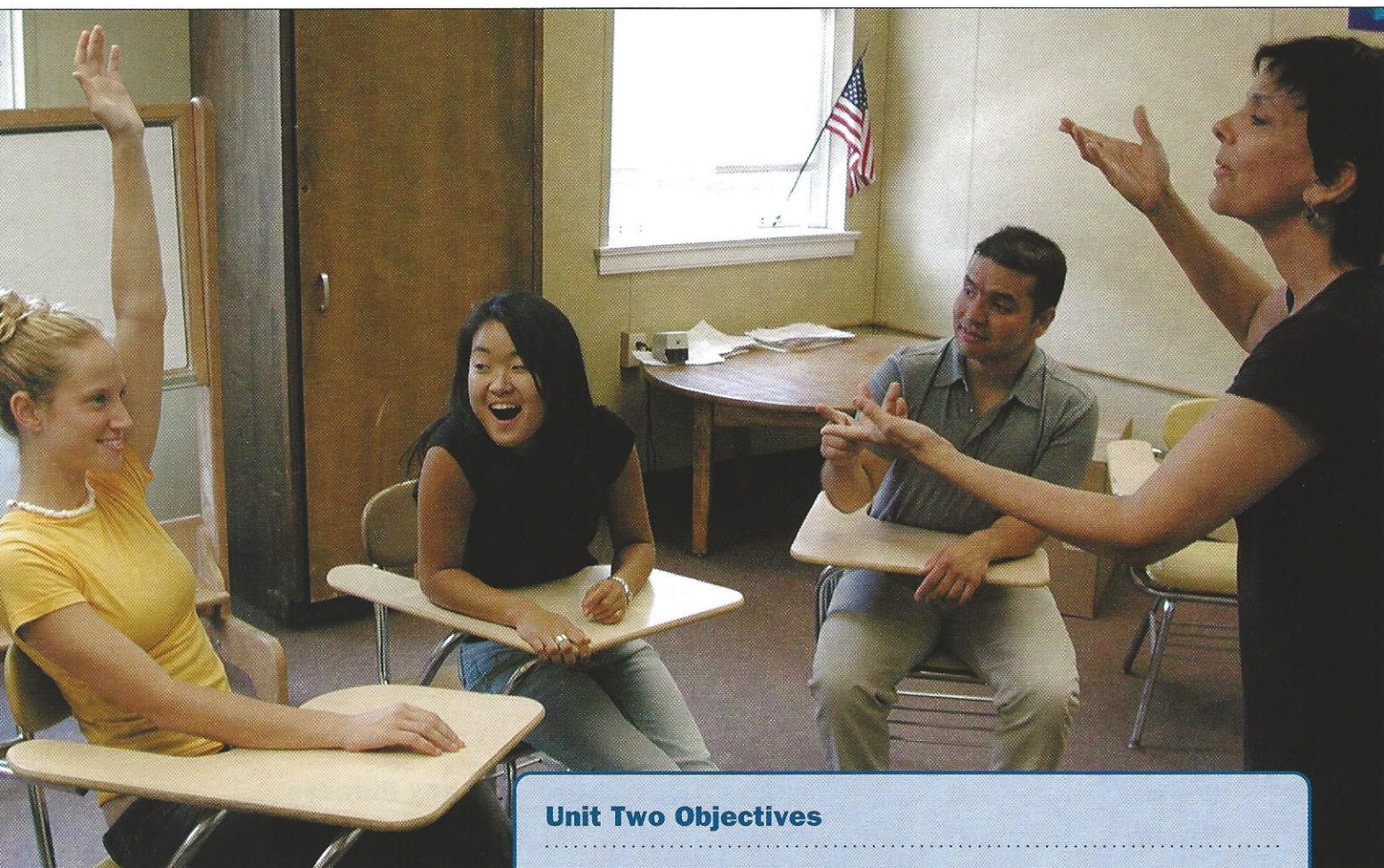


## UNIT TWO

---

# Getting Started



### Unit Two Objectives

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- To ask for help and clarification in ASL
- To engage in basic conversation on a variety of topics
- To understand the cultural view of deafness
- To improve familiarity with ASL grammar and structure
- To learn and apply WH-signs and facial expressions
- To understand iconic and non-iconic signs



## Unit Two Vocabulary

Ask me (plural) . . . . .	54	Important . . . . .	66	<i>to</i> Turn off (lights) . . . . .	45
<i>to</i> Ask . . . . .	54	<i>to</i> Jump . . . . .	45	<i>to</i> Turn on (lights) . . . . .	45
Book . . . . .	41	<i>to</i> Kick back, take it easy .	59	Um, uh, well . . . . .	61
<i>to</i> Chat, to hang out . . . . .	59	<i>to</i> Mean . . . . .	44	<i>to be</i> Unclear . . . . .	44
Church . . . . .	59	Monday (1–2) . . . . .	57	<i>to</i> Walk to . . . . .	47
<i>to be</i> Clear . . . . .	44	Mosque . . . . .	59	Warning . . . . .	39
<i>to</i> Close (door) . . . . .	45	<i>to</i> Move . . . . .	41	Water, water fountain .	66
<i>to</i> Correct, grade . . . . .	50	<i>to</i> Need . . . . .	41	Wednesday (1–2) . . . . .	57
Day . . . . .	61	NMS: WH-Face . . . . .	42	Week . . . . .	61
Deaf (alternate) . . . . .	48	None . . . . .	39	Weekend . . . . .	61
Desk, table . . . . .	41	Not, don't, doesn't . . . . .	44	What . . . . .	64
Do-Do . . . . .	59	<i>to</i> Open (door) . . . . .	45	When . . . . .	64
<i>to</i> Eat, food . . . . .	55	Paper . . . . .	50	Where . . . . .	64
<i>to</i> Enjoy, have fun . . . . .	59	Party . . . . .	47	Which . . . . .	64
<i>to</i> Erase (board) . . . . .	50	Pen, pencil . . . . .	41	Who (1–3) . . . . .	64
<i>to</i> Erase (paper) . . . . .	50	Person (standing) . . . . .	45	Why, because (1–3) . . . . .	64
Every day . . . . .	61	<i>to</i> Play sports . . . . .	59	With . . . . .	55
Excuse me . . . . .	44	Question mark . . . . .	54	<i>to</i> Work, job . . . . .	61
<i>to</i> Explain . . . . .	44	<i>to</i> Read . . . . .	47	<i>to</i> Write . . . . .	50
Friday (1–2) . . . . .	57	<i>to be</i> Ready . . . . .	55	<i>to be</i> Wrong, error . . . . .	50
<i>to</i> Get better . . . . .	66	Restaurant . . . . .	55	Yesterday . . . . .	59
<i>to</i> Get up, stand up . . . . .	45	Saturday (1–2) . . . . .	57	You ask me . . . . .	54
<i>to</i> Get worse . . . . .	66	<i>to</i> Sit down . . . . .	45	You're welcome . . . . .	44
<i>to</i> Give to . . . . .	41	<i>to</i> Sleep . . . . .	47		
<i>to</i> Grab . . . . .	39	<i>to</i> Spot, see . . . . .	50		
<i>to</i> Hand out . . . . .	50	Student . . . . .	50		
Help me . . . . .	41	<i>to</i> Study . . . . .	50		
Help you, I . . . . .	41	Sunday . . . . .	57		
<i>to</i> Help . . . . .	41	Sure . . . . .	41		
Home . . . . .	47	Teacher . . . . .	50		
<i>to be</i> Hungry . . . . .	55	Temple . . . . .	59		
I ask everybody . . . . .	54	Test, exam (1–2) . . . . .	50		
I ask you . . . . .	54	Thursday (1–3) . . . . .	57		
I walk . . . . .	47	Tuesday (1–2) . . . . .	57		

### Key Phrases

Don't do that . . . . .	45
Explain it again . . . . .	42
What are you doing? . . . . .	59
What did you do? . . . . .	59
What do you do? . . . . .	59
What does it mean? . . . . .	42
What is it? . . . . .	65



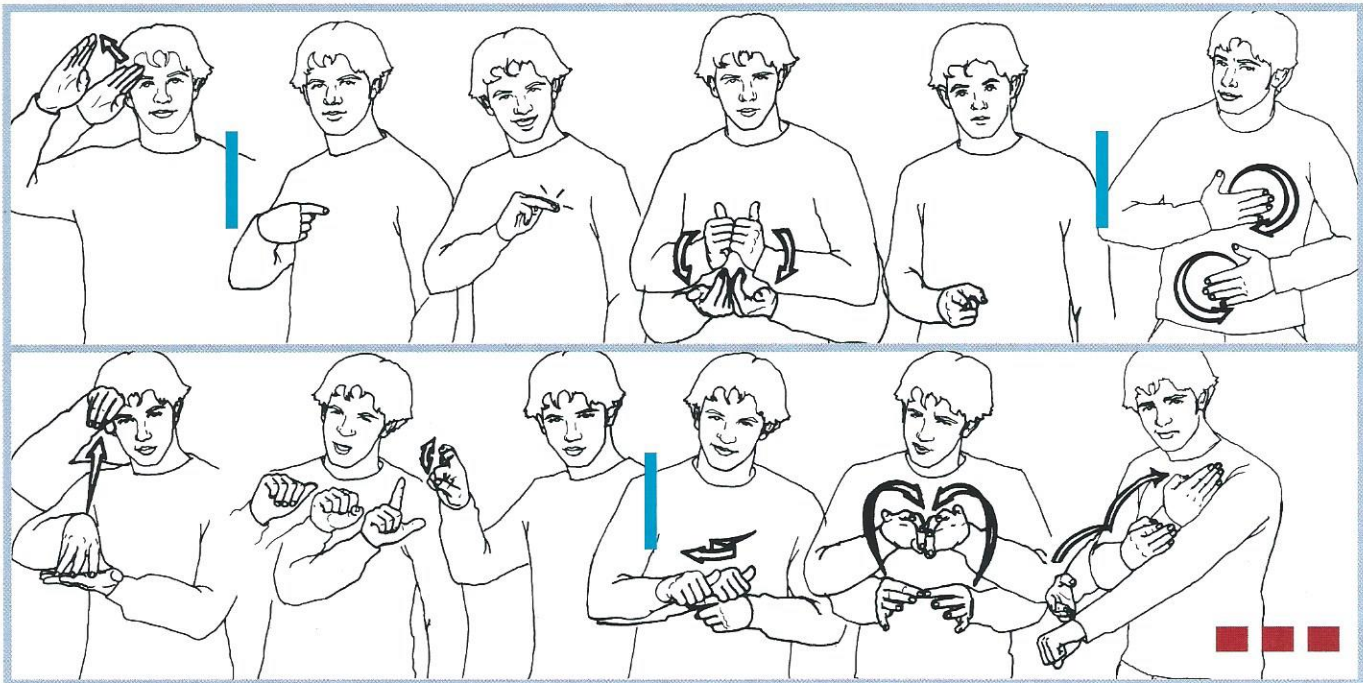


## My Advice

Hi. I'm Marc. How are you? Having fun learning ASL? Practice is important to get better. If you don't practice, you'll only get worse! Grab opportunities to chat in ASL with Deaf people, but here's a warning: If you're in a restaurant and see Deaf people and want to practice, think again!



**My Advice** Watch Marc sign in full motion on your student DVD.



## Vocabulary

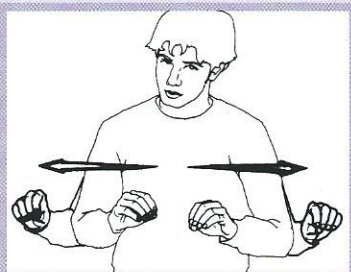
### My Advice

Other new vocabulary seen in the narrative is presented throughout Unit 2.



**To grab**

Literally meaning *grab*, use the sign when taking about sudden opportunities.



**None**

Related to *nothing*, *none* is more emphatic.



**Warning**

Use this sign to say *watch out*.

## Did you know?

ASL students are often eager to practice ASL with Deaf people, who are generally willing to say hello to students. However, there is a time and place for ASL tutorials so be respectful and use common sense. A frequent experience is an ASL student approaching a couple dining in a restaurant and starting a conversation out of the blue!

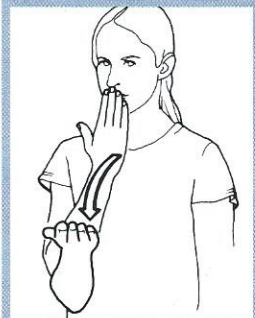
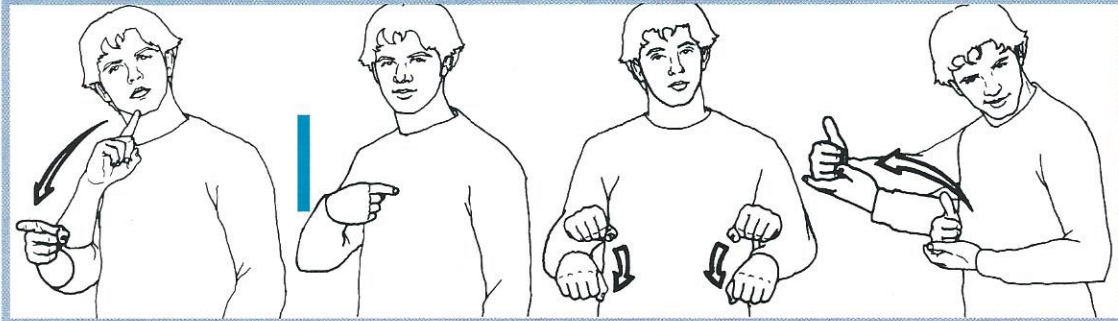
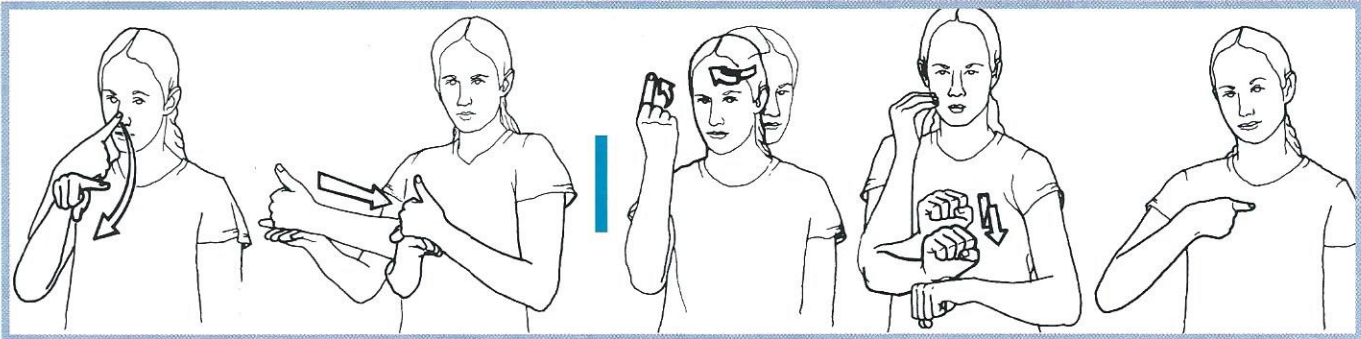


## Asking For Help

The meanings of some signs in ASL change depending on the way the signs are moved. For example, the sign *help* can mean *I help you* or *You help me* if the movement is towards the signer or someone else. This feature of ASL is called **directionality**. You need to memorize which ASL signs are directional to use them correctly. Here's a hint: If you want to sign something being done to, for, or with you, then the sign tends to be directional.



**I Have a Question** Watch Marc and Kris on your student DVD.



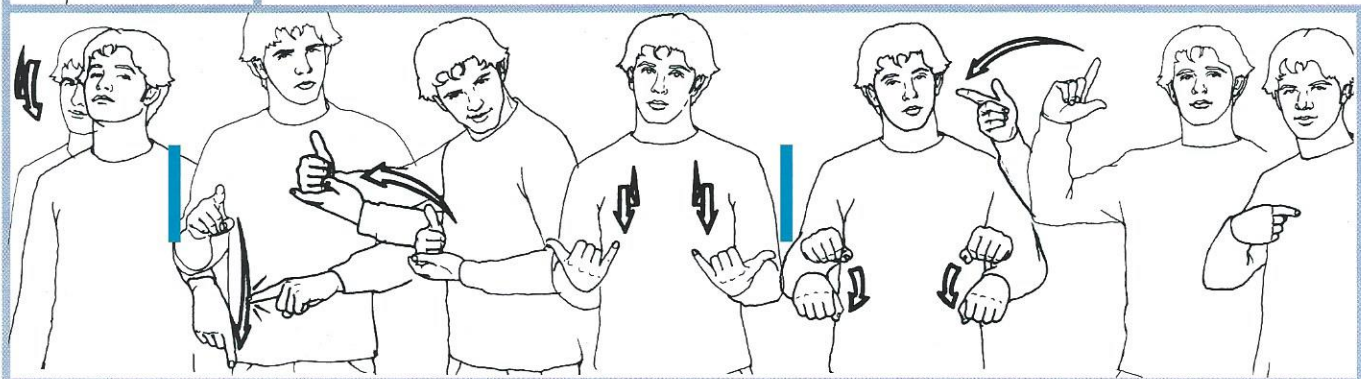
### Dialogue Translation

**Kris:** *Do you mind helping me? I don't understand the homework.*

**Marc:** *Sure, I can help you.*

**Kris:** *Thanks!*

**Marc:** *You're welcome. I can't help you right now, though I can later.*





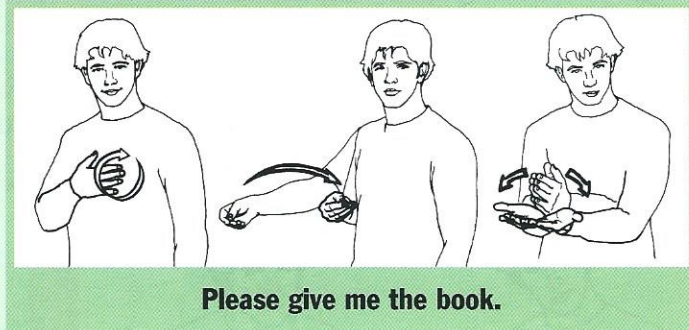
# Classroom Exercise **A**

**1** *Help & Directionality.* Use the correct form of *help* in each sentence.

- |                    |                         |                          |
|--------------------|-------------------------|--------------------------|
| 1. Please help me. | 3. He/she can help you. | 5. Help them.            |
| 2. I can help you. | 4. Help us.             | 6. You help <u>  ?  </u> |

**2** *Using directionality.* The signs *give to*, *help*, and *move* are directional. How should the signs be altered in each sentence? An example is provided.

1. Help me move the table.
2. Please give her the book.
3. Can you give me a pencil?
4. We don't want help.
5. I need to give you my pen.
6. Move the desk over there.
7. She is helping me move tomorrow.
8. Give me my book.
9. Give   ?   my   ?
10. Help   ?



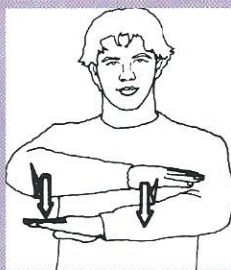
**FYI** You don't need to add *me* when using directionality. It's already included in the sign!

## Vocabulary

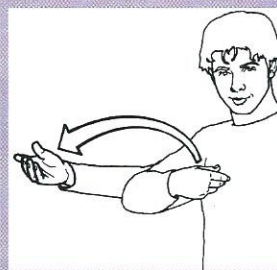
## Directionality



Book



Desk, table



To give to



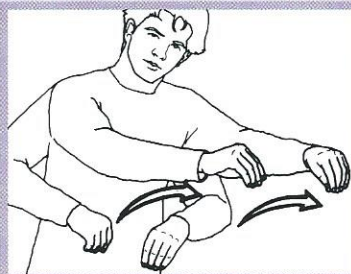
To help (general)



Help me



I help you



To move



To need



Pen, pencil



Sure



# ASL Up Close



**WH-Face**

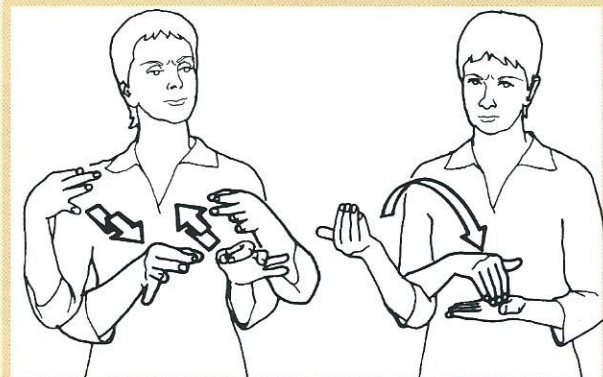


## The WH-Face

Knowing how to ask for help is important in any language. In ASL, two key phrases are *mean what* and *explain again*. Both phrases use a specific non-manual signal called the WH-Face that closely resembles the Question-Maker (see page 15). You have used the WH-Face to ask *What is your name?* Use the WH-Face instead of the Question-Maker when you are uncertain, unclear, or asking a question using the signs *who*, *what*, *where*, *when*, *why* (see page 64). Use culturally-appropriate techniques to interrupt or gain attention, or raise your hand in class. Make sure you have eye contact before asking for clarification. The examples below show how the WH-Face is used to ask for help.



**What does it mean?**



**Explain it again.**

## Classroom Exercise

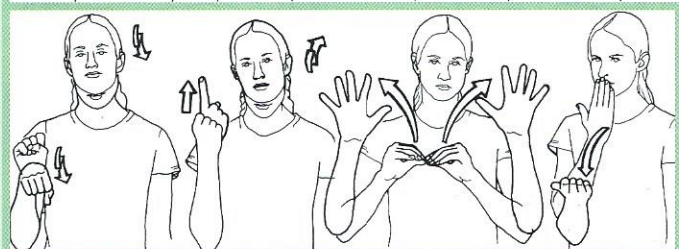
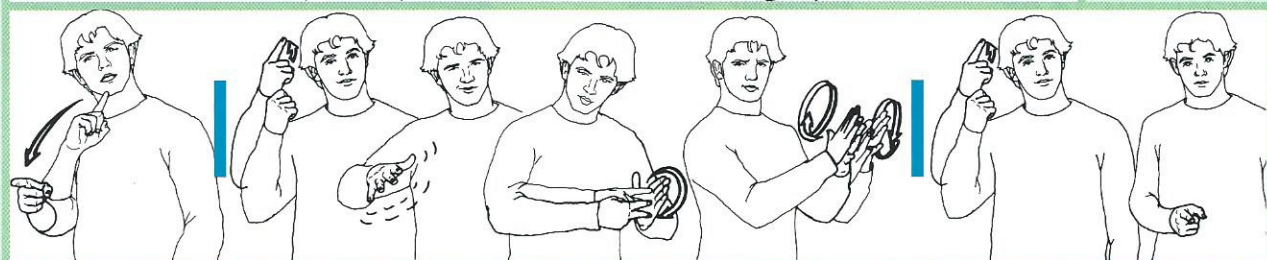
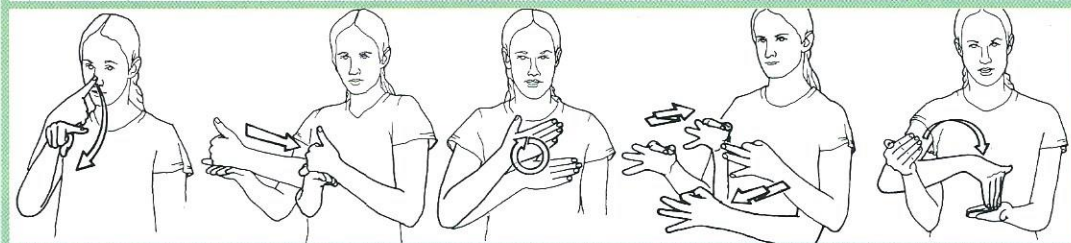
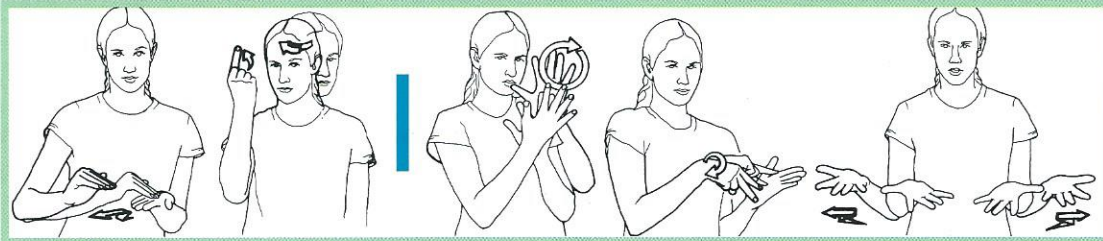


- 1 **The WH-Face.** Practice the phrases with a partner. How is the WH-Face made?
  1. *What does it mean?*
  2. *Explain it again.*
  3. *What's your name?*
  4. *I don't understand*
  
- 2 **Faces.** Decide whether the Question-Maker or the WH-Face best matches the sentence, and sign it to a partner. When done, switch roles and repeat the exercise.
  1. *Is his name Todd?*
  2. *What's your name?*
  3. *Do you understand?*
  4. *No, I don't understand.*
  5. *Do you mind helping me?*
  6. *What does it mean? Can you explain it again?*
  
- 3 **Asking questions.** Work with a partner and create four sentences using the WH-Face and Question-Maker. What differences do the faces show?



# Classroom Exercise

1 *I don't understand.* Sign the dialogue between Marc and Kris. When done, respond to the comprehension questions.



## Deaf Culture Minute

What is the ASL sign for *You're welcome*? You can sign *thank you* back to the person who thanked you, or nod your head and smile. Nodding is more casual and should be used with friends and family. Seem strange? It's different than English, but not so strange. Many languages say *you're welcome* this way.





## Classroom Exercise (continued)

- 2** *Comprehension.* Work with a partner to sign and answer the comprehension questions.
1. What sign didn't Kris understand?
  2. What does it mean?
  3. Did Marc explain the meaning to Kris?
  4. How did each person say thank you?
- 3** *Dialogue.* Create a dialogue with a partner in which an ASL student asks someone to explain what a sign means. Use complete ASL sentences and non-manual signals.
- 4** *Asking for help.* Work with a partner to sign each sentence in ASL before signing the complete dialogue.

**Student A** *Excuse me. Can you help me?*

**Student B** *Sure! Are you unclear about something?*

**Student A** *Yes, I'm unclear. I don't understand the sign "confused."*

**Student B** *The sign "confused" means you don't understand clear.*

**Student A** *I understand. I need to practice!*

**Student B** *I can help you practice. Do you want to practice today?*

**Student A** *I'm not sure I can. Can I meet you tomorrow?*

**Student B** *Sure!*

**Student A** *Good. I'll see you tomorrow. Good-bye!*

**Student B** *Take care!*

### Accent Steps

Use the sign *unclear* for phrases like *I don't really understand, I don't get it, or Is something not clear?*

## Vocabulary

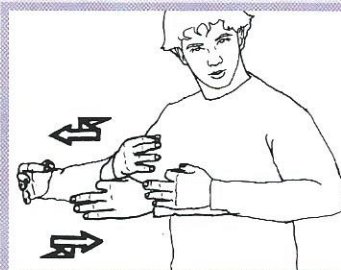
## Helpful Signs



To be clear



Excuse me



To explain



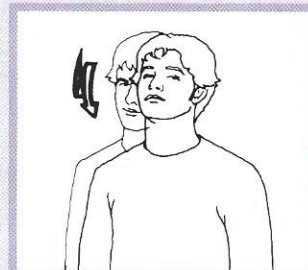
To mean



Not, don't, doesn't



To be unclear



You're welcome

**FYI** Don't add *me* to the sign *excuse me*. Doing so is redundant.



## I Want to Know . . .

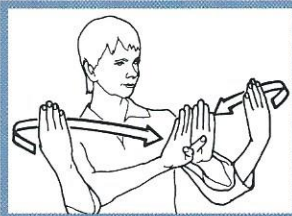
### Isn't ASL just gestures or making "pictures" in the air?

Some people believe ASL is a simple language of gestures like *don't do that*. Using some gestures does not make ASL any less of a language than English, which also uses gestures. Can you think of gestures or signs that ASL and English have in common? Some signs resemble the meaning behind the sign (like *book*). These are called **iconic signs**, but most signs are not iconic. How many iconic signs do you know compared to non-iconic signs?

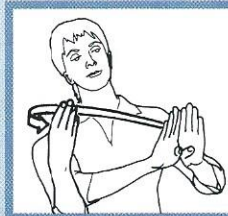
How are the signs *door* and *lights* iconic? Can you think of the sign for *window* using the same handshape as *door*?



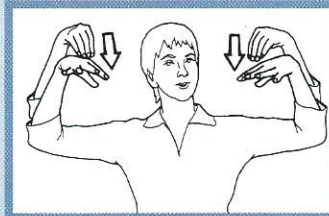
**Don't do that**



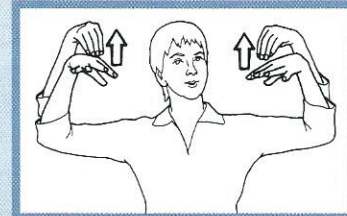
**To close (door)**



**To open (door)**



**To turn on (lights)**



**To turn off (lights)**

The signs below are related to each other. Are they iconic? Why or why not?



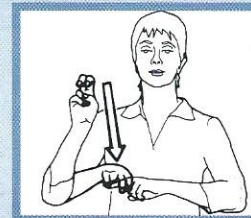
**Person (standing)**



**To get up, stand up**



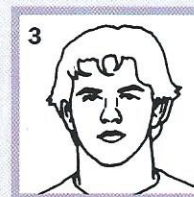
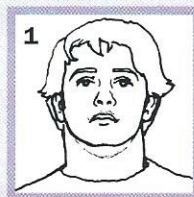
**To jump**



**To sit down**

## Homework Exercise 1

- A** How would you use each expression in a sentence? Explain what meaning you think the expressions convey, and practice signing a complete ASL sentence for each.



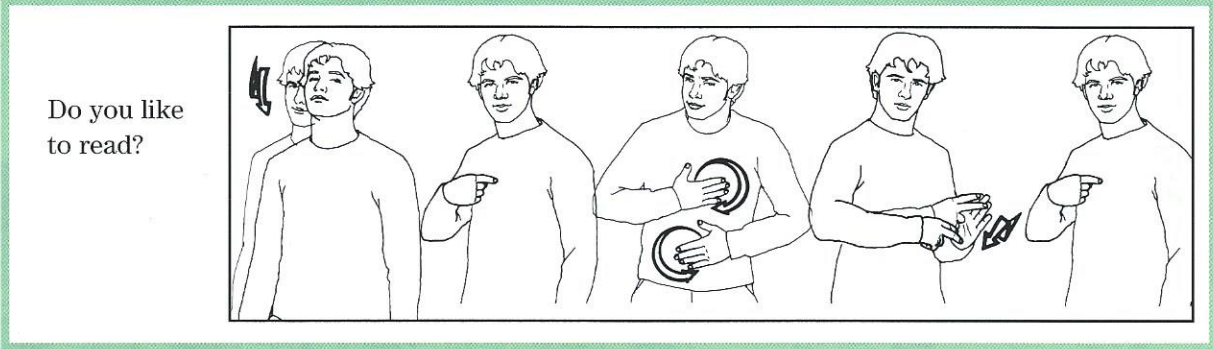
- B** Practice signing three sentences using the WH-Face. Make sure your eyebrows are noticeable!



# Classroom Exercise

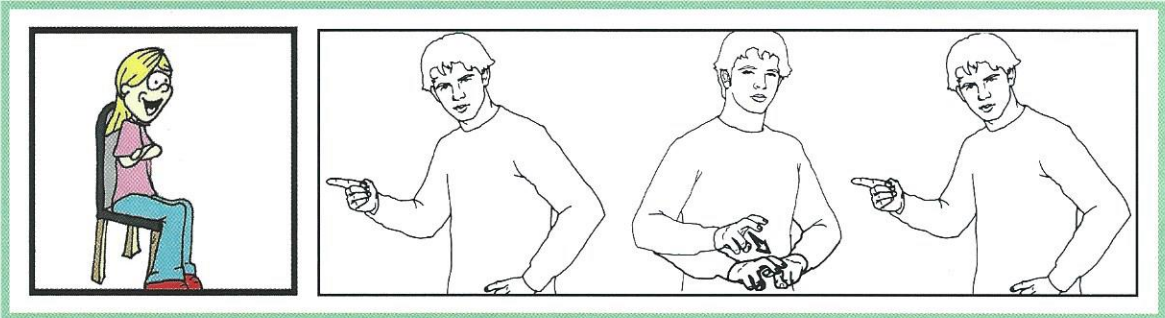


**1** *Asking questions.* Ask a partner the following questions in ASL. When done, switch roles and repeat the exercise. Remember to answer questions in a complete sentence, following the example.



- |                                  |                                      |
|----------------------------------|--------------------------------------|
| 1. Are you learning ASL?         | 5. Do you want to study tomorrow?    |
| 2. Do you understand me?         | 6. Are you sitting down?             |
| 3. Do you mind opening the door? | 7. Are you going to a party tonight? |
| 4. I'm tired. Are you?           | 8. What's for homework?              |

**2** *What are they doing?* Explain in a complete ASL sentence what you see in the illustration. An example is provided.



<p>1</p>	<p>2 I'll help you with that.</p>	<p>3</p>	<p>Umph, This table is heavy!</p>	<p>5</p>
<p>6</p>	<p>7</p>	<p>8</p>	<p>9</p>	<p>10</p>



# Classroom Exercise



Yes or no? Your partner will respond affirmatively or negatively to the question asked based on the illustration. When done, switch roles and repeat the exercise.

1

2

3

Is the book open?

4

Are they walking?

5

Is she reading?

## Vocabulary

## Activities



Home



I walk



Party



To read



To sleep



To walk to



# Deaf Culture

## NOTE

### Labels and identity

Minority groups are often labeled by the larger, surrounding community who are uninterested in how the group identifies itself. This is especially true with individuals considered disabled or handicapped. The Deaf community has been labeled “deaf-and-dumb” and “deaf-mute” in addition to handicapped, disabled, or abnormal. Over the years the Deaf community has worked to educate hearing people about the negative connotations of many labels, preferring that a positive view of deafness and Deaf culture be respected.



International symbol of deafness

~~Deaf and dumb~~

~~Deaf mute~~

Hearing impaired

Hard of hearing

Deaf

Deaf culture

You may have seen the term **hearing impaired** on TV or other media referring to deafness. Many people in the Deaf community prefer to sign *deaf* instead of *hearing-impaired* due to the negative connotations of “impaired” and “broken.” Strangely, hearing people consider this term more polite than saying “Deaf.” Deaf people are proud to be Deaf, and prefer to be called Deaf!

**Hard-of-hearing** refers to those individuals who have some degree of deafness and can use a spoken language, though hearing and speech skills vary from person to person. Many hard-of-hearing people consider themselves to be culturally Deaf, meaning they fully participate in the Deaf community.



Deaf (alternate)

Deaf people form a cultural and linguistic minority whose language and experiences are unique. When a group of people who share a language and come together to offer mutual support in pursuit of common goals and interests, a **community** is formed. Over time, a culture develops from this community. **Deaf culture** is the shared experience of deaf people that has its own values, social norms (ways of doing things), a unique history, and a rich tradition of storytelling and poetry passed from generation to generation. The common bond in Deaf culture is the experience of being deaf and the use of American Sign Language.

The sign on the left is an older sign for *deaf*, still seen occasionally by older signers or in formal situations. Analyze the sign closely: Do you understand why it means *deaf*?

## Accent Steps

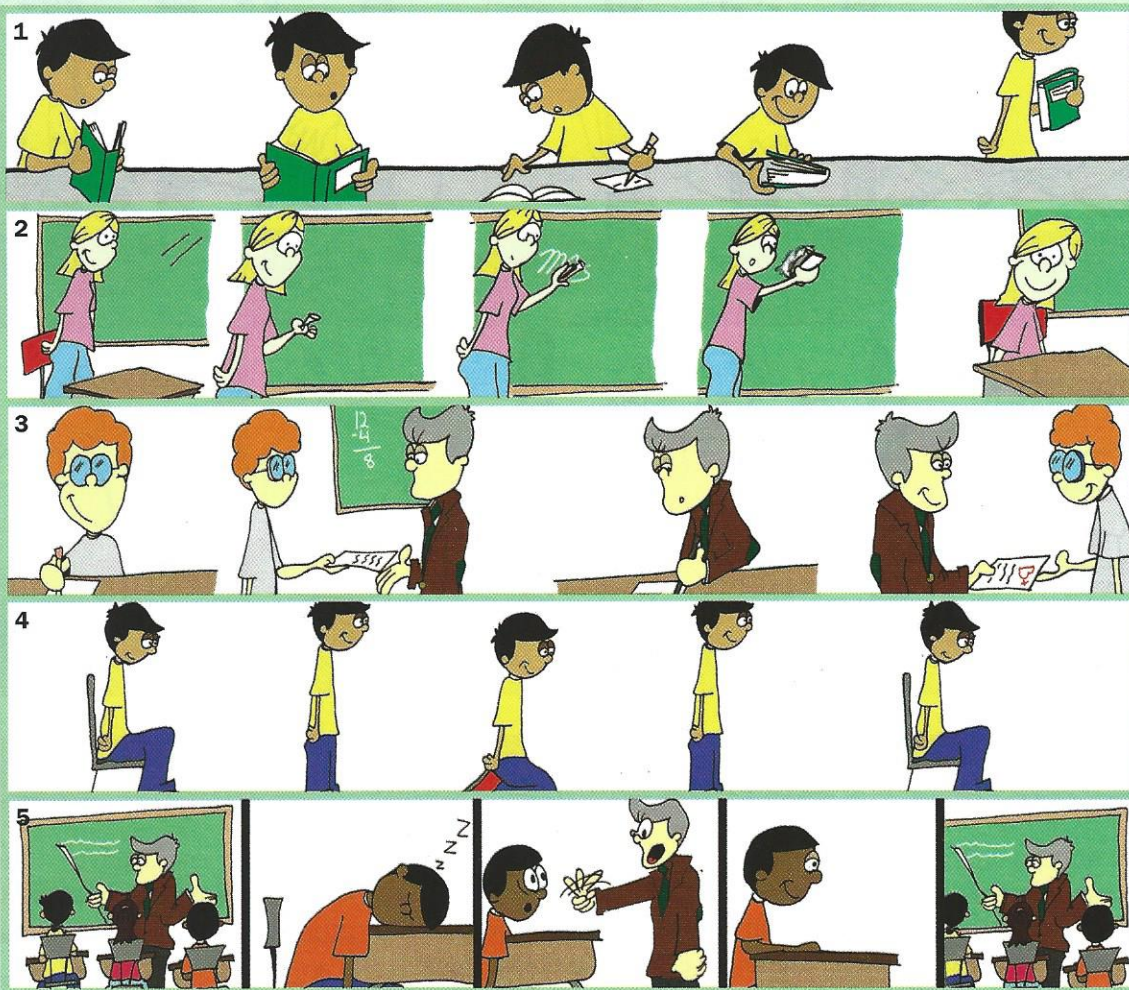
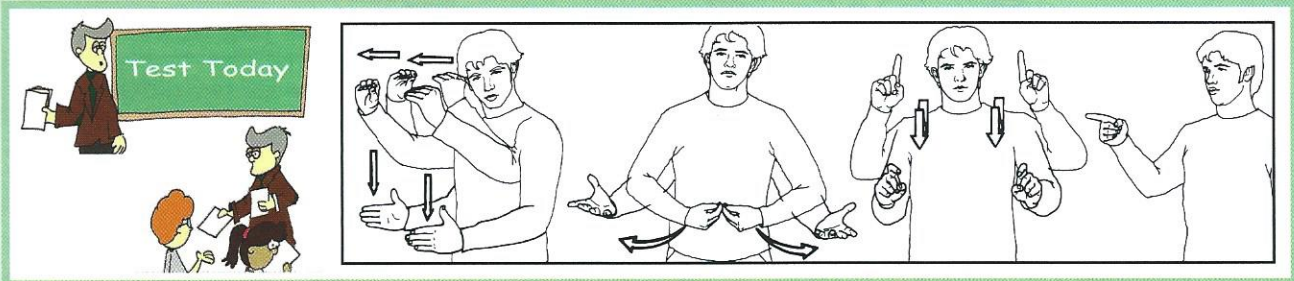
Non-manual signals (NMS) like the head shake and eyebrows must be clear and obvious for the meaning to be understood. Make sure your NMS are visible on your face.



# Classroom Exercise



- 1 What are they doing? Based on the illustrations, explain what each person is doing in a complete ASL sentence. An example is provided.



- 2 Giving requests. Ask a partner to do three specific tasks using vocabulary you've learned so far. Some ideas are provided for you. When done, switch roles and repeat the exercise.

1. write your name on the board, then erase it
2. open or close the door
3. stand up or sit down
4. move your desk



# Vocabulary

## In the Classroom



To correct, to grade



To erase (a board)



To erase (on paper)

### Why do you think?

... there are two different signs for *erase*?



To hand out



Paper



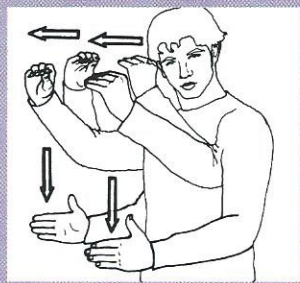
To spot, to see



To study



Student



Teacher



Test, exam



To write



To be wrong, error

## Accent Steps

Have you noticed differences between signs in **Master ASL!** and those your teacher uses? Maybe a Deaf person has taught you some signs that closely resemble the signs you've learned in this book but aren't the same. As you meet Deaf people you will encounter slight differences between signs, called **variations**. There are certain signs that vary from region to region, with some differences more well-known than others. In many ways, these sign variations resemble regional differences in spoken languages: Do you say *soda*, *pop*, or *cola*? The answer depends on where you live and your own preference. The same variation between signs is seen in ASL. Be sure to use the sign variation preferred by your local Deaf community unless you want to sign with an accent!



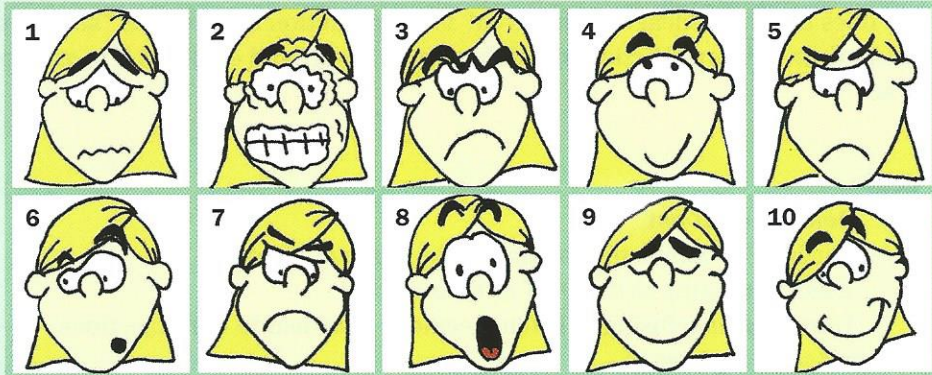
Two variants on the sign test



## Classroom Exercise

# G

The highs and lows of eyebrows. Practice each facial expression, paying attention to the eyebrows and mouth.



## Classroom Exercise

# H

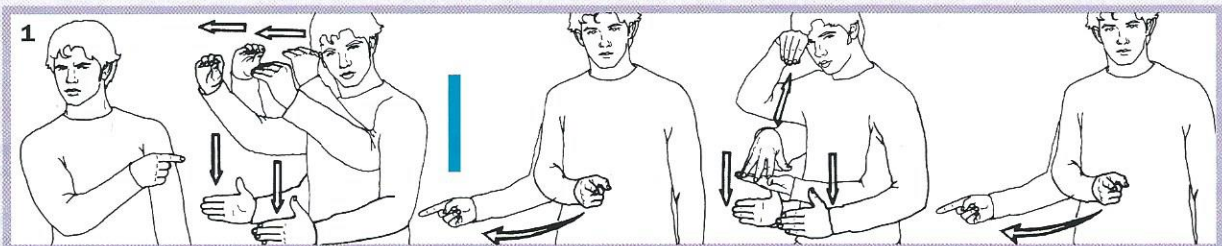
Conversations with the teacher. Sign each sentence to a partner, who will respond with the information in bold. Switch roles and repeat when done.

1. Do you want a test today? (**No, we want the test tomorrow.**)
2. Do you know the ASL teacher's name? (**Yes, it's \_\_\_\_.**)
3. Are you an ASL student? (**Yes, I am learning ASL.**)
4. I'm not an ASL student. (**No, you are the ASL teacher.**)

## Homework Exercise

# 2

- A** What is your ASL teacher's name? Practice introducing him or her to a friend of yours. Is your teacher Deaf or hearing? What can you say about your teacher?
- B** Change the meaning of each sentence below from the affirmative to the negative using *no* and *not*.
- C** Write a translation of each of the following sentences into ASL gloss.





## Focus: What is deafness?

What does the word “deaf” mean to you? Is the definition as simple as “someone who can’t hear”? Read the American Heritage Dictionary’s definition of “deaf” and compare it to your own. What differences do you see?

### deaf

*adj.* **deaf·er, deaf·est**

Partially or completely lacking in the sense of hearing.

**Deaf** or relating to the Deaf or their culture.

Unwilling or refusing to listen; heedless: was deaf to our objections.

*n.* (used with a *pl. verb*)

Deaf people considered as a group. Used with the.

**Deaf** The community of deaf people who use American Sign Language as a primary means of communication. Used with the.

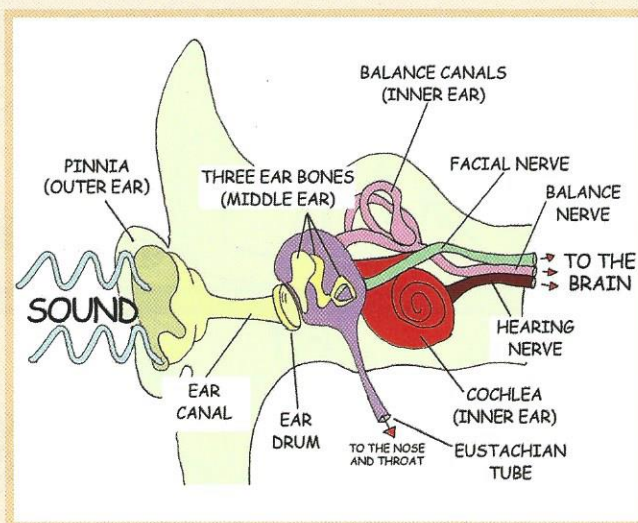
**deaf ly** *adv.*

**deaf ness** *n.*

**Usage Note:** The rise of the Deaf Pride movement in the 1980s has introduced a distinction between *deaf* and *Deaf*, with the capitalized form used specifically in referring to deaf persons belonging to the community also known as *Deaf culture* that has formed around the use of American Sign Language as the preferred means of communication. The issue of capitalization is different with *deaf* than it is for a term such as *black*. In the case of *black*, the decision whether or not to capitalize is essentially a matter of personal or political preference, while with *deaf* the capitalized and uncapitalized forms differ in meaning as well as style. Only persons who are self-identified as belonging to Deaf culture are appropriately referred to as *Deaf*.

*The American Heritage® Dictionary of the English Language, Fourth Edition*  
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All rights reserved.

As you can see, the American Heritage Dictionary has two major definitions for the word *deaf*. One refers to the sense of hearing, and the other focuses on a group of people and their culture. The first perspective is called the **pathological** or **medical model**, meaning the focus of attention is on the “broken” ear that affects how much one does or does not hear. The emphasis of the medical definition of deafness is to cure those who are deaf and make them “normal.” Deafness may be caused by illness, heredity, damage from exposure to loud noise, or age, and may occur from damage in the inner, middle, and outer areas of the ear. Look at the diagram for a closer look at the various parts of the ear.





## What is Deaf Culture?

The second perspective of the word *deaf* is a cultural point of view in which deafness is considered to influence a unique way of life. In this **cultural model**, deafness is not considered to be an overwhelming handicap or disability but instead is part of one's identity. Because deafness in this context is an accepted — and positive — way of life for a large group of people, Deaf is capitalized to distinguish those persons who are deaf and use American Sign Language from the medical model. In other words, deaf individuals who use American Sign Language, identify themselves as part of the deaf community, and are proud to be deaf are Deaf!

While many Deaf people use hearing aids or other technological equipment to improve their hearing or perception of sound, most Deaf individuals do not feel the need to be fixed or cured. Many Deaf people are proud to be deaf and of their achievements and successes despite not hearing. The Deaf culture has responded to and adapted to the needs of the "hearing world," a world that respects the Deaf community more than ever.



*Road Signs (1996)*, Ann Silver.  
Reproduced by permission of artist

Now that you understand the difference between Deaf and deaf, it is important to understand the meaning of **culture**. As defined by the American Heritage Dictionary, culture refers to the beliefs, behavior patterns, social organizations, and products of a particular group of people. While Deaf culture is comprised of people from all races, ethnicities, and backgrounds, the common and unifying trait is deafness and the use of American Sign Language. From this bond and the needs for mutual support, developed a community sharing goals, ideals and expectations, a rich body of literature and the arts, and a way of living that celebrates deafness as a fulfilling way of life. This way of life is called **Deaf culture**.

### **culture**

*n., v.*

The totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought. These patterns, traits, and products considered as the expression of a particular period, class, community, or population: *Edwardian culture*; *Japanese culture*; *the culture of poverty*. These patterns, traits, and products considered with respect to a particular category, such as a field, subject, or mode of expression: *religious culture in the Middle Ages*; *musical culture*; *oral culture*.

The predominating attitudes and behavior that characterize the functioning of a group or organization.  
n 1: a particular civilization at a particular stage 2: the tastes in art and manners that are favored by a social group 3: all the knowledge and values shared by a society.

Often, hearing people wonder whether the Deaf community has a “real” culture of its own. As you begin your study of ASL, you may be surprised by the depth and breadth of this culture, often called the **Deaf World**. Look at the painting by the noted Deaf artist Ann Silver. Her artwork is highly regarded for depicting the Deaf perspective, highlighting the visually-based culture that is often at odds with the hearing world. The Deaf perspective offers a different way of looking at things considered “normal” by hearing people. Are you ready and willing to look at the hearing and Deaf worlds differently?



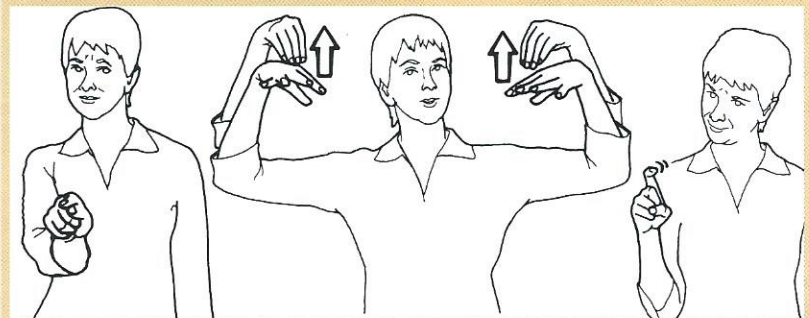
# ASL Up Close

## The Signed Question Mark

Each of the signs below shares more than just the same basic handshape: A question is being asked or in the case of *test*, several questions. In many ways, this handshape is a signed question mark. The signed question mark does not replace the Question-Maker. It is used to emphasize that a question has been asked and that the signer expects a response.



**Question Mark**



**Did you turn off the lights?**



**Ask him / her, not me.**



**To ask**

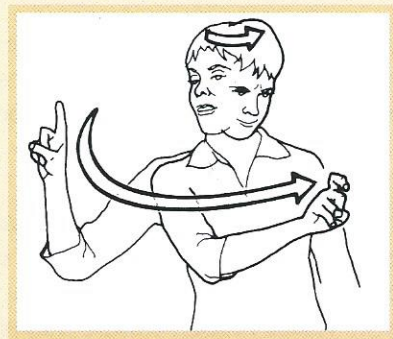
The sign *to ask* is directional and follows the rules of directionality, as seen in the examples. The sign *ask me* (plural) means *Do you have any questions?* if paired with the Question-Maker.



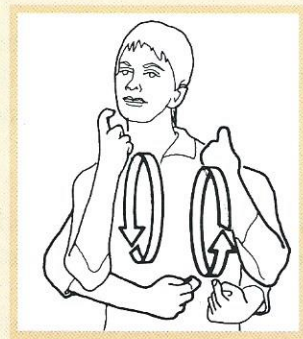
**I ask you**



**You ask me**



**I ask everybody**



**Ask me (plural)**



# Classroom Exercise I

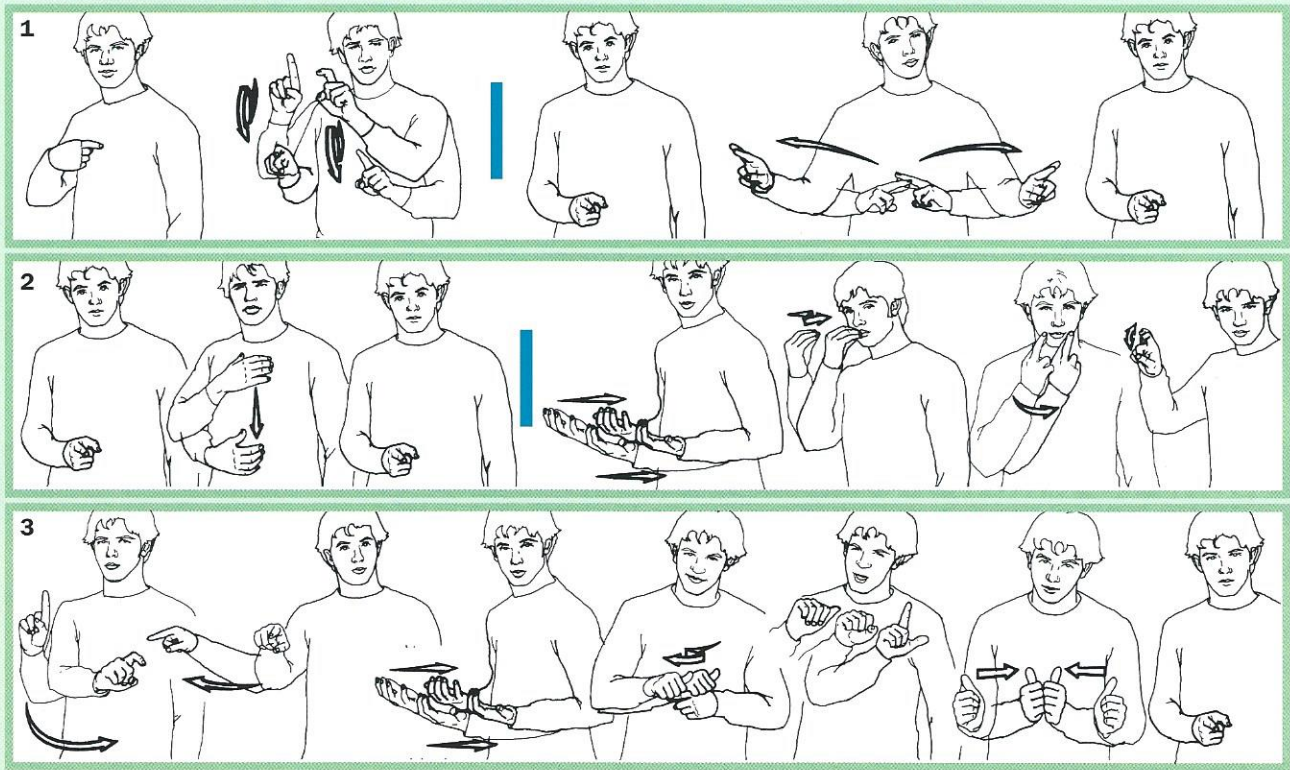
1 Ask. Sign the correct form of *to ask*.

- |                 |                           |                   |
|-----------------|---------------------------|-------------------|
| 1. Ask me.      | 4. He / she asked you.    | 7. Don't ask me.  |
| 2. I ask you.   | 5. Any questions?         | 8. Ask him / her. |
| 3. They ask me. | 6. We ask many questions. |                   |

2 Who am I asking? Sign each sentence using the correct form of *to ask*.

- |                              |                                     |      |
|------------------------------|-------------------------------------|------|
| 1. Ask him to open the door. | 3. Sean asked Kris to help him.     | 5. ? |
| 2. Ask me later.             | 4. I asked everybody "How are you?" |      |

3 Using "ask" in conversation. Sign the following questions to a partner who will respond in ASL. When done, switch roles and repeat the exercise.

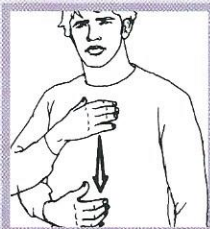


## Vocabulary

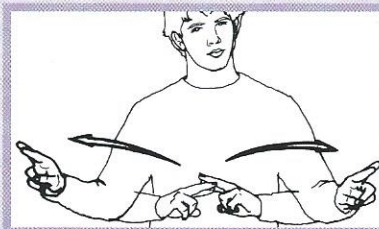
## Making Conversation



To eat, food



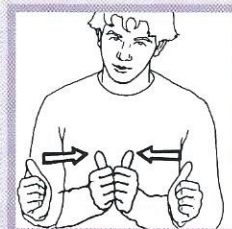
To be hungry



To be ready



Restaurant



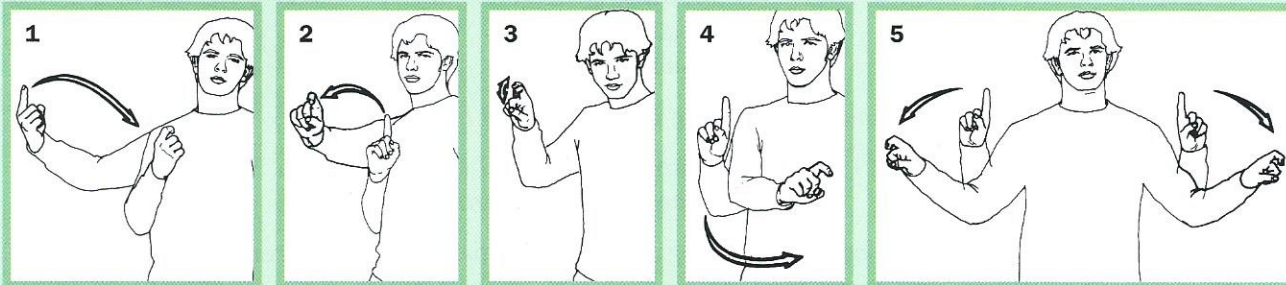
With



## Classroom Exercise

# J

1 *Signing ask.* Create a complete sentence using each of the following signs.



2 *Sentences.* Sign each sentence in ASL.

1. *I don't know what's for homework. Ask him (or her).*
2. *My ASL teacher asked me to help you.*
3. *Are you hungry? I want to go to a restaurant.  
Do you want to go with me?*
4. *Don't ask me. I don't know his (or her) name.*
5. *Does everybody understand? Are there any questions?*

**FYI** Don't worry about the past tense for now. Just use the vocabulary you know already.

3 *Dialogue.* Work with a partner to develop a dialogue using *ask* and other vocabulary you've learned.

## I Want to Know . . .

### When do I use the Question Mark instead of a closing signal?

In Unit One you learned how ASL sentences are completed by pointing to a person to show that you've finished your thought or question. Similarly, the Question Mark sign shows that the signer has posed a question, but when to use one or the other?

#### The Question Mark:

- Is best used informally, between friends and people you know well;
- Is not for questions using *who, what, when, why, where, which, and how*;
- Is often used to ask general questions to more than one individual;
- Allows an individual to pose a question whose answer can be provided by anyone.





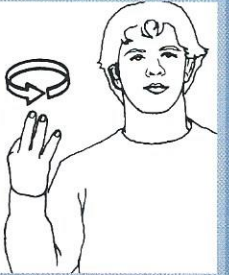




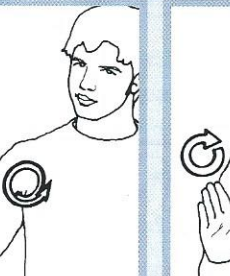

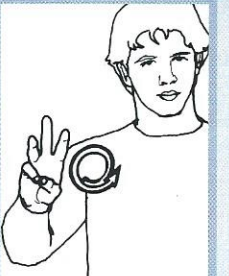

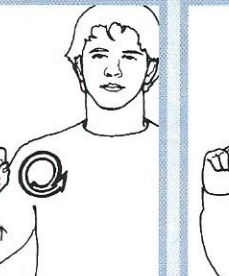
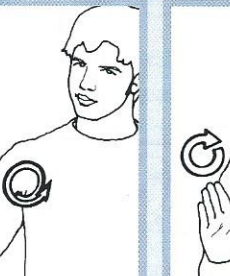

#### Other closing signals:

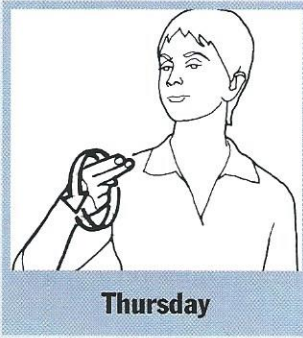
- Are required for sentences and questions using *who, what, when, why, where, which, and how*;
- Are best used in formal situations between strangers, acquaintances, and student-teacher relationships;
- Allow you to ask specific questions to specific individuals.



# Days of the Week

There are two ways to sign the days of the week in ASL. Which way is used by Deaf people in your community?

				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
		<b>OR</b>		
<b>Saturday</b>	<b>Sunday</b>			
<b>Monday</b>	<b>Tuesday</b>			
<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>		
			<b>Saturday</b>	<b>Sunday</b>



## Variation Alert!

This variation of the sign *Thursday* is used by some Deaf signers. It is not as common as the other sign for *Thursday*.

**FYI** Don't sign or fingerspell the English word "on" in ASL sentences involving dates.



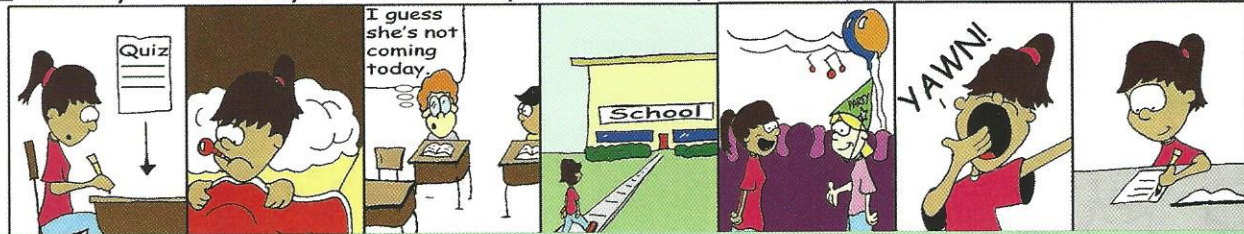
# Classroom Exercise

# K

1 *Marc & Kelly's week.* Based on the illustrations below, explain what Marc and Kelly did each day in complete sentences. An example is provided.



1 Monday Tuesday Wednesday Thursday Friday Saturday Sunday

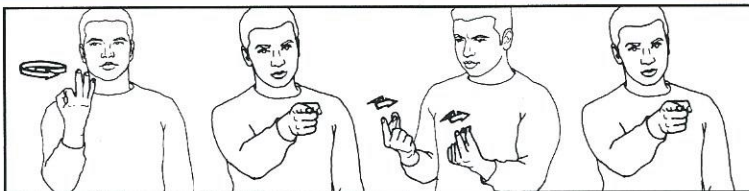


2 Monday Tuesday Wednesday Thursday Friday Saturday Sunday



2 *Activities.* Use the vocabulary below to ask a partner what he or she does on a particular day. Follow the example as shown.

What do you do on Friday?



On Friday, I...



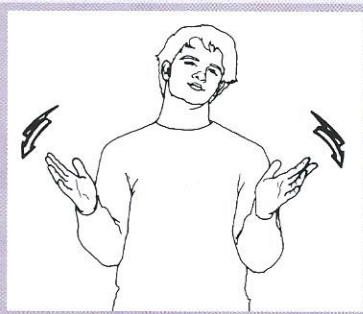
- |              |             |              |              |               |
|--------------|-------------|--------------|--------------|---------------|
| 1. Monday    | 4. Thursday | 7. Sunday    | 10. Evening  | 13. Today     |
| 2. Tuesday   | 5. Friday   | 8. Morning   | 11. Tomorrow | 14. Yesterday |
| 3. Wednesday | 6. Saturday | 9. Afternoon | 12. Later    |               |

3 *Dialogue.* Work with a partner to create a dialogue in which you sign about activities done on at least four different days.



## Vocabulary

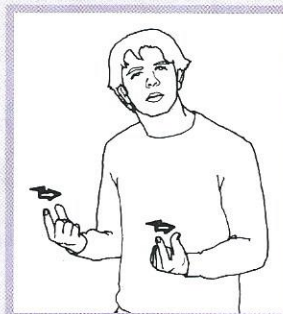
## Signing About Activities



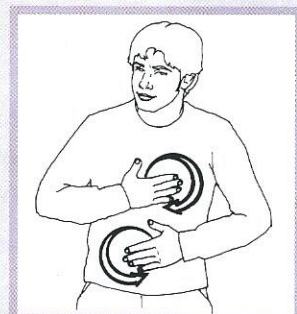
To chat, to hang out



Church



Do-do



To enjoy, have fun



To kick back, take it easy



Mosque



To play sports



Temple



Yesterday

## Eyes on ASL #5



Signs that show *when* something happened, such as the day of the week, come first in a sentence.

Remember to use *when* signs in their proper position: At the front of the line!



## Accent Steps

*Do-do* is a sign that has many meanings. Use the WH-Face each time you sign *do-do* to ask:

- *What are you doing?*
- *What did you do?*
- *What do you do?*

## Homework Exercise

3

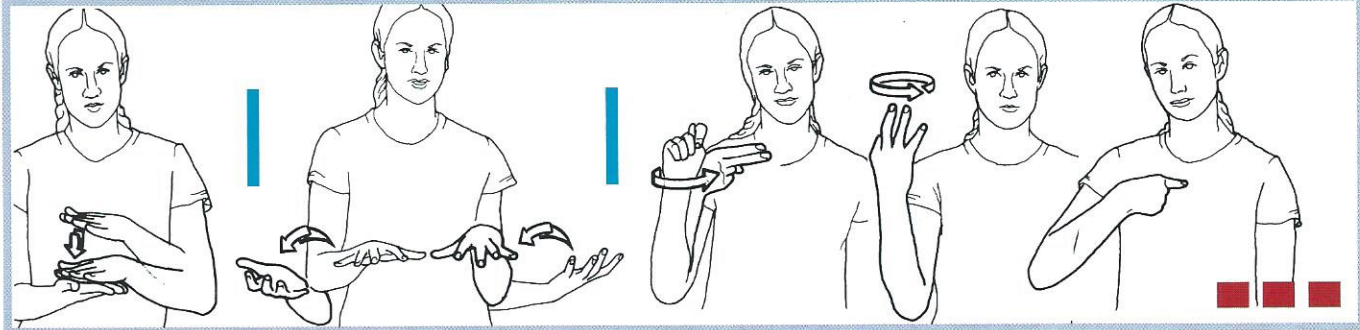
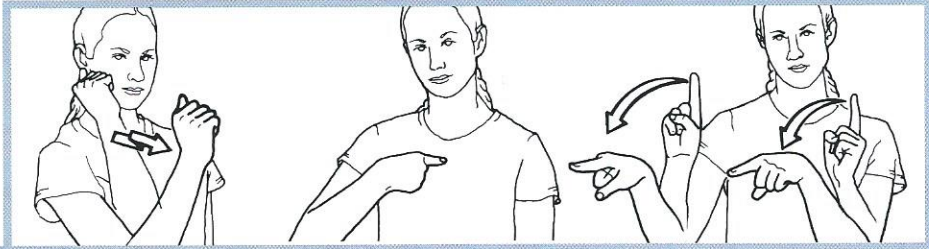
- A** Practice signing the events that occurred in Kelly or Marc's week, making sure that you sign clearly. Work on achieving a "flow" and avoid signing in a jerky, unpolished format. Be sure to include appropriate facial expressions, directionality, and other features of ASL grammar.
- B** What have you done this week? Explain what you've done each day. Work on achieving a "flow" and avoid signing in a jerky, unpolished format. Be sure to include appropriate facial expressions, directionality, and other features of ASL grammar.
- C** Write assignments A or B in ASL gloss.



## My Routine



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



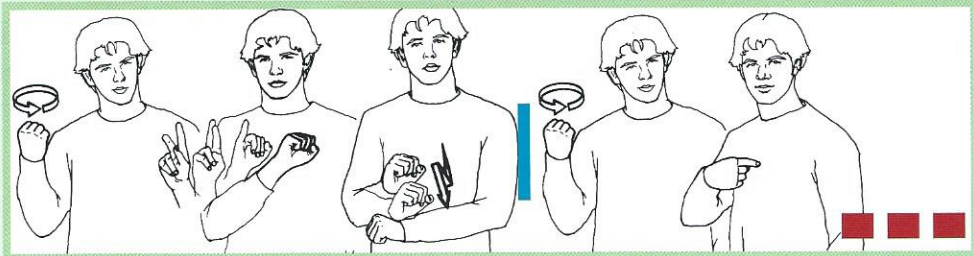
## Classroom Exercise



**1** *What does Kris do?* Complete the following sentences in ASL. Don't forget to use ASL Rule #5.

- |                                    |                                  |                                   |
|------------------------------------|----------------------------------|-----------------------------------|
| 1. <i>On Thursday, Kris...</i>     | 5. <i>Kris hangs out with...</i> | 9. <i>She doesn't work on...</i>  |
| 2. <i>Kris does homework on...</i> | 6. <i>On Friday, she...</i>      | 10. <i>Kris goes to school...</i> |
| 3. <i>She works on...</i>          | 7. <i>Kris chats on...</i>       |                                   |
| 4. <i>Every day, Kris...</i>       | 8. <i>On Sunday, Kris...</i>     |                                   |

**2** *Comparison.* What do you and Kris do differently? Follow the example to explain how your routines are not the same.



## Did you know?

Deaf people use visual signals for doorbells, the telephone, fire, or smoke alarms. There are even visual signals activated by crying babies! The Deaf community has adapted many listening devices to serve visual purposes, and manufacturers now include visual options in a range of products. If you have a silent vibrate option on your cell phone or pager, thank the Deaf community who advocated for the alert! Nowadays, visual alerts for public smoke and fire alarms are required by federal law. Can you find any examples of visual signaling devices in your school, office, or home?





# Classroom Exercise **M**

**1** *Weekend activities.* Find out three things a partner does on the weekend, using the ideas below to help you. Prepare to explain what you learn about each other to your classmates.

*go to the movies*

*go to a party*

*sleep*

*read*

*chat with friends*

*kick back*

*work*

*eat in a restaurant*

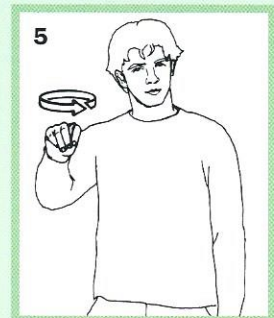
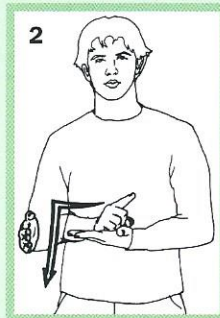
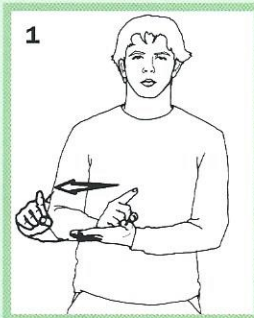
*hang out with friends*

*play sports*

*study*

*practice ASL*

**2** *What do you do?* Create complete sentences for each vocabulary word.



**3** *Dialogue.* Remember that *when* signs come first in a sentence. Practice signing the dialogue below with a partner.

**Student A** *What do you do on the weekend?*

**Student B** *On Saturday, I kick back, study. I work on Sundays. What do you do?*

**Student A** *I don't work on the weekend. I enjoy going to the movies with friends.*

**Student B** *I like going to the movies. Do you want to go on Friday?*

**Student A** *Sure!*

## Vocabulary

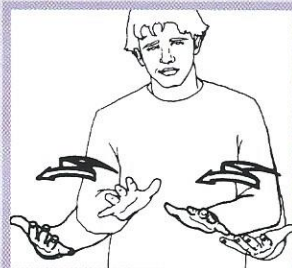
### When?



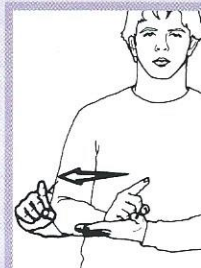
**Day**



**Every day**



**Um, uh, well...**



**Week**



**Weekend**



**To work, job**



# Classroom Exercise

## N

1 *What day is it?* Explain which day of the week the date falls on, in a complete sentence.

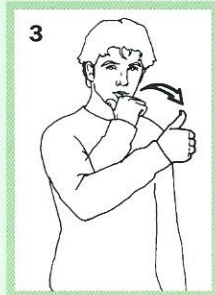
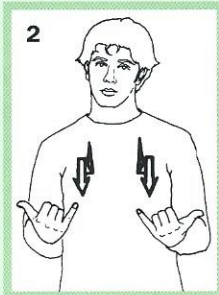
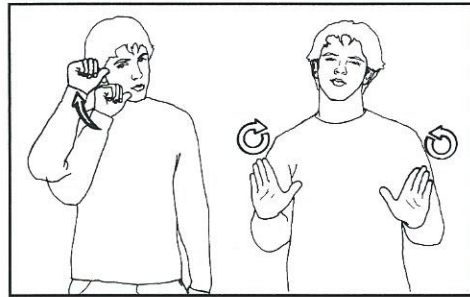
- |              |              |
|--------------|--------------|
| 1. August 9  | 6. August 24 |
| 2. August 31 | 7. August 20 |
| 3. August 11 | 8. August 12 |
| 4. August 14 | 9. August 11 |
| 5. August 1  | 10. August 3 |

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2 *Using the calendar.* Use the calendar to provide information about the day and date of the week asked for.

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Yesterday was Sunday.



## Accent Steps

When you're thinking of something to add to a sentence, use the *um* sign to show you're not finished yet.

**“Deafness isn't the opposite of hearing. It's a silence full of sound.”**

— Mark Medhoff, writer, playwright, producer



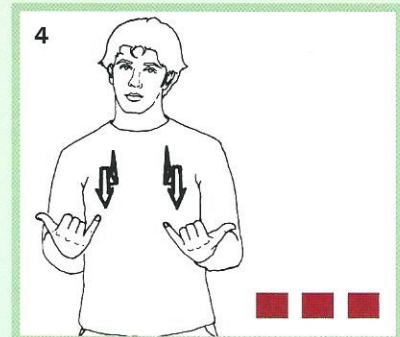
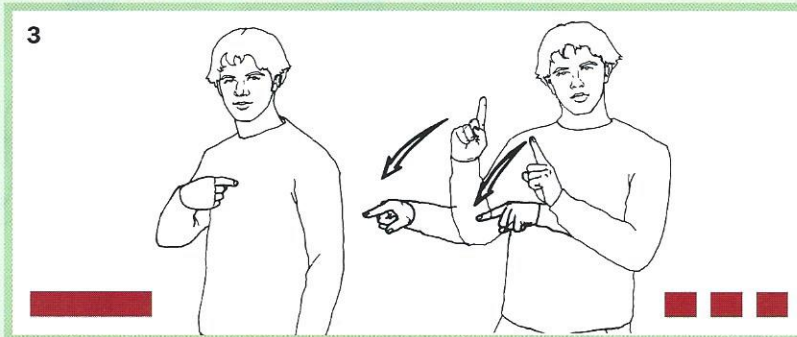
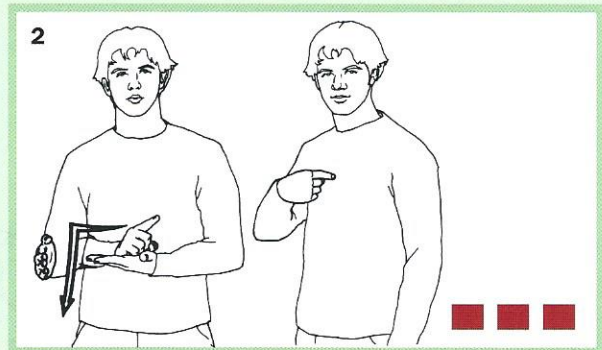
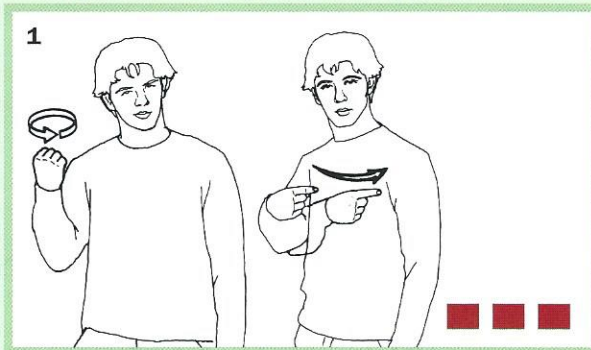
## Classroom Exercise 0

1 When do you...? Sign each sentence in ASL, making the changes indicated.

1. *I practice ASL on Monday. (every day)*
2. *We go to school on Saturday and Sunday. (don't go)*
3. *He works Tuesday and Thursday morning. (afternoon)*
4. *She goes to the mosque on Wednesday. (Friday)*
5. *They study every day. (don't study)*

**FYI** Don't worry about a sign for "and" yet. You will learn more about this in Unit 3.

2 This weekend, I ... Select appropriate vocabulary to complete each sentence.



## Homework Exercise 4

- A Practice signing the date of your next ASL class. Focus on your fingerspelling and numbers, and make sure your signing is smooth.
- B Practice signing *My Routine*. Prepare to show your classmates and teacher how well you can sign the narrative.
- C Write Classroom Exercise O, Part 2, in ASL gloss.

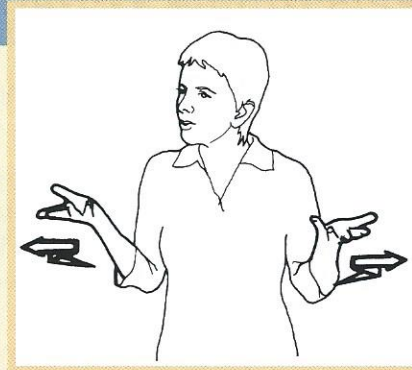


# ASL Up Close



## The WH-Signs

All languages have a set of words called **WH-Words** frequently used in conversation. The WH-Words in American Sign Language serve this same conversational purpose, but also have a unique emphasis in the language that isn't found in English. You will learn how to use the **WH-Signs** in more depth in Unit 3. Pair the WH-Face with each of the WH-Signs.

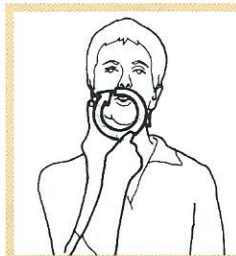


**Who**



**What**

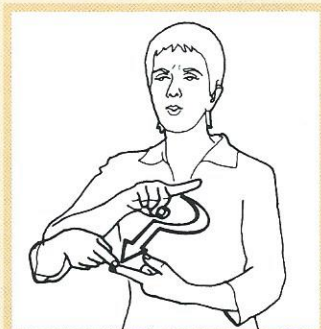
## Variations



**Who**



**Who**



**When**



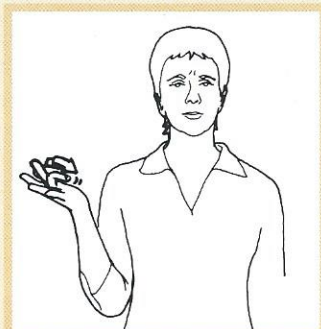
**Where**



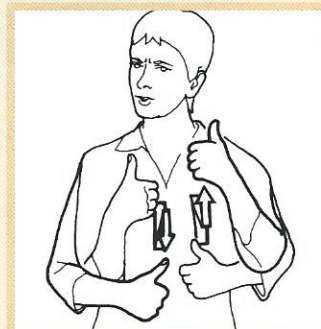
**Why**



**Why**



**Why, because**



**Which**

## Eyes on ASL #6



**WH-Signs go at the end of ASL sentences and must include the WH-Face (see Page 42).**

Unlike English sentences, WH-Signs don't occur at the beginning of a sentence. *Who* may occur at the beginning, as long as it also occurs at the end.



# Classroom Exercise



**1** *What or who is it?* Ask a partner about the illustration in complete sentences. An example is provided. Remember to use ASL Rule #6 correctly.

	<p>What is it?</p>	<p>It's a book.</p>

<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>
<p>6</p>	<p>7</p>	<p>8</p>	<p>9</p>	<p>10</p>

**2** *Using WH-Signs* Ask a partner to respond to the question you ask. Make sure you use the WH-Face. Switch roles and repeat the exercise when done.

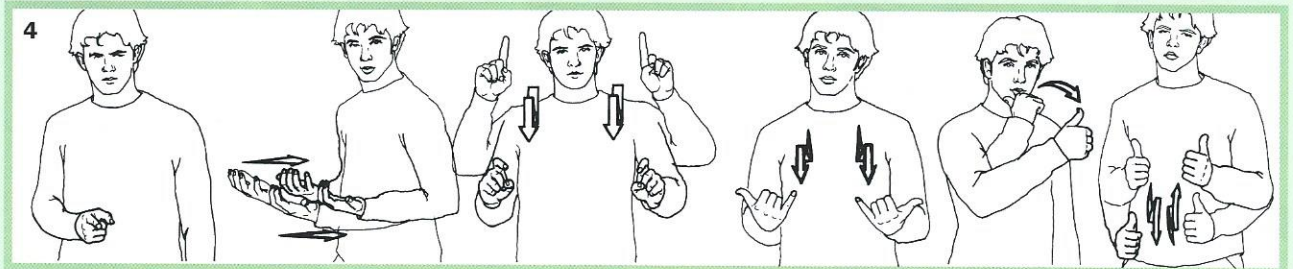
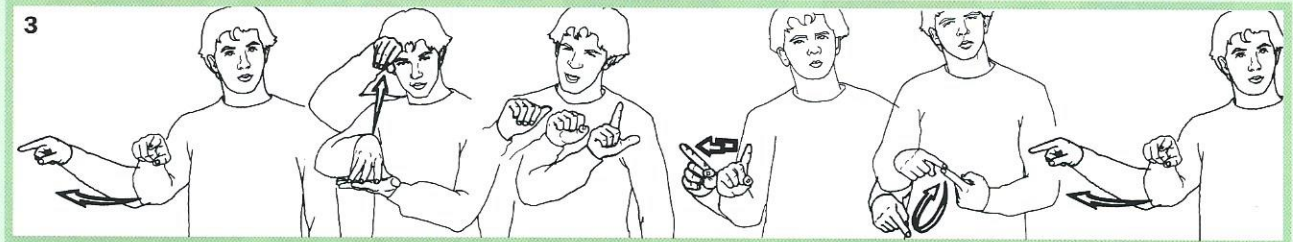
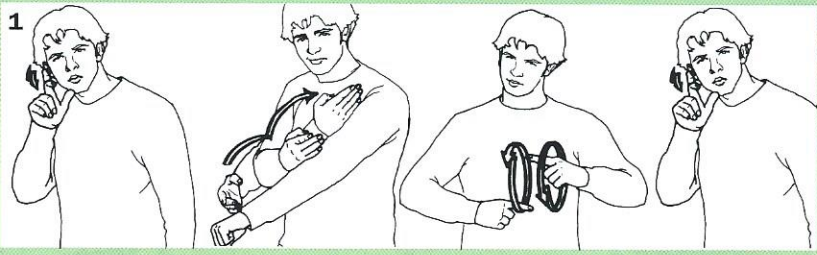
<p>1</p>	<p>2</p>
<p>3</p>	<p>4</p>



# Classroom Exercise

# Q

**1** *Responding to WH-Questions.*  
A partner will ask you each a question. Respond in a complete sentence. When done, switch roles and repeat.



## Vocabulary

## Making More Conversation



To get better



To get worse



Important



Water, water fountain



## Classroom Exercise

## R

1 *Making conversation.* Your teacher will ask the following questions in ASL. Respond in a complete sentence using the information in parentheses.

- |  |   |
|--|---|
| 1. <i>Where are you going? (home)</i>                                  | 6. <i>What's on the test? (I don't know)</i>      |
| 2. <i>What are their names? ( ?, ? )</i>                               | 7. <i>Ask him what's on the test. (He knows)</i>  |
| 3. <i>Do you want the door open or closed? (open)</i>                  | 8. <i>What's your ASL teacher's name? ( ? )</i>   |
| 4. <i>Why is practice important?</i><br><i>(I want to get better)</i>  | 9. <i>When do you work? (Monday)</i>              |
| 5. <i>You play sports every day?</i><br><i>(No, Tuesday, Thursday)</i> | 10. <i>What are you doing tomorrow? (Nothing)</i> |


2 *Asking questions.* Work with a partner to ask and answer five WH-Sign questions. When done, create a dialogue using the questions.

## FYI

Don't worry about the signs for *or* and *on*. You will learn about them in Unit 3.

## Classroom Exercise

## S

1  *Comprehension.* Watch Marc's narrative titled *My Advice* on your Student DVD. Respond to the questions below.

- |  |   |
|--|---|
| 1. <i>What does Marc say about practice?</i>               | 4. <i>What should you not do in a restaurant?</i>                       |
| 2. <i>What happens if you don't practice your ASL?</i>     | 5. <i>Give an example of three signs that used a non-manual signal.</i> |
| 3. <i>What suggestion does Marc give about practicing?</i> | 6. <i>What question does Marc ask?</i>                                  |

2 *My Advice* Practice signing Marc's narrative. Focus on clarity instead of speed, and include non-manual signals when necessary.

## Homework Exercise

## 5

- A What are your weekend plans? Prepare to explain what you will do this weekend in at least 3 – 5 complete ASL sentences.
- B Practice signing five WH-Sign questions smoothly and clearly. Write the sentences in English, and write an explanation of how the sentences would be signed in ASL.
- C Practice the *My Advice* narrative. What are your weak areas? What are your strong points?
- D Write assignments A or B in ASL gloss.



## Journal Activities

- 1 All cultures appreciate various forms of art. One famous Deaf artist is Ann Silver, well-known for her mixed media installations featuring the Deaf experience and aspects of Deaf culture. In *A Century of Difference*, Silver charts the evolution of labels applied to the Deaf since 1900. What perspectives do these labels imply? Why do you think Silver chose to work with license plates? What do you think this means? What point does Silver make in *A Century of Difference*?



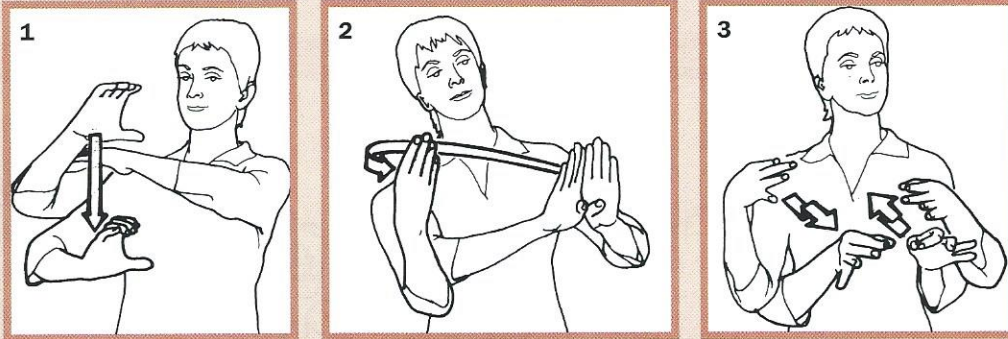
— *A Century of Difference* (2002), Ann Silver.  
Reproduced by permission of artist

- 2 Most, if not all, minority groups in the United States have experienced a series of identifying labels that have changed over the years, similar to the evolution from *deaf and dumb* to *Deaf*. Using Ann Silver's *A Century of Difference* as a model, create a series of license plates that illustrate another community's experience with evolving labels. What do members of that community prefer to be called now? How has this group's identity and labels changed over the years?
- 3 Are deaf people disabled, handicapped, both, or neither? Use a dictionary to help you understand the differences between each term. In what ways do you think the terms might apply? In what ways might they not? What would you prefer to be called? What do you think Deaf people prefer to be called?

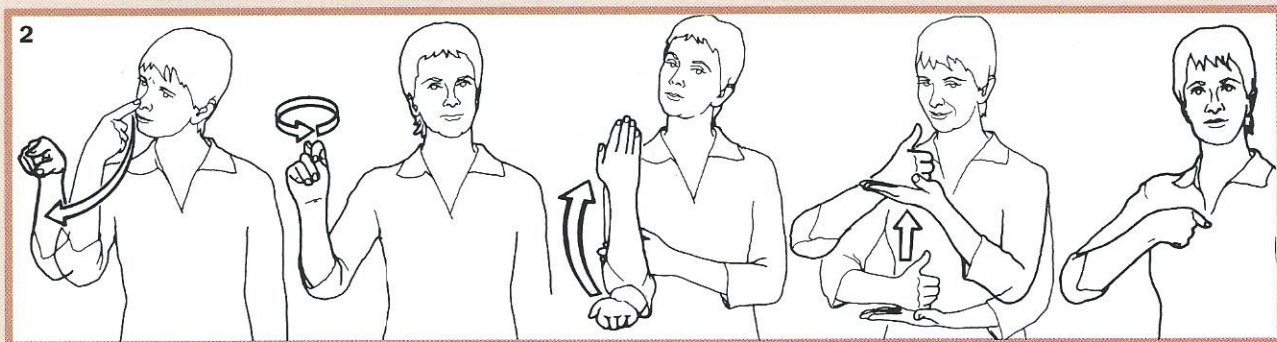
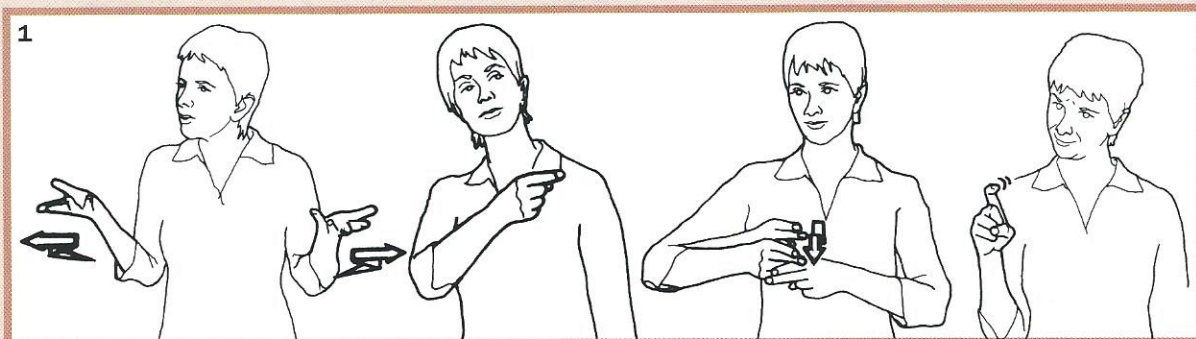


## Unit 2 Review

- A** What effects do Eyes on ASL #5 and #6 have on sentence structure in ASL? With that in mind, how does ASL differ from English sentence structure? In your own words, rewrite these two Eyes on ASL to help another ASL student understand how to use each, giving examples to support your explanation.
- B** What is an iconic sign? Of the signs below, which are iconic, and what do they mean? How do you know?

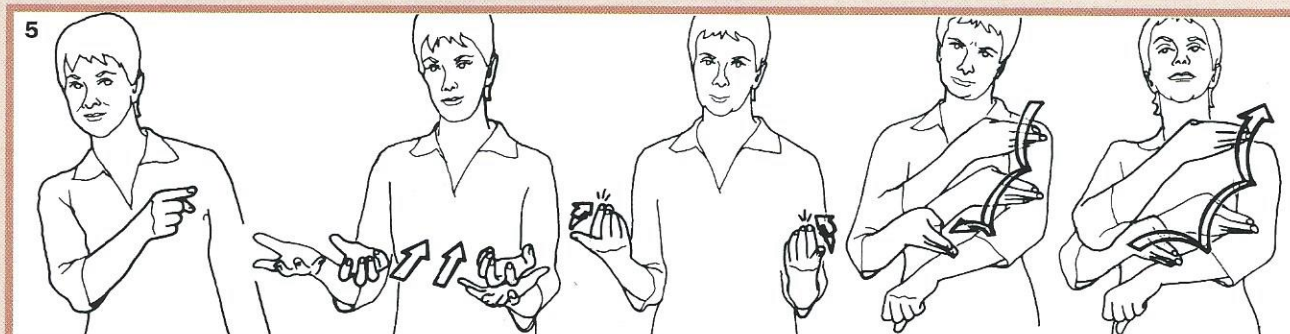
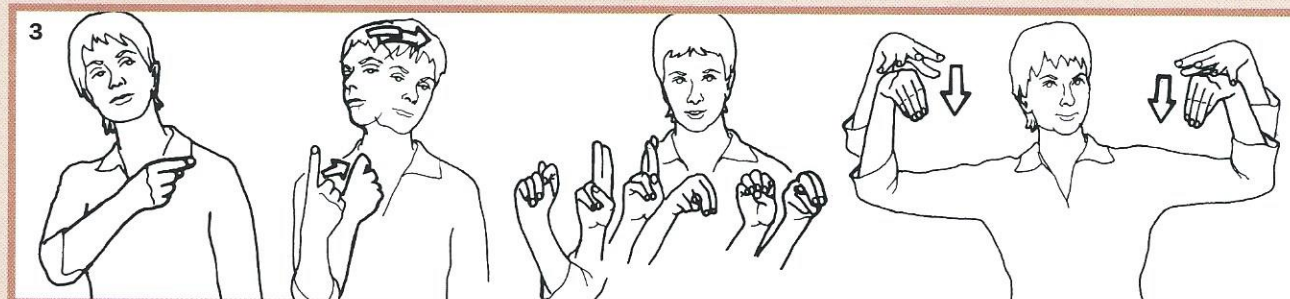


- C** Identify and correct the errors in the following sentences. Explain to a partner or friend why the errors are wrong and how to fix them.





## Unit 2 Review



**D** Do you recognize, understand, and use each of the following ASL principles?

- Directionality (*help, ask*)
- WH-Face (to show uncertainty; also for WH-Signs)
- Closing signals and WH-Signs
- *When* signs in sentences
- Question-Maker and Question Mark
- Non-manual signals
- Eye gaze

**E** Can you:

- Ask for help and clarification?
- Use the WH-Face and Question-Maker correctly?
- Use *when* signs in the correct order?
- Use WH-Signs in a conversation?
- Sign short paragraphs clearly?
- Understand a signed paragraph?