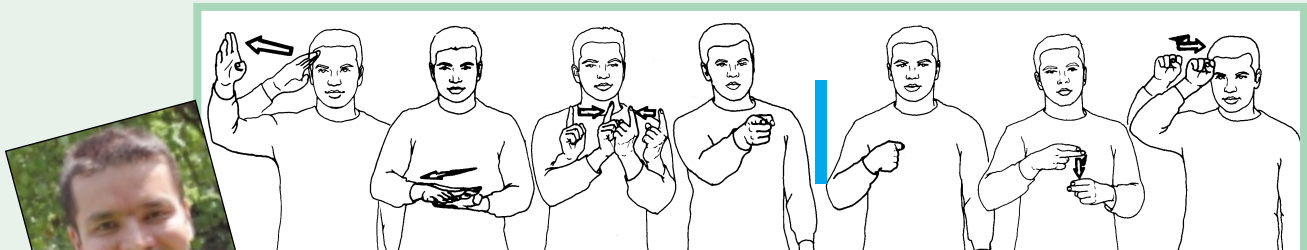
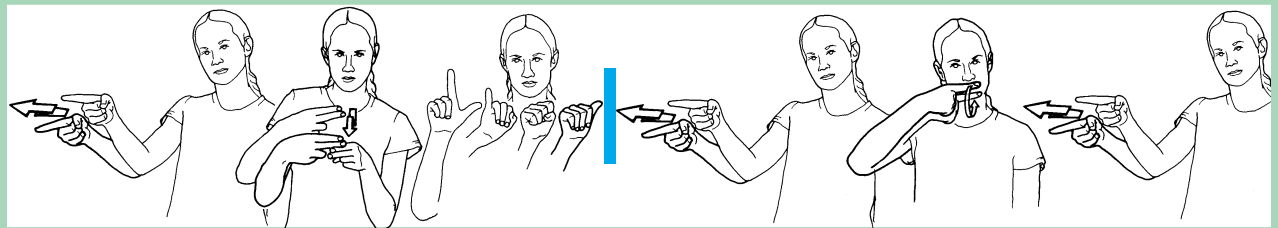
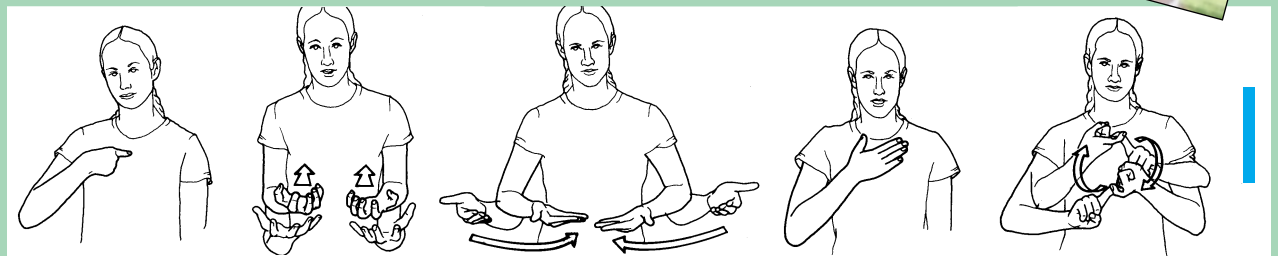
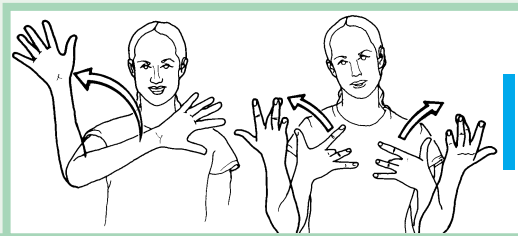
# Classroom Exercise

## H



### Introducing a Friend

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



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

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

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

### FYI

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

## Deaf Culture **NOTE**



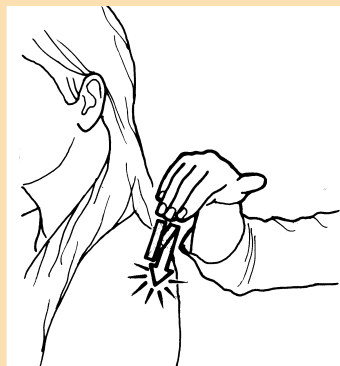
DVD

### Interacting with Deaf People

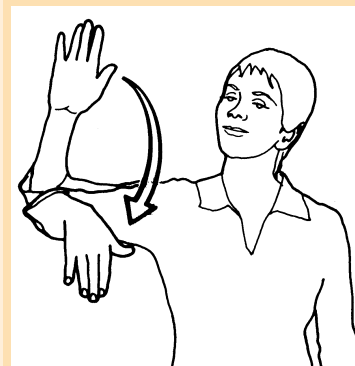
As a student of American Sign Language, learn how to interact with the Deaf community by becoming familiar with Deaf cultural behaviors that differ from the way you are used to doing things as a hearing person. One cultural behavior you've already learned is that it is considered rude to break eye contact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

#### GETTING ATTENTION

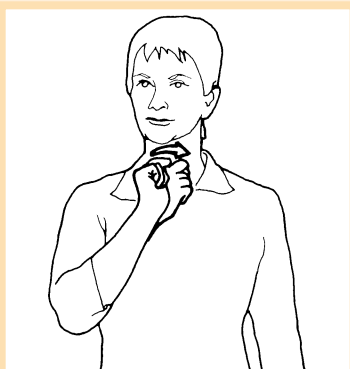
Getting the attention of a Deaf person is different from the way you interact with hearing people. Many hearing people tend to work harder than necessary to gain a Deaf individual's attention by wildly swinging their hands in the air, stomping on the floor, or flashing overhead lights in a strobe-like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



**Shoulder tap**



**Handwave**



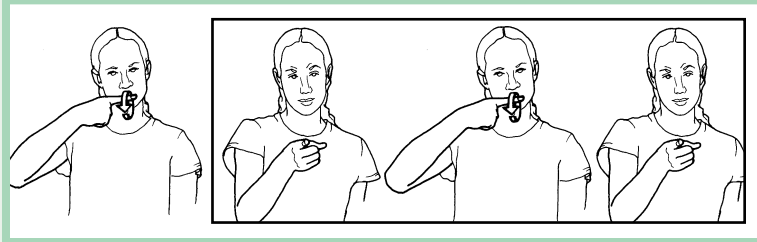
**Turn off voice**

#### VOICES

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

## Classroom Exercise

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



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



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

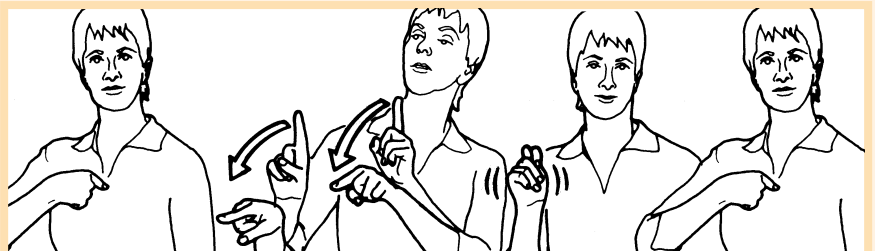
## ASL Up Close



### The Question-Maker



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



**I'm going to the bathroom.**

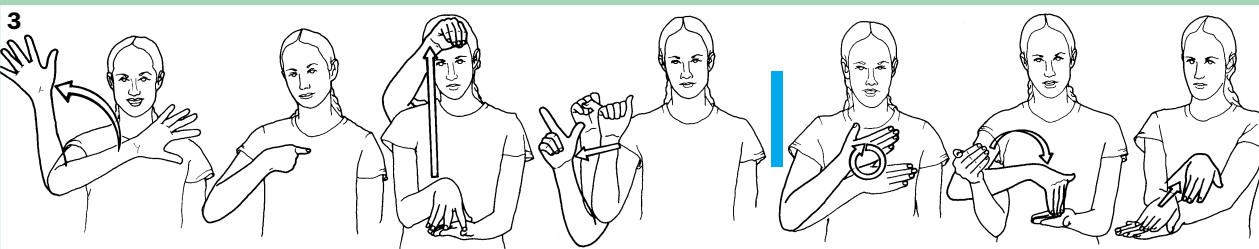
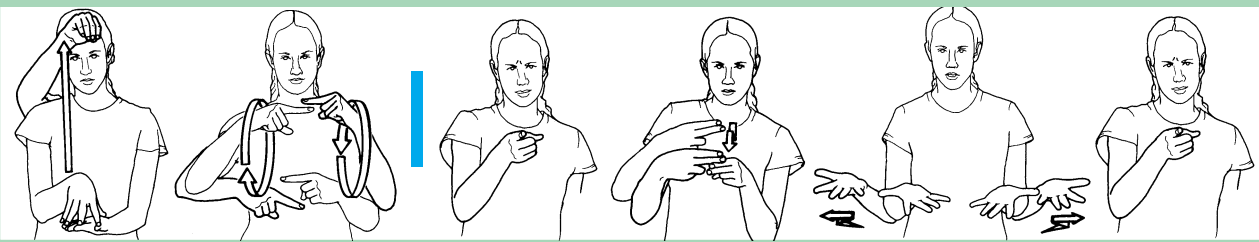
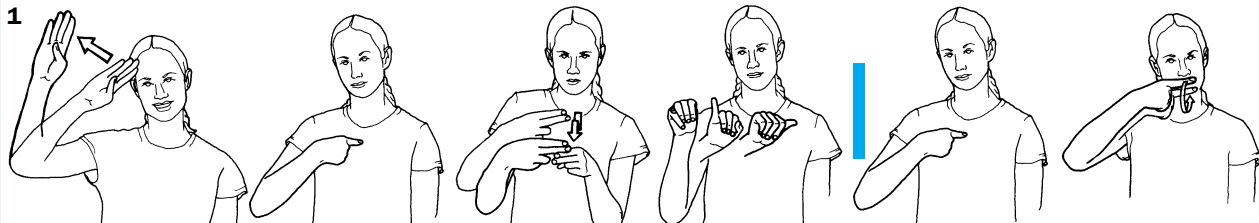


**Am I going to the bathroom?**

## Classroom Exercise



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



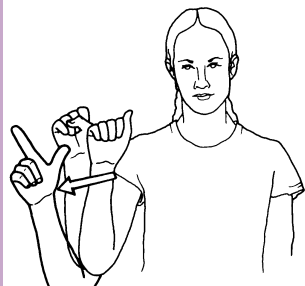
## Accent Steps

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

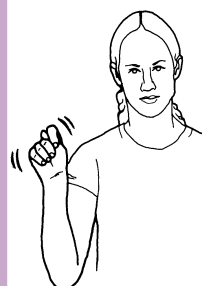


## Vocabulary

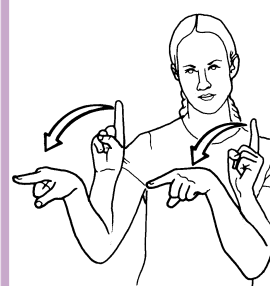
## Making Conversation



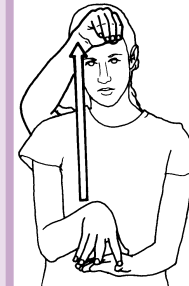
American Sign Language



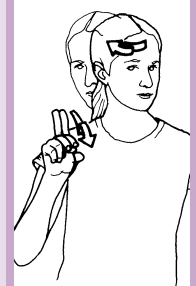
Bathroom



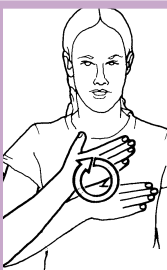
To go to



To learn



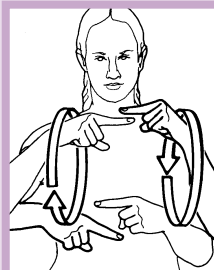
No



Please



Again, repeat



To sign,  
sign language



Slow,  
to slow down



Thank you



Yes

## Classroom Exercise

# K

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

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

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

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

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

## Accent Steps

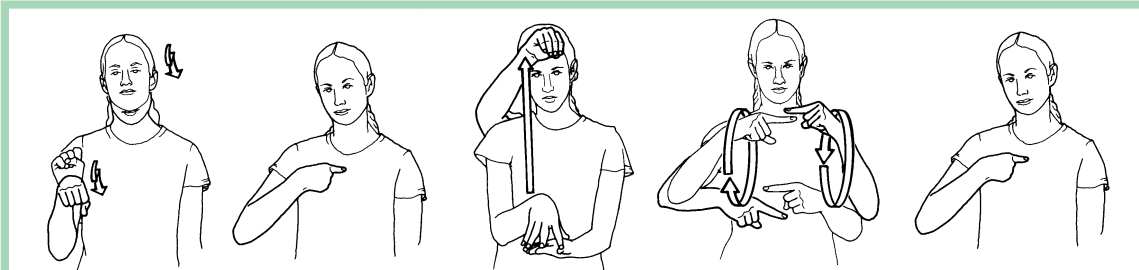
When you use deixis, look towards the area you're pointing to. This is called **eye gaze** and helps "hold" that location for the person or thing you're signing about.

## Classroom Exercise

### L

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

### Are you learning how to sign?



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

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

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

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

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

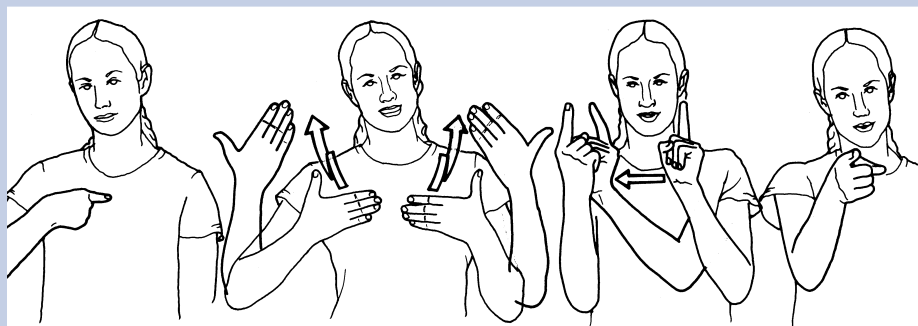
- 3** *Dialogue.* Work with a partner to make a dialogue about a hearing ASL student meeting a Deaf person.

## Homework Exercise

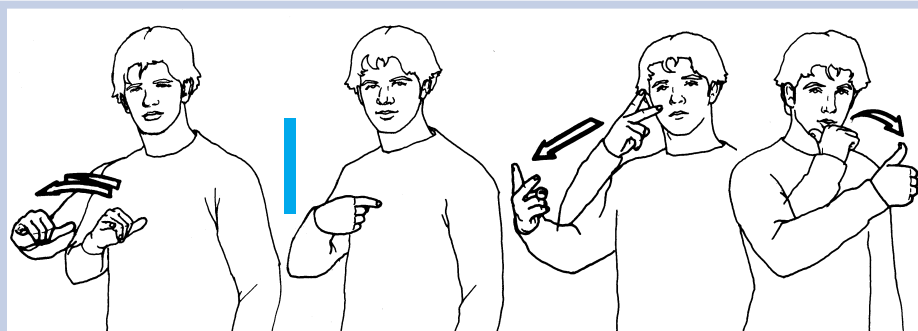
### 2

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

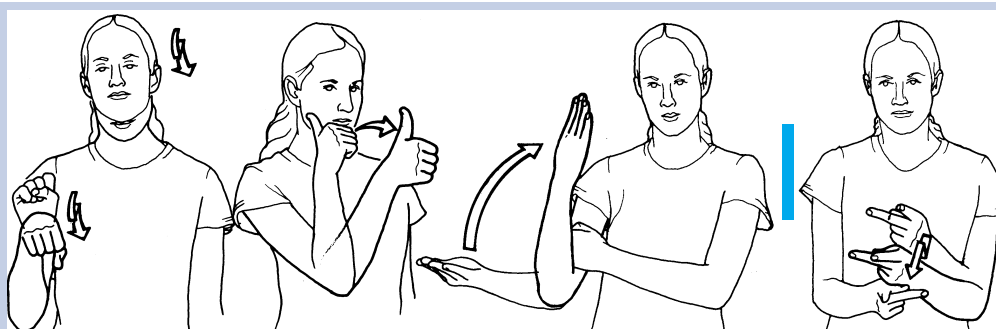
## Signing Good-bye



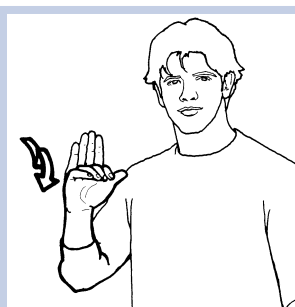
**I'm happy to have met you!**



**Me too! I'll see you tomorrow.**



**Yes, tomorrow morning. Take care!**



**Good-bye!**

### Accent Steps

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



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

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



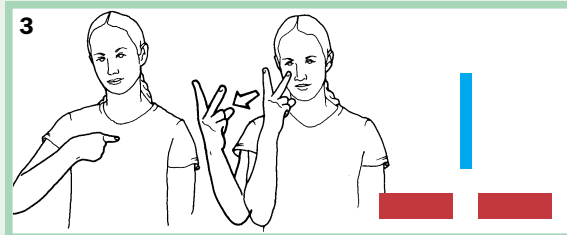
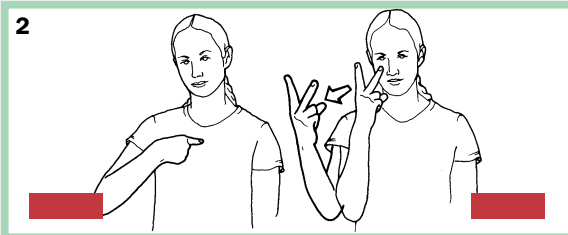
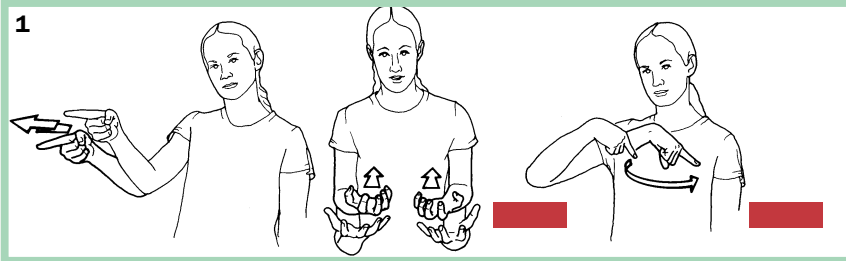
**Good-bye.** Watch Marc and Kris sign farewell on your student DVD.



# Classroom Exercise

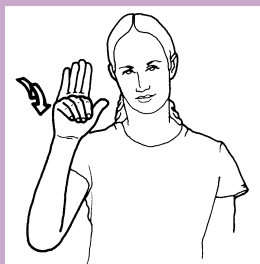


- 1 *Farewells.* Practice signing good-bye with your classmates. When will you see them again?
- 2 *Dialogue.* Create a dialogue with a partner that includes greetings, introductions, and farewells.
- 3 *Conversation.* Complete each sentence with signs from the vocabulary section below.

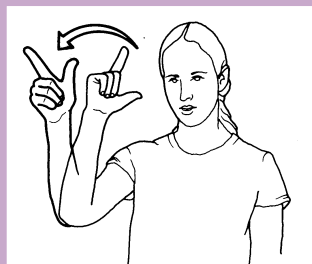


## Vocabulary

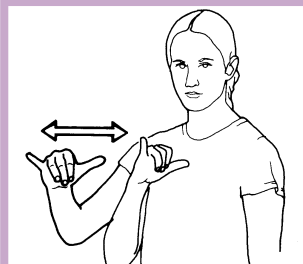
## Farewells



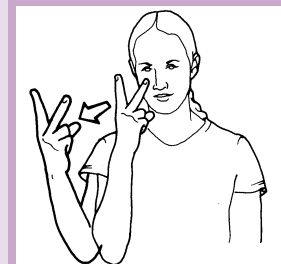
**Good-bye**



**Later**



**Me too, same here**



**To see, to see you**



**See you later**



**See you tomorrow**



**Take care**

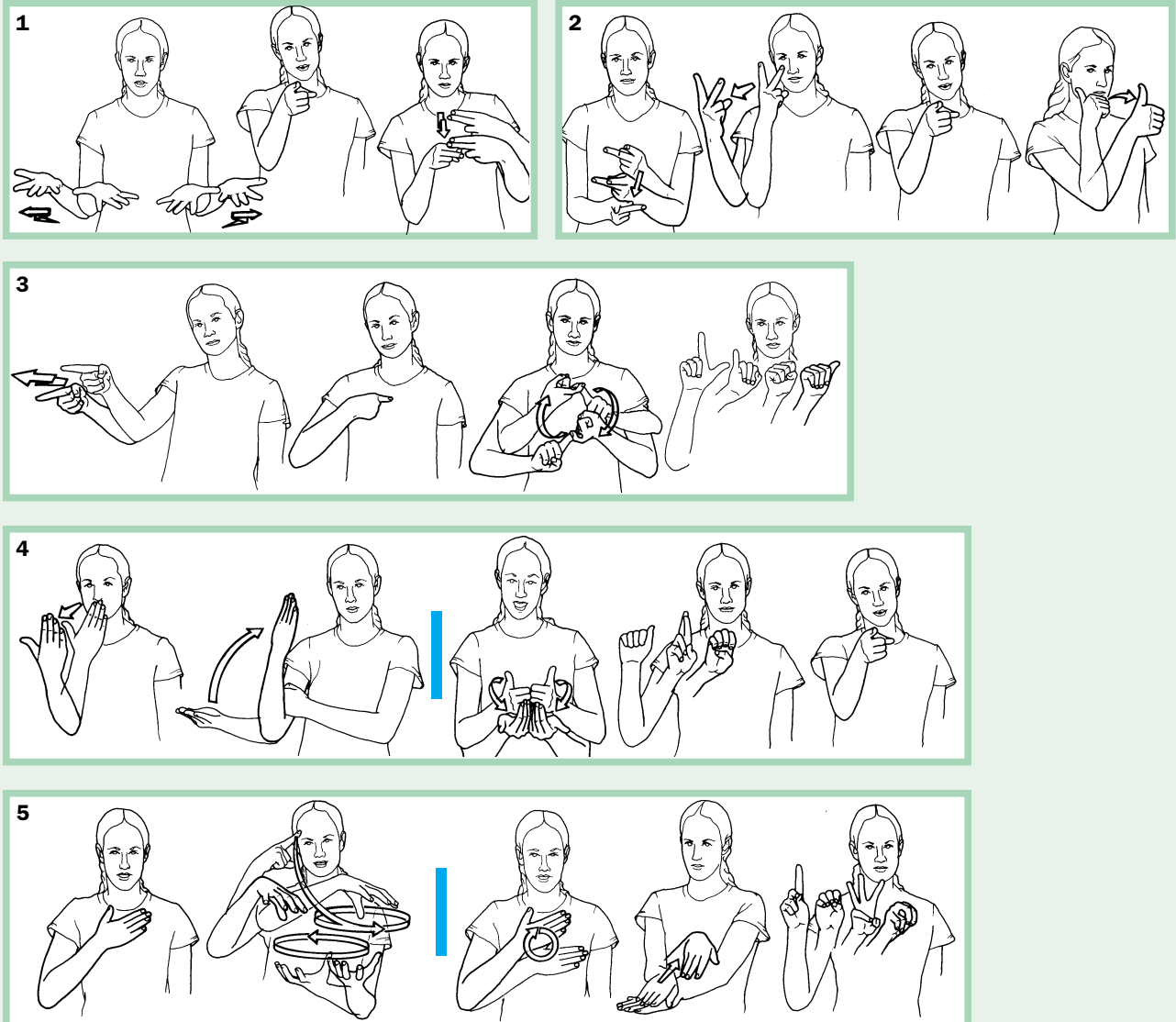


**Tomorrow**

## Classroom Exercise

# N

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



## Homework Exercise

# 3

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

## Focus: How do people learn

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



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

Courtesy: Signum Verlag



In the 1960s, ASL gained recognition as a unique language different from English. In the 1970s, schools for the Deaf began using ASL to teach their students and sign language classes for hearing people mushroomed across the United States. By the 1980s, the Deaf community was considered a cultural minority rather than a group of disabled persons, an important change based largely on the successful Deaf President Now movement at Gallaudet University, the world's only university for the Deaf. At the same time,

Deaf accomplishments in the arts, film, and television brought wider exposure to the Deaf community. By the

1990s, American Sign Language became the fastest growing language offered as a second or foreign language, a trend that continues today.

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



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

Courtesy: Gallaudet University

## American Sign Language?

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

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

**Can you figure out which sign matches each sentence?**

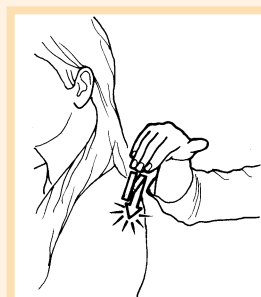
1. *Please get the book . . .*
2. *Please get him . . .*
3. *I don't get it . . .*
4. *I get tired . . .*
5. *I got home . . .*
6. *I've got it . . .*



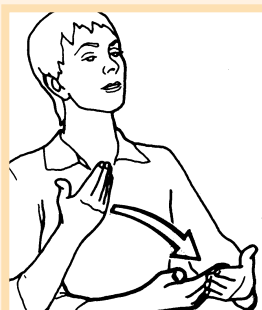
**To understand**



**To have**



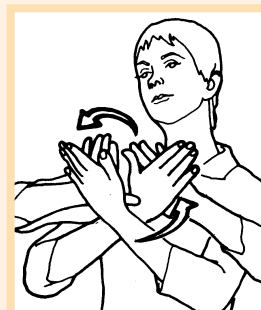
**Shoulder tap**



**To arrive**



**To get something**



**To become**

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

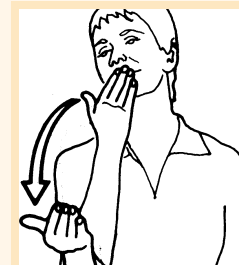
Practice ASL and make Deaf friends and acquaintances in your community. Before long you'll be given the compliment, “You sign like a Deaf person!”

## I Want to Know . . .

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

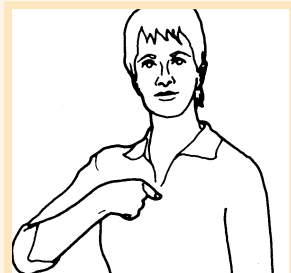
This question is often asked by beginning American Sign Language students. It is part of a much bigger question: Is ASL like English, except that it’s signed instead of spoken? The answer is no, not at all. Just as Japanese, Spanish, and Latin are not English, neither is ASL. All languages have different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

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



**Thank you**

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



**I am**



**Named**



**Kelly**

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

## Classroom Exercise

0

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

- |                                  |                                 |
|----------------------------------|---------------------------------|
| 1. <i>She is happy.</i>          | 4. <i>They are busy.</i>        |
| 2. <i>My name is _____.</i>      | 5. <i>_____ is named _____.</i> |
| 3. <i>He wants to learn ASL.</i> | 6. <i>We are _____.</i>         |

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



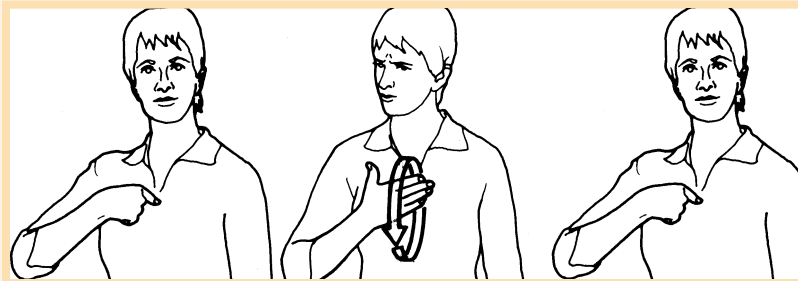
## ASL Up Close



### Facial Expressions & Non-Manual Signals

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

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



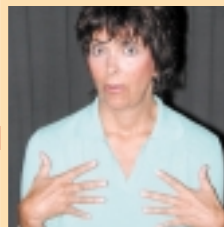
Changing a facial expression modifies the *meaning* of the sign, even if the sign itself doesn’t change. Think of facial expressions as occupying positions on a scale, like the one shown below. Unlike English which uses separate words to describe related meanings, ASL uses related facial expressions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



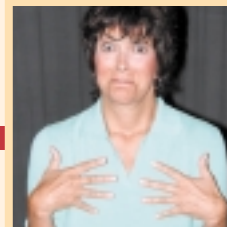
**No meaning**



**Not scared at all**



**Scared**



**Very scared**



**Terrified**

### Classroom Exercise

**P**

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

## Classroom Exercise

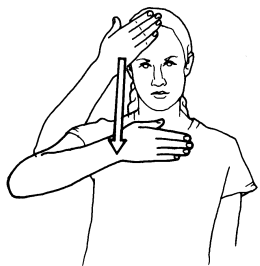
# Q

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

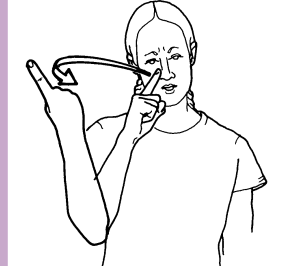


## Vocabulary

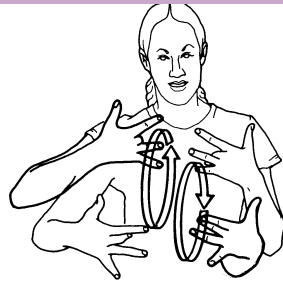
### Signing with Facial Expressions



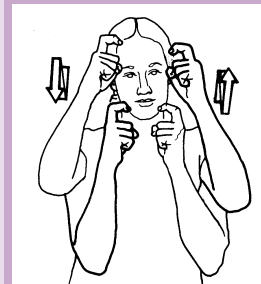
**Blank face**



**To be bored**



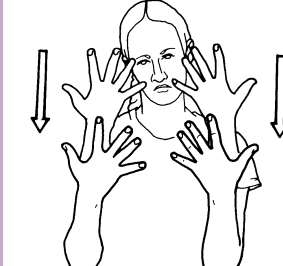
**To be excited**



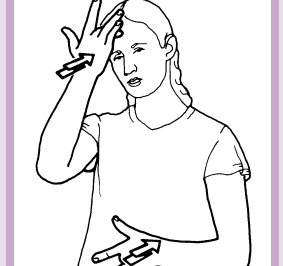
**Facial expressions**



**To be mad, angry**



**To be sad**



**To be sick**

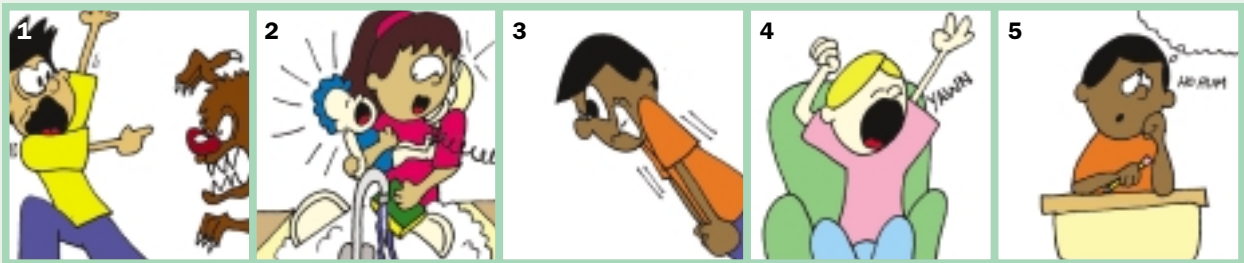
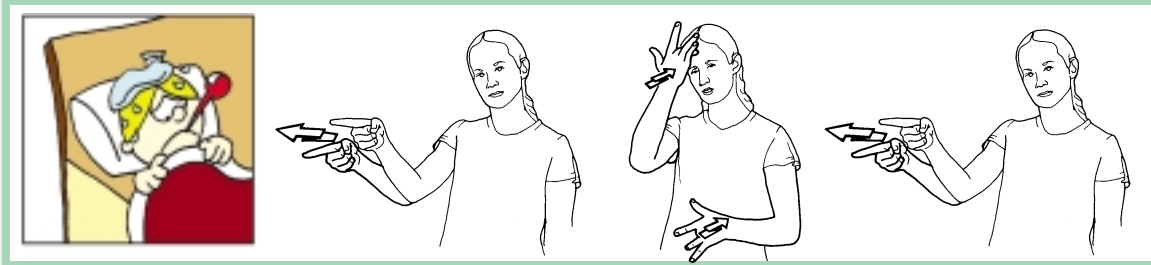


**To be scared, afraid**

# Classroom Exercise

# R

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



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

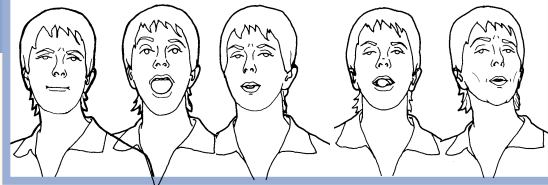
- |                      |                  |                 |                    |                 |
|----------------------|------------------|-----------------|--------------------|-----------------|
| 1. <i>Blank face</i> | 3. <i>Sick</i>   | 5. <i>Happy</i> | 7. <i>Tired</i>    | 9. <i>Good</i>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



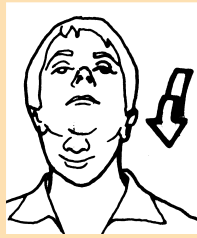
## Accent Steps

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

## Using Non-Manual Signals

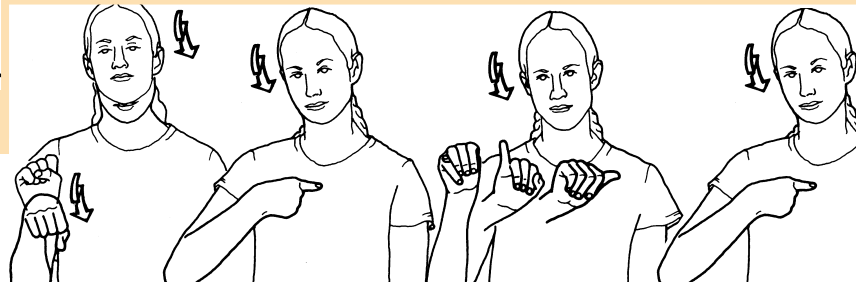


**Head shake**



**Head nod**

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



**Yes, I am Mia.**



**No, I'm not Deaf**

## Homework Exercise

4

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

## Classroom Exercise

S

**NMS.** Use the correct NMS while signing each sentence.

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



## Accent Steps

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

## Classroom Exercise

**T**

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

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

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

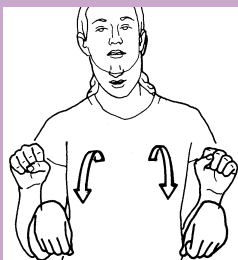
**Alan** *Hi! My name is Alan. What's your name?*  
**Holly** *My name is Holly. Nice to meet you!*  
**Alan** *Are you Deaf?*  
**Holly** *No, I'm hearing. I'm learning ASL. Do you know how to sign?*  
**Alan** *Yes, I can sign.*  
**Holly** *Are you Deaf?*  
**Alan** *No, I'm not Deaf. I'm hearing.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

**FYI**

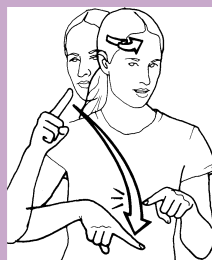
Use so-so for okay, and good for well.

## Vocabulary

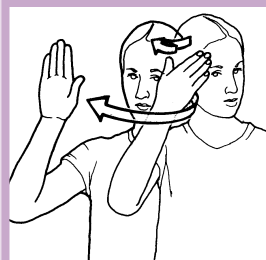
### Using NMS



Can, may



Can't, may not



Don't know



Don't like



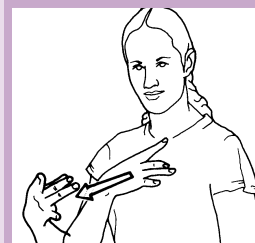
Don't understand



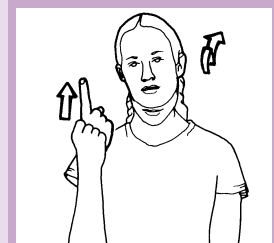
I'm not, not me



To know



To like



To understand

## Classroom Exercise



**1** Using NMS. Sign the phrase or sentence using the correct NMS.

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| 1. <i>I'm not absent.</i>         | 4. <i>I don't mind.</i>              |
| 2. <i>Not today.</i>              | 5. <i>We don't understand.</i>       |
| 3. <i>The homework isn't due.</i> | 6. <i>They don't like the movie.</i> |

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

- Do you want to go to a movie? (**Yes, tomorrow night.**)  
Do you like scary movies? (**So-so.**)  
My favorite movie is \_\_\_\_\_. Do you like it? ( ? )
- My friend is absent today. Do you know what's for homework? (**Yes, practice ASL.**)  
Is the homework due tomorrow? (**Yes, the homework is due tomorrow.**)  
Thank you! (**You're welcome.**)

## Eyes on ASL #4

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



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

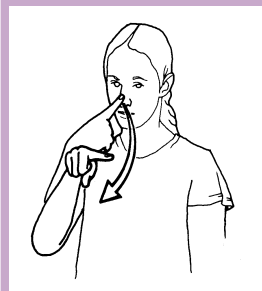
**FYI** Practice also means *exercise*, as in "Exercise U."

## Vocabulary

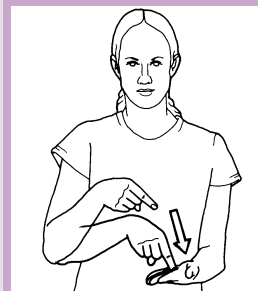
## Conversation



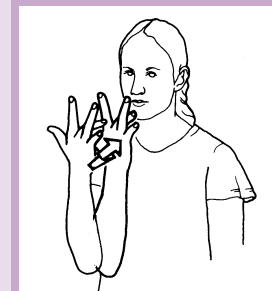
To be absent



I don't mind



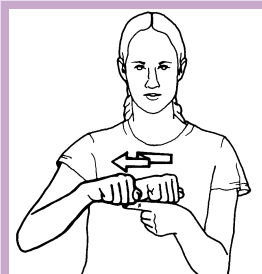
Due, to owe



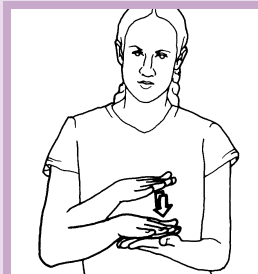
Favorite



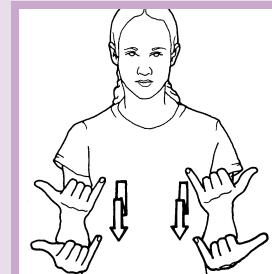
Movie



To practice



School



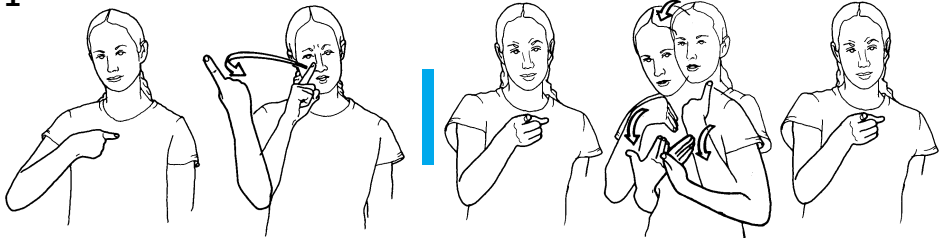
Today, now

# Classroom Exercise

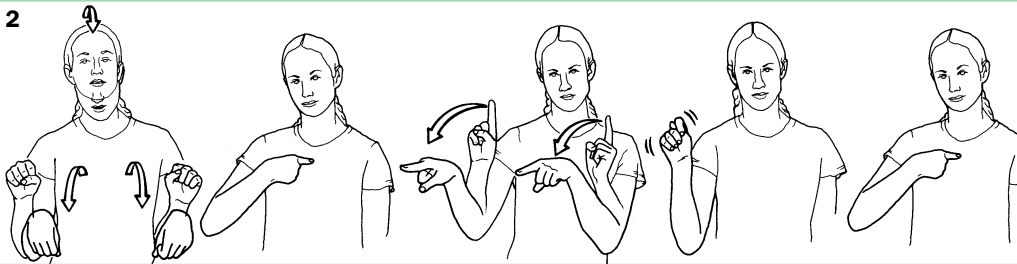


*Asking & Answering Questions.* Your partner will ask you a question. Respond in a complete ASL sentence. Switch roles and repeat when done.

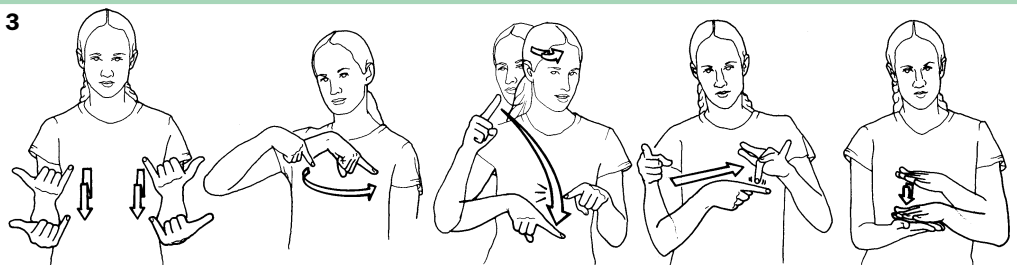
1



2



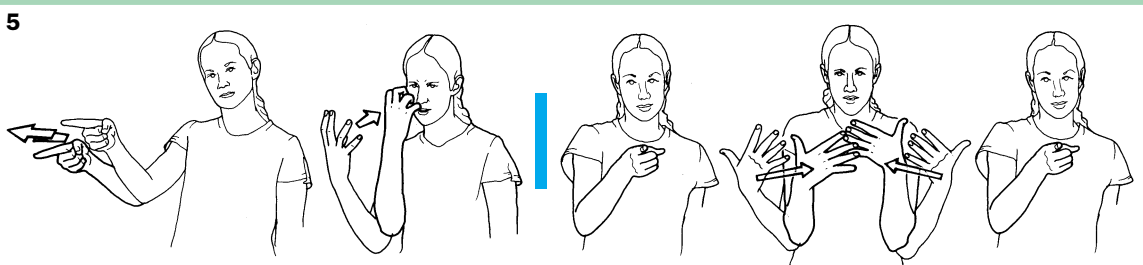
3



4



5



## Classroom Exercise

W

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

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

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

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

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

## Deaf Culture Minute



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



## Accent Steps

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

## Homework Exercise

5

**A** Practice signing each sentence in ASL.

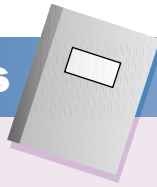
1. *I'm not Deaf, I'm hearing. Are you Deaf?*
2. *Sara is not absent today.*
3. *I don't understand you. Do you mind repeating?*
4. *He's very sick. He can't go to school today.*
5. *We didn't like the movie. We couldn't understand it!*

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

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



## Journal Activities



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

### Listen to Me

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

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

## http://Search

### Search the web for more information:

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

## Unit 1 Review

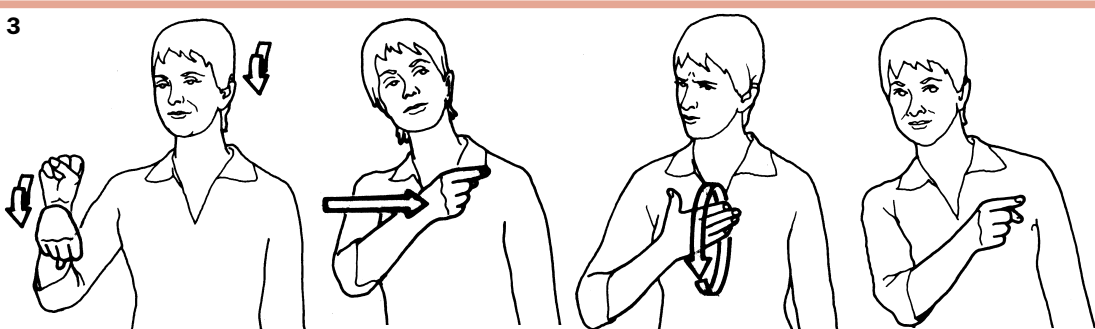
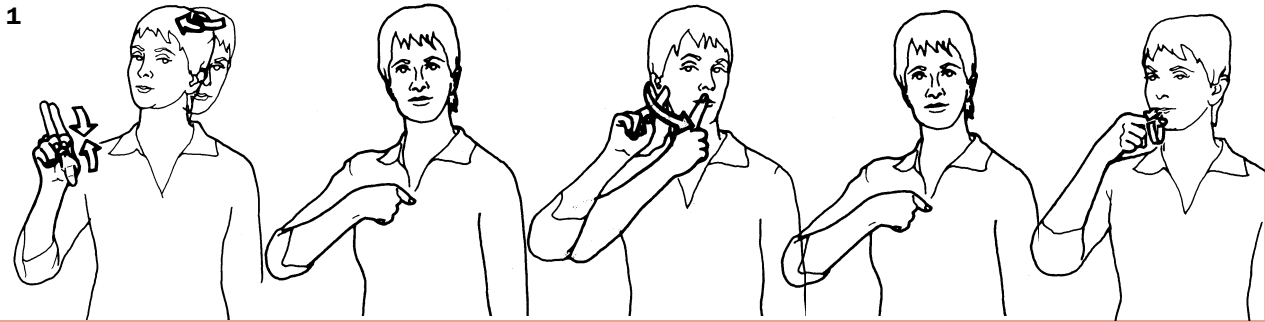
**A** Explain how each function of ASL grammar is used in ASL, providing an example in a complete sentence.

- |                     |                       |
|---------------------|-----------------------|
| 1. Eye contact      | 3. Closing signals    |
| 2. One-word replies | 4. Non-manual signals |

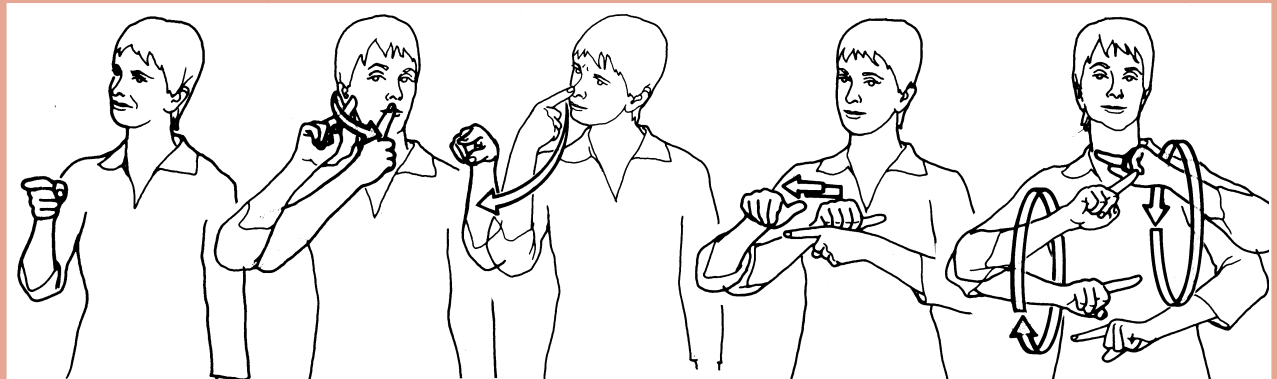
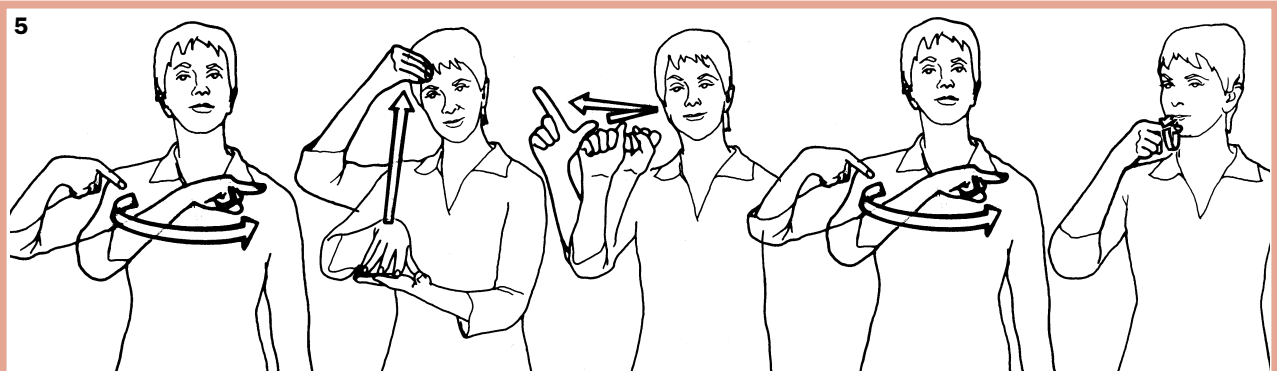
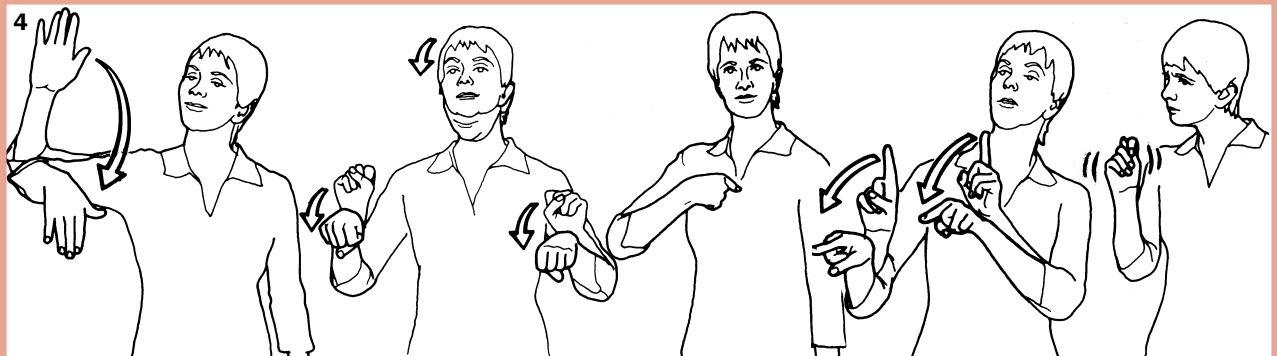
**B** Introduce a hearing friend to a new Deaf friend of yours. Include the following:

- |                      |                            |                       |
|----------------------|----------------------------|-----------------------|
| 1. Attention-getting | 3. Exchanging names        | 5. Who's learning ASL |
| 2. Greetings         | 4. Whether Deaf or hearing | 6. Farewells          |

**C** Identify and correct any errors in the following sentences. Explain to a partner or friend why the errors are wrong and how to fix them. Explain how each function of ASL grammar is used in ASL, providing an example in a complete sentence.



## Unit 1 Review



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

