ASL B2
American Sign Language II
Class Packet

Tom Moran
# ASL 1 Class Packet Index

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Dear ASL Enthusiast:

Welcome to ASL 2. Prepare yourself to have fun and to learn a great deal. I will be operating from the assumption that you passed ASL 1 very recently and have mastered the concepts in that course. If I’m mistaken, please inform me right away, so that I can assist you in getting up to speed.

In the mean time, here are the five most important considerations for this course:

1. Having completed ASL 1, you know that attendance is crucial. Be here.
2. In order to learn ASL, you must participate. You also now know this is essential.
3. If you haven’t been my student before, please know that everyone in my class will treat one another with the utmost respect, including me:
   a. I won’t play favorites.
   b. I will assign you the grade you earn; nothing more, nothing less.
4. I like to laugh and have fun. Let’s keep it that way.
5. If you’re not sure about anything, ask—anytime.

We are all students and we are all teachers. I expect that you will learn from me, and I expect to learn from you, too.

I’m committed to your education and am prepared to help you in any way I can. I promise to support and encourage you, and that I will never belittle or humiliate you. If you’ve taken ASL with other teachers, you may see me do and sign things differently than they do. That’s good for you and will help your learning. There are other things that will help your learning: work hard, be diligent, do more than the minimum required, help your classmates, and always be in class.

I’m looking forward to traversing the semester with you.
American Sign Language as a Foreign Language

Sherman Wilcox, Ph.D, Associate Professor
Department of Linguistics, University of New Mexico

Interest in American Sign Language (ASL) as a foreign language has become, in the words of Gary Olsen, former Executive Director of the National Association of the Deaf, "an American ground swell." Many colleges and universities are beginning to recognize the study of ASL and Deaf culture as legitimate academic pursuits and are starting to accept ASL in fulfillment of their foreign language entrance and exit requirements. In several states, ASL is mandated by law as acceptable in fulfillment of high school foreign language graduation requirements.

More and more colleges and universities are accepting ASL in fulfillment of foreign language requirements. The University of California system (all campuses) will soon accept ASL in fulfillment of foreign language entrance and graduation requirements. Harvard and Yale are among some of the schools which are investigating similar action. Recently, we have witnessed tremendous activity by state legislatures to support the teaching and acceptance of ASL as a foreign language. Many states now recognize ASL as a foreign language for the purpose of meeting high school graduation requirements.

In 1988, the parliament of the European Community, noting that there are 500,000 profoundly deaf people in member states whose first language is their national signed language and not the dominant spoken language of their country, recognized as legitimate languages the indigenous signed languages of the twelve member states. Recognition and acceptance of signed languages is clearly an idea whose time has come on an international scale.
Many questions come to mind when the topic of ASL as a foreign language is brought up. People often ask if it is appropriate to call ASL a foreign language. Is it really a language? Isn't it a derivative of English, on the order of Black English? Is ASL "foreign"?—after all, it is used in the United States. Is there a body of literature associated with ASL? Others may note that foreign language courses teach students about the culture of the group of people who use the language. They may wonder if there is a full and distinct culture associated with users of ASL.

The answers to all of these questions support the recognition of ASL as a foreign language. Because of its unique modality—visual/gestural rather than aural/oral—many people wrongly assume that ASL is fundamentally different than spoken languages. ASL is a fully developed human language, one of the hundreds of naturally occurring signed languages of the world. It is not a derivative of English. It is not a "simplified" language—it contains structures and processes which English lacks (such as ASL’s rich verbal aspect and classifier systems). There is abundant linguistic research on ASL demonstrating that the grammar of ASL is radically different from English—surely as different as any of the more traditional foreign languages taught in school. Comprehensive sources of information on the linguistics of ASL are *Linguistics of American Sign Language* by Clayton Valli and Ceil Lucas (1993, Gallaudet University Press), *American Sign Language: Linguistic and Applied Dimensions* by Ronnie Wilbur (1987, Little Brown and Co.) and *The Signs of Language* by Edward Klima and Ursula Bellugi (1979, Harvard University Press).

The question of whether ASL is "foreign" depends on what we mean by foreign. ASL is not universal; it is indigenous to the United States and parts of Canada. This should not, however, exclude it from study as a foreign language. The question also arises with other languages indigenous to North America. At the University of New
Mexico, for example, Navajo is taught and accepted in fulfillment of the foreign language requirement, yet it is not used in a foreign country. For reasons such as this, many language scholars now speak of second language, rather than foreign language, requirements.

Some people may suggest that ASL lacks an international scope. In the hearing world of international world affairs this is true. It is also true for many of the spoken languages traditionally accepted to fulfill foreign language requirements. On the other hand, in the Deaf world, ASL is quite an important language on the international scene; for example, ASL is often an official language of international conferences.

There is a rich body of ASL literature by and about Deaf people, as well as texts on ASL in both written and oral modes. The folk heritage of Deaf people, passed down through generations of ASL users, includes legends, naming practices, tall tales, jokes, word play, games, poetry, customs, rituals, and celebrations. For more examples of the heritage and folklore of Deaf people, Jack Gannon’s *Deaf Heritage: A Narrative History of Deaf America* (1981, National Association of the Deaf) is an excellent resource.

Foreign language study necessarily involves learning about the values, worldview, and way of life—the culture—of a group of people. The same is true for the study of ASL. ASL students learn about the rich cultural life of Deaf people. Deaf culture is now recognized and studied by anthropologists, ethnographers, folklorists, and others interested in culture and cross cultural communication. One excellent description of Deaf culture is the recent book by Carol Padden and Tom Humphries, *Deaf in America: Voices from a Culture* (1988, Harvard University Press). *American Deaf Culture: An Anthology*, by Sherman Wilcox (Linstok Press, 1989), contains several articles presenting a variety of perspectives on the language and culture of Deaf people in America. Oliver Sacks’ recent book, *Seeing Voices* (University of California Press, 1989) is an introduction
to Deaf culture, ASL, and the struggle of Deaf people to gain control of their individual and community identity.

The facts are overwhelming. ASL is a true human language fully distinct from English with its own literature and culture. It is important to go beyond these facts, however, and to ask whether, by offering ASL as a foreign language option, we do students an injustice by steering them away from courses which could be of more intellectual or economic value. Is ASL instruction a worthwhile addition to the curriculum?

The answer clearly is "Yes—absolutely!" One of the educational benefits of foreign language study is that it gives students a fresh perspective on their own language and culture. This is especially true of ASL. Applying linguistic and anthropological methods to the study of ASL and Deaf culture is an excellent intellectual exercise for students. It leaves them with a better understanding of another people's language and customs, as well as a deeper appreciation of their own language and culture.

We do not teach languages only for the intellectual rewards. There are also practical, economic reasons for learning a foreign language. For example, our nation's businesses need employees who can understand the language and customs of foreign people. This might seem to work against ASL because it is not associated with a foreign nationality. Again, the facts do not support such a contention. For example, students in the bachelor of science degree program in sign language interpreting at the University of New Mexico are regularly recruited into competitive positions in business, education, and government. Many students report that they take ASL specifically to make them better qualified or more employable in non-deafness related careers. Those students who want to continue their education at the graduate level find that a background in ASL opens up several avenues for advanced study and research.
Finally, some might wonder whether offering ASL as a foreign language option will cause a decline in enrollment in other foreign languages. The evidence from those universities which accept ASL as a foreign language is precisely the opposite. At these universities there is no record of a decrease in traditional foreign language enrollment due to enrollments in ASL. As a matter of fact, ASL instruction may lead to increased foreign language enrollment. ASL students often report that they are more interested in other languages—and indeed more likely to take a traditional, spoken foreign language—as a result of their ASL study. The joy of learning a new language and of communicating with people across cultural boundaries, it seems, is contagious!

Students who know a foreign language commonly find that their perceptions of themselves and the world are richer than their monolingual peers. The study of a language, culture, and literature different than their own propels students beyond the limits of their own world. In all respects ASL affords students the same challenges and rewards as more traditional foreign languages.

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http://www.unm.edu/~wilcox/ASLFL/asl_fl.html
Deaf Studies Terminology

1. **ASL**: American Sign Language. The everyday language of nearly one million Americans. It is commonly believed that ASL is the third most commonly used language in the U.S., but this is not the case; however, it is a popular language. It is based largely on French Sign Language (LSF) and was brought to the U.S. by Laurent Clerc, a French educator of Deaf children who partnered with Thomas Gallaudet to open the first public school for Deaf people in 1817.

2. **“Benevolent Paternalism”**: A term coined by Harlan Lane, author of *The Mask of Benevolence*. It refers to the tendency of hearing people to see Deaf people as “less than” and in need of their assistance. This is often manifested in the low standards in “deaf” education, multiple forms of signed English, religious evangelism targeting Deaf people, etc.

3. **Deaf**: Note the capital “D”; this is the term is used to describe members of North American Deaf Culture. Note the capital “D,” which denotes a proper noun, much in the same way you might refer to someone as “Chinese” or a “Black American.” Refer to people who have a hearing loss and are members of a culture as “Deaf people” or “people who are Deaf.” Never refer to them as “the Deaf” or in a manner such as “I saw a Deaf.”

4. **deaf**: This term is used to describe an auditory pathology, that is the inability to hear, or hear well enough to transact a spoken conversation. The term “deaf” with a lowercase “d” is used to describe the condition of deafness or a person who is not a member of American Deaf Culture.

5. **deaf and dumb**: This is another opprobrious term from times gone by. Here the term “dumb” means unable to speak; unfortunately, it’s homonym means “unintelligent.” Too often Deaf individuals are perceived of as unintelligent or incapable,
and usually this is not the case. This was a very common term and you will see it still, from time to time, in the media. Never use this term.

6. **Deaf Culture:** See *Deaf World*.

7. **deaf-mute:** This was a term popular up until the mid-20th century. It is no longer used and has become opprobrious. It incorrectly describes people who are Deaf. The inability to hear makes it very difficult to modulate one’s voice and to pronounce words correctly; however, almost all Deaf people possess the power of speech. Rarely is a Deaf person actually “mute,” though many choose not to speak.

8. **Deaf World:** This is a somewhat antiquated term, the way in which Deaf people used to refer to their collective experience: no telephones, residential schools, menial jobs, Deaf spouses, etc. Typically we now refer to the collective experience of North American Deaf people (and Deaf people from around the world) as Deaf Culture.

9. **death:** For reasons that are a mystery to me, many students refer to Deaf people as “death.” While sometimes humorous (“I see deaf people. . . .”) it can be offensive and make you look ignorant—which you are not. When people ask me if I work with “the death,” I reply, “Yeth.”

10. **facial expressions:** Facial expressions are emotive and universal. In every culture the same facial expressions means, “OW! I just hit my thumb with a hammer,” or “Gee, I love you.” People who don’t understand sign language often confuse ASL’s non-manual grammar with emotive facial expressions, leading them to conclude that “ASL is SO expressive!”

11. **gesture:** The use of movement to convey a message; more purposeful than body language, but not a language governed by a grammar. One uses basic invented gestures to play that party game *Charades*. Someone who is skilled at gesture—like a
certified deaf interpreter—can communicate quite effectively with individuals who have little expressive or receptive language.

12. **hearing**: This is the term applied to people who have no hearing loss. Most of the students who take my class are hearing. Do not refer to hearing people as “speaking.” All too often people confuse the ability to speak with the ability to think or reason; on the contrary, if you listen to talk radio, you will quickly learn that there is no link between the ability to speak and the ability to think. Almost all Deaf people are capable of speech but choose to sign as it is easier and more comfortable—in a word, natural.

13. **hearing impaired**: Much has been said and written on the origin of this term. Some think it is politically correct. Others think it is an economics term coined to talk about 20,000,000 Americans—many of them elderly—who have some significant form of hearing loss. It does not refer to members of a culture, and Deaf people rarely refer to themselves as “hearing impaired.”

14. **interpreter**: An individual trained in interpreting and transliterating who is fluent in at least two languages, in our case English and ASL.

15. **MCE**: Manually-Coded English. Whereas ASL is its own language, many people (most of them hearing) believe that if teachers sign in English word-order, with symbols invented to mimic our syntax and phonology, Deaf students will improve their written English. This method has been tried since at least the early 18th century. An experiment as old as deaf education itself, it is largely a failure.

16. **manual communication**: Communicating using the hands and “body language.” Its counterpart is verbal communication.

17. **non-manual behavior**: A form of communication which is non-verbal as well as non-manual, that is not on the hands. Non-manuals are movements of the face,
head, shoulders, and upper body which have grammatical meaning in ASL. For example if you tilt your head to your shoulder, you are indicating spatial or temporal immediacy (he’s right there; she just left). If you raise your eyebrows, you are asking a yes/no question. Non-manual behaviors are sometimes referred to as the grammar of ASL.

18. **oralism**: This is a method of instruction wherein a teacher mouths every word to a Deaf person and asks the Deaf person to learn to speak normally in spite of his inability to hear himself. A product of the Victorian age—and the preferred method of instruction in most countries around the world—it was standard procedure in the U.S. until the 1970s. There are schools who practice this method to this day. Many Deaf people are raised and educated by the oral method. A vast majority of them turn to ASL at some point in their lives. I have never known a Deaf person to grow up signing and later become oral.

**Pidgin Signed English**: See “MCE”

**SEE**: See “MCE”

**Signed English**: See “MCE”

**signer**: Someone who signs. Often you will see someone signing for a Deaf person in a classroom or at a performance. While that individual is often referred to as a “signer,” he is actually an interpreter/transliterator. Interpreters actually interpret from one language into another language, ASL to English for example. Transliterator translate from one language to another form of the same language, spoken English to signed English, for example.
The Signing Naturally Curriculum

As you know by now, the text we are using for this course is *Signing Naturally, Level I*. This is the book I use to teach both ASL 1 and ASL 2. For those students continuing in their studies, I use *Signing Naturally, Level 2* for ASL 3, and portions of *Signing Naturally Level III* for ASL 4 and beyond. I chose this text series carefully for a number of reasons which I would like to share with you.

1. Two of the three authors of this text series are Deaf; the hearing author is a CODA, the child of Deaf adults. All three are native users of ASL. Each is a pioneer in ASL instruction and they are teachers of ASL teachers. (It may interest you to know that your instructor has trained with them.) They are ASL interpreters, linguists, poets, and each has an advanced degree in language or linguistics.

2. *Signing Naturally* is the best and most-widely used—by far—ASL text book available. If you came from a high school or college that offered ASL, you likely used this book. If you plan to transfer and continue your studies elsewhere, you will likely use this textbook series. Among the colleges that use—and endorse—this text are Gallaudet University (in their Center on ASL Literacy), CSU Northridge, CSU Hayward, San Diego State University, and the University of California at San Diego, just to name a few.

3. This text series uses the most modern second-language teaching methods. Whereas in the past ASL has been taught by listing vocabulary or transcribing English sentences, *Signing Naturally* uses a functional/notional approach. This means ASL is taught using ASL, emphasizing “communicative purpose” in the language we are studying. It means ASL is taught emphasizing the functions of language use in situations students are likely to encounter outside the classroom.

4. Finally, the *Signing Naturally* text series teaches ASL in a way that is respectful of ASL and members of Deaf culture. To begin with, it encourages a “no-voice” policy.
This can be unsettling to students who are not accustomed to guessing and feeling “off-balance” in a classroom; however, I assure you that it is the quickest and most effective way to learn ASL. In addition, *Signing Naturally* eschews the use of English “glosses” in labeling signs. A *gloss* (usually written in all caps, like CAT) is a label, printed in English, below the picture of a sign. While common sense would reason that this would enhance learning, the opposite is actually true. The overwhelming majority of signs can be translated into several, sometimes dozens, of different English words. To label a sign with a single English word is to do a grave disservice to an ASL student, and leads students to asking such ignorant questions as “What’s the sign for ‘run,” where, in fact there are literally dozens of signs for that single English word, even more than there are definitions of that word.

As you can tell, I think highly of this textbook series. I chose it to make both your life and my life easier, and because I think if you use this book to its fullest intent and if you study hard, you will leave this class a competent, beginning ASL user who is comfortable conversing with a stranger.
Fingerspelling in ASL

Try reading the following paragraph quickly:

The pweor of the hmuan mnid

Aoccdrnig to a rscheearch at Cmabrigde Uinervtisy, it deosn't mtttaer in what oredr the ltteers in a wrod are, the olny iprmoetnt tihng is taht the frist and lsat ltteer be at the rghit pclae. The rset can be a total mses and you can sitll raed it wouthit any por-belms. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe.

Not that hard, is it? This demonstrates the fallacy of trying to see each letter when reading fingerspelled words. Many Deaf children—children not old enough to read—can understand many fingerspelled words. That’s because they recognize the words as whole units, rather than as a series of letters. Being able to recognize all the words in the above paragraph is an example of the three Cs of fingerspelling—Context, Clozure, and Configuration.

**Context:** Once you determine the paragraph is a report on scientific research, that reduces the number of possible words you might encounter.

**Clozure:** Because you see the first and last letter of each word in its proper place, it’s much easier to determine what the word is. Similarly, though you may miss some of the internal letters in a fingerspelled word, you can usually see the first and last letter.

**Configuration:** The capitalized letters denote proper nouns (Cambridge University) as well as the beginnings of sentences. Additionally, some words seems to have a unique “shape”: research, important, without, and whole. Even scrambled, these words stand out in the paragraph.
Fingerspelling
RADAR
Deaf Community Interaction

As you know from your syllabus, interaction with members of the Deaf community is a requirement for this course. It is a privilege to meet and share the company of Deaf people. Do so only when you are invited to. Respect the privacy and independence of Deaf people you meet and treat them as you would have others treat you. As a general rule, don’t accost Deaf strangers in public and assume that they will share your enthusiasm of ASL. At Deaf events, however, Deaf people are more than happy to communicate briefly with you.

To receive full credit toward your semester grade, you must complete 15 hours of interaction with the Deaf community. I offer credit only for conversational interaction with Deaf people. Credit is not available for conversation with hearing classmates, for watching open-captioned movies, or for viewing videotapes.

You may attend any of the events listed on our website: <www2.bakersfieldcollege.edu/asl>. You may also find events on your own. Examples could be attending an event at the Bakersfield Club of the Deaf, a Deaf bowling league, an event at BGLAD, or even spending time with a Deaf classmate or coworker. Your instructor must approve any of these self-generated interaction opportunities in advance—you will not receive credit without approval. Please check to make sure that you are attending an event that you, as a hearing ASL student, are invited to.

In order to receive credit for interacting with the Deaf community, you must submit a one-page written report (I prefer it be word-processed) about your interaction. Follow exactly the format on the following page, “Deaf Community Event Report.” You may photocopy the page and fill it out, or you may type it on a word processor copying the format as it is shown. You may also download this form from my website: <www2.bakersfieldcollege.edu/tmoran>

IMPORTANT: To receive full credit, you must submit your report no later than the first class meeting two weeks after having attended your event. If you turn it in later, I reserve the right to offer partial or no credit. In addition, I will only accept Deaf Community Event Reports at the beginning of class. I have no interest in a report hastily scrawled during class when you should have been paying attention to our exercises.

I do double check reports periodically to see if, in fact, you were at the event. Should I discover that you have submitted a false report, you will lose ALL your Deaf community hours and will accept no others from you for the remainder of the semester. This is a penalty equaling 1.5 letter grades, making it virtually impossible to earn an A or a B in the course.

Interacting with the Deaf community is a core component of this course because it is the best and most enjoyable way for you to test your skills, to apply what you’ve learned in class, and to learn from the people whose language you are studying. While you will be exposed to—and learn about—Deaf Culture, the primary reason for Deaf Community Hours is to support your language learning. Don’t be afraid to take chances, to learn something new, to have fun, and write a short account of that for me. I assure you that you’ll have a great time.
Deaf Community Event Report

If you attend an event that supplies a ticket, flyer, brochure, or other verification of attendance, you must attach it to your report. If you need additional room you may write on the back or submit two pages.

Name: 

Name of Event: 

Location of Event: 

Date of Event: 

Hours You Attended: 

1. Describe the event: 

2. What did you observe? For example, eye contact, mouthing, gesture vs. ASL, interaction between Deaf and hearing people, cultural behaviors. Write about one or two in detail. 

3. How do your observations relate to what you are learning in class? 

4. Additional comments or questions? 

Deaf Community Event Report is due ONE WEEK after you attend the event.
Minimal Pairs
There are five parameters for almost every sign; they are

1. Location
2. Handshape
3. Movement
4. Palm Orientation

A minimal pair is two signs that differ only by one parameter. Examples:

**Location:**
- FUNNY – SUGAR
- SEE – VOICE
- UGLY – DRY – SUMMER
- MISS – THINK

**Movement:**
- VOTE – TEA
- FAKE-MOUSE
- MAKE – COFFEE
- FULL – ENOUGH

**Handshape:**
- WHITE – LIKE
- KNOW – THINK
- CAR – WHICH

**Palm Orientation:**
- THING – CHILDREN
- ESTABLISH – APPT.
- SCHOOL – PROOF

**Non-Manual:**
- NAKED – AVAILABLE
Spatial Agreement

1. To show that a location or person is far away:
   a. Head: tilted
   b. Eyes: squinted
   c. Mouth: open slightly
   d. Index finger: trace route, extend arm fully

2. To show that a location or person is at a moderate distance:
   a. Head: tilted
   b. Eyes: normal
   c. Mouth: purse lips slightly, “mm”
   d. Index finger: trace route, extend arm moderately, about half way

3. To show that a location or person is very near:
   a. Head: tilt to the dominant side with cheek almost touching raised shoulder
   b. Eyes: wide open
   c. Mouth: teeth clenched, “cs”
   d. Index finger: trace route, keep hand close to body and no arm extension
Non-Manual Markers

Also known as “Non-Manuals” (NMs), these facial expressions are not emotive; they are grammatical. One’s eyebrows signal whether one is asking a yes/no question, an information question, or a rhetorical question. Generally, one does not “mouth” words as one signs (though there are exceptions), but one does convey adjectives and adverbs with mouth movements, also known as “mouth morphemes.” Other NMs include eye movements, head tilt, and body shifts. Non-Manual Markers are the grammar of ASL.

Yes/No Questions
Raised eye brows

WH Questions
a.k.a information Qs
Lowered eye brows

WH Questions
Raised eye brows

Rhetorical Questions
—with answer

A Few Mouth Morphemes:
- cha: height, length, size
- luch: jumbo, large
- pah: finally
- pow: explode, hit hard, hot temper
- puh: tend, give in
- bro: burned-out bulb, break, broke
- ahh: far
- th: not yet
- pth: melt, smash
- cs: near (physically or temporally)
- mm: normal, relax, take time
- ps-ps: fancy, chic
- shh: wild time, make out

Adapted from and used with the permission of the Center on ASL Literacy, Gallaudet University.
ASL Conjunctions

• **FRUSTRATE** (to be prevented from)
• **HIT** (unexpectedly, turned out that)
• **FIND** (find out that)
• **HAPPEN** (happened that)
• **FINISH** (then, completed)
• **WRONG\(^1\)** (without warning, suddenly)
• **WRONG\(^2\)** [movement – Y twisted] (plans being messed up)

1. **ME WALK** **WRONG\(^2\)** **RAIN**
2. **ME PLAN PARTY** **FIND** **HE CAN’T COME-HERE**
3. **HE GO-AWAY VACATION** **1-WEEK**, **HIT LAID-UP** **SICK**
4. **ME CHAT** **HAPPEN** **HE-TELL-ME** **HE FROM** **BAKERSFIELD** **SAME-AS-ME**
5. **TONIGHT** **TWO-OF-US** **WANT** **SEE MOVIE** **FRUSTRATE** **CLOSE**
6. **SHE STINK** **DRAMA** **WRONG** **GOOD** **ACT**
7. **HE STRUGGLE-HARD** **ESTABLISH** **NEW BUSINESS** **HIT** **SKYROCKET** **BUSINESS**
8. **TWO-OF-THEM** **STEADY** **6-MONTH** **WRONG\(^1\)** **TWO-OF-THEM** **MARRY**
9. **SHE RESEARCH** **#ASL** **HIT** **SHE FIND** **NEW RULE++**
10. **DEBBIE GO-THERE STORE** **BUY** **#TTY** **HAPPEN** **#TTY** **SALE**
11. **BABY SEEM** **SICK** **FIND** **BABY** **HAVE** **EAR INFECTION**
12. **CLOTHES PUT-IN** **WASHING-MACHINE** **FRUSTRATE** **CLOTHES** **RUIN**
13. **ME BUY** **NEW GLASSES** **WRONG\(^2\)** **GLASSES** **DAMAGE**
14. **TWO-OF-US** **CHAT** **FIND** **TWO-OF-US** **SAME** **HAVE** **DEAF SISTERS**
15. **ME WATCH** **#TV** **WRONG** **#TV** **VAGUE**
16. **PAUL DRIVE-THERE** **FRUSTRATE** **FRIEND** **NOT HOME**
17. **BECKY GET NEW** **#CAR** **EXCITED** **FRUSTRATE** **#CAR** **STEAL**
18. **PATTY HERSELF** **NOTHING-TO-IT** **WRONG\(^1\)** **SHE SKYRISE** **FAMOUS**
**Commonly Fingerspelled Words**

<table>
<thead>
<tr>
<th>physical</th>
<th>car related</th>
<th>housing</th>
</tr>
</thead>
<tbody>
<tr>
<td>!fs-SICK!</td>
<td>fs-(TOYOTA, CHEV)</td>
<td>fs-GARAGE</td>
</tr>
<tr>
<td>fs-FLU</td>
<td>#CAR</td>
<td>fs-AC</td>
</tr>
<tr>
<td>fs-FEVER</td>
<td>fs-VAN</td>
<td>fs-PORCH</td>
</tr>
<tr>
<td>fs-STIFF</td>
<td>#BUS</td>
<td>fs-DOOR</td>
</tr>
<tr>
<td>fs-HURT</td>
<td>#SW</td>
<td>fs-ROOF</td>
</tr>
<tr>
<td>fs-CUT</td>
<td>#TRUCK</td>
<td>fs-SOFA</td>
</tr>
<tr>
<td>fs-FOOT</td>
<td>fs-USED</td>
<td>fs-OWNER</td>
</tr>
<tr>
<td>fs-DRUGS</td>
<td>fs-AS-IS</td>
<td>fs-OWN</td>
</tr>
<tr>
<td>fs-NAIL</td>
<td>fs-MPH</td>
<td>fs-RENT</td>
</tr>
<tr>
<td>fs-HAIR</td>
<td>#OIL</td>
<td>fs-SALE</td>
</tr>
<tr>
<td>fs-DR</td>
<td>fs-BRAKE</td>
<td>fs-HOTEL</td>
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<tr>
<td>#EEK</td>
<td>fs-CLUTCH</td>
<td>fs-APT</td>
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<td></td>
<td>#GAS</td>
<td>fs-CONDO</td>
</tr>
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<td></td>
<td>fs-REG (regular gas)</td>
<td>fs-CABIN</td>
</tr>
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<td>fs-KEYS</td>
<td>fs-CITY</td>
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<td>fs-LOCK</td>
<td>fs-AVE</td>
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<td></td>
<td>fs-UNLOCK</td>
<td>fs-BLVD</td>
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</table>

**KEY:** “fs” means fingerspelled. These words are typically spelled, not signed, in ASL.

“#” denotes a lexicalized borrowing, what used to be known as a “loan sign.” These are formed fluidly and produced as signs, not words with discretely formed letters.
Activity Sheet

Directions: Describe this drawing to your partner so that s/he can draw an exact copy from your description. Do not show the drawing to your partner until s/he is finished; then compare the original to the copy and discuss any differences.

Describe:

Draw:
Activity Sheet

Directions: Describe this drawing to your partner so that s/he can draw an exact copy from your description. Do not show the drawing to your partner until s/he is finished; then compare the original to the copy and discuss any differences.

Describe:

Draw:
Worksheet

Directions: Identify one person below with a brief description, and give one fact about that person. Both you and your partner should write the fact under the correct face. Your partner will then describe another person in that row; write down the fact s/he gives under the correct face. Continue for all the faces on the worksheet.
Activity Sheet

Directions: Describe this drawing to your partner so that s/he can draw an exact copy from your description. Do not show the drawing to your partner until s/he is finished; then compare the original to the copy and discuss any differences.

Describe:

Draw:
Directions: Describe this drawing to your partner so that s/he can draw an exact copy from your description. Do not show the drawing to your partner until s/he is finished; then compare the original to the copy and discuss any differences.

Describe:

Draw:
Activity Sheet

Directions: Describe this drawing to your partner so that s/he can draw an exact copy from your description. Do not show the drawing to your partner until s/he is finished; then compare the original to the copy and discuss any differences.

Describe:

Draw:
Activity Sheet

Directions: Describe this drawing to your partner so that s/he can draw an exact copy from your description. Do not show the drawing to your partner until s/he is finished; then compare the original to the copy and discuss any differences.

Describe:

Draw:
GUESS THE RELATIONSHIP

Worksheet

Directions: Ask your instructor yes/no questions about the relationships between the people pictured below. Watch other students' questions as well, and write the answers (and the relationships as you deduce them) in the blanks beside the faces.
Activity Sheet

Directions: Mark and label the locations of five or six places on the top drawing of the hallway. Give your partner a list of the places you used. Then take turns asking and telling your partner where each place on the lists is located. Afterwards, compare drawings.

Your locations:

Your partner's locations:
Activity Sheet

Directions: The instructor will describe one of the patterns in each row. You are to circle the drawing that best corresponds to the description. Remember to choose drawings according to the instructor's perspective.
Directions: The instructor will sign a series of statements about daily routines. Fill in the information as given.

Example

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[Clock with 11:12:00 and am/pm]

activity

wash dishes

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[Clock with 11:12:00 and am/pm]

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[Clock with 11:12:00 and am/pm]

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[Clock with 11:12:00 and am/pm]

activity

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[Clock with 11:12:00 and am/pm]

activity
**Directions:** Fill in the left side of this sheet with information about the daily activities of the people pictured below. You may write letters for people and numbers for activities, but when signing the information to your partner, you must *describe* the people and give the *sign* for activities.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<td>6.</td>
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</tbody>
</table>

**You fill in, then tell your partner:**

<table>
<thead>
<tr>
<th>How often</th>
<th>At what time</th>
<th>Who (letter) Does what (#)</th>
</tr>
</thead>
</table>

**Fill in according to the information your partner gives:**

<table>
<thead>
<tr>
<th>How often</th>
<th>At what time</th>
<th>Who (letter) Does what (#)</th>
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</table>

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<th>Who (letter) Does what (#)</th>
</tr>
</thead>
</table>
Survey Form

Directions: Ask your classmates questions to find people that fit each description below. Write their names next to the description. You have 20 minutes to complete the form.

1. likes chocolate ice cream
2. has a boy/girlfriend
3. has worn eyeglasses for the past three years
4. has two brothers
5. is the baby of the family
6. has birthday in the same month as you
7. favorite color is red
8. has same first initial as yours
9. drinks orange juice every morning
10. does not like coke
11. was born in Texas
12. has two pet dogs
13. watches three hours of TV every night
14. drinks five cups of coffee a day
15. has $20 on him/her
16. favorite sport is football
17. likes to play cards
18. has seen Gone with the Wind
19. was born in December
20. doesn’t like cats
21. is older than you
22. can speak three languages
23. has been married for 10 years
24. has a deaf friend
25. lives nearest to you
26. (write one of your own)
Regional Quiz

I will sign a series of sentences about people who live here in Kern County. After I sign each sentence, write the name of the person above the area that I say he or she lives in. Draw a circle around both the individual’s name and the town’s name. This quiz is worth 10 points.