

Pearson New International Edition

Learning American Sign Language Levels I & II Beginning and Intermediate Humphries Padden Hills Lott Renner Second Edition

Pearson Education Limited

Edinburgh Gate
Harlow
Essex CM20 2JE
England and Associated Companies throughout the world

Visit us on the World Wide Web at: www.pearsoned.co.uk

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ISBN 10: 1-292-02495-X ISBN 13: 978-1-292-02495-0

British Library Cataloguing-in-Publication Data

A catalogue record for this book is available from the British Library

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Introductions and Personal Information

In this unit you will introduce yourself and give and get personal information.

You will use different types of questions and affirmative and negative sentences. You will also see how pronouns are used at the beginning and end of sentences.

In the culture notes, you will learn about the custom for giving your name, what Deaf people call themselves in ASL, and the difference between questions that ask where you live and where you are from.

INTRODUCTIONS

Al Al

___whq___ Alex: I DON'T KNOW WHO YOU. NAME YOU?

__whq___

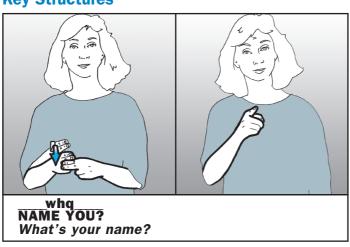
Lisa: I NAME L-I-S-A B-E-N-E-S. NAME YOU?

Alex: I NAME A-L-E-X J-O-N-E-S. NICE MEET-YOU.

Lisa: NICE MEET-YOU.

Key Structures





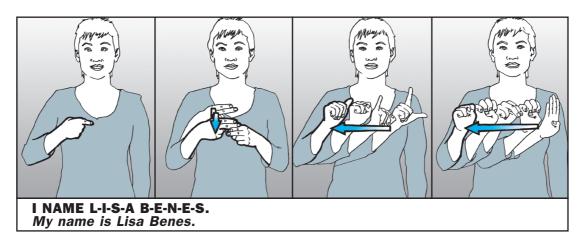
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Grammar Note



Questions which ask for information such as NAME YOU? are signed with the eyebrows squeezed together and the head tilted forward (represented by the marker ___whq___). As with all question forms, the signer maintains eye contact with the person being asked the question.

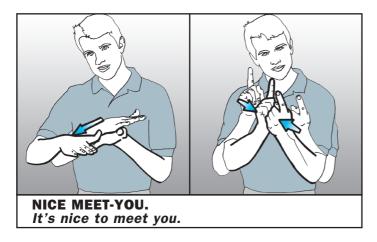




Culture Note

It is customary in first introductions, even casual ones, to offer your first and last name.





Exercise A

Introduce yourself to the classmate sitting on either side of you.

Prompt: Give your name.

Ask for the other person's name.

Express your pleasure at having met this person.

PERSONAL INFORMATION

Alex: YOU STUDENT YOU?

Lisa: YES. I STUDENT I. YOU?

Alex: NO. I NOT STUDENT I.

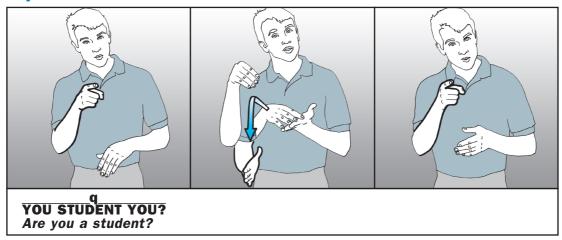
Lisa: YOU DEAF YOU?

Alex: YES. I DEAF I. YOU HEARING YOU?

Lisa: YES. I HEARING I.

Key Structures



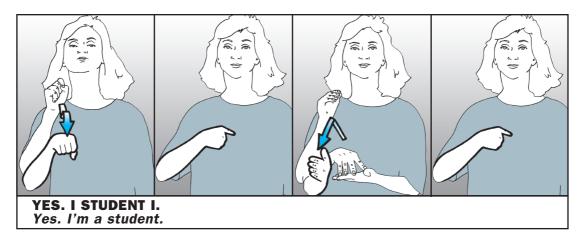


Grammar Note

Questions which ask for a "yes" or "no" answer are signed with the eyebrows raised and the head tilted forward (represented by the marker $___q$). Remember to maintain eye contact with the person you are asking the question.

In questions such as these and in sentences such as I STUDENT I on the following page, the subject pronoun is sometimes repeated at the end of the sentence.

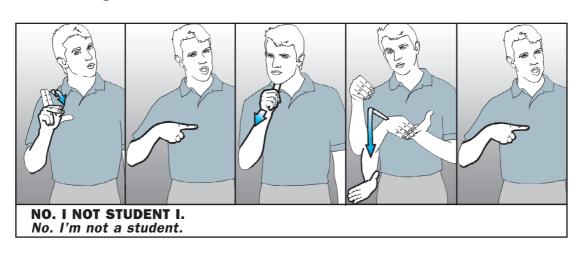




Grammar Note

Simple affirmative sentences such as YES. I STUDENT I are accompanied by head nodding.

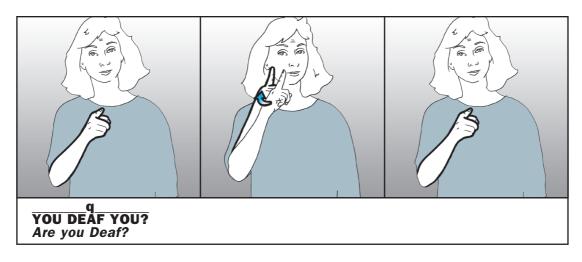




Grammar Note

Simple negative sentences such as NO, I NOT STUDENT I are accompanied by head shaking.

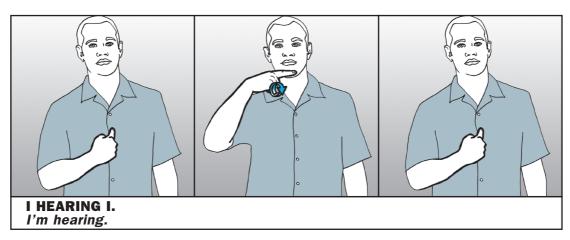




Culture Note

DEAF is used in the above sentence to refer to the social and cultural identification of the person. DEAF is Deaf people's name for themselves. The sign may also be used to comment on hearing ability.





Exercise B

Complete this open dialogue.

Joe: Are you a student?

You: (Tell him you are a student and ask him if he is a student.)

Joe: No, I'm not a student. What's your name? You: (Tell Joe your name and ask his name.)

Joe: My name is Joe.

You: (Ask Joe if he is Deaf.)

Joe: No, I'm not Deaf. Are you Deaf? You: (Tell Joe if you are Deaf or hearing.)

MORE PERSONAL INFORMATION



_____whq___ Lisa: WHERE FROM YOU?

Alex: I FROM NEW-YORK.

Lisa: I FROM CALIFORNIA.

Alex: WHERE LIVE YOU?

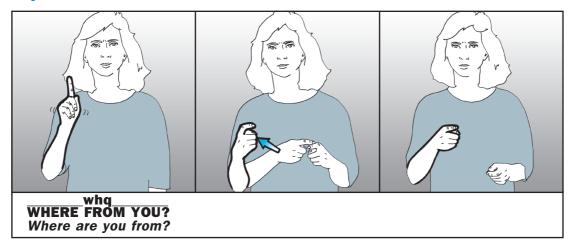
_____q____

Lisa: I LIVE S-D. YOU STUDENT YOU?

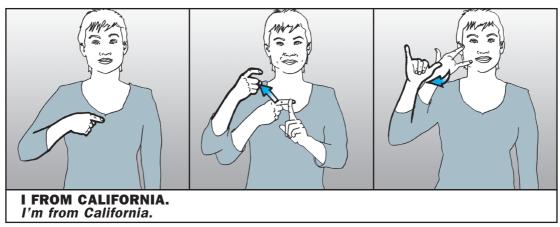
Alex: NO. I YOUR TEACHER.

Key Structures







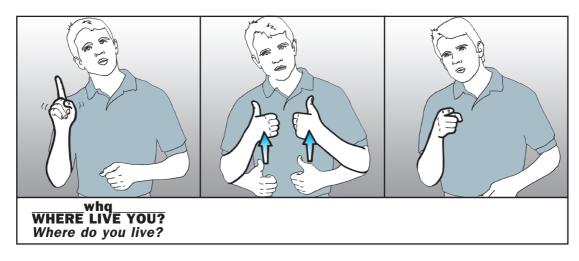


Grammar Note

The sentence above is signed without repeating the subject pronoun at the end of the sentence. This variation is possible as are the following:

I STUDENT I. I FROM CALIFORNIA I. I NOT STUDENT I. I STUDENT. I FROM CALIFORNIA. I NOT STUDENT. STUDENT I. FROM CALIFORNIA I. NOT STUDENT I.





Culture Note

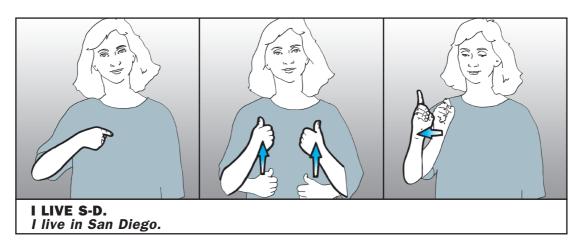
____whq___

WHERE LIVE YOU? asks where you are currently living.

____whq____

WHERE FROM YOU? is different in that it usually asks where you are originally from. Among Deaf people it is used to ask which school for Deaf children you attended.





Exercise C

Respond to the prompt:

- 1. What's your name?
- 2. Where are you from?
- 3. Are you a student or a teacher?
- 4. Where do you live?
- 5. Are you Deaf?
- 6. Ask the person next to you his/her name.
- 7. Ask the person next to you where he/she is from.
- 8. Ask the person next to you if he/she is a student or a teacher.
- 9. Ask the person next to you where he/she lives.
- 10. Ask the person next to you if he/she is Deaf.

VOCABULARY

Pronouns





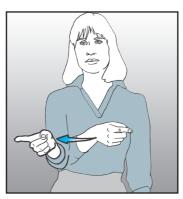


YOU

HE/SHE/IT, him/her







WE, us

THEY, them

YOU-plural







MY, mine

YOUR, yours

HIS/HER/ITS, hers







OUR, ours

THEIR, theirs

YOUR-pl., yours

▶ Question Signs



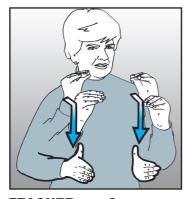




WHO

WHERE

STUDENT





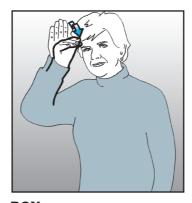


TEACHER, professor

MAN

WOMAN, lady







GIRL

BOY, man

MOTHER







FATHER

SISTER

BROTHER

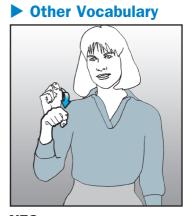
Places



CALIFORNIA, gold



NEW-YORK



YES



NO



DON'T-KNOW



NOT



DEAF



HARD-OF-HEARING



HEARING (person), say, speaking



HELLO, hi



NAME



LIVE-1, life

Introductions and Personal Information



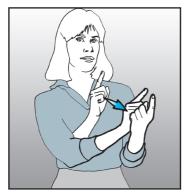




LIVE-2

FROM

NICE, clean, pure



MEET-YOU



Learning ASL

In this unit you will talk about being in an ASL class and how to show that you understand or ask for help.

You will answer questions by repeating the verb in the question. You will learn the two types of "there." You will use three different forms of questions that ask for information.

And you will learn the use of OH-I-SEE.

GOING TO CLASS

Chris: TAKE-UP A-S-L CLASS YOU?

Lisa: YES, I TAKE-UP.

____whq____

Chris: WHICH CLASS?

Lisa: CLASS CALLED A-S-L ONE.

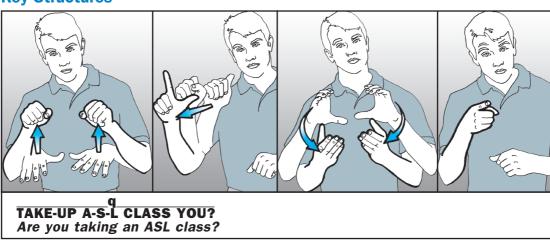
___whq____

Chris: SAME-AS-ME! WHERE CLASS?

Lisa: CLASS THERE COLLEGE.

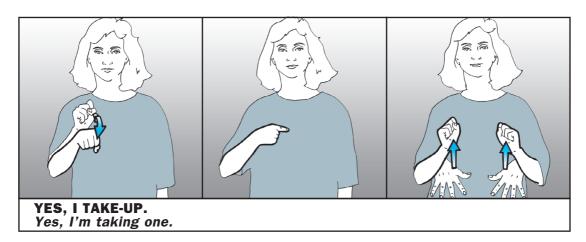
Key Structures





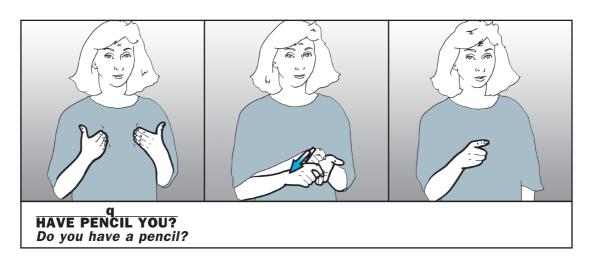
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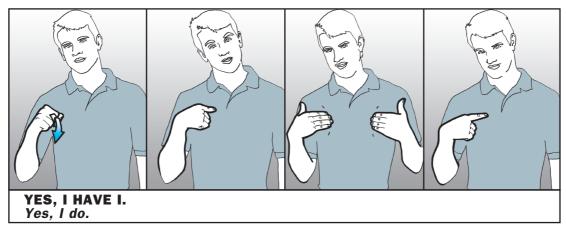




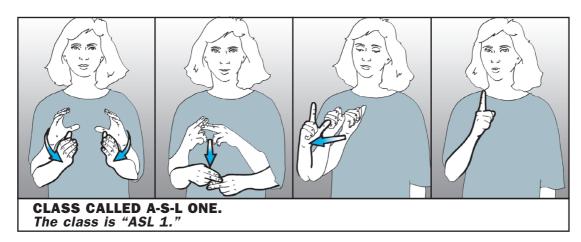
Grammar Note

Questions which ask for a yes or no answer can be answered by repeating the verb from the question. Another example:

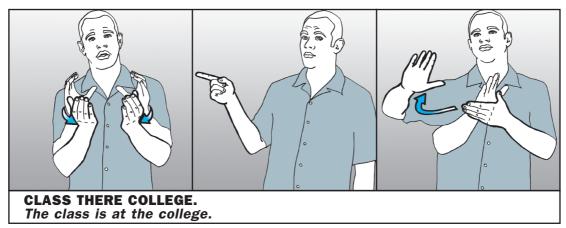








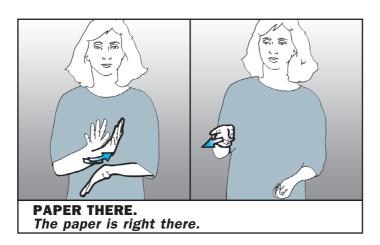




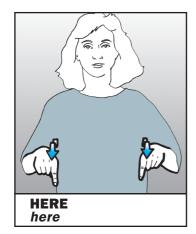
Grammar Note

When the place is not in sight, the sign THERE is made in the approximate direction of the place as in the example above.

In another form of THERE, the specific location of an object is indicated and the signer looks directly at the object. Notice the short directional movement at the end of the sign in the following example:



There are two forms which mean "here."





Exercise A

Repeat this dialogue with your teacher or with a student sitting next to you.

(Teacher) Ask the student if he/she is taking an ASL class.

(You) Answer the question.

(Teacher) Ask the student where he/she is taking the class.

(You) Answer the question.

(Teacher) Ask the student the name of the class.

(You) Answer the question.

Exercise B

Identify yourself and the student next to you until all of you have introduced each other. Follow the prompts:

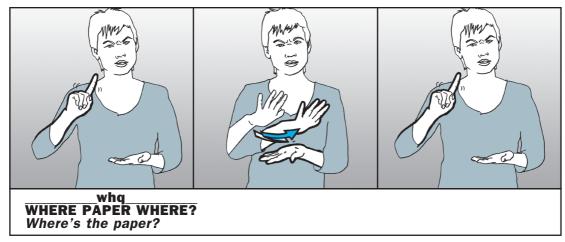
(You)	I NAME	
	SHE NAME	q NAME YOU?
(Other student)	I NAME	. I STUDENT SAME-AS-YOU.

OBJECTS IN THE CLASSROOM

Chris:	HAVE PENCIL YOU?
Lisa:	YES, I HAVE I. WHERE PAPER WHERE?
Chris:	PAPER THERE. HAVE BOOK YOU?
Lisa:	NO. WHERE BOOK WHERE?

Key Structures





Grammar Note

In	questions	which	ask	for	in formation	such	as:
	wh	ıq		_			

WHERE PAPER WHERE?

the following forms can also be used:

____whq___ WHERE PAPER? ____whq___

PAPER WHERE?

Exercise C

Ask the student next to you if he/she has the following items and wait for an answer.

- 1. paper
- 2. a pencil
- 3. a book

Ask the student next to you where these items are and wait for an answer.

SHOWING YOU UNDERSTAND AND ASKING FOR HELP



Alex: UNDERSTAND YOU?

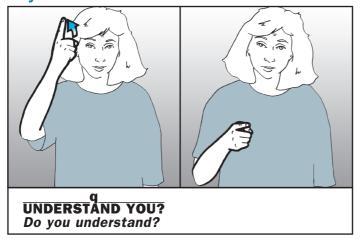
Lisa: NOT UNDERSTAND I. AGAIN PLEASE.

Alex: HERE CLASS A-S-L ONE.

Lisa: OH-I-SEE. UNDERSTAND I.

Key Structures



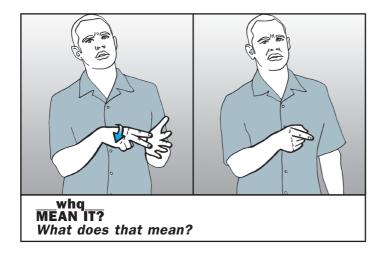


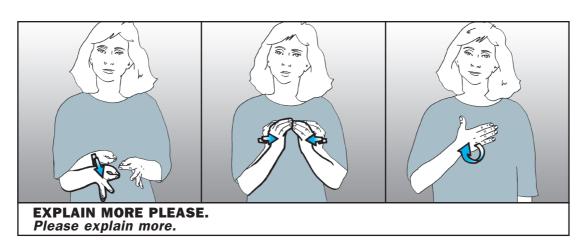




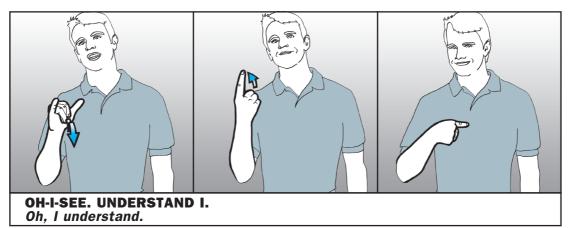
Note

Other ways to ask for help include:









Note

The sign OH-I-SEE can also be used alone to show that you understand or that you are following what is being said. It is *not* used for an affirmative response; the sign YES is used for that purpose.

Exercise D

Complete this open dialogue.

Kathy: My name is Kathy.

You: (Tell her you don't understand and ask her to repeat.)

Kathy: My name is Kathy. Do you understand?

You: (Tell her you understand and give her your name.)

Kathy: Is this the ASL class?

You: (Tell her that yes, this is the ASL class and ask if she is a

student too.)

Kathy: Yes. Who's the teacher?

You: (Ask her what TEACHER means.) Kathy: The teacher, who's the teacher?

You: (Tell her you understand.)

VOCABULARY

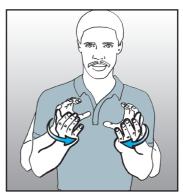
▶ In Class



TEACH, educate



LEARN, acquire



CLASS, group, category, team



COURSE, lesson



COLLEGE, university



SCHOOL, academic



RESIDENTIAL-SCHOOL, school for the Deaf, institution, institute



MAINSTREAM



SIGN, sign language, signing



FINGERSPELL, spell



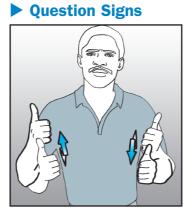
PENCIL, pen



PAPER, page



BOOK



WHICH



WHY

▶ Other Vocabulary



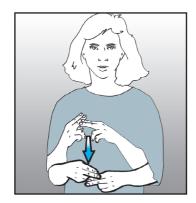
TAKE-UP, adopt



ONE, one of a series



UNDERSTAND



CALLED, named



OH-I-SEE



MEAN, meaning

Learning ASL



SAME-AS-ME/YOU

Politeness

In this unit, you will use the language of politeness: how to ask politely and how to say thank you. You will also learn how to interrupt politely and how to apologize.

You will use verbs that change movement to show location or to indicate subject and object.

You will also learn what to do when walking between signers.

ASKING POLITELY

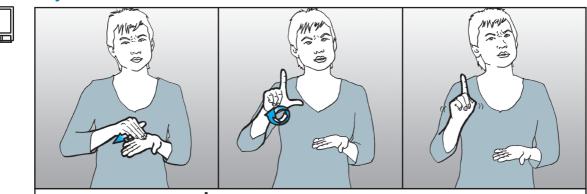
____whq___ Lisa: EXCUSE-ME. LIBRARY WHERE?

Alex: I GO-THERE NOW. COME-ON ACCOMPANY.

Lisa: FINE. WAIT-ONE-MINUTE PLEASE. BOOK GET I.

Alex: O-K. I NOT HURRY I.

Key Structures



whq EXCUSE-ME. LIBRARY WHERE? Excuse me. Where is the library?

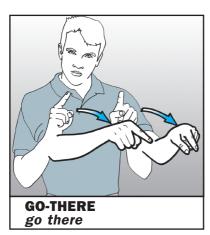
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Grammar Note

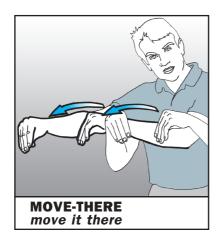
Some verbs such as GO/COME, BRING/CARRY, and MOVE change the direction of their movement to show a change from one location to another as in GO-THERE above. The direction of the movement is from the first location to the second location. Some examples are:

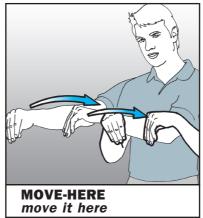
















Exercise A

Tell the student next to you that you are going to the following places:

- 1. to the library
- 2. to class
- 3. to the college
- 4. to the bookstore
- 5. to the cafeteria

Then tell the student next to you to bring the following items to you:

- 1. box
- 2. paper
- 3. chair
- 4. television
- 5. book

THANKS

Pat: CAN YOU-HELP-ME?

___whq___

Chris: SURE. WHAT NEED?

Pat: THANK-YOU. I NEED BRING-HERE BOX.

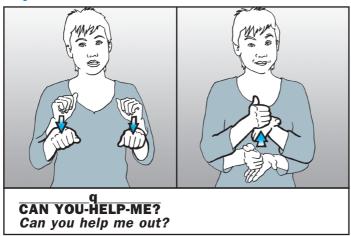
___whq___

Chris: SURE. WHERE BOX?

Pat: THANKS-A-LOT.

Key Structures





Grammar Note

Some verbs change the direction of their movement to indicate the subject and object of the verb such as in YOU-HELP-ME above. The movement can be changed to show the following:











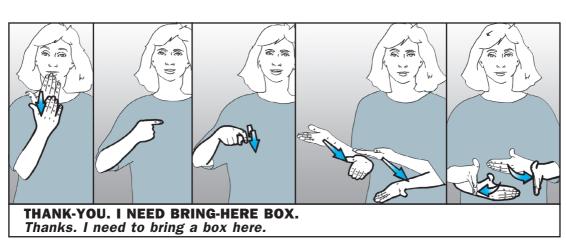


Some other verbs that can do this are:

ASK LOOK-AT SEND

TELL PAY SHOW GIVE





Politeness





Exercise B

Tell the student next to you to:

- 1. send you a box
- 2. send another student a box
- 3. show you a book
- 4. show another student a book
- 5. ask another student his/her name
- 6. tell another student his/her name
- 7. give you a book
- 8. give another student a book
- 9. pay you
- 10. pay another student

INTERRUPTIONS AND APOLOGIES

LISa.	EXCUSE	-IVI⊏.
Pat:	_whq WHAT?	
		whq_
4.3	00001	DECEDOOMANA

Lisa: SORRY. RESTROOM WHERE?

Pat: DOWN-THERE.

Lisa: THANK-YOU.

Key Structures

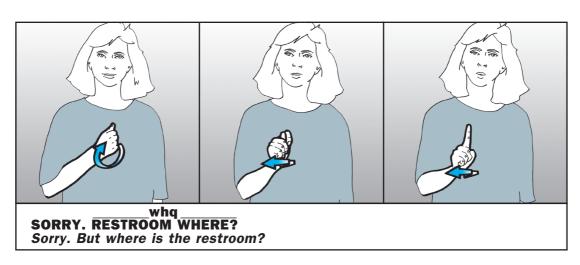




Culture Note

It is particularly important to say EXCUSE-ME if there is no way to reasonably avoid walking between two signers who are having a conversation.





Exercise C

Interrupt the student next to you, apologize, and ask the following questions:

- 1. his/her name
- 2. where your sign language book is
- 3. where the restroom is
- 4. where the television is
- 5. where some paper is

VOCABULARY

▶ Politeness



THANK-YOU



THANKS-A-LOT



EXCUSE-ME, pardon-me

► Items and Places at School



SORRY, apologize



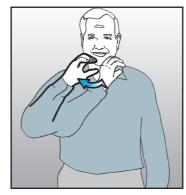
SURE, really, true



LIBRARY



BOOKSTORE



CAFETERIA



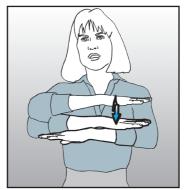
TELEVISION







RESTROOM-2



DESK, table

► Verbs that Indicate Subject-Object



CHAIR, seat



ASK, inquire



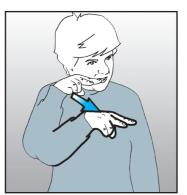
HELP



TELL



SHOW, demonstrate, example



LOOK-AT, watch

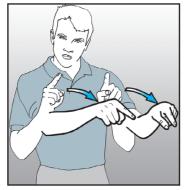
Politeness







▶ Verbs that Indicate Location



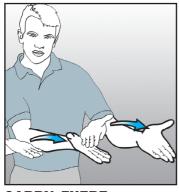




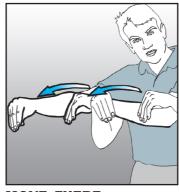
GO-THERE

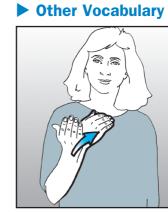
COME-HERE

BRING-HERE









CARRY-THERE

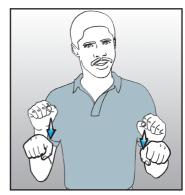
MOVE-THERE

COME-ON









CAN

Politeness



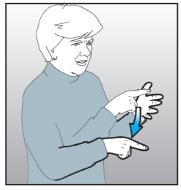




HURRY, rush



WHAT-1



WHAT-2



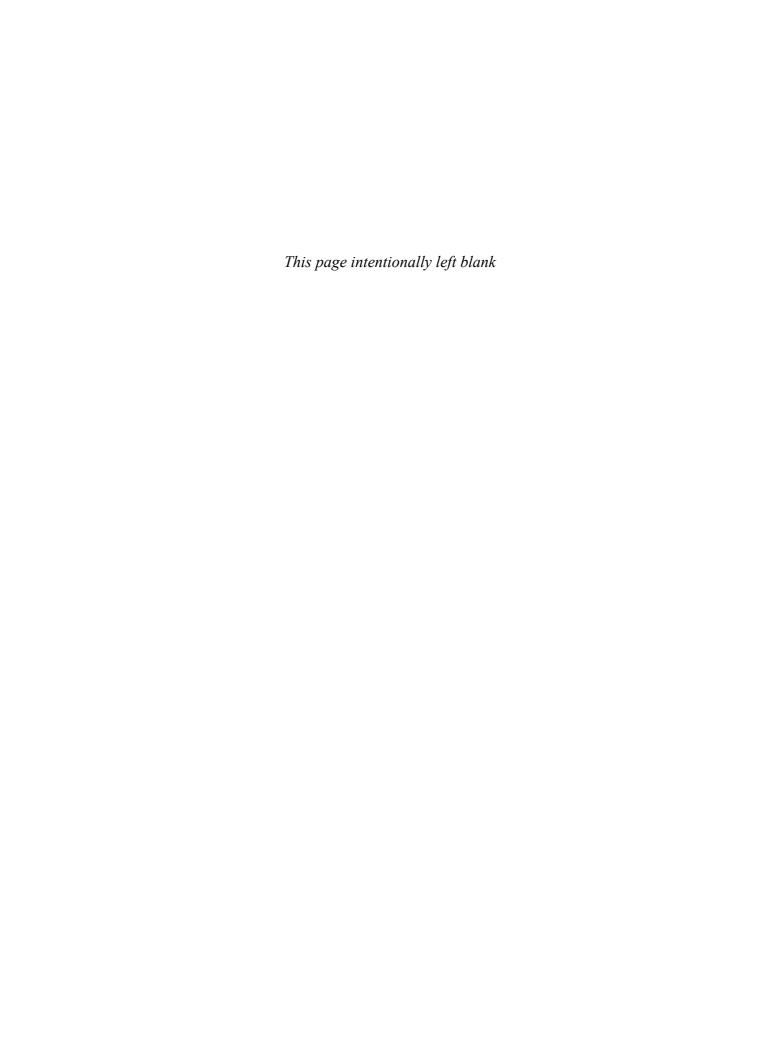
NEED, should



BOX



NOW, today, presently



In this unit, you will learn about describing people: their physical appearance, their clothing, and their personalities and character.

You will ask what someone looks like and how to use adjectives describing hair, height, and weight. You will learn the position of descriptive adjectives in sentences. You will see how signs are altered to show detail such as the direction of stripes.

And, finally, you will learn about topicalization of subjects and objects.

PHYSICAL APPEARANCE

Chris: YOU KNOW MY TEACHER YOU?

____whq___

Pat: NO, DON'T-KNOW. LOOK^LIKE?

Chris: HAIR SHOULDER-LENGTH BLACK, EYES BROWN.

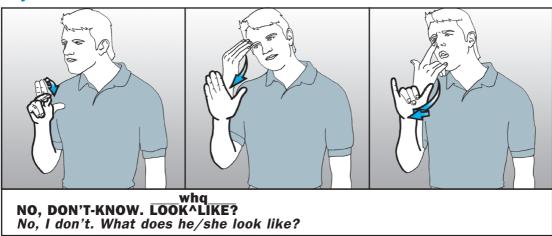
Pat: EXPLAIN MORE.

Chris: TALL, THIN.

Pat: OH-I-SEE, I KNOW WHO.

Key Structures





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Grammar Note

whq

Remember that the question LOOK^LIKE? is made like other questions asking for information, with eyebrows squeezed together and the head tilted slightly forward.

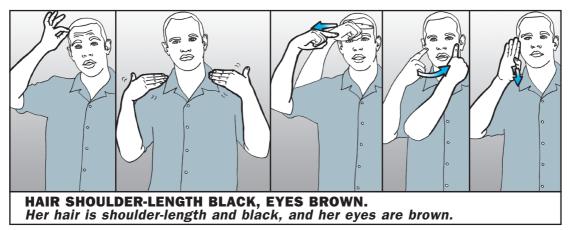
The mark, ^, indicates that the sign LOOK^LIKE is a contraction of two signs, APPEARANCE and SAME, in which the movement is made like one sign. Compare below:





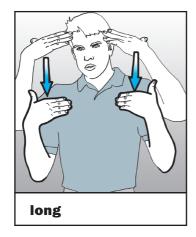






Grammar Note

Some other signs used to describe hair are, for example:

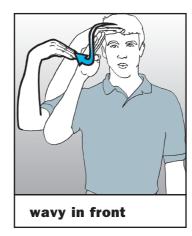










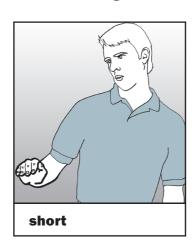






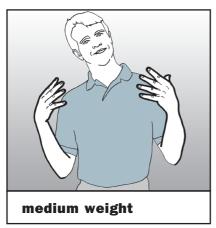
Grammar Note

Some other signs used to describe height and weight are:









Exercise A

Working in pairs and taking turns, describe the following people to each other. Don't tell your partner who you have selected to describe. Be sure to give hairstyle and color, eye color, height, and weight.

- 1. the President of the United States
- 2. your mother
- 3. your father
- 4. a movie star (see if your partner can guess who)
- 5. Santa Claus

CLOTHING

Pat: SEE WOMAN THERE, RED DRESS?

__whq__ Alex: WHICH?

Pat: THERE STRIPES (vertical), LONG-SKIRT.

Alex: YOU MEAN WHITE HAT?

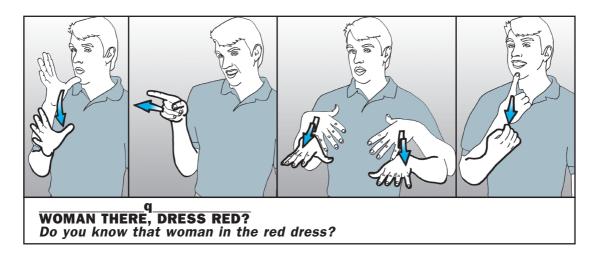
Pat: THAT-ONE.

Key Structures

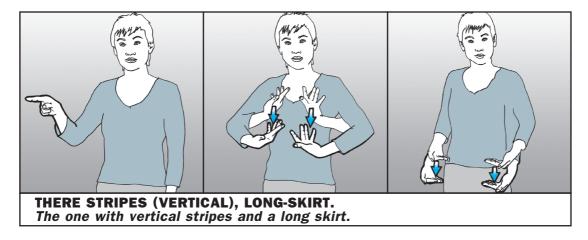


Grammar Note

Colors (RED, BLUE, etc.) may appear before or after a noun. The sentence above could be signed as follows:







Grammar Note

Certain descriptive signs can be altered to show specific detail, for example, the direction of stripes or the length of a dress or skirt:



Some other signs for describing clothing are:









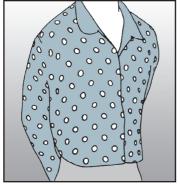
Exercise B

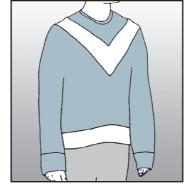
Describe the clothing in the following pictures:

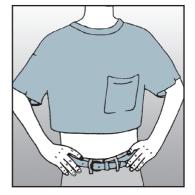












PERSONALITY AND CHARACTER

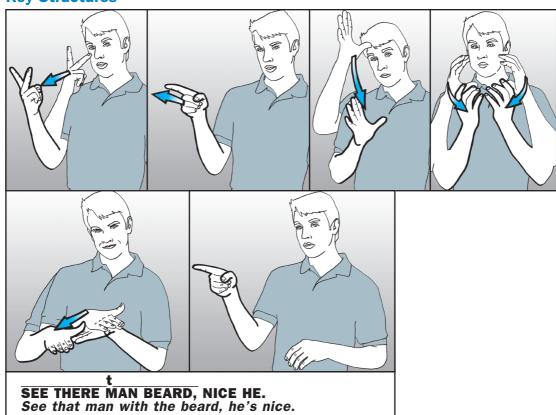
Chris: SEE THERE MAN BEARD, NICE HE. YOU KNOW HE?

Alex: NOT-YET MEET-HIM.

Chris: HE FRIENDLY. MAN THERE ARROGANT.

Alex: I KNOW HE. RIGHT YOU. ARROGANT HE.

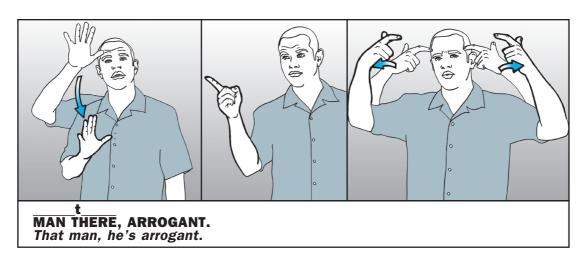
Key Structures

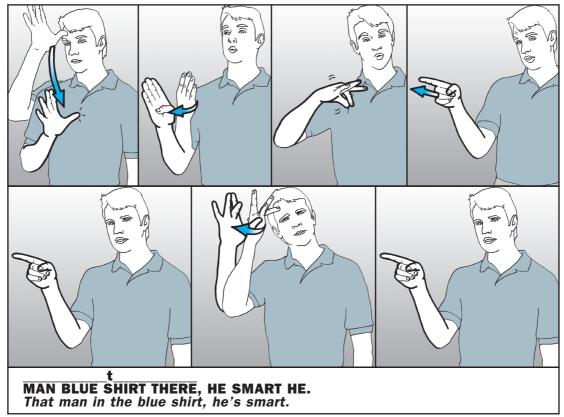


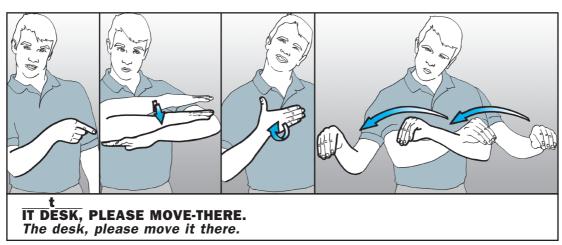
Grammar Note

The subject or object of a sentence can be introduced first as the topic of the sentence and followed by a comment as in the sentence above. To show a topic use raised eyebrows while signing the topic. (The raised eyebrows are indicated here by the topic marker ____t__ above.) Other examples:









Exercise C

Make the following comments about each of the following people. Follow the prompt.

Prompt: MAN BLUE COAT, HE NICE.

	Торіс	Comment
1.	A man in striped pants	Friendly
2.	A book	Give to me
3.	A woman with long, blonde hair	Ask her to come here
4.	A man in a green coat	Arrogant
5.	A girl	Smart
6.	A boy with curly hair	Tell him to come here
7.	A man with a beard	Heavy
8.	Teacher with blue shirt	Good teacher
9.	A coat with red dots	Bring it here
10.	A heavyset man	Pay him

VOCABULARY

▶ Colors







RED

YELLOW

BLUE



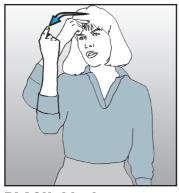




GREEN

BROWN-1, chocolate

BROWN-2



BLACK, black person



WHITE



PINK



PURPLE



GRAY



ORANGE

▶ Clothing



DRESS, clothes

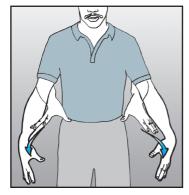


HAT, cap



SHIRT, blouse

► Physical Features and Attributes



SKIRT

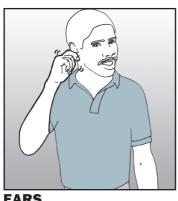


COAT, jacket



HAIR













MOUTH

TALL







BEARD

UGLY

SMALL, short

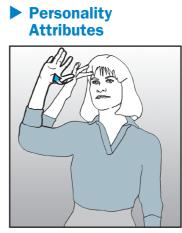
PRETTY, beautiful











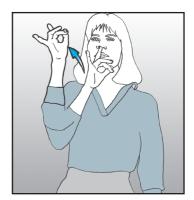
SMART, intelligent



FRIENDLY, pleasant, cheerful



ARROGANT, egotistical



STUCK-UP, snob, snobbish



GOOD



BAD, evil



SWEET-NATURED

▶ Other Vocabulary



APPEARANCE, looks, face



FEEL, emotion



TASTE, prefer



More Descriptions

In this unit, you will learn about classifiers that show the size and shape of an object and classifiers that indicate how an object is moved or placed.

You will also use classifiers that indicate the location of objects in relation to each other.

And you will learn how to show quantity by using numbers or quantifiers such as MANY, SOME, SEVERAL, or A-FEW.

OBJECTS AND THEIR LOCATION

Chris: MY GLASS I CL:C>-PUT-THERE. GONE.

Lisa: I CL:C>-CARRY-TO KITCHEN.

whq

Chris: CL:C>-THERE WHERE?

Lisa: TABLE THERE, CL:C>-THERE.

Key Structures

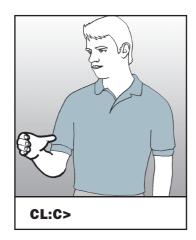




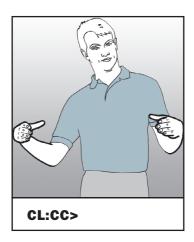
Grammar Note

Some predicates have classifiers that show the size and shape of an object. For example, in the sentence above, the classifier, CL:C>, represents a cylinder-like shape the size of a glass, cup, or bottle. Compare the properties of some classifier predicates:

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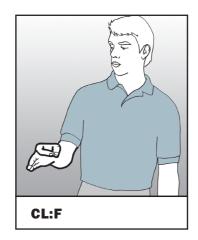




Cylinder-like shape such as a glass, cup, bottle, large candle.

Large cylinder-like shape such as a lamppost, coffee can, or flower pot. can, or drum.

Larger cylinder-like shape such as a bucket, trash







Small round, flat disk-like shape such as a coin or button.

Round, flat disklike shape such as a saucer, clockface, or circular picture.

Large round, flat disk-like shape such as a larger platter, place mat, or frame.

Note that the predicate also indicates the location of the object as in CL:C>-PUT-THERE in the sentence on page 83.





More Descriptions

Grammar Note

Some predicates with instrument classifiers indicate how an object is moved or placed as in CL:C>-CARRY-TO in the previous example. Some other such classifiers are:





For objects such as a book, a flat box, a box of candy, or a stack of paper.

For thin, flat objects such as a sheet of paper or a thin magazine.





For small round objects such as a baseball, an apple, or an orange.

For handle-like objects or objects with handles such as a broom, a pitcher, or a mug.

Exercise A

a. Working in pairs, indicate the size and location of the following objects. Follow the prompt.

Prompt: a glass

CL:C>-THERE.

More Descriptions

- 1. a can of soda
- 2. a silver dollar
- 3. a wastebasket
- 4. a large pizza
- 5. a thick candle
- b. Indicate that you moved the following objects. Follow the prompt.

Prompt: a glass

CL:C*-CARRY-TO.

- 1. a book
- 2. a thick stack of paper
- 3. a cup
- 4. a peach
- 5. a pitcher
- 6. a box of candy
- 7. a mug
- 8. a newspaper
- 9. a letter
- 10. an orange

OBJECTS, NUMBER, AND LOCATION

Chris: APPLE CL:5-NEXT-TO-CL-5-THERE, NOT TOUCH YOU.

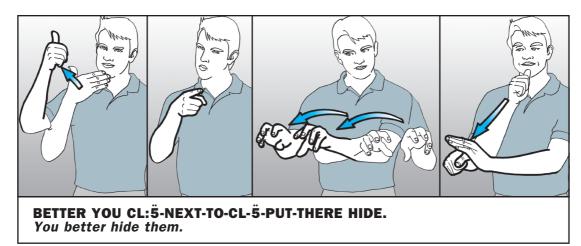
Lisa: BETTER YOU CL:5-NEXT-TO-CL-5-PUT-THERE HIDE.

Chris: NO. I LEAVE-THERE. YOU NOT TOUCH.

Key Structures







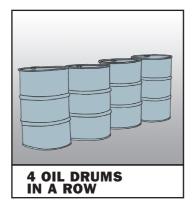
Grammar Note

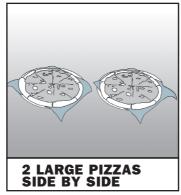
Classifier predicates can be used to indicate the location of objects in relation to each other as in CL-5-NEXT-TO-CL:5-PUT-THERE above. The sentence below shows the relationship of more than two objects:



Exercise B

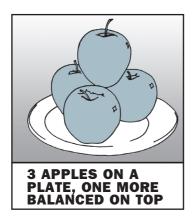
Describe the location of the objects in the following pictures:

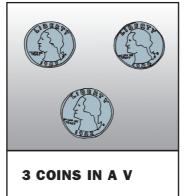






More Descriptions





HOW MANY

Lisa: CLOTHES YOU HAVE? I WASH-CLOTHES.

Chris: YES. HAVE SOME. I BRING-HERE.

 $_{\mathsf{q}}$

(Chris brings a pile of clothes.)

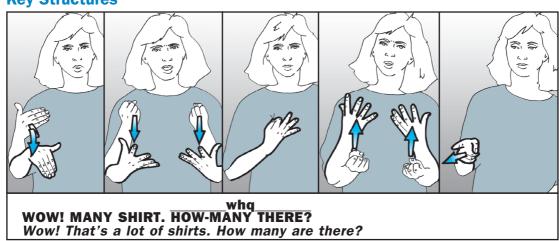
____whq____ Lisa: WOW! MANY SHIRT. HOW-MANY THERE?

Chris: I THINK 8. PLUS 4 PANTS.

Lisa: SEEM YOU NOT-YET WASH-CLOTHES SINCE 1-MONTH.

Key Structures



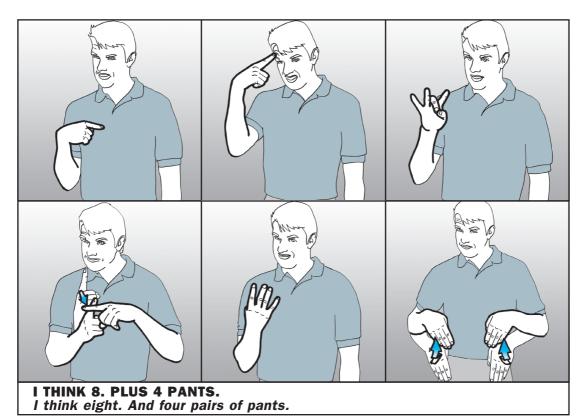


Grammar Note

One of the ways to show number (plural) is by using quantifiers such as MANY, SOME, SEVERAL, or A-FEW. These quantifiers can appear before or after the noun as in MANY SHIRT in the previous example or SHIRT MANY.

Note that the question form HOW-MANY? is made with the eyebrows squeezed together and the head tilted forward like other questions asking for information.





Grammar Note

Another way to show number is by adding a number before or after the noun as in 4 PANTS above or PANTS 4.



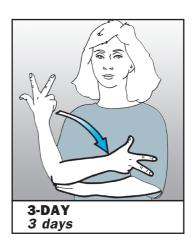


Grammar Note

The plural of MINUTE, HOUR, DAY, WEEK, MONTH can be made by incorporating numbers. Some examples are:





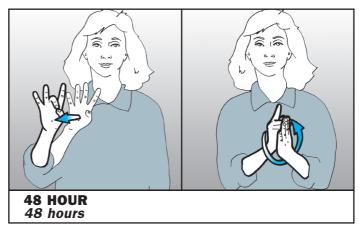






Only the numbers 1–9 can be incorporated in this way. But 10-MINUTE and similar incorporations, as in the following example, are acceptable usage in some places. For numbers greater than 9, use the number before the time sign as in:





Exercise C

a. Following the prompt, tell how many cars you have.

Prompt: four

HAVE FOUR CAR I.

- 1. many
- 2. several
- 3. three
- 4. two
- 5. a few
- 6. seven

b. Following the prompt, tell how long you have been taking ASL classes.

Prompt: 1 month

I TAKE-UP ASL SINCE 1-MONTH.

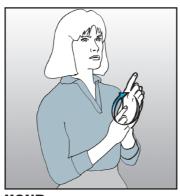
- 1. 2 weeks
- 2. 6 months
- 3. 11 weeks
- 4. 4 days
- 5. 24 hours
- 6. 2 hours
- 7. 3 minutes

VOCABULARY

▶ Time







HOUR



WEEK



MONTH



YEAR

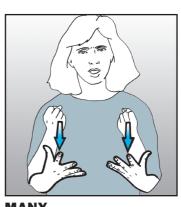


A-FEW

More Descriptions







SOME

SEVERAL

MANY

▶ Fruit







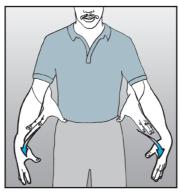
APPLE

ORANGE

PEACH









SKIRT

PANTS







SHIRT

SHOES

SOCK

TIE

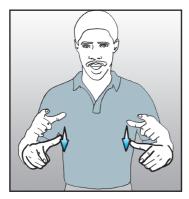


BELT



Dishes and

GLASS



PLATE



BOWL



CUP



FORK

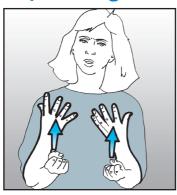


SPOON

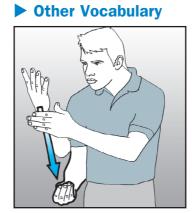


KNIFE





HOW-MANY



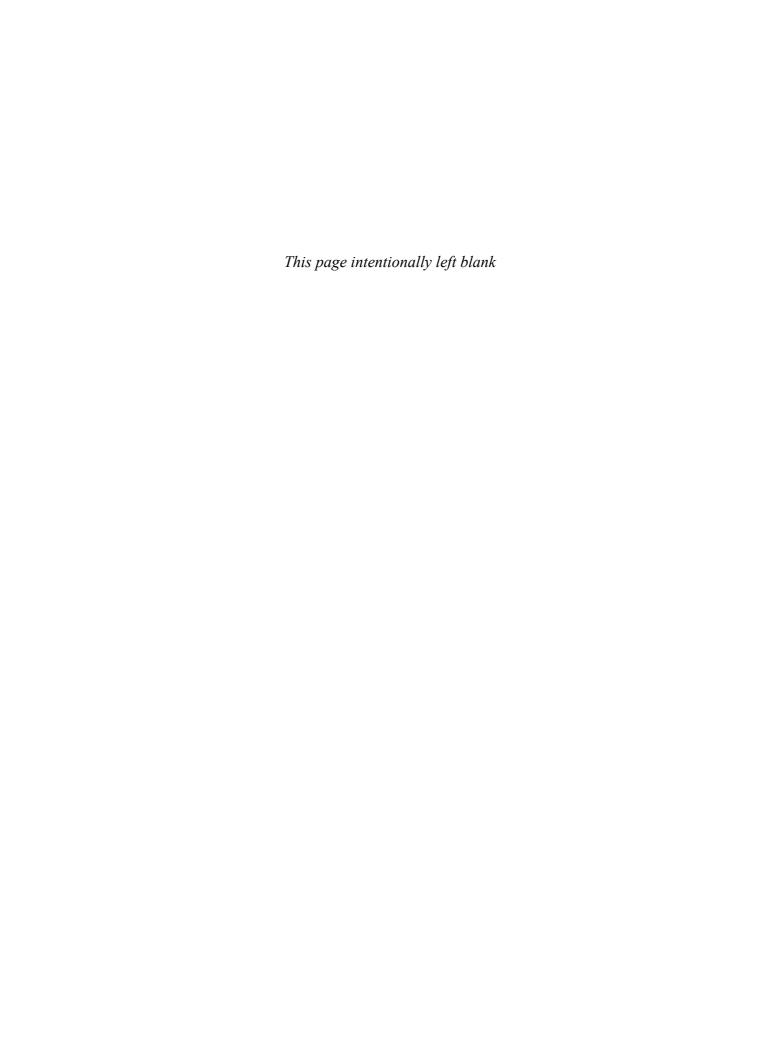
GONE



KITCHEN

More Descriptions





Expressing Yourself

In this unit, you will learn various ways to express your feelings, opinions, and preferences.

You will use ALL-DAY and ALL-NIGHT forms.

You will learn about negative incorporation such as DON'T-KNOW.

You will also learn about the use of modals and their position in sentences.

HOW YOU FEEL

Pat: GOOD-MORNING! HOW YOU?

Alex: I SO-SO. YOU?

__whq__

Pat: I FINE. WRONG?

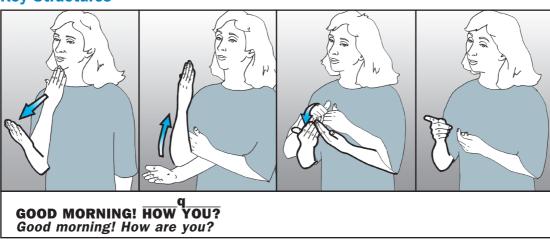
Alex: ALL-NIGHT I ROLL-AROUND. I TIRED I.

Pat: OH-I-SEE. SYMPATHIZE-WITH. WANT COFFEE?

Alex: YES!

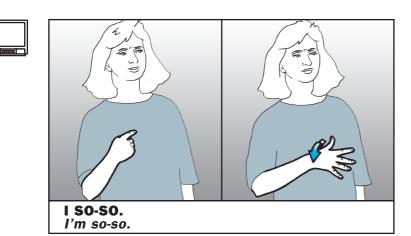
Key Structures

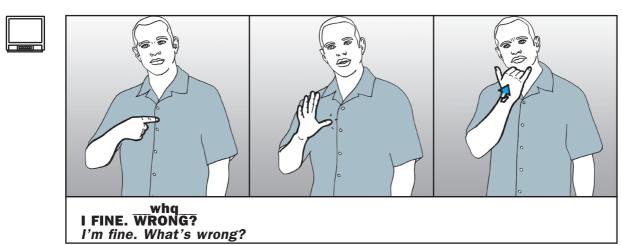


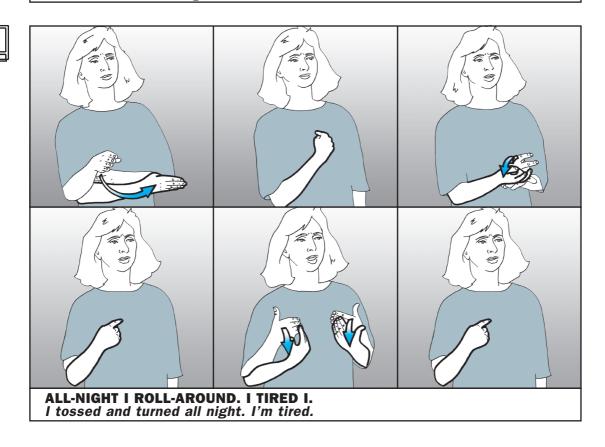


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Expressing Yourself

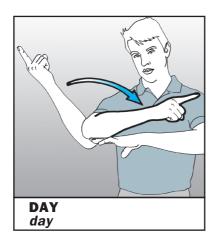


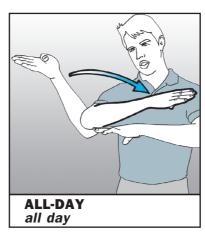




Note

The sweeping movement used to indicate "all night" or "overnight" in ALL-NIGHT is also used with DAY, MORNING, AFTERNOON, and EVENING. Compare the following:





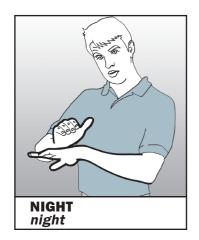




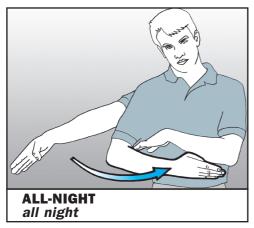




Expressing Yourself







Exercise A

In response to "How are you?," say that you are:

- 1. sleepy
- 2. tired
- 3. hungry
- 4. fine
- 5. feeling good
- 6. cold
- 7. hot
- 8. so-so
- 9. cranky
- 10. sick

OPINIONS AND PREFERENCES

_whq__

Lisa: WOW. APPEARANCE MAD YOU. WRONG?

Pat: J-O-H-N NOT SHOW-UP.

Lisa: OH-I-SEE. HE LATE?

Pat: YES. NOT LIKE I.

Lisa: NOT SURPRISED I.

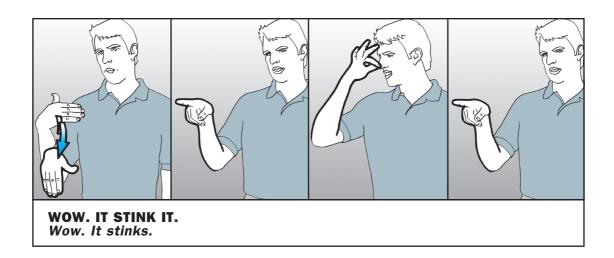
Key Structures





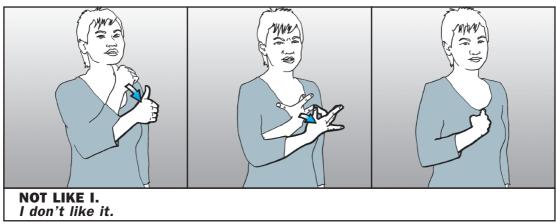
Note

WOW is used to indicate the degree of impact or reaction a person feels upon experiencing something. It is not limited to a reaction of delight. For example:









Grammar Note

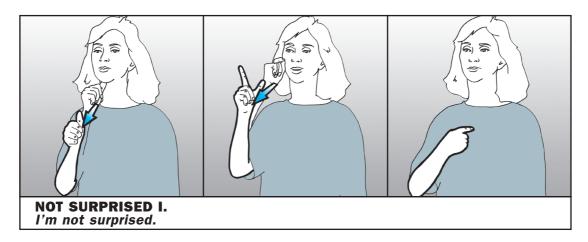
The negatives of LIKE, WANT, and KNOW can be made with a twisting movement outward from the body, as in the following:





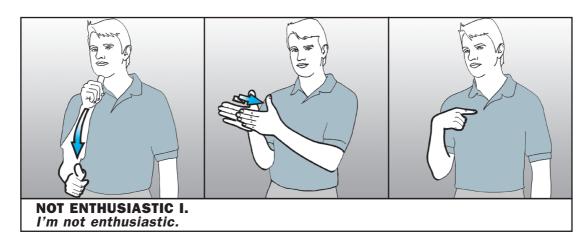


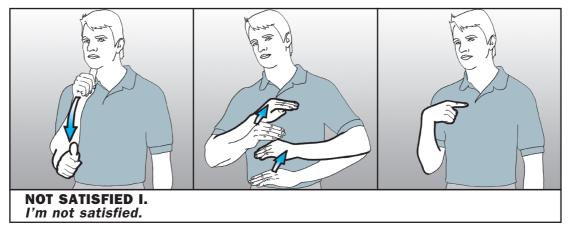




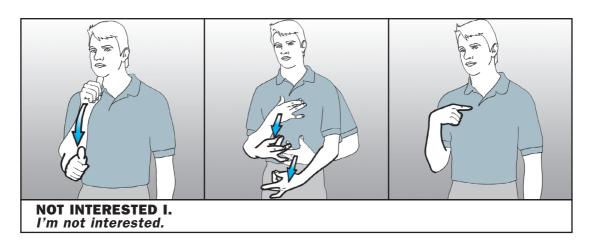
Grammar Note

The above structure is often used to express negative feelings or respond to inquiries about feelings. Some other examples are:

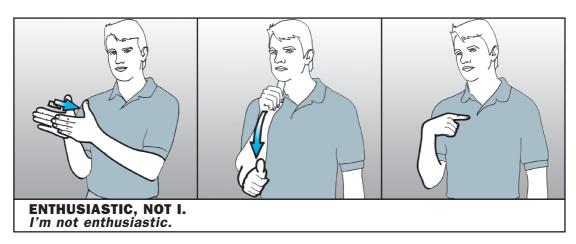


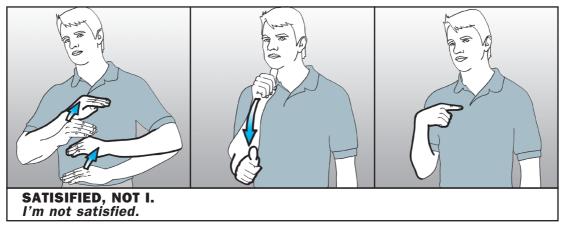


Expressing Yourself



Or, NOT can come after the adjective as in:





Exercise B

- a. Working in pairs, express the following feelings to your partner:
 - 1. satisfaction
 - 2. happiness
 - 3. anger
 - 4. sadness
 - 5. surprise
 - 6. interest
- b. Still working in pairs, tell your partner that you are not:
 - 1. happy
 - 2. satisfied
 - 3. surprised
 - 4. enthusiastic
 - 5. excited
 - 6. interested

ANXIETY

Lisa: I NERVOUS I.

Chris: STOP WORRY!

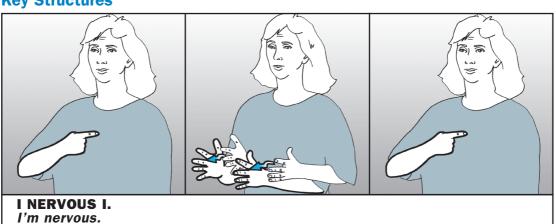
Lisa: PASS TEST MUST I.

Chris: PASS WILL YOU. CALM-DOWN.

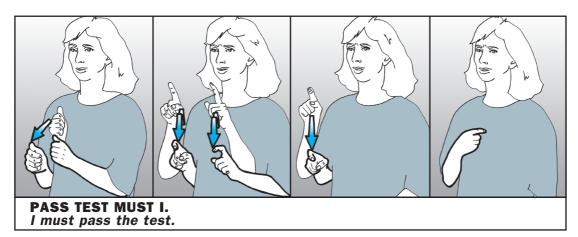
Lisa: FLUNK WILL I.

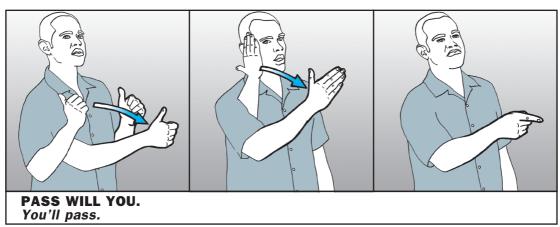
Key Structures







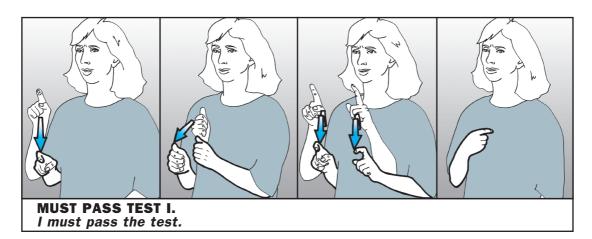




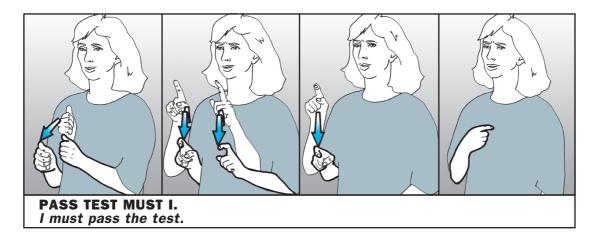
Grammar Note

Modals such as MUST, SHOULD, CAN, and WILL can be used in the following ways:

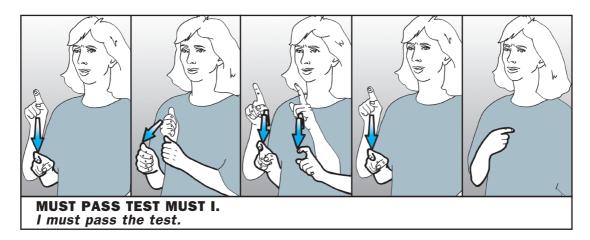
1. Before the verb:



2. After the verb:



3. Before the verb and repeated at the end of the sentence:



Exercise C

Following the prompt, make as many sentences using MUST, WILL, CAN, or SHOULD as you can:

Prompt: TAKE-UP TEST WILL I.

- 1. sleep all day
- 2. help the teacher
- 3. calm down
- 4. take test
- 5. show up
- 6. go to class

VOCABULARY

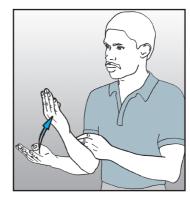
► Parts of the Day



DAY



NIGHT, evening



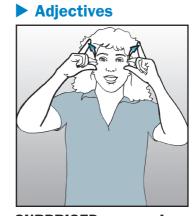
MORNING



AFTERNOON



NOON



SURPRISED, amazed



ENTHUSIASTIC, eager, motivated



SATISFIED

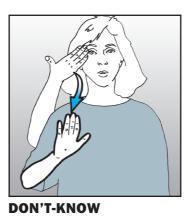


HAPPY

Expressing Yourself











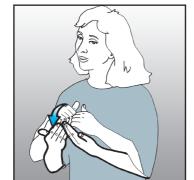


WILL, future

▶ Other Vocabulary

CAN

SHOULD







HOW

WRONG

LATE







ROLL-AROUND

COFFEE

Expressing Yourself



SHOW-UP, appear



CALM-DOWN, take it easy



WANT, DESIRE



LIKE



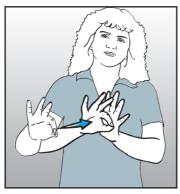
STINK



WORRY, worried



PASS



FLUNK



TEST, exam



STOP, cease



Requests

In this unit, you make different kinds of requests. First, you will learn how to make polite commands.

You will learn about verb pairs and noun-verb pairs.

And you will learn how to use DON'T-MIND and FOR ME in making requests.

In a culture note, you will read how Deaf people get the attention of others.

POLITE COMMANDS



(Several people are in a room.)

Alex: YOU, PLEASE FLASH-LIGHTS.

(Lisa flashes the lights on and off.)

Alex: YOU, CLOSE-DOOR. FEEL A-LITTLE COLD.

(Lisa closes the door.)

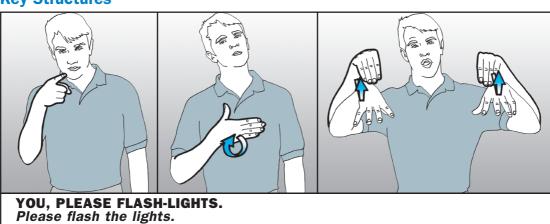
Alex: THANK-YOU. PLEASE SIT.

(Everyone sits down.)

Alex: NOW GO-AHEAD START.

Key Structures





From Unit 5 of *Learning American Sign Language: Levels I & II — Beginning and Intermediate,* Second Edition. Tom L. Humphries, Carol A. Padden, Robert Hills, Peggy Lott, Daniel W. Renner. Copyright © 2004 by Pearson Education, Inc. All rights reserved.

Culture Note

Flashing the lights on and off in a room is a common way for Deaf people to get each other's attention. This is usually done within groups, but can be done to get the attention of someone alone in a room.

However, a preferred way of getting the attention of someone is a small wave of the hand in the person's field of vision. Waving both hands at once can also get the attention of a group if flashing the lights isn't possible.

At home Deaf people get each other's attention primarily by waving the hand or sharply rapping on a surface such as a table with the fist or flat of the hand so that the other person can feel it. Sometimes a well-measured stomp of a foot on the floor is acceptable.

Another way to get someone's attention is to touch or tap lightly on the arm, shoulder, or knee.

A note of caution: waving, rapping, and stomping are usually used in ways which do not disturb people who hear in public places and can be quite annoying even to Deaf people if overdone.

Clapping the hands to get someone's attention is neither effective nor socially acceptable.





Grammar Note

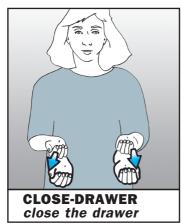
Compare the reversal in movement for CLOSE-DOOR and OPEN-DOOR and in some other verb pairs:

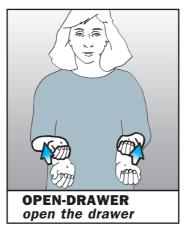


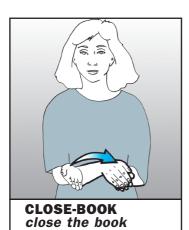


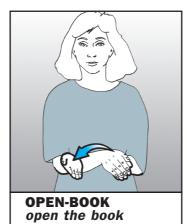




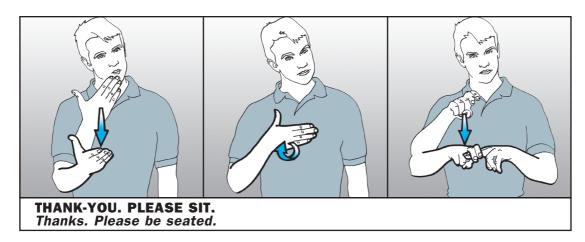






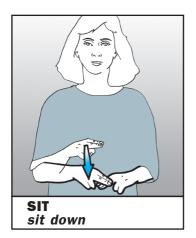


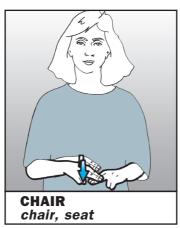


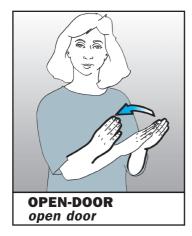


Grammar Note

Some verbs such as CLOSE/OPEN-DOOR and SIT have noun forms which differ in movement. The noun forms differ in two ways: their movement is repeated and it is smaller. Compare the following pairs of verbs and nouns:



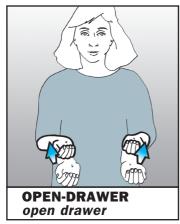






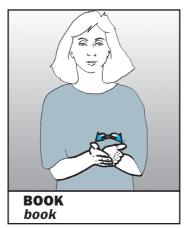








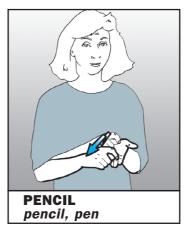


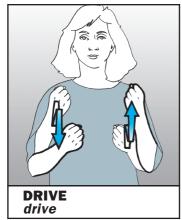


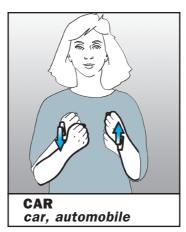
Some verbs have repeated movement. As in the above, the noun forms have repeated and smaller movements. Compare the following pairs of verbs and nouns:

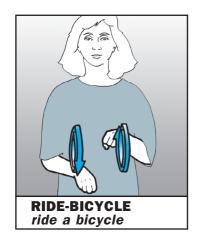
Requests

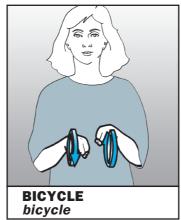












Exercise A

- a. Working in pairs, tell your partner to do the following things:
 - 1. open a window
 - 2. stand up
 - 3. sit down
 - 4. spell his/her name
 - 5. close a window
 - 6. close a door
 - 7. bring you a chair
 - 8. show you his/her pencil
- b. Following the prompt, make comments about each of the following:

Prompt: book, open
____t__
BOOK THERE, OPEN-BOOK.

- 1. window, close
- 2. door, open
- 3. drawer, open
- 4. chair, bring here, sit
- 5. window, open
- 6. book, close
- 7. drawer, close
- 8. bicycle, ride
- 9. pencil, write
- 10. car, drive

REQUESTS TO DO SOMETHING



Lisa: DON'T-MIND IT OPEN-WINDOW?

Chris: SURE!

Lisa: THANK-YOU. DON'T-MIND 1-MORE?

whq

Chris: WHAT?

Lisa: GARBAGE THROW-OUT, CAN YOU?

Chris: O-K, YOU-OWE-ME YOU.

Key Structures





Note

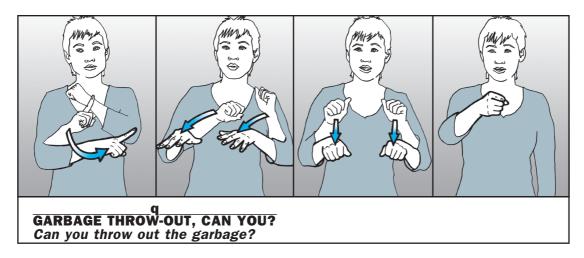
DON'T-MIND is used in the above example as a polite way to make a request for someone else to do something. DON'T-MIND is also used to ask if it's all right for you to do something as in:





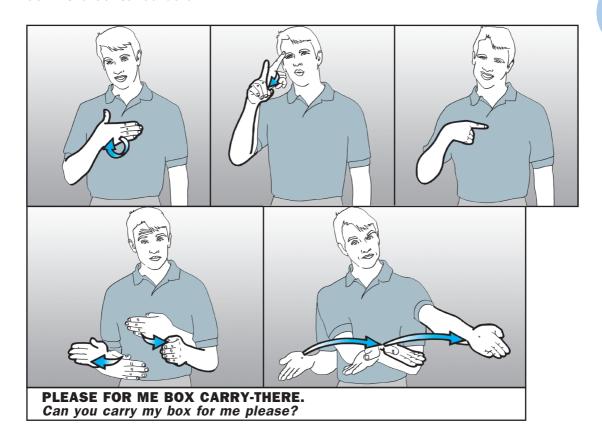






Note

Another way of asking someone to do something is to use FOR ME as in the sentence below:



Exercise B

- a. Ask someone to do the following using DON'T-MIND:
 - 1. move a chair
 - 2. give you your coat
 - 3. open the door

Requests

- b. Ask someone to do the above using FOR ME. Say please.
- c. Ask someone if it's all right for you to do the following using DON'T-MIND.
 - 1. take his/her pencil
 - 2. close the window
 - 3. throw away a bag
 - 4. take his/her chair
 - 5. close the door

MORE REQUESTS

Chris: PLEASE TURN-ON T-V.

(Lisa turns on TV.)

(Later.)

Chris: PLEASE TURN-ON-LIGHT. CAN'T SEE.

(Lisa turns on light.)

(Later phone lights flash.)

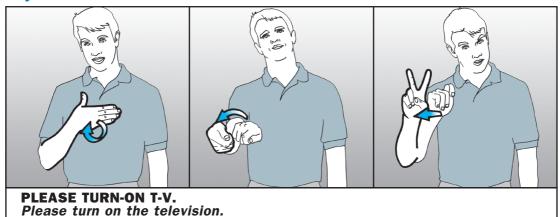
Chris: PLEASE FOR ME ANSWER.

a

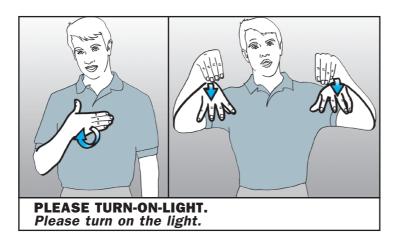
Lisa: ME? NO-WAY. SELF GO-TO-IT!

Key Structures









Note

As with OPEN-DOOR and CLOSE-DOOR, some other verbs involving turning something on and off use a reversal of the movement. Compare the following:









Requests





However, the movement for turning on or off a push-button type switch is the same:







Exercise C

- a. Working in pairs, ask your partner to turn on the following:
 - 1. a television with a knob-type switch
 - 2. a television with a push-button type switch
 - 3. a light on the ceiling
 - 4. a table-lamp type light
 - 5. a light switch of the lever type
- b. Then ask your partner to turn off each of the above. Your partner should tell you to turn each item off yourself as in the prompt:

Prompt: SELF TURN-OFF-____.

VOCABULARY

Verb Pairs



OPEN-DOOR



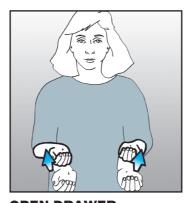
CLOSE-DOOR



OPEN-WINDOW



CLOSE-WINDOW



OPEN-DRAWER



CLOSE-DRAWER

Requests



OPEN-BOOK



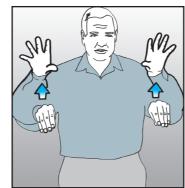
CLOSE-BOOK



TURN-ON (knob-type switch)



TURN-OFF (knob-type switch)



TURN-ON (light)



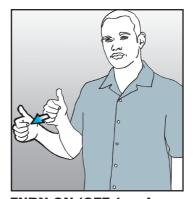
TURN-OFF (light)



TURN-ON (lever-type switch)



TURN-OFF (lever-type switch)



TURN-ON/OFF (pushbutton type switch)

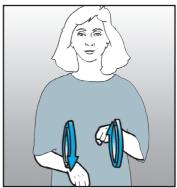
▶ Other Verbs



WRITE



DRIVE



RIDE-BICYCLE

Nouns

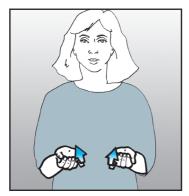








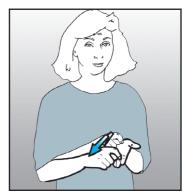
WINDOW



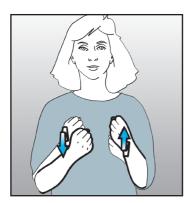
DRAWER



BOOK



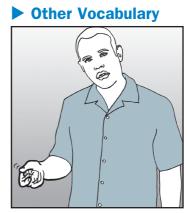
PENCIL, pen



CAR, automobile



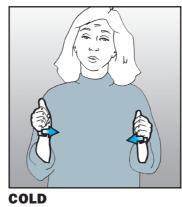
BICYCLE



A-LITTLE



HOT





WARM



READ

CAN'T

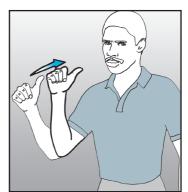


FOR

Requests

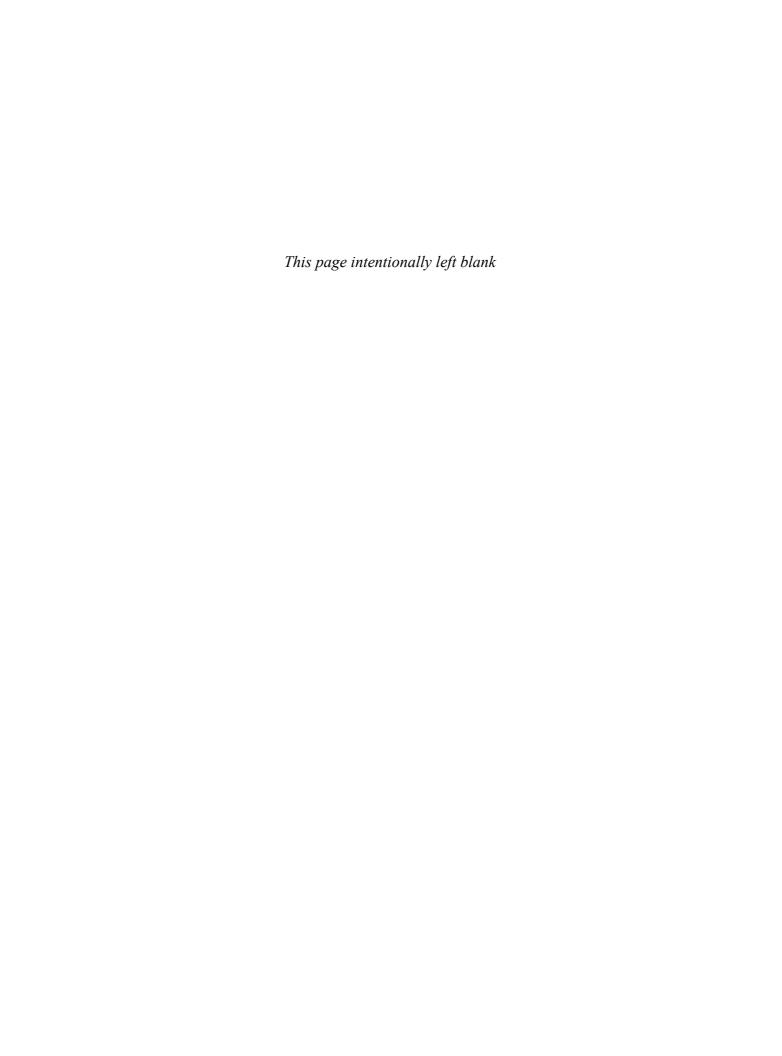






SELF

WON'T, refuse



Family and Friends

In this unit, you will ask for and give information about the family and family relationships. You will also talk about friends and acquaintances.

You will learn how to indicate past, present, and future tenses. You will learn how to use FINISH in several ways.

You will also learn about personal pronouns incorporating number, such as TWO-0F-YOU and THREE-0F-US.

In culture notes, you will learn about the common cultural practice of asking about hearing status and about establishing Deaf family ties.

FAMILY INFORMATION

Alex: MY FAMILY GATHER-TOGETHER TOMORROW. NOT-YET GATHER-

TOGETHER SINCE TWO YEAR.

Chris: FAMILY DEAF?

Alex: PARENTS DEAF. SISTER DEAF. TWO BROTHER, ONE DEAF,

ONE HEARING.

Chris: BROTHER HEARING, SIGN?

Alex: OF-COURSE!

Key Structures





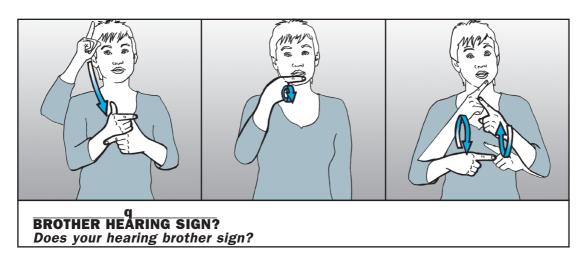
FAMILY DEAF?
Is your family Deaf?

From Unit 8 of Learning American Sign Language: Levels I & II — Beginning and Intermediate, Second Edition. Tom L. Humphries, Carol A. Padden, Robert Hills, Peggy Lott, Daniel W. Renner. Copyright © 2004 by Pearson Education, Inc. All rights reserved.

Culture Note

Asking for and giving information about whether the members of one's family are Deaf or hearing is a common cultural and social practice. Deaf people believe information such as this can contribute to understanding something about an individual and the individual's place among Deaf people.





Culture Note

Establishing whether hearing members of a Deaf person's family sign is part of finding out something about the Deaf person's experience. The conversation above has an interesting twist: Gloria's family is Deaf except for a hearing brother, so it is slightly ironic for Maria to ask if he can sign. Gloria's response of "Of course!" indicates the importance of sign to the family.

Exercise A

- a. Working in pairs, ask your partner if her/his family members listed below are Deaf or hearing.
 - 1. parents
 - 2. mother
 - 3. father
 - 4. brother
 - 5. sister
 - 6. grandmother
 - 7. grandfather
 - 8. aunt
 - 9. uncle
 - 10. cousin
- b. Ask your partner if each of the above can sign.

FAMILY RELATIONSHIPS

Alex: YESTERDAY I MEET-HIM YOUR HUSBAND. TWO-OF-YOU MARRY,

____whq___ HOW-MANY YEAR?

Pat: TWO-OF-US MARRY 6 YEAR.

Alex: WOW! I NOT REALIZE SINCE. HAVE CHILDREN?

Pat: TWO DAUGHTER, ONE SON.

____whq_

Alex: DEAF, HEARING?

Pat: #ALL DEAF.

Key Structures



I met your husband yesterday.

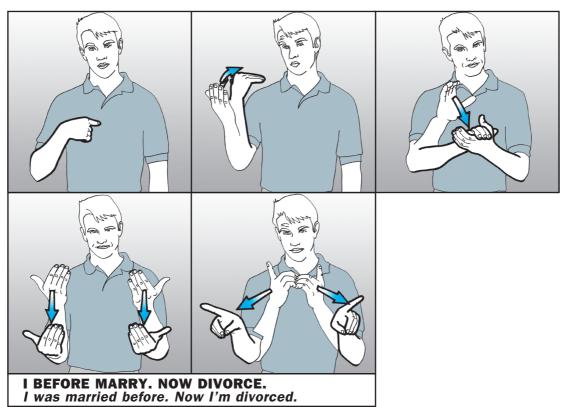
Grammar Note

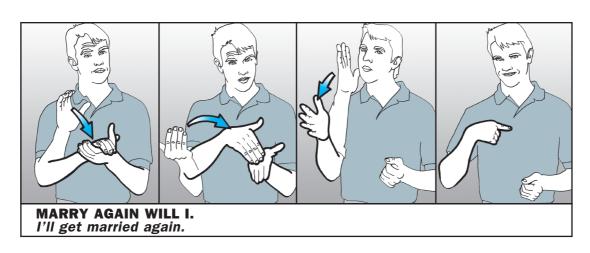
One way to indicate past, present, or future tense is to use a tense sign at either the beginning or end of a sentence as in YESTERDAY I MEET-HIM YOUR HUSBAND above or I MEET-HIM YOUR HUSBAND YESTERDAY. Once the tense has been established in this way, it is not necessary to repeat a tense sign in each sentence. Some common tense signs from the vocabulary list are:

Present	Past	Future
NOW	YESTERDAY	TOMORROW
TODAY	BEFORE	WILL
	RECENT	LATER
	LONG-AGO	AFTER-A WHILE
		FAR-IN-FUTURE

Some examples are:









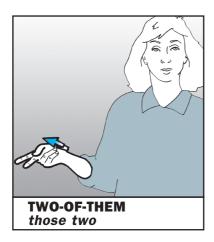






Grammar Note

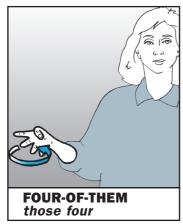
Some personal pronouns can incorporate number as in TWO-OF-YOU and TWO-OF-US above. Another form incorporating the number 2 is:



The numbers 3, 4, and 5 can also be incorporated into some personal pronouns, but they have a circular movement. Numbers greater than 5 cannot be incorporated. Some examples are:

Family and Friends







Exercise B

Working in pairs, tell or ask your partner the following, using a time sign for the past or future tense. Follow the prompt.

Prompt: You – marry – yesterday.

YESTERDAY I MARRY I. or

I MARRY YESTERDAY I.

- 1. You marry will.
- 2. He/She marry will?
- 3. You birthday tomorrow.
- 4. The three of them come later?
- 5. He/She birthday recently?
- 6. You before marry?
- 7. The two of you meet a long time ago.
- 8. You marry in the distant future.
- 9. You go after awhile.
- 10. The two of you take test before?

FRIENDS AND ACQUAINTANCES

[2000]

Chris: YESTERDAY I SEE YOU. WITH FRIEND?

Lisa: TWO-OF-US GOOD-FRIEND GROW-UP-TOGETHER.

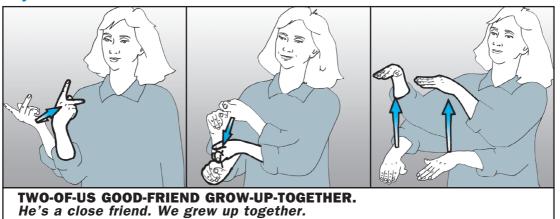
Chris: BOYFRIEND?

Lisa: (gestures, no) FRIEND FINISH.

Chris: OH-I-SEE. LOOK-LIKE YOU-TWO GOING-TOGETHER. I WRONG I.

Key Structures









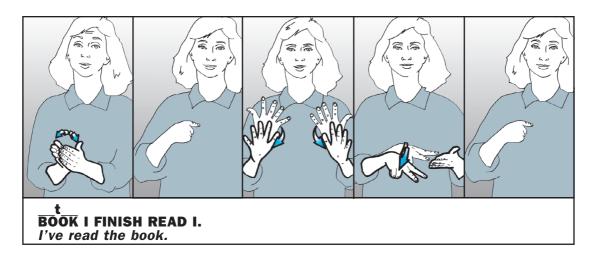
Note

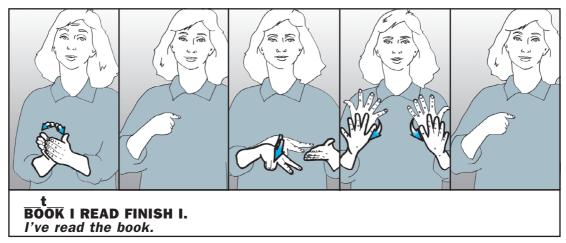
FINISH is used in several ways:

1. To indicate the extent or limit of something such as in "We're just friends" in the sentence FRIEND FINISH above, or as in the following sentence. (Note that the movement is a repeated one.)



2. Before or after the verb to show an action is completed or has been done, as in the following:

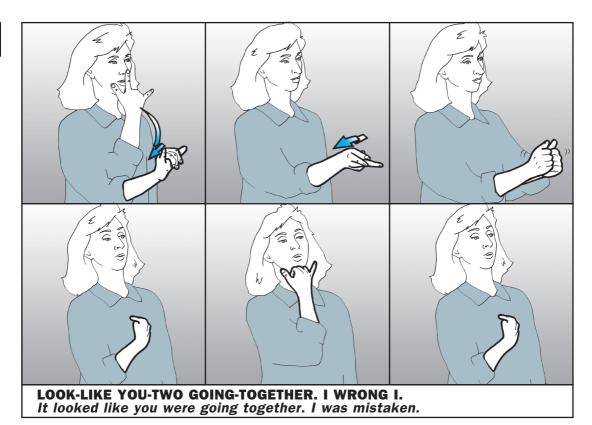




3. By itself to mean the following. (Note that there is a single sharp movement.)







Exercise C

Working in pairs, tell your partner that you have completed the following actions. Follow the prompt.

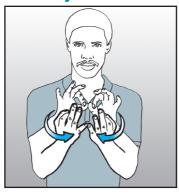
Prompt: Seen your friend.

___t__
FRIEND I SEE FINISH I. or
___t__
FRIEND I FINISH SEE I.

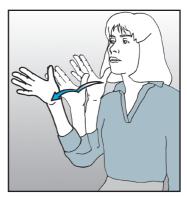
- 1. seen the movie
- 2. visited your grandmother
- 3. read your ASL book
- 4. sent the letter
- 5. gave him/her the book
- 6. turned on the television
- 7. gotten married
- 8. gotten divorced
- 9. washed clothes
- 10. passed the test

VOCABULARY

Family Members







FAMILY

PARENTS

GRANDMOTHER





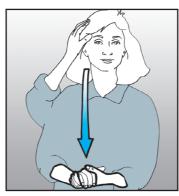


GRANDFATHER

AUNT

UNCLE







COUSIN

HUSBAND

WIFE







DAUGHTER

SON

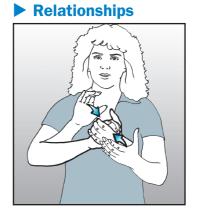
CHILDREN



NEPHEW



NIECE



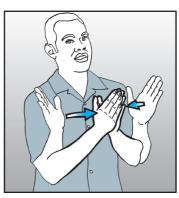
MARRY, marriage



SEPARATED, separate



DIVORCE



BACK-TOGETHER, reconciled



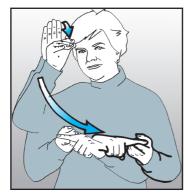
FRIEND



GOOD-FRIEND



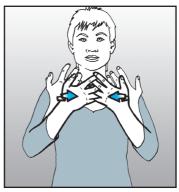
GO-STEADY, go together, dating



BOYFRIEND



GIRLFRIEND



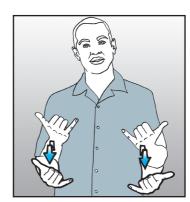
ROOMMATE

GROW-UP-TOGETHER

▶ Tense Indicators



NOW, today, present



TODAY



YESTERDAY, past



RECENT, recently



LONG-AGO



BEFORE



TOMORROW



WILL, future



LATER



AFTER-AWHILE



FAR-IN-FUTURE

▶ Other Vocabulary



#ALL



SINCE, up till now



OF-COURSE, naturally



REALLY



REALIZE, reason



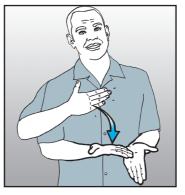
LONG, lengthy



SHORT



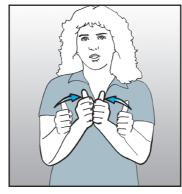
TIME



BIRTHDAY



SEEM, appears



WITH, together



FINISH

Family and Friends



MOVIE

More Descriptions

In this unit, you will learn how to give descriptions.

You will see several ways to sign to someone without others seeing what you are signing.

You will also learn how to indicate age and time of day, and you will learn more classifiers that indicate size and shape.

In a culture note, you will learn about schools for Deaf children.

HOW OTHERS LOOK

Pat: SEE THERE WOMAN? BEAUTIFUL SHE.

Lisa: KNOW WHO SHE?

Pat: NO. DON'T-KNOW.

Lisa: YOU KNOW SHE. SHE M-A-R-I-A SHE.

Pat: REALLY! THAT-ONE THERE? I SEE SHE BEFORE OLD-5.

SHORT, CHUBBY. NOW CHANGE. I CL:55-EYES-FALL-OUT

Key Structures





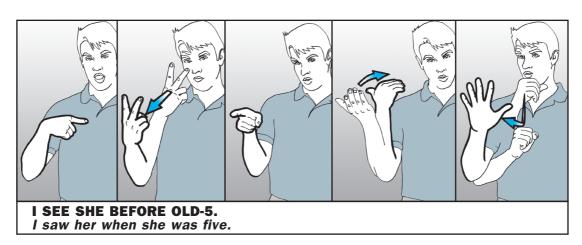
From Unit 9 of Learning American Sign Language: Levels I & II — Beginning and Intermediate, Second Edition. Tom L. Humphries, Carol A. Padden, Robert Hills, Peggy Lott, Daniel W. Renner. Copyright © 2004 by Pearson Education, Inc. All rights reserved.

Note

There are several ways to sign to someone when you do not want others to see what you are saying. Among them are:

- 1. The signing movement is smaller and closer to the body. Also, the body may be turned slightly to the side.
- 2. Signing may be done with only one hand while the other hand shields it from view.
- 3. The information can be fingerspelled close to the body and behind the other hand.

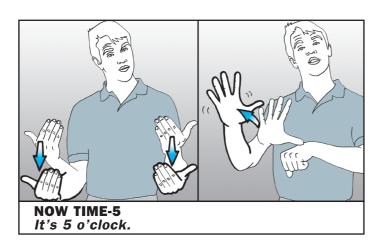


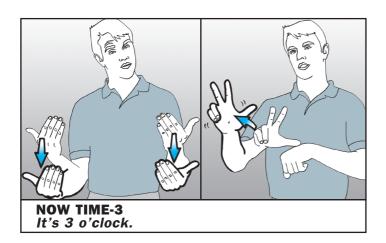


Grammar Note

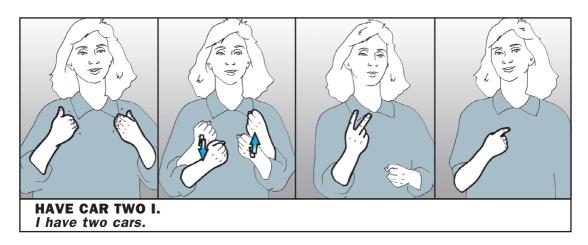
When indicating age, the sign OLD is followed by a number sign. For the numbers 1–5 the palm is turned outward as in OLD-5 above.

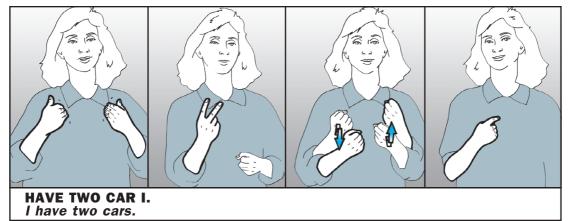
When indicating time of day, the sign TIME is followed by a number sign for the hour (and minute). As with indicating age, the palm is also turned outward for the numbers 1–5 as in the following two sentences:





However, when indicating a count, the palm is turned inward for the numbers 1–5. Note also, the number can precede or follow the noun as in the following two sentences:









Note

Classifiers are often used humorously as in the sentence above in which the classifier 55 representing "small, round objects" (see Unit 7) is used to describe an improbable event.

Exercise A

Use each of the following in a sentence describing someone or something you know. Follow the prompt.

Prompt: beautiful

MY MOTHER BEAUTIFUL.

- 1. good looking
- 2. slim
- 3. ugly
- 4. cute
- 5. pretty
- 6. thin
- 7. chubby

Exercise B

- a. Tell your friend that you will meet him/her at the following times:
 - 1. 2:00 2. 4:00
- 6. 3:25
- 3. 11:00
- 7. 10:45
- 4. 1:30
- 8. 5:15 9. 11:15
- 5. 12:30
- 10. 2:10
- b. Tell your friend that your brother or sister is the following ages:
 - 1. 7 years
- 3. 9 years
- 5. 18 years
- 7. 4 years

- 2. 3 years 4. 5 years 6. 21 years
- 8. 6 years

PERSONALITY

Alex: J-O-H-N HE STUBBORN HE.

Pat: I KNOW^THAT. I REMEMBER TWO-OF-US SMALL THERE SCHOOL-FOR-

DEAF. WEEKEND J-O-H-N DON'T-WANT GO-AWAY HOME. WANT STAY SCHOOL-FOR-DEAF. PARENTS PULL. HE STUBBORN, WON'T GO. PARENTS GIVE-UP. J-O-H-N STAY PLAY. HE MISCHIEVOUS HE WOW.

Alex: STILL MISCHIEVOUS.

Key Structures



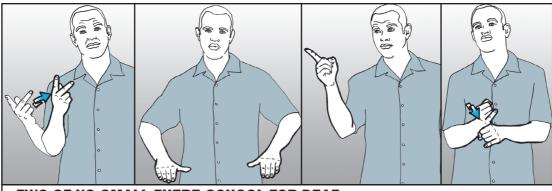




Note

Note the contraction of KNOW and THAT as indicated by the symbol "^" in KNOW^THAT above.



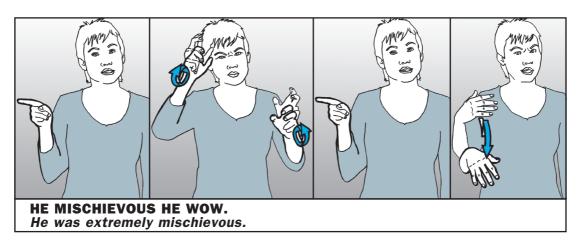


TWO-OF-US SMALL THERE SCHOOL-FOR-DEAF.
We were in the school for Deaf children together when we were small.

Culture Note

For many years, state supported residential "schools for the deaf" have served as places where large numbers of Deaf children, including those from hearing families, become socialized into the cultural group. Many children learn American Sign Language at schools such as these rather than at home. Until the 1960's, because of distance and cost, children often had to stay at the schools on weekends and visited their parents' homes only on holidays or during the summers. But like John in the dialogue on page 115, some Deaf children were reluctant to leave the school. When their families did not use sign language, the attraction of the school, with its large number of signers, was often stronger.





Exercise C

Use each of the following traits in a sentence describing someone you know:

- 1. dumb
- 2. smart
- 3. mischievous
- 4. stubborn
- 5. friendly

- 6. stuck-up
- 7. sweet-natured
- 8. soft-hearted
- 9. odd
- 10. crazy

PHYSICAL FEATURES

Lisa: I LOOK-FOR MAN, NAME SLIP-MIND, TALL, EYEGLASSES,

CL:B-POTBELLY. KNOW WHO YOU?

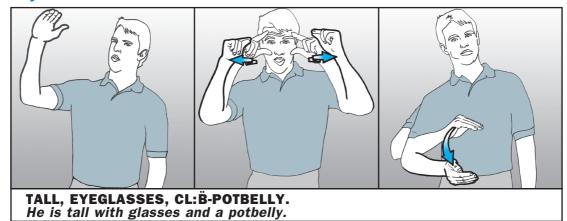
Pat: DON'T-KNOW WHO.

Lisa: BROAD-SHOULDERS, HAVE MUSTACHE.

Pat: OH-I-SEE. I THINK FINISH GO-AWAY.

Lisa: OH-GEE!

Key Structures



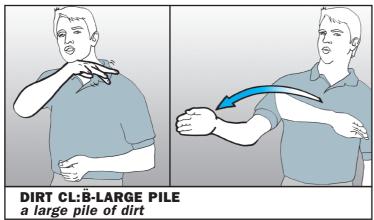
Grammar Note

The arc of the movement of the classifier B can vary to indicate smaller and larger sizes, piles, or amounts of something. Compare the following to CL:B-POTBELLY:



Some other examples of the use of CL:B are:









Exercise D

Describe the following people or characters to the student sitting next to you.

- 1. a woman with bangs
- 2. a little girl with a mischievous look
- 3. a man with broad shoulders
- 4. a man with a mustache
- 5. a man with a beer gut
- 6. a man who is old
- 7. a woman who is young
- 8. a man who is good-looking
- 9. a boy who is cute
- 10. a woman with glasses

VOCABULARY

▶ Personality Traits



STUBBORN



MISCHIEVOUS, mischief TOUGH, rude, blunt

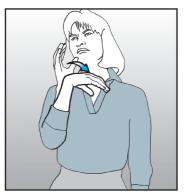




CRUEL, mean



CRAZY



ODD, strange

More Descriptions

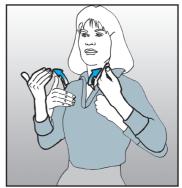
▶ Physical Characteristics



POSITIVE, upbeat, optimistic



OLD



YOUNG



CHUBBY, fat, obese



MUSTACHE



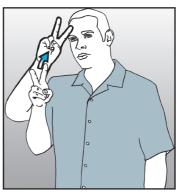
GOOD-LOOKING, handsome



CUTE

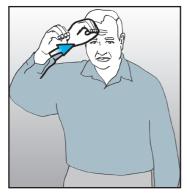


DUMB, stupid

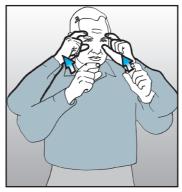


STUPID, ignorant

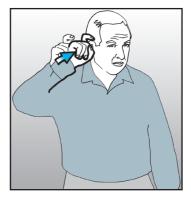
▶ Noun-Verb Pairs



KNOW-NOTHING, ignorant, uninformed

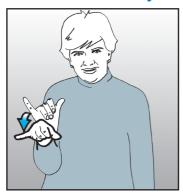


PUT-ON-GLASSES, Noun: EYEGLASSES

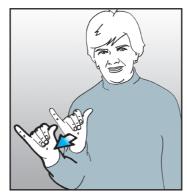


PUT-ON-HEARING-AID, Noun: HEARING-AID

▶ Other Vocabulary



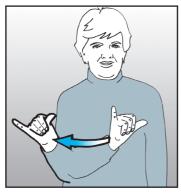
THAT-ONE



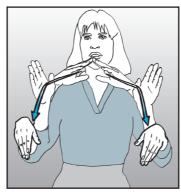
THAT



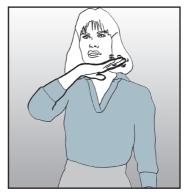
THIS



THESE



HOUSE



DIRT, dirty



REMEMBER, recall

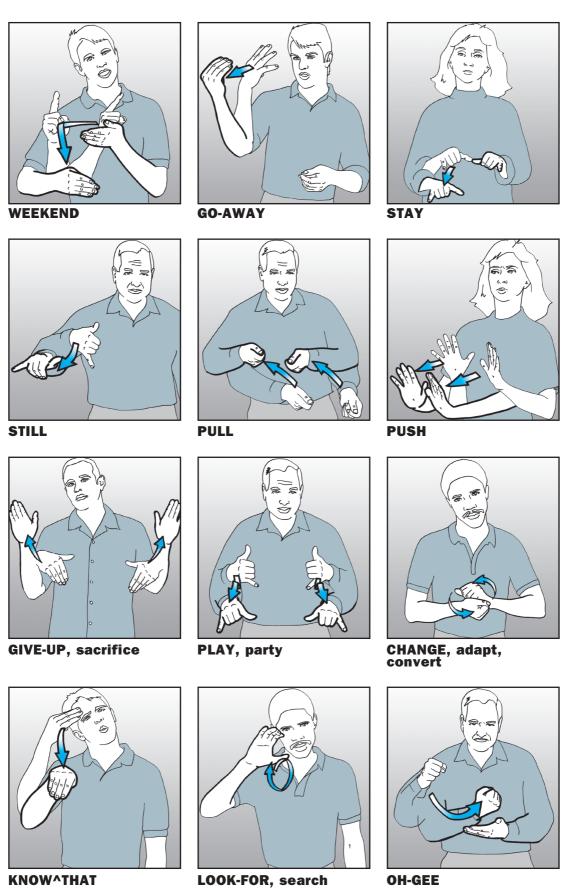


FORGET



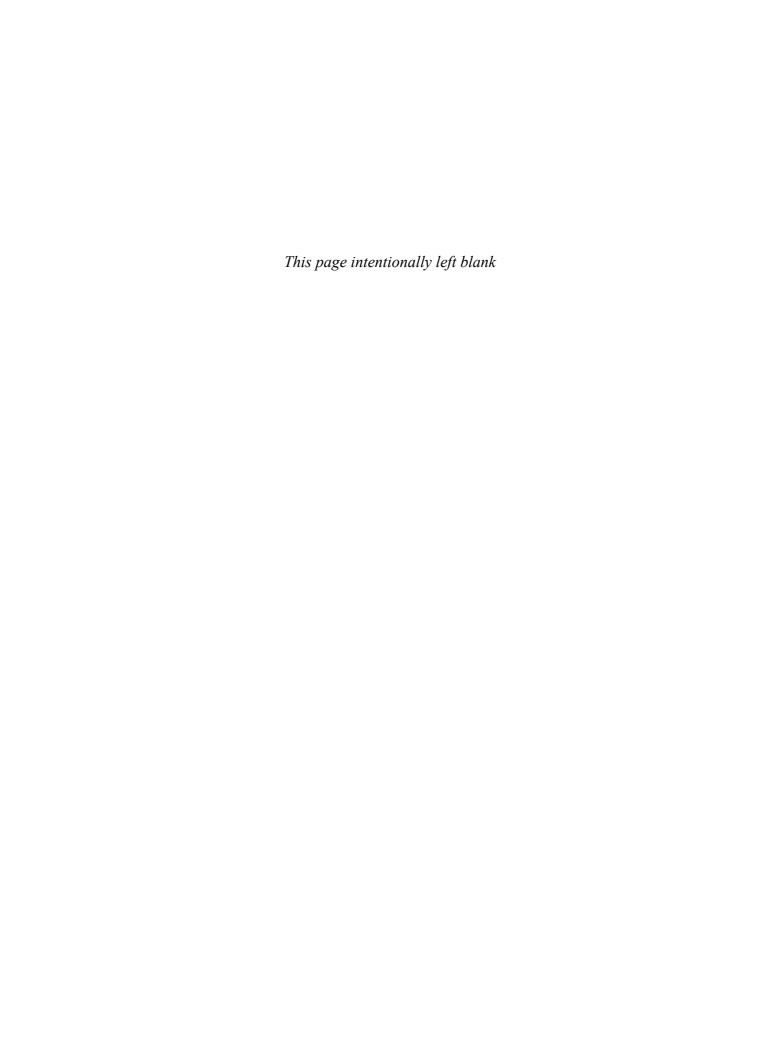
SLIP-MIND

More Descriptions





NFV



In this unit, you will talk about your home and the objects in your home.

You will learn about verbs that change their direction to indicate the subject and object.

You will also learn about classifiers which represent a category and how to add movement to classifiers to show action. In addition, you will learn more classifiers of size and shape.

And you will learn how to indicate regularity, as in "every morning" or "every Sunday."

YOUR RESIDENCE

Alex: RECENT I MOVE-THERE NEW HOUSE. 3 BED+ROOM, 2 BATHROOM,

FORMAL+ROOM, KITCHEN. I LIKE.

_____(

Pat: YOURSELF CARRY-THERE FURNITURE?

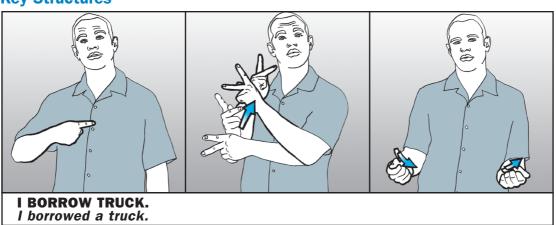
Alex: YES. I BORROW TRUCK. CL:3-BACK-UP. LOAD-UP. DRIVE-TO

when

NEW HOUSE. UNLOAD. FINISH I CL: ∧-FALL-ON-BACK TIRED.

Key Structures





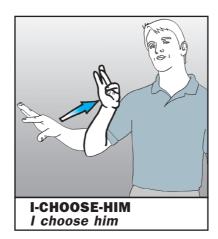
From Unit 10 of Learning American Sign Language: Levels I & II — Beginning and Intermediate, Second Edition. Tom L. Humphries, Carol A. Padden, Robert Hills, Peggy Lott, Daniel W. Renner. Copyright © 2004 by Pearson Education, Inc. All rights reserved.

Grammar Note

Unit 3 includes examples of verbs which change the direction of their movement to indicate the subject and object (HELP, GIVE, SEND, TELL, SHOW, LOOK-AT, PAY).

BORROW, TAKE, SUMMON, CHOOSE and other verbs also change the direction of their movement to indicate subject and object. However, the movement for showing subject and object is the reverse of the verbs in Unit 3. Compare the movements of GIVE and CHOOSE:

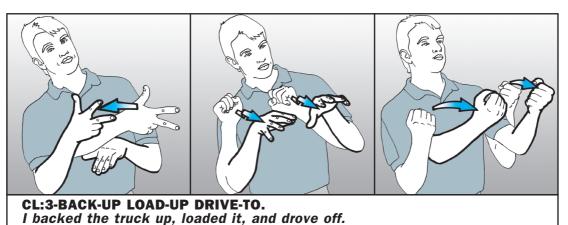








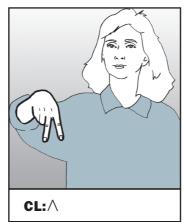




Grammar Note

Some predicates have classifier handshapes which represent a category. CL:3 on page 126, for example, represents a category of vehicles including cars, trucks, trains, bicycles, and boats. These classifiers do not indicate size or shape like the classifiers presented in earlier units. Some other classifier handshapes which represent categories are:





Objects which do not move such as a house or other building, a statue. upright such as an ape.

Person standing upright or an animal which stands



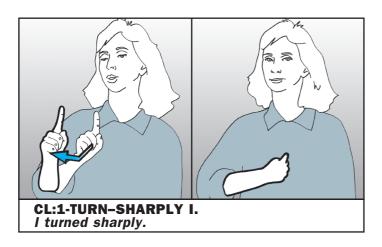
Aircraft with wings (not helicopters or rockets).

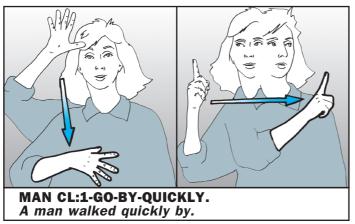


A crouched or sitting person or animal.



An upright person or animal such as a bear walking on its hind legs. The movement of these classifiers can indicate the action of the predicate as in CL:3-BACK-UP in the sentence above or the manner as in:





Exercise A

Ask or tell your friend:

- 1. to choose a book
- 2. to help you cook
- 3. that you will pay him tomorrow
- 4. that you will show her your new home
- 5. if you can borrow her car
- 6. that you will summon a doctor
- 7. to choose the pink shoes
- 8. if you can take his book
- 9. to summon your mother
- 10. that she can take your magazine

Exercise B

Use a classifier predicate to show the following:

- 1. a woman slipped on the ice and fell
- 2. a man walking by leisurely
- 3. a building just standing there
- 4. a boy standing looking at you
- 5. a crouched cat
- 6. three airplanes sitting side by side on the runway
- 7. a bus zooming by
- 8. a car going over a bumpy road

OBJECTS IN YOUR RESIDENCE

Alex: HOUSE NEW, BIG, HAVE TWO FLOOR++. BED+ROOM UPSTAIRS, BASEMENT DOWN. DINING+ROOM WINDOW BIG CL:11-SQUARE-

SHAPE TABLE CL:B-THERE, SUNSHINE.

Pat: FAMILY+ROOM?

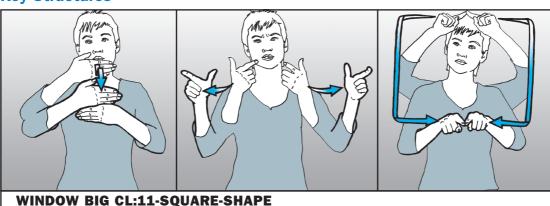
Alex: YES. MY FAVORITE. CHAIR CL:CC ⇒ LONG-THERE T-V CL:A>-THERE.

I SIT LOOK-AT.

Pat: WOW NICE.

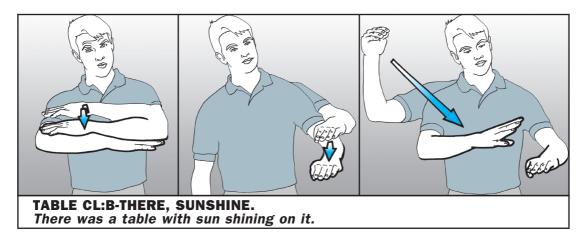
Key Structures



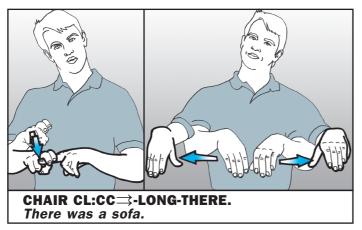


WINDOW BIG CL:11-SQUARE-SHAPE a big square window



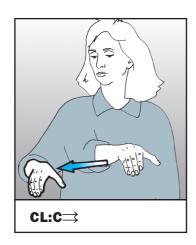






Grammar Note

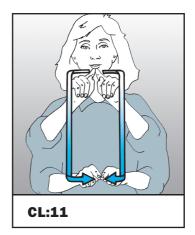
The three sentences above all use classifier predicates which specify size and shape. They are:



To describe thickish objects such as a sofa, counter, low hedge, or a thick border or edge.



To describe a flat surface or object such as a table top, counter top, or small rug.



To indicate the outline of a shape such as a window.

Note

In the sentence TABLE CL:B-THERE, SUNSHINE, note that the classifier handshape, CL:B is held on one hand while the other hand continues the rest of the sentence.

Exercise C

Which classifier would you use to indicate the following:

- 1. a breakfast bar
- 2. a jogging man
- 3. a statue in a garden
- 4. a rectangular swimming pool
- 5. a truck whizzing by
- 6. a car coming to an abrupt stop
- 7. a round swimming pool
- 8. a wide border of flowers
- 9. a bath mat on the floor
- 10. a house

WHAT YOU DO EVERY DAY



Chris: YOU FINISH RETIRE. #DO EVERY DAY?

Pat: I ENJOY TAKE-EASY. EVERY-MORNING I GET-UP READ NEWSPAPER, DRINK COFFEE. I NOT EAT BREAKFAST. MOST TIME I OUT LUNCH.

whq

EVERY-NIGHT I COOK. SOMETIMES GET MOVIE CL: $\ddot{\mathsf{L}}$ -PUT-IN-DISK,

LOOK-AT.

____whq____

Chris: #DO WEEKEND?

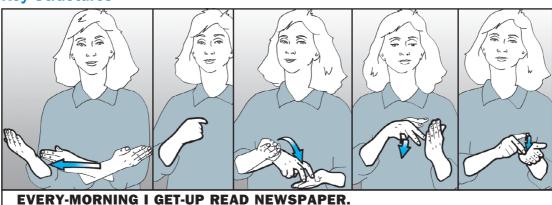
Pat: EVERY-SATURDAY I CLEAN-UP HOUSE, WASH-CLOTHES, EVERY-

SUNDAY I GO-THERE WALK. AFTERNOON REST.

I get up every morning and read the newspaper.

Key Structures



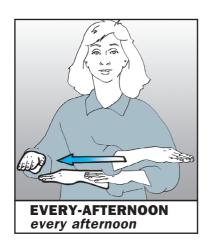






Grammar Note

The sweeping movement used in EVERY-MORNING and EVERY-NIGHT above is also used with AFTERNOON to indicate every afternoon:







Note

In addition to #DO above and #ALL (Unit 8) some other signs derived from fingerspelling are:

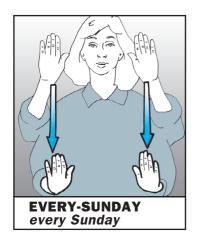






Grammar Note

The downward continuous movement of EVERY-SATURDAY above can be used with other days of the week as in the examples on the following page.





Exercise D

Tell your partner what you do:

every Saturday go there temple
 every morning drink coffee
 everyday go to school

4. every evening cook

5. every Sunday go to church6. every Tuesday clean up house

7. every afternoon read newspaper

8. every Thursday eat out9. every night watch TV

10. every Monday get flowers

VOCABULARY

▶ Days of the Week







SUNDAY

MONDAY

TUESDAY



BAKE

DRINK

COOK









TEA

SOMETIMES







OFTEN, frequently

ALWAYS

NEVER







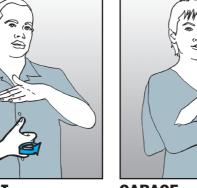
FROM-TIME-TO-TIME

DURING, while

EVERYDAY





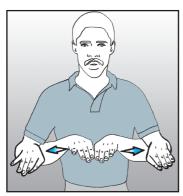






BASEMENT

KITCHEN

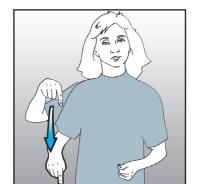






FURNITURE

UP, upstairs







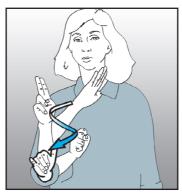


DOWN, downstairs

#DO

#WHAT





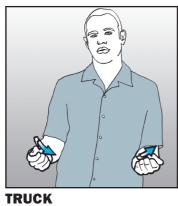


#JOB

#BUSY

#IF

▶ Other Vocabulary





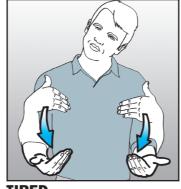




NICE, clean







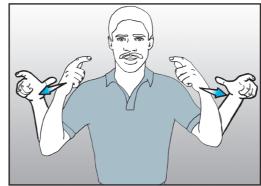


REST, relax

TIRE

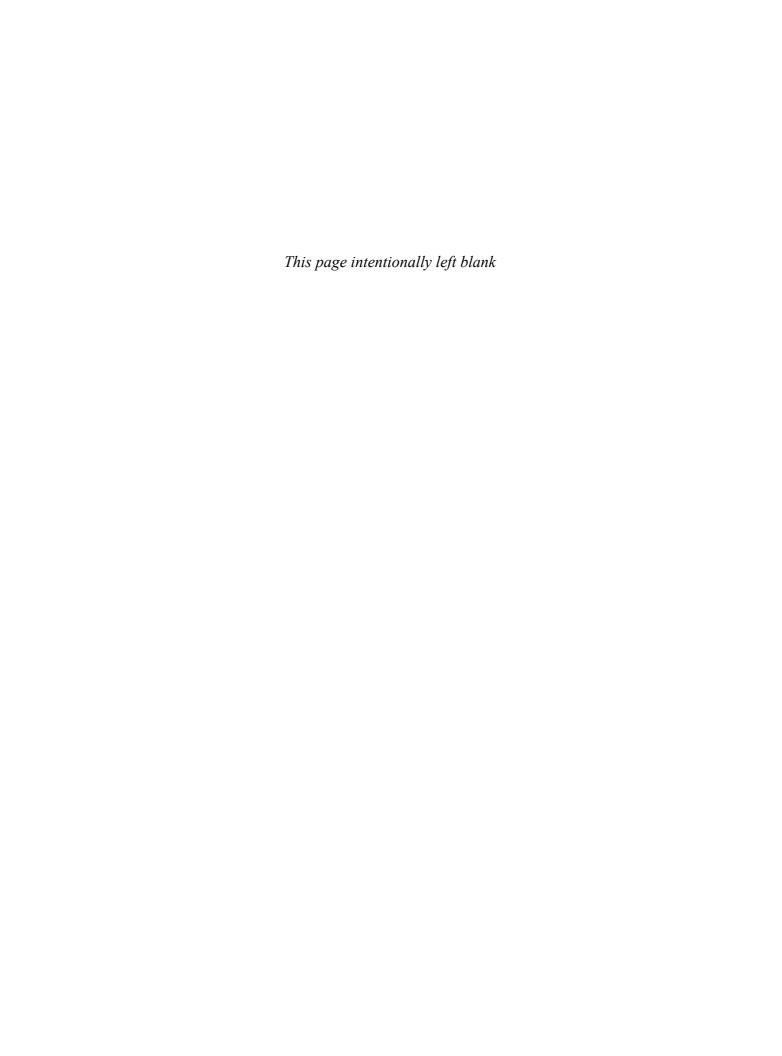
WALK





LITTLE, small

BIG, large



Offering and Declining

In this unit, you will learn how to offer and decline politely. You will also learn about explaining why you must decline.

You will learn about offering help, explaining what is wrong, and what you need.

In a culture note, you will learn about telecommunication used by Deaf people.

FOOD AND DRINK

WANT EAT? Pat:

Alex: SURE. I NOT-YET EAT ALL-DAY. I HUNGRY I.

Pat: I MAKE SANDWICH. YOU WANT?

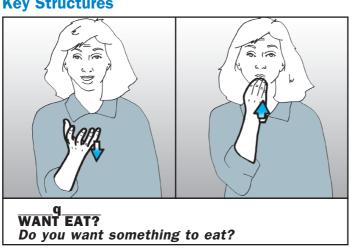
Alex: FINE, ANY.

DRINK WHAT? HAVE BEER, COKE, WATER WHICH?

Alex: COKE THANK-YOU. WANT HELP?

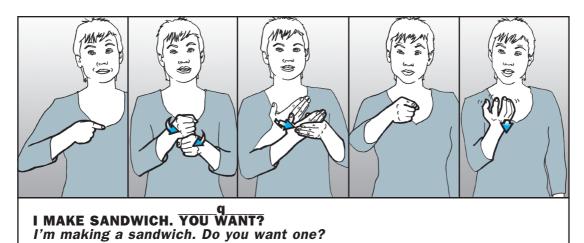
Key Structures



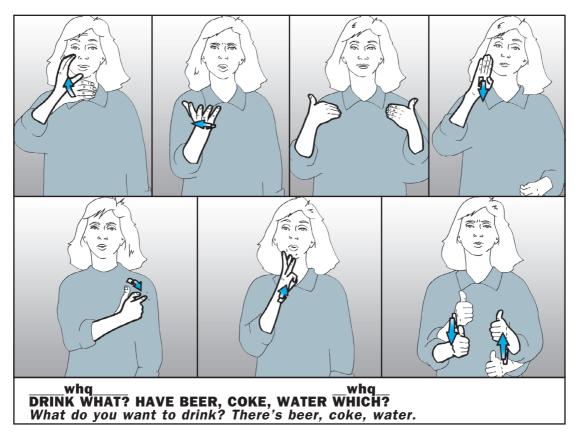


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Grammar Note

This form of HELP does not show subject or object and is used as a general offer of assistance.

Exercise A

Ask your partner if he/she would like:

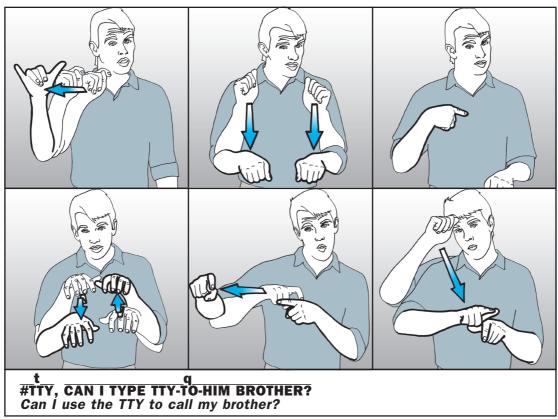
- 1. something to drink
- 2. a coke
- 3. some help
- 4. a sandwich
- 5. a beer
- 6. some wine
- 7. some milk
- 8. something to eat
- 9. some hot tea
- 10. some hot chocolate

OFFERING HELP

Alex:	t qq #TTY, CAN I TYPE TTY-TO-HIM BROTHER? CAR WON'T START I STRUGGLE, GIVE-UP.
Pat:	whq qwhq_ WRONG? MOTOR BREAKDOWN? WHAT?
Alex:	NOT SURE. GAS HAVE. MAYBE BATTERY SHUT-DOWN.
Pat:	OLD BATTERY?
Alex:	FOUR YEAR.
Pat:	I SUSPECT SHUT-DOWN. WANT JUMPSTART?

Key Structures





Culture Note

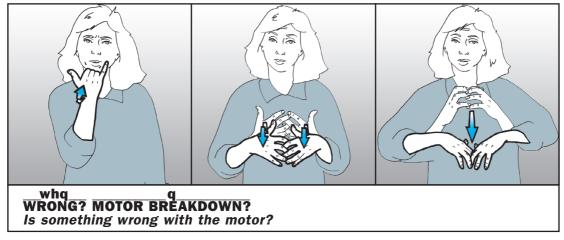
A TTY (also called a telecommunications device for the Deaf, a TDD, or teletypewriter) is a device for typing over telephone lines. Anyone having a TTY can call another party who has a TTY. If one of the parties does not have a TTY, there are relay services which one can call via voice or TTY. The relay service will call the other party and relay the conversation between parties as in a normal conversation.

In recent years, more and more Deaf people have been using text pagers with small keyboards for communicating with each other electronically. You may see a Deaf person typing frantically, using his or her thumbs, on one of these pagers. Deaf people are also making heavy use of e-mail.





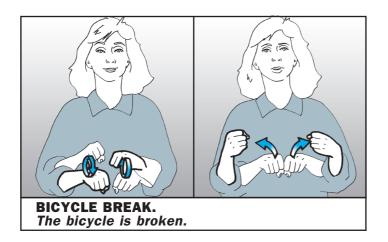




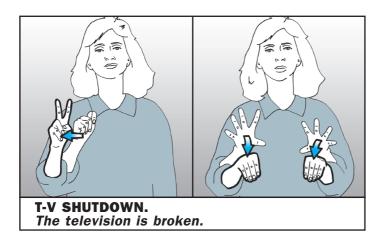
Note

BREAKDOWN above is used to describe the breakdown of large motors or motor-driven devices. BREAK can be used with most other devices as in:

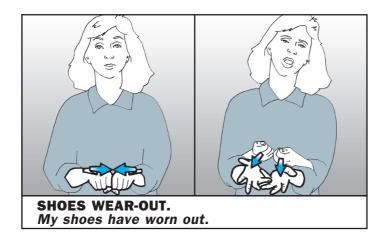
Offering and Declining

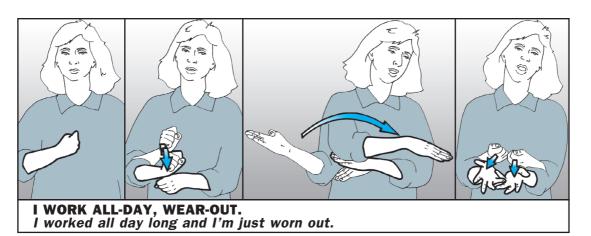


When power is involved, use SHUTDOWN as in:



When something wears out or burns out, including people, use WEAR-OUT:





Exercise B

Indicate to your partner that the following are not working:

- 1. a computer
- 2. a typewriter
- 3. a truck
- 4. an airplane
- 5. a TTY
- 6. a hairdryer
- 7. a hearing aid
- 8. a pair of pants
- 9. a telephone
- 10. a watch

DECLINING AND EXPLAINING

Key Structures





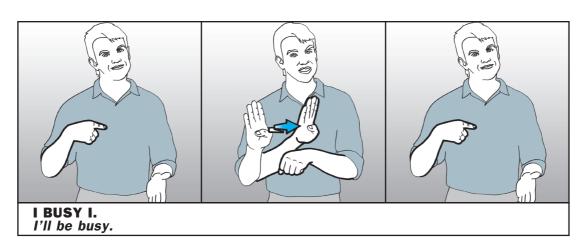




Grammar Note

Other ways to explain why you must decline include:









Exercise C

Decline an invitation to go out to eat. Give the following explanations:

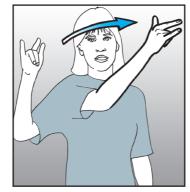
- 1. You won't be here.
- 2. You're busy.
- 3. You have a conflict.
- 4. You're stuck.
- 5. You're sick.
- 6. You're exhausted.
- 7. You have to work.
- 8. You have to study.
- 9. Your car broke down.
- 10. You're meeting a friend.

VOCABULARY

▶ Noun-Verb Pairs



CALL-BY-PHONE, Noun: TELEPHONE



FLY, Noun: AIRPLANE



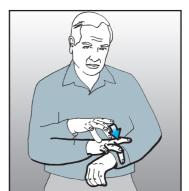
DRY-HAIR, Noun: HAIRDRYER



PUT-ON-HEARING-AID, Noun: HEARING-AID



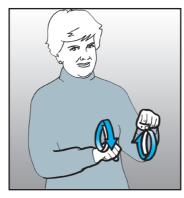
TYPE, Noun: TYPEWRITER



PUT-ON-WATCH, Noun: WATCH



PUT-IN-GAS, Noun: GAS



RIDE-BICYCLE, Noun: BICYCLE



SANDWICH



BEER



COKE



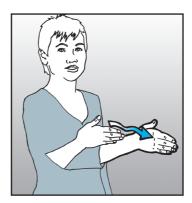
PEPSI



NUTS, peanuts



POPCORN



FISH

▶ Car Trouble



MOTOR, machine, engine BREAKDOWN, collapse





BATTERY, electric

FLAT-TIRE

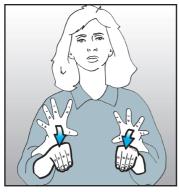


▶ Other Vocabulary

ANY, anything



STRUGGLE



SHUTDOWN, blow out



WEAR-OUT, burn out, fall apart



BREAK, snap



MAYBE, may, might



FAIL



SUCCEED, successful



SUSPECT, suspicious, paranoid



COMPUTER-1



COMPUTER-2

Offering and Declining





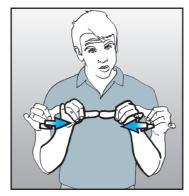


CONFLICT, contradiction ALL-RIGHT, okay





SAVE, preserve



MEASURE



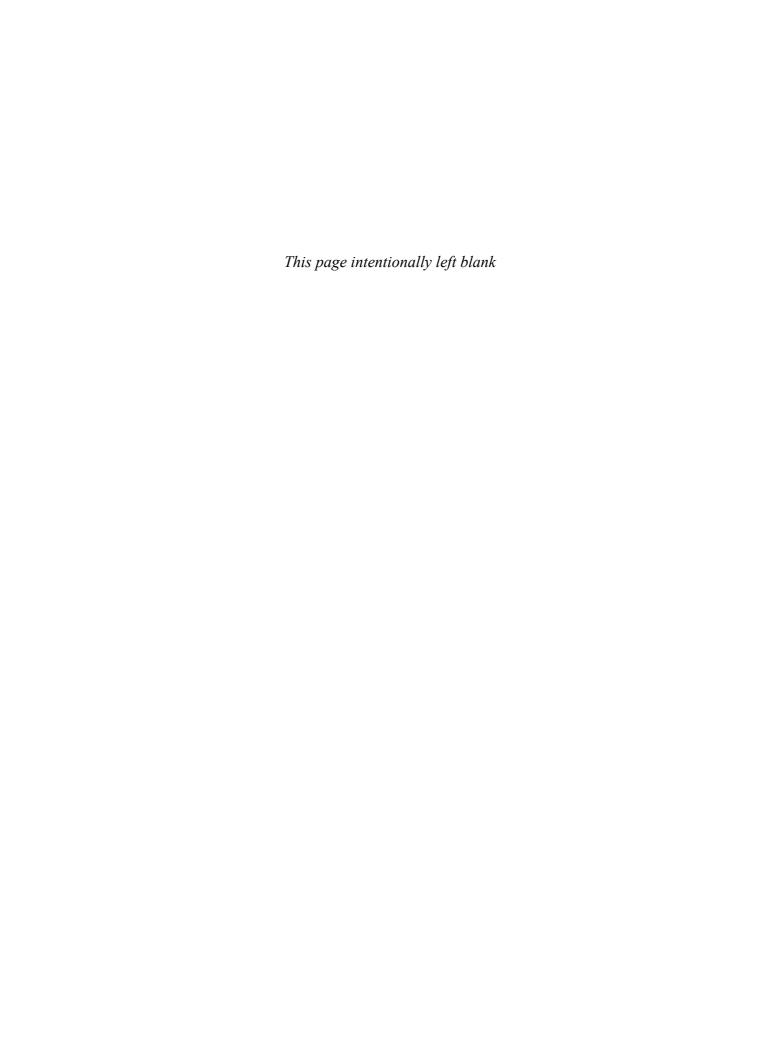
WEIGH, weight, pound



BUSY



STUCK



In this unit, you will talk about food and shopping for food. You will learn how to talk about quantities and prices.

You will learn more classifiers which indicate thickness, width, and depth.

You will also learn to use negative modals such as CAN'T and WON'T, and to use NONE as a negative.

THE MENU

Lisa: TONIGHT #DO?

Chris: COOK WILL I. I THINK #VEG SOUP, CHICKEN, POTATO, SALAD FINISH.

PLUS ICE-CREAM.

Lisa: FINE. EASY.

Chris: 1 I THINK-OF. RUN-OUT POTATO, BOTTLE O-I-L DEPLETE.

GO-THERE STORE CAN'T I. NONE TIME. DON'T-MIND YOU GO-THERE?

Lisa: I DON'T-MIND I.

Key Structures



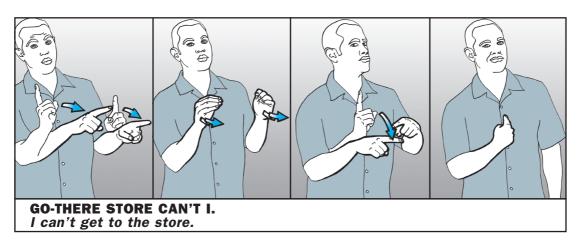


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Note

RUN-OUT can be used with most objects such as potatoes, books, paper, and liquids. However, DEPLETE is used to indicate that the contents of a container, usually a liquid, is depleted.



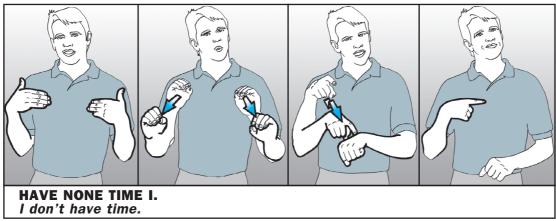


Grammar Note

CAN'T and WON'T, negatives of the modals CAN and WILL, are used in the same way as other modals. An example using WON'T is:







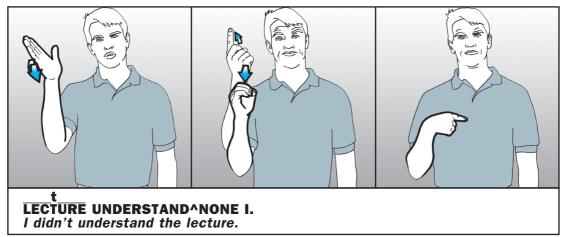
Grammar Note

NONE can be used before a noun to indicate an absence or lack of something as in HAVE NONE TIME I on the previous page, or as in the following:



Also, NONE can be used with SEE, HEAR, UNDERSTAND as a negative. Note the contractions (^) in the following:







Exercise A

Tell your partner that you are out of the following:

- 1. water
- 2. oranges
- 3. wine
- 4. bread
- 5. cheese
- 6. milk
- 7. eggs
- 8. meat
- 9. vegetables
- 10. sugar

Exercise B

Use NONE with the following as in the prompt:

Prompt: lecture – understand

LECTURE UNDERSTAND^NONE I.

- 1. Bob see long time
- 2. Bob hear long time
- 3. movie understand
- 4. book understand
- 5. Meg see for a while
- 6. Dave hear for a while

QUANTITIES

Lisa: MAKE PIE, I SHOW-YOU.

___whq___ Chris: WHAT PIE?

Lisa: C-O-C-O-N-U-T. FIRST, NEED TWO EGG.

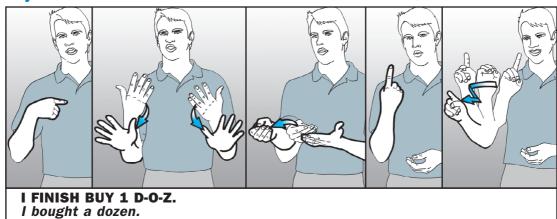
Chris: I FINISH BUY 1 D-0-Z.

Lisa: FINE. NEED ONE-HALF L-B BUTTER. 1 CUP MILK. 1 CUP SUGAR.

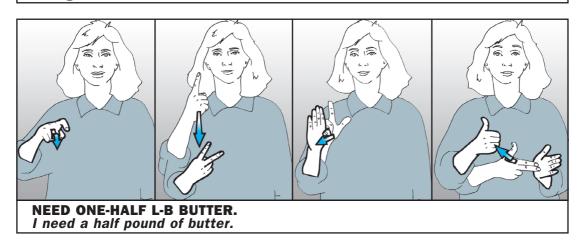
____t___whq___ Chris: YOU MAKE PIE, CL:G-THIN O-R CL:G-THICK WHICH?

Lisa: LOOK-AT-ME. I-SHOW-YOU.

Key Structures

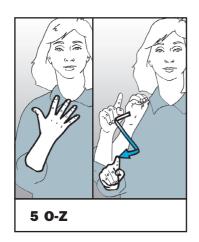


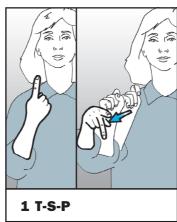


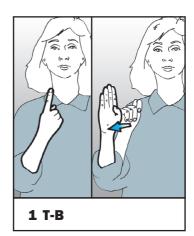


Note

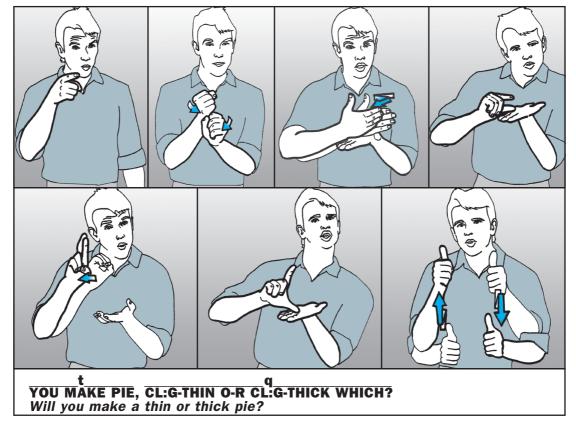
Some abbreviations, used to indicate amounts, such as D-O-Z and L-B are taken from English in the form of fingerspelling. Other examples are:





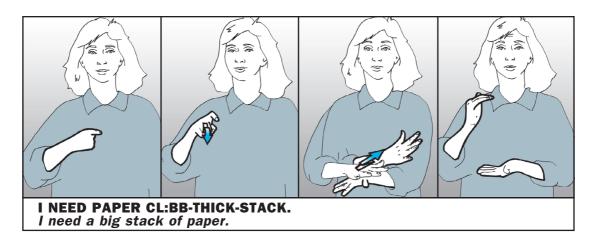






Grammar Note

The classifier handshape CL:G is used to show various thicknesses, widths, or depths as in the example above. To show greater thickness, width, or depth, the classifier CL:BB may be used as in the following:



Movement is combined with CL:G to show a layer of thickness as in:



Exercise C

Indicate the thickness, width or depth of the following:

Prompt: PIE CL:G-THIN.

- 1. a box 12 inches deep
- 2. water in a glass
- 3. water in a bucket
- 4. water on the floor
- 5. a cut of meat
- 6. a book
- 7. a coat
- 8. a newspaper
- 9. eyeglasses
- 10. a stack of paper

PRICES

Chris: SHOCKED I. STORE I GO-THERE, PRICE AWFUL INCREASE.

__whq___

Lisa: WHAT BUY?

Chris: I BUY APPLE 3, COST 2-DOLLAR, BUTTER 1 L-B, 3-DOLLAR-99,

ICE-CREAM 1 G-A-L 4-DOLLAR-BLANK.

whq

Lisa WOW, EXPENSIVE. PRICE TOTAL?

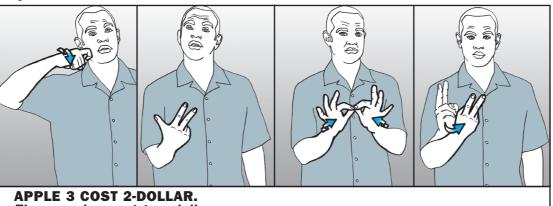
Chris: I GO-THERE STORE, HAVE 50 DOLLAR, COME-HERE HOME LEFT

50-CENT.

Lisa: AWFUL.

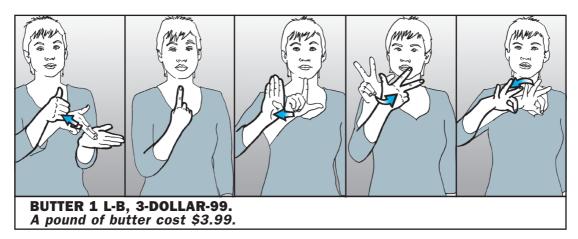
Key Structures





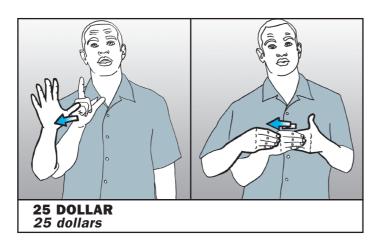




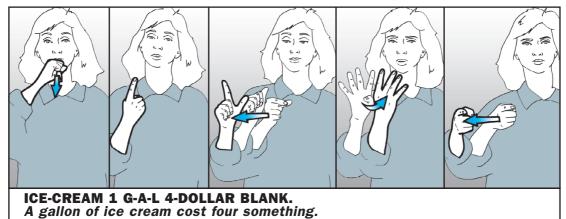


Grammar Note

1-DOLLAR can incorporate the numbers 2–10 only. Numbers higher than 10 are not incorporated as in:







Note

When the amount is not known to the exact cent, the sign BLANK may be used following the dollar amount to give an approximate amount as in the sentence above.

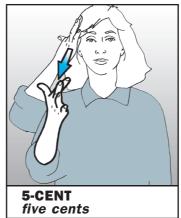




Grammar Note

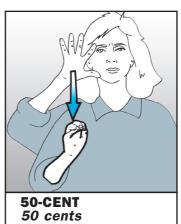
The cent amount for each American coin is incorporated as in the following examples. Note how numbers higher than 9 are incorporated.











Exercise D

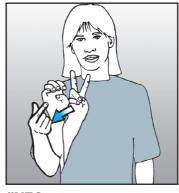
Indicate the following amounts:

- 1. \$1.98
- 2. \$2.99
- 3. \$4.50
- 4. \$40.00
- 5. \$.05
- 6. \$.25
- 7. \$16.00
- 8. \$9.?
- 9. \$47.?
- 10. \$11.04

VOCABULARY

Food







FOOD

#VEG

SOUP







CHICKEN, bird

POTATO

SALAD







ICE-CREAM

BREAD

CHEESE







EGG

MEAT, beef, steak

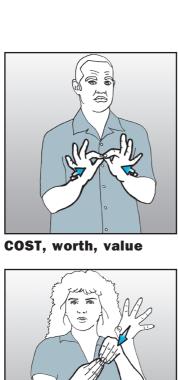
BUTTER

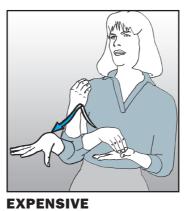


STORE, shop

BUY, purchase

SHOPPING







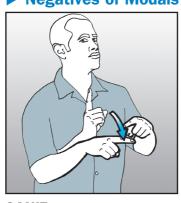




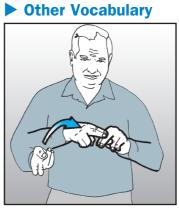


► Negatives of Modals

TOTAL, sum







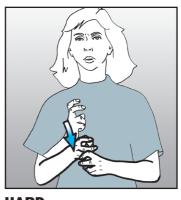
CAN'T







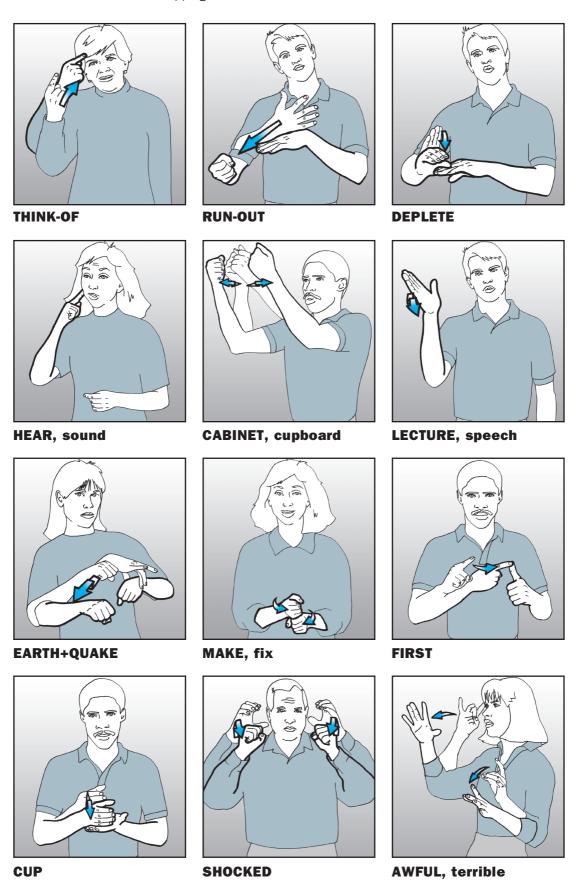




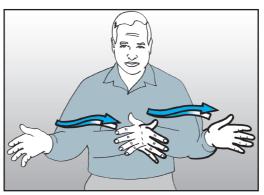
DECREASE

EASY

HARD

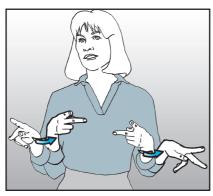




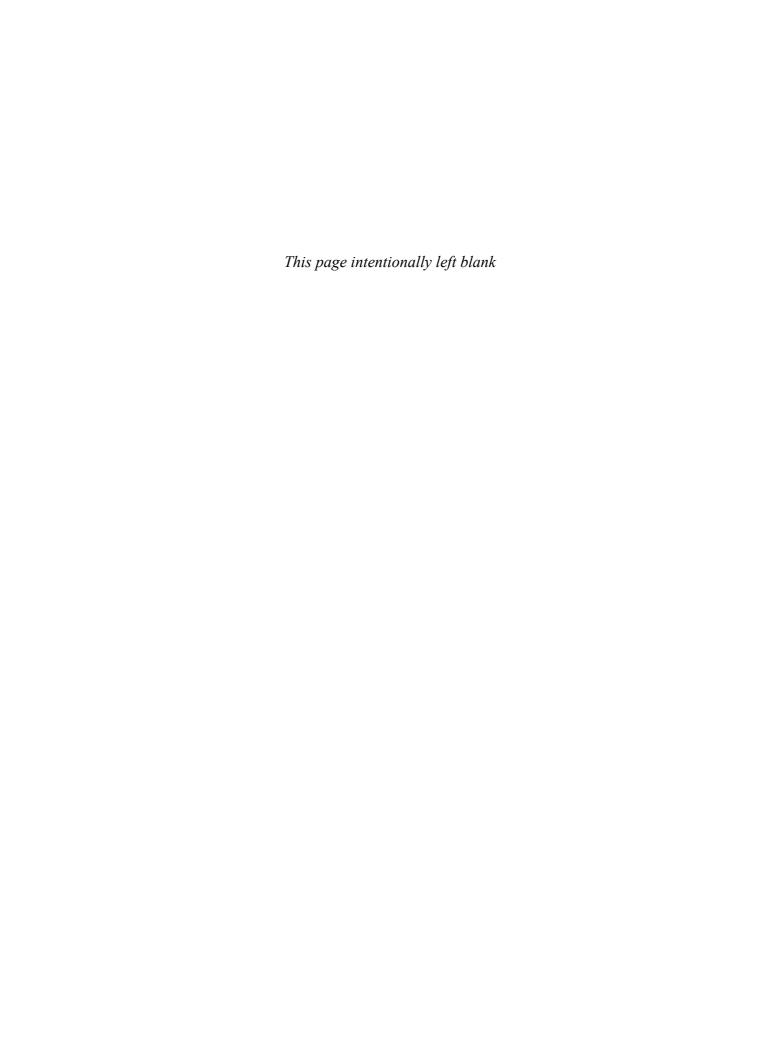


HOME

WIND, breeze



PARTY



More Ways to Express Yourself

In this unit, you will learn more ways to express satisfaction or dissatisfaction, agreement or disagreement, and your concerns and feelings.

You will learn how to form conditional sentences.

You will also learn how to talk politely about death and dying.

SATISFACTION AND DISSATISFACTION

Pat: COME-ON, DOOR YOU-LOOK-AT-IT. NOT RIGHT IT. MUST AGAIN.

whq _whq__ Chris: WHY? WRONG?

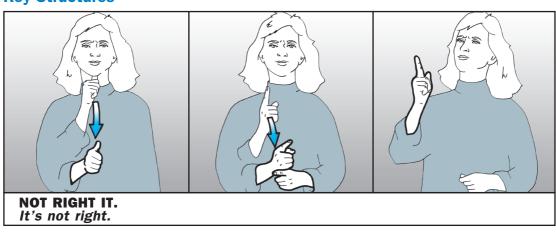
Pat: SEE THERE DOOR CL:GG-AROUND-EDGE. LOUSY. NOT SATISFIED I.

Chris: MUST I AGAIN?

Pat: MUST. GOOD+ENOUGH, NOT ACCEPT I. MUST EXACT.

Key Structures

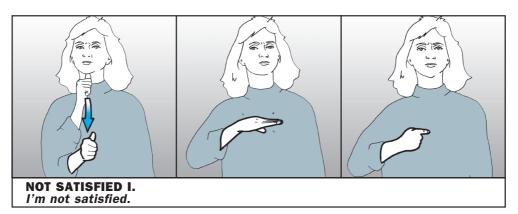




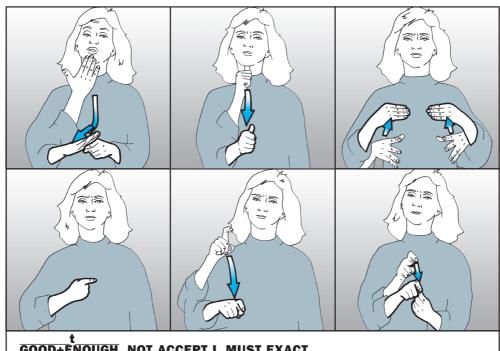
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More Ways to Express Yourself









GOOD+ENOUGH, NOT ACCEPT I. MUST EXACT.

Just good enough is not acceptable to me. It must be exact.

Note

Some ways to express satisfaction are:







More Ways to Express Yourself



Exercise A

a. Express your dissatisfaction in different ways following the prompt:

Prompt: your work

____t__
YOUR WORK, NOT ACCEPT I. or
___t__
YOUR WORK, NOT SATISFIED I.

the food
 the car wash
 the new school
 the bed
 your behavior

b. Express your satisfaction with the above.

AGREEMENT AND DISAGREEMENT

Lisa: THREE-OF-US LOOK-FOR HOUSE, I AGREE I.

Lisa: MY IDEA TAKE-IT MONEY GIVE-HER. HERSELF DECIDE. NOT

THREE-OF-US DECIDE.

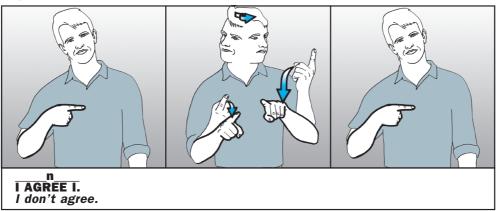
Chris: | DIFFERENT I. | WANT SEE FIRST. | SATISFIED. | PAY.

Lisa: I DISAGREE I.

whq Chris: #DO?

Key Structures

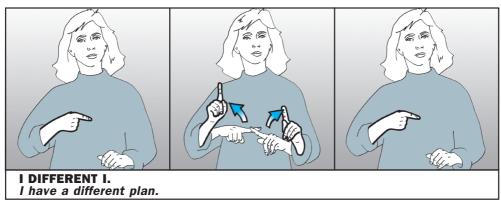




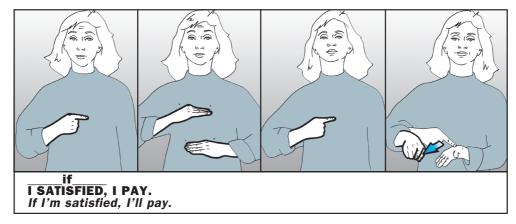




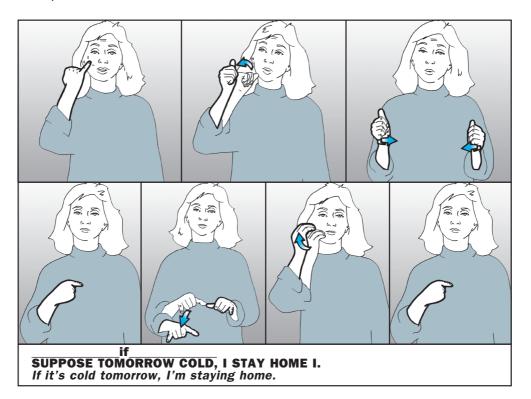




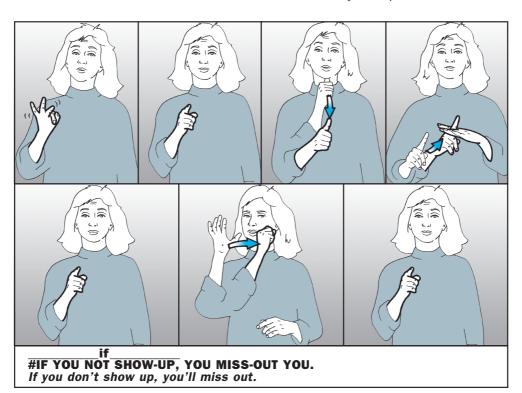




In the sentence above, there are two clauses joined to form a conditional sentence. During the conditional clause, the eyebrows are raised and the head is tilted slightly (represented by the marker ____if____). Some other examples are:



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Exercise B

Indicate to your partner what you will do if the following happens. Follow the prompt:

Prompt: his/her mother calls

MOTHER TTY-TO-ME, I SUMMON-YOU.

- 1. it rains tomorrow
- 2. he/she is late
- 3. your car breaks down
- 4. you get the money
- 5. the letter doesn't arrive
- 6. the meeting is postponed
- 7. he/she doesn't arrive at 4:00
- 8. you buy food
- 9. you finish early
- 10. you see him

CONCERN AND FEELINGS

Pat:

Pat: ALL-RIGHT? APPEARANCE SAD YOU. SOMEONE TELL-ME

DOG GONE. TRUE?

Chris: YES. DEPRESSED I.

Pat: SORRY. PLAN GET OTHER, HUH?

Chris: DON'T-KNOW I. MISS DOG. REPLACE, HARD. DON'T-KNOW I.

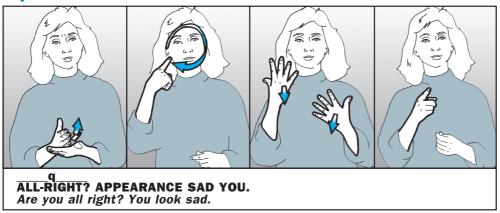
Pat: SYMPATHIZE-WITH. COME-ON ACCOMPANY-ME RIDE-BICYCLE,

MAYBE FEEL BETTER.

Chris: THANK-YOU. I ALL-RIGHT. YOU GO-ON.

Key Structures



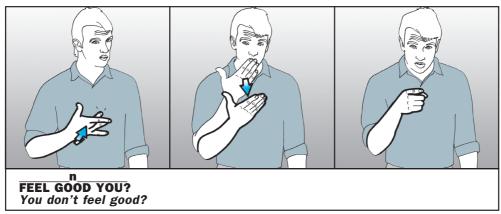


Note

ALL-RIGHT? is used to ask about someone when you think something may be __whq__

wrong or not going well. Two other ways to ask about someone are WRONG?, which appears in previous units, and:









Note

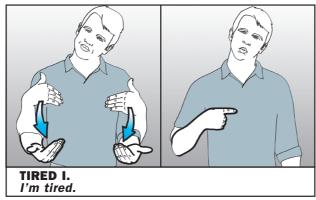
The use of GONE in the sentence above is a more polite and tactful way to mention the death of someone (or in the sentence above, a pet). DIE is acceptable when there is less concern about tactfulness.

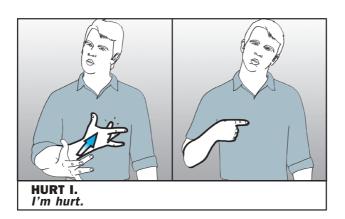




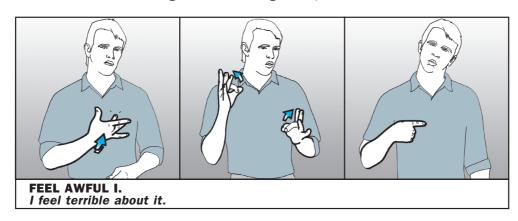
Sentences such as the above are used to express an emotional or physical state. Some other examples are:

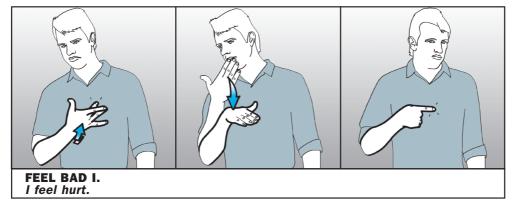






However, FEEL is usually used with emotional states rather than physical states. Note the meaning of the following examples:









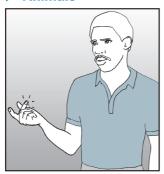
Exercise C

Describe your emotional or physical state to the student next to you.

- 1. sleepy
- 2. hot
- 3. weak
- 4. odd
- 5. good
- 6. bad
- 7. awful
- 8. wonderful
- 9. better
- 10. don't feel good

VOCABULARY

► Animals

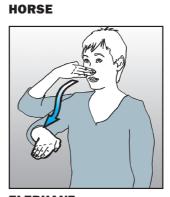






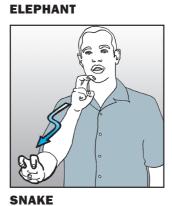












Satisfaction





GOOD+ENOUGH

DISGUSTED











SOMEONE



OTHER

Experiences and Current Activity

In this unit, you will learn how to talk about your experiences and what you are doing now. You will also learn how to ask what's happening and how to comment on someone's expertise or competence.

You will learn more classifiers that serve as quantifiers and you will learn about incorporating number into LAST-YEAR, NEXT-YEAR, LAST-WEEK, NEXT-WEEK, and NEXT-MONTH.

You will also learn different uses of FINISH and about conjunctions that join two clauses.

AN EVENT



Pat: I DECIDE GO-THERE SEE MOVIE. I ARRIVE. CAR CL:55. I DRIVE-

AROUND 15 MINUTE. CAN'T PARK-CAR I. FINALLY CAR CL:3-BACK-OUT.

I CL:3-PULL-IN. I GO-THERE BUY TICKET, PEOPLE CL:44-LINE-OF-PEOPLE.

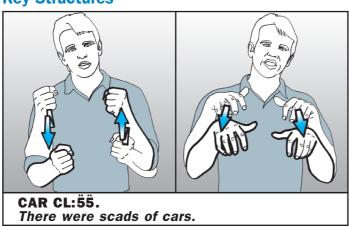
FINALLY I ENTER MOVIE, SIT. THINK-OF CAR LIGHT LIGHTS-ON,

I TURN-LIGHTS-OFF? CAN'T REMEMBER I. I WATCH MOVIE FINISH I

RUN-THERE CAR. OF-COURSE BATTERY SHUT-DOWN.

Key Structures





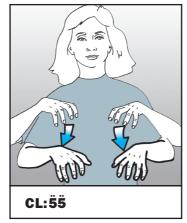
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The classifiers in the two sentences above serve as quantifiers. They indicate the following:

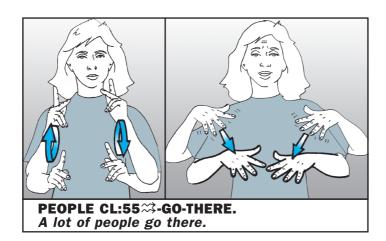




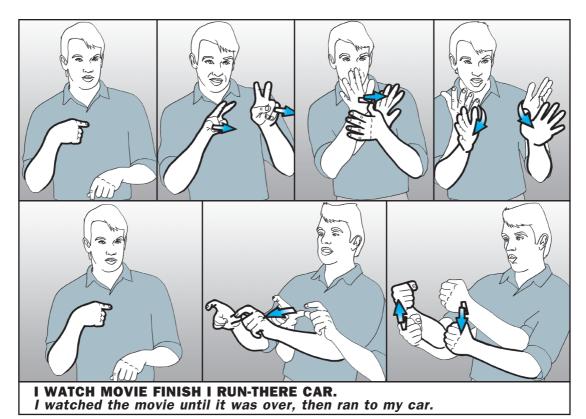
A number of people, animals, objects in a line or row.

A large mass (people, animals, objects) over a large area.

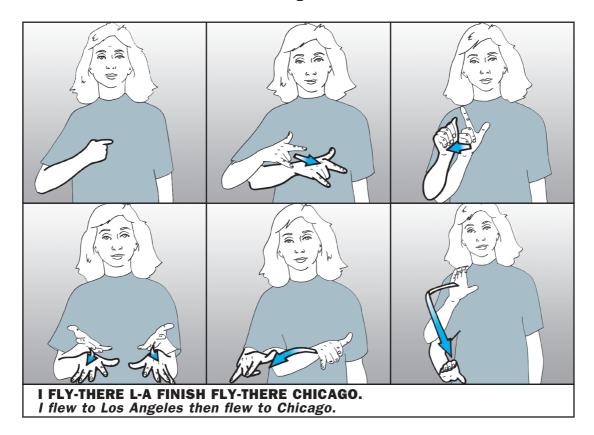
Another classifier, CL:55≈, is used to indicate a flowing mass (people, animals, etc.) as in:







FINISH can be used between clauses to indicate a sequence of events as in the sentence above and in the following:



Exercise A

Use one of the quantifiers above to indicate the following:

- 1. a crowd going into a football stadium
- 2. a crowd sitting in the stands at a football game
- 3. a line of people at the concession stand
- 4. a herd of cows returning home
- 5. a large area of many trees
- 6. birds swarming to feed
- 7. a herd of caribou running (as seen from the air)
- 8. a line at the cafeteria
- 9. children getting out for recess
- 10. many restaurants in a city

A PAST EVENT

Chris: YESTERDAY I PLAY SOFTBALL. I HOLD-UP-BAT, WRONG BALL CL:S-HIT-

IN-EYE. WOW! EYE-ACHE. CL:5-SWELL-UP.

Alex: WOW. SAME ME BEFORE. CL:B-HIT-EYE, CL:5-SWELL-UP SAME-AS-YOU.

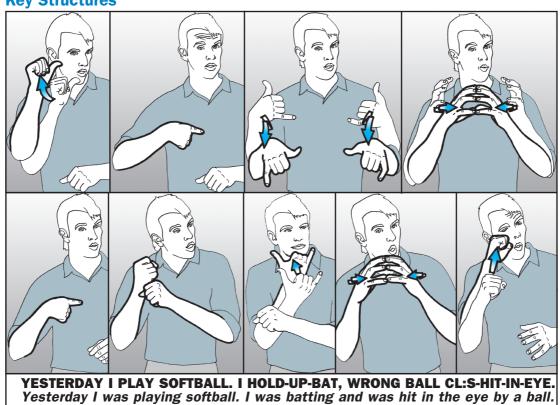
__whq__ Chris: HAPPEN?

0111101 11111 1 2111

Alex: TWO-YEAR-AGO I DRIVE, WRONG CRASH CL:B-HIT-EYE.

Key Structures

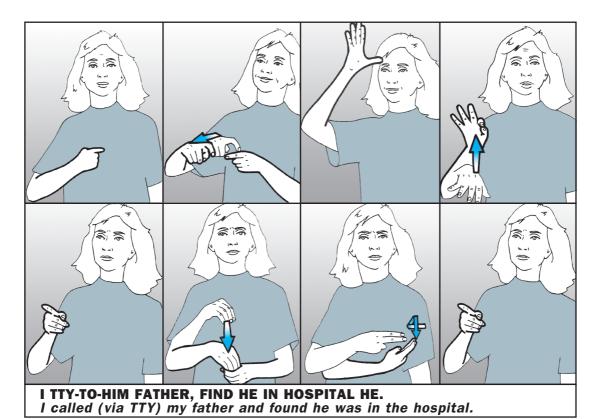


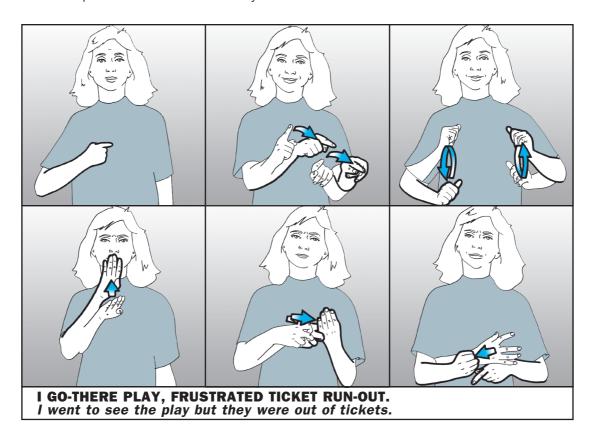


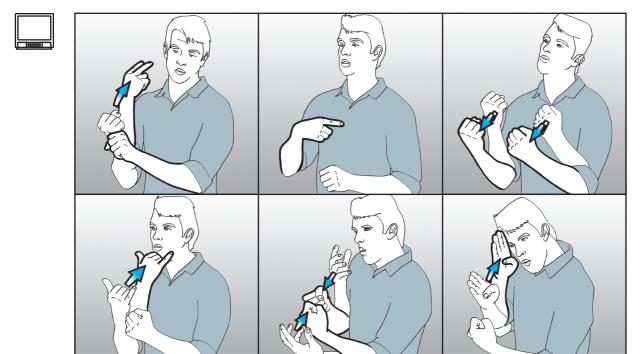
The previous sentence has two clauses joined by a conjunction, WRONG, which indicates an unexpected, but not necessarily unpleasant, event. Other conjunctions that indicate unexpected events are:

HAPPEN, for unexpected events; FIND, for unexpected discoveries; FRUSTRATED, for unexpected obstacles; and HIT, for unexpectedly lucking out.

Some examples are:







TWO-YEAR-AGO I DRIVE, WRONG CRASH CL:B-HIT-EYE.
Two years ago while I was driving, I had an accident and was hit in the eye.

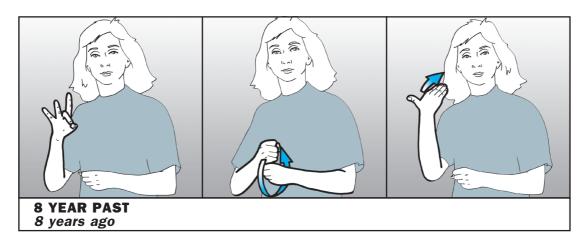
As in the previous sentence, the numbers one to five can be incorporated into LAST-YEAR or NEXT-YEAR to indicate how many years ago or how many years from now. Numbers above five are not incorporated but are used with YEAR. Some examples are:



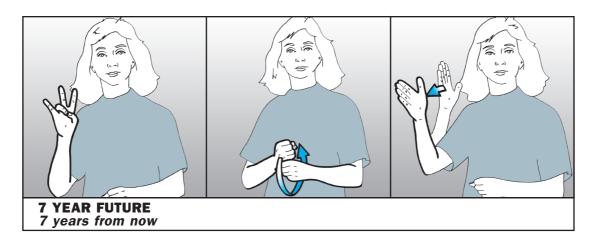








Experiences and Current Activity

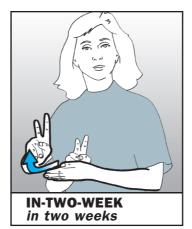


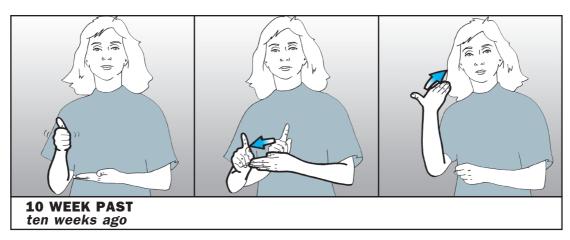
The numbers one to nine can be incorporated into LAST-WEEK and NEXT-WEEK to show how many weeks ago and how many weeks from now. Numbers higher than nine are not incorporated but are used with WEEK. Some examples are:

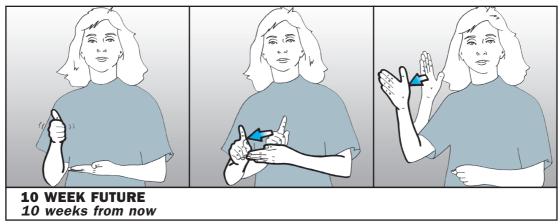






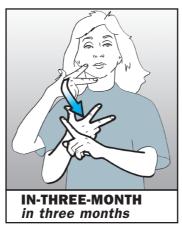




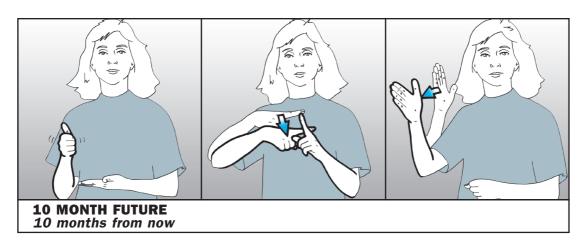


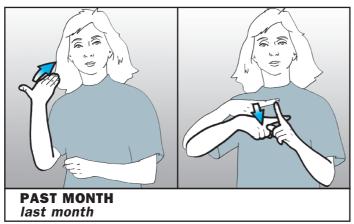
NEXT-MONTH can incorporate the numbers one to nine to show how many months from now. However, there is no number incorporation showing how many months in the past. Some examples are:





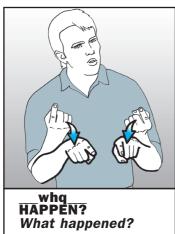
Experiences and Current Activity



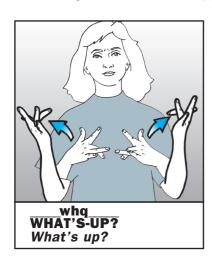


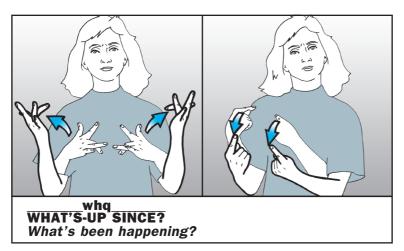






Other ways to ask what happened or what's happening are:





Exercise B

- a. Use the five conjunctions to tell about five unexpected events that happened to you.
- b. Indicate how many years ago and complete the sentence. Follow the prompt.

Prompt: 7

7 YEAR PAST I _____.

1.	3	6.	5
2.	19	7.	4
3.	8	8.	2
4.	21	9.	10
5.	1	10.	6

CURRENT ACTIVITY

____wnq___ Lisa: WHAT'S-UP?

Chris: CABINET OLD I TAKE-OUT, PUT-IN NEW.

_____t____t____whq____

Lisa: YOU GOOD-AT DO-WOODWORK, DON'T-KNOW I. WHERE LEARN?

Chris: SCHOOL-FOR-DEAF THERE. NOW I MAKE DOOR CL:B-ROUND-EDGE-

ON-CL:B.

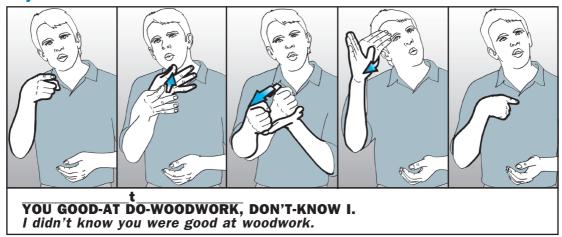
Lisa: WOW. SKILL YOU.

if

Chris: HAVE MACHINE, EASY.

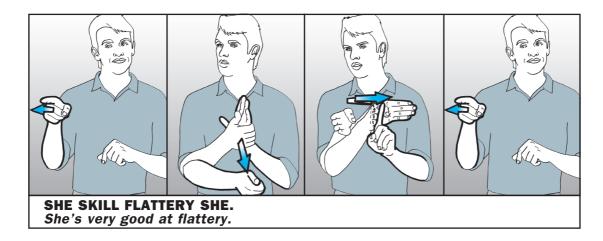
Key Structures

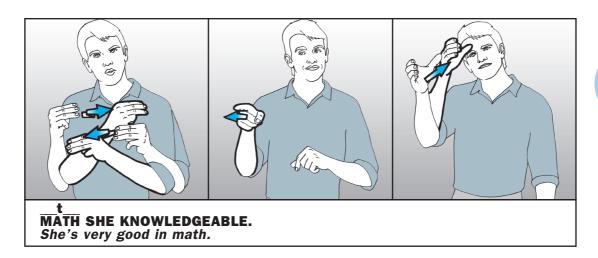




Grammar Note

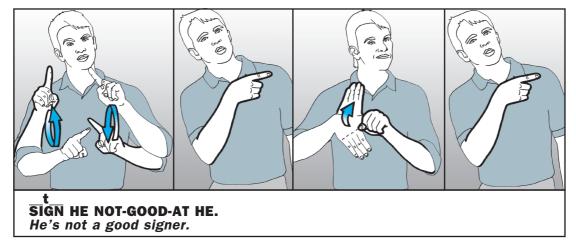
GOOD-AT, as in the previous sentence, is one of several ways to comment on one's competence or expertise. Some examples are:



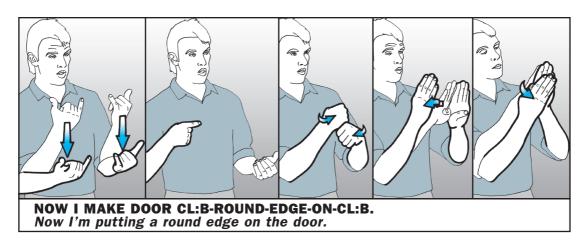


Some ways to comment on one's lack of competence or expertise are:









Exercise C

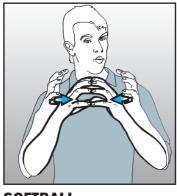
Comment on your competence or expertise in the following:

- 1. history
- 2. art
- 3. swimming
- 4. softball
- 5. basketball

- 6. cooking
- 7. typing
- 8. dancing
- 9. driving
- 10. computers

VOCABULARY

▶ Sports



SOFTBALL



BASKETBALL



BASEBALL



FOOTBALL



HOCKEY



SOCCER

Experiences and Current Activity





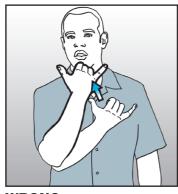


TENNIS

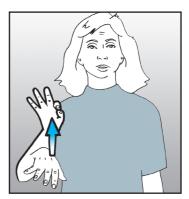
GOLF

BALL

▶ Conjunctions







WRONG

HAPPEN, when

FIND, discover

Expressing Competence or Incompetence









FRUSTRATED, thwarted

HIT

GOOD-AT



KNOWLEDGEABLE, genius



NOT-GOOD-AT, incompetent, inept



SKILL, expert, competent

▶ Places

Noun-Verb Pairs



GIVE-TICKET, Noun: TICKET



DO-WOODWORK, Noun: CARPENTER, CARPENTRY



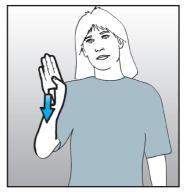
WASHINGTON



CHICAGO



PHILADELPHIA



BOSTON



DETROIT



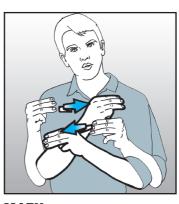
PITTSBURGH



ATLANTA

Subjects

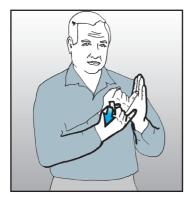




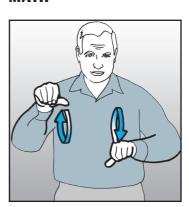
BALTIMORE

HISTORY

MATH







ART

ENGLISH, England, British

SCIENCE

▶ Other Vocabulary







PEOPLE

FLATTERY

ENTER





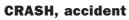


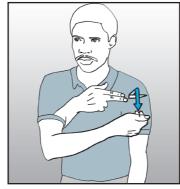
HURT, pain, injury

BECOME

Experiences and Current Activity







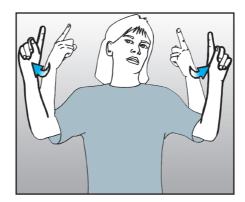
HOSPITAL



PAST, before, ago







FINALLY

Future Plans and Obligations

In this unit, you will talk about plans and future obligations.

You will learn about verb pairs such as GET-IN and GET-OUT, and GET-ON and GET-OFF.

And in culture notes, you will learn about movie and TV captioning, as well as about Deaf clubs and their history.

GENERAL FUTURE PLANS

Lisa: GRADUATE H-S FINISH, GO-THERE COLLEGE I.

Chris: DON'T-WANT COLLEGE I.

____t__whq_

Lisa: GRADUATE, #DO?

Chris: WANT #JOB EASY, ORDINARY. PRESSURE, DON'T-WANT I.

Lisa: MARRY, CHILDREN WILL YOU?

Chris: DON'T-KNOW I. I THINK-ABOUT I.

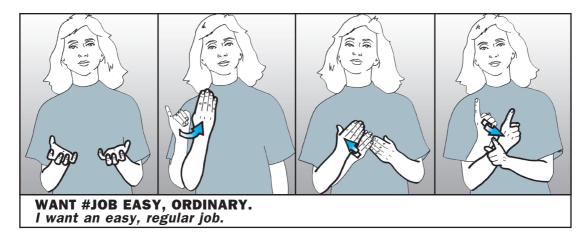
Key Structures





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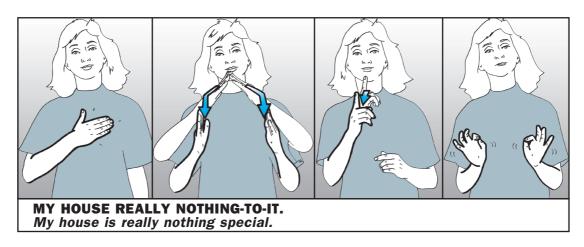




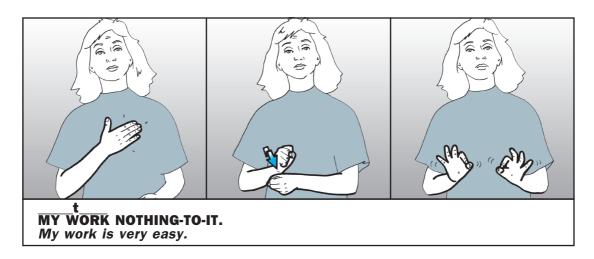
Note

ORDINARY in the above sentence is used to express that something is the regular, expected, or usual.

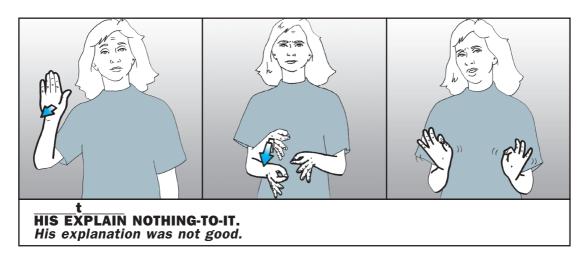
NOTHING-TO-IT is another way to express that something is not unusual as in:



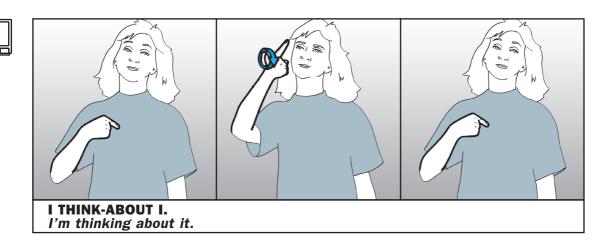
NOTHING-TO-IT can also be used to express that something is very easy as in the following:



Or, more negatively, unimportant, or without substance:







Exercise A

Tell whether the following are nothing special, ordinary, easy, or unimportant.

1.	the house	6.	the movie
2.	the car	7.	the course
3.	the furniture	8.	the test
4.	the food	9.	the work
5.	the homework	10.	the book

TIME AND PLACE TO MEET

_____t___whq_ Alex: NEXT-WEEK I-MEET-YOU, I PICK-UP TIME?

Alex. NEXT-WEEK I-WEET-YOU, I PICK-UP HIME?

Pat: GO-THERE L-A YOU MEAN?

whq

Alex: YES. TIME?

Pat: TIME-8, MORNING. O-K?

Alex: FINE. I I-MEET-YOU YOUR HOUSE, YOU GET-IN MY CAR.

Pat: O-K. I WAIT OUTSIDE. I STAND FRONT.

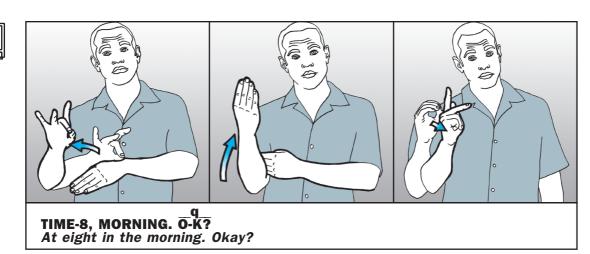
_____if____

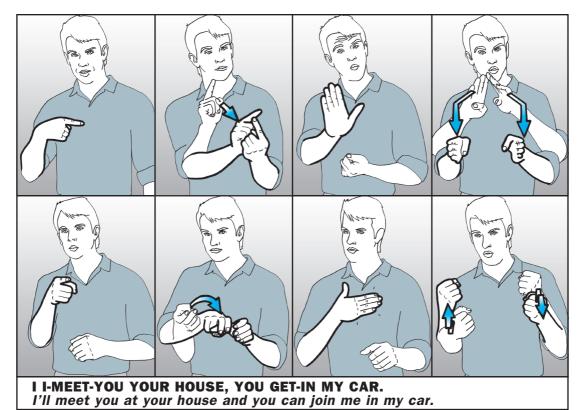
Alex: SUPPOSE TRAFFIC BAD, MAYBE I LATE. BE-PATIENT WAIT.

I SHOW-UP WILL.

Key Structures







GET-IN and GET-OUT is a verb pair to indicate getting in and out of vehicles including cars, trains, and planes. GET-OUT is shown in the following sentence:

Future Plans and Obligations



Some other verb pairs are:



GET-ON-HORSE (OR -BIKE) get on a horse or bike











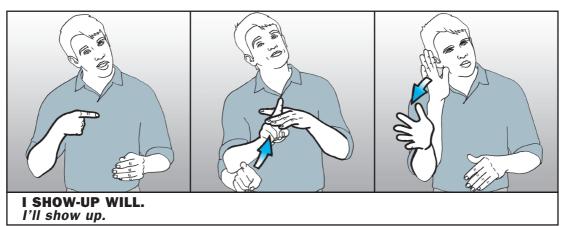












Exercise B

Tell your partner that you will meet him/her at the following times or places. Follow the prompt:

Prompt: next week - here

NEXT-WEEK I-MEET-YOU HERE.

- 1. Tuesday 4:00

- 6. Saturday there
- 1. Tuesday 4:00
 2. next month my house
 3. next week Monday 10:00
 4. Fridays 3:00
 5. Wednesday here
 6. Saturday there
 7. tomorrow restaurant 6:30
 8. Sunday movie 7:00
 9. in two weeks Washington
 10. in three months here

FUTURE OBLIGATIONS

Chris: TWO-OF-US GO-THERE SWIM?

Alex: CAN'T I. APPOINTMENT DOCTOR TIME-2.

Chris: OH-I-SEE. CAN TOMORROW NIGHT COME-HERE MY HOUSE

CL:L-PUT-IN-DISK WATCH CAPTIONED?

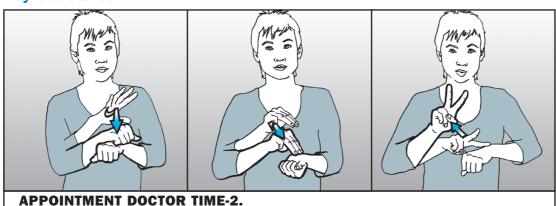
Alex: NO. STUCK DUTY, WORK THERE #CLUB.

I have a doctor's appointment at two o'clock.

Chris: WOW. BUSY YOU. SHOULD I APPOINTMENT TWO-MONTH PAST.

Key Structures

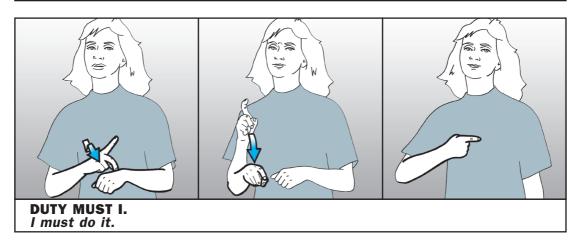




Grammar Note

Some other ways to indicate an obligation are:





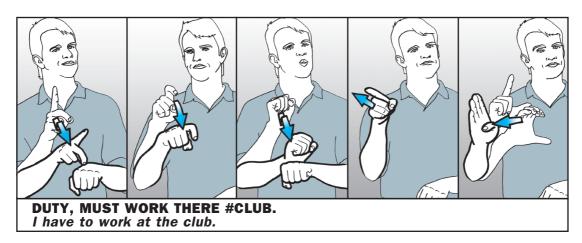


Culture Note

Beginning in the 1950's, and to some extent today, Deaf people could subscribe to a government-sponsored program of captioned (subtitled) films. Under contract with film distributors, 16-mm versions of theatrical films were subtitled and made available to groups of Deaf people across the country. Many groups met regularly to watch captioned films together and to socialize.

In the 1980's, the popularity of captioned films declined as more and more television programs became closed-captioned. Using a technology which makes captions visible when a decoder built into a TV is turned on, much of prime time television is now closed-captioned. The captioned disk referred to in the sentence above is rented from a video rental store. Pat is suggesting they rent a DVD and watch it together at her house. A high percentage of videotapes and DVD's are now close-captioned.





Culture Note

The #CLUB referred to in the above sentence is one of the local "Deaf clubs," still existing in some Deaf communities, which at one time were central to the cultural and social life of Deaf people. These clubs range from sports clubs to social clubs sometimes with their own buildings, complete with bars, dance floors, and meeting areas. These clubs are run by club members who serve as officers, staff the bars, or participate on committees for various special events. Terry is one such member.

Clubs are not as widespread in the United States as they once were. However, there is a network of community centers for the Deaf in most major U.S. cities. These community centers provide various services such as sign language interpreting, advocacy, community education, and counseling. In addition there are state and national associations of the Deaf throughout the country. Most state associations are affiliated with the National Association of the Deaf (NAD) which is an advocacy and lobbying organization located near Washington, D.C. In addition there are other national associations with many Deaf members such as the Black Deaf Advocates (BDA), the Deaf Senior Citizens Association, and the World Recreation Organization.

Exercise C

In response to a request to go shopping tomorrow, apologize and give the following prior commitments:

- 1. You must visit your grandfather.
- 2. You have reservations to fly to Chicago.
- 3. You have an appointment to see a lawyer.
- 4. You have to go to court.
- 5. You are committed to meet a friend.
- 6. You must be with your family.
- 7. You must work at the club.
- 8. You must see your doctor.
- 9. You must wash your car.
- 10. You must drive to Philadelphia.

VOCABULARY

▶ Verb Pairs



GET-IN, get on



GET-OUT, get off



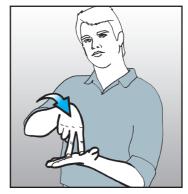
GET-ON, mount



GET-OFF, dismount



FALL-DOWN



STAND-UP



LAND-AIRPLANE

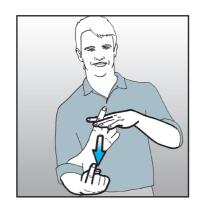


AIRPLANE-TAKE-OFF

Commitment



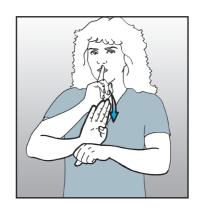
SHOW-UP, appear



DISAPPEAR, vanish



DUTY, obligation



PROMISE, commitment



APPOINTMENT, reserve, reservation, date



LAWYER



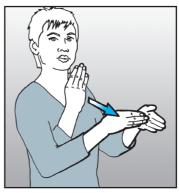
COURT, judge, trial



LAW, legal



RULE, regulation



SUE

DEFEND





















UNDER, beneath

RESTAURANT

Future Plans and Obligations



WAITER/WAITRESS



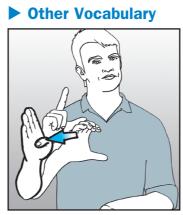
ORDER



DRINK, cocktail



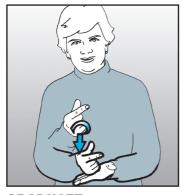
BILL, check



#CLUB



ORDINARY



GRADUATE



PLAN



NOTHING-TO-IT



PRESSURE, stress



HOME+WORK



BE-PATIENT

Future Plans and Obligations







THINK-ABOUT

SWIM

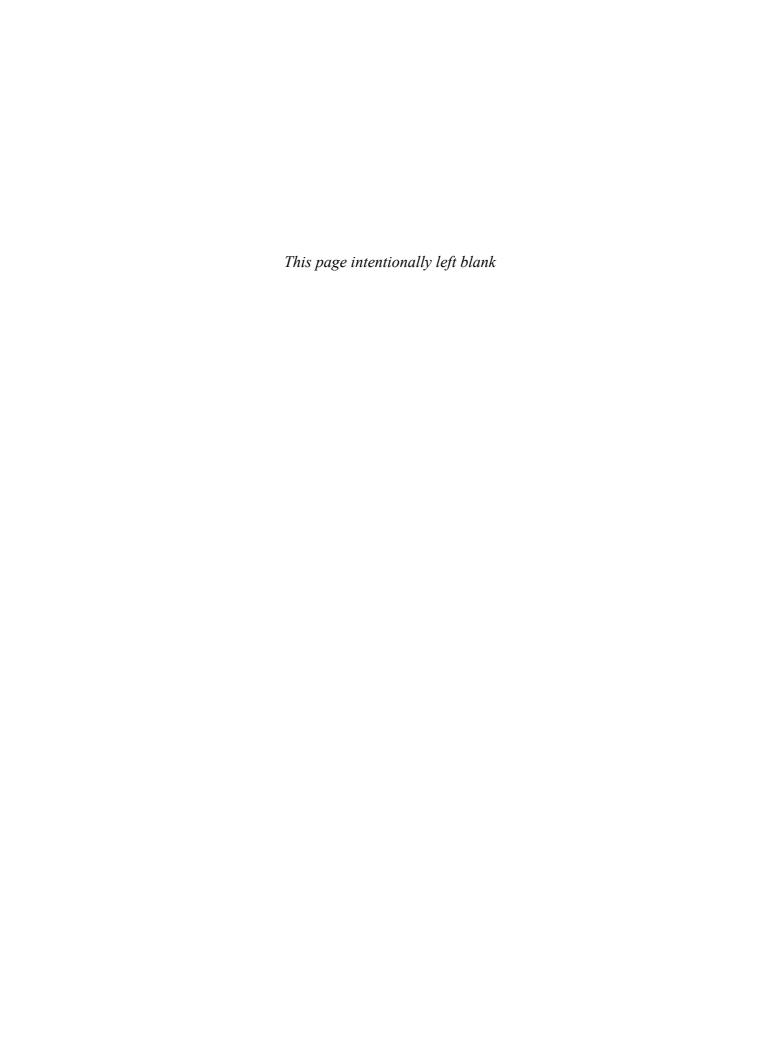
TRAFFIC





WAIT

CAPTIONED, subtitled



Directions and Instructions

In this unit, you will learn how to give directions and instructions. You will learn how to use the body as well as some classifiers to show locational relationships.

You will learn about some commonly used fingerspelled abbreviations and about making apostrophes in fingerspelling names. You will learn about showing the possessive without using an apostrophe.

You will also learn a new instrument classifier.

DIRECTIONS

Pat: EXCUSE-ME. HAVE D-S NEAR?

Alex: YES. YOU OUT, LEFT. DRIVE INTERSECTION++, LEFT. STRAIGHT TWO

INTERSECTION, INTERSECTION, THERE CORNER.

Pat: HOW I OUT?

Alex: OH-I-SEE. BEFORE HERE NEVER YOU?

Pat: NEVER I.

Alex: O-K. THERE ELEVATOR DOWN FIRST FLOOR, RIGHT, THERE OUT.

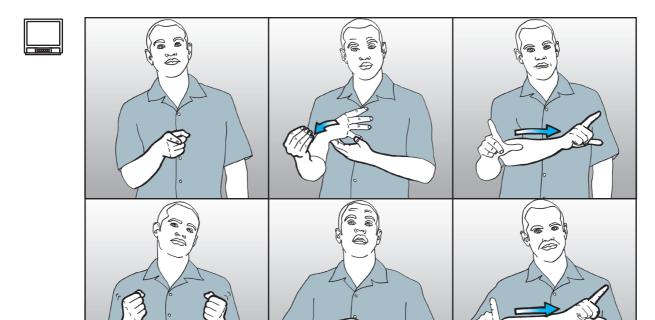
Key Structures



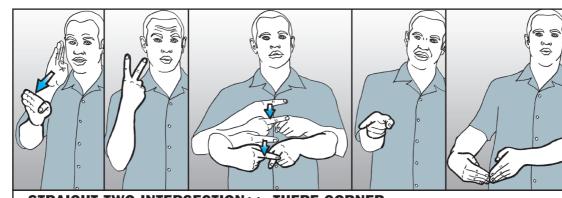
From Unit 16 of Learning American Sign Language: Levels I & II — Beginning and Intermediate, Second Edition. Tom L. Humphries, Carol A. Padden, Robert Hills, Peggy Lott, Daniel W. Renner. Copyright © 2004 by Pearson Education, Inc. All rights reserved.

Note

D-S for drug store, H-S for high school, and P-O for post office are commonly used fingerspelled abbreviations.



YOU OUT, LEFT. DRIVE INTERSECTION, LEFT.You go out, turn left, drive to the intersection, then turn left.

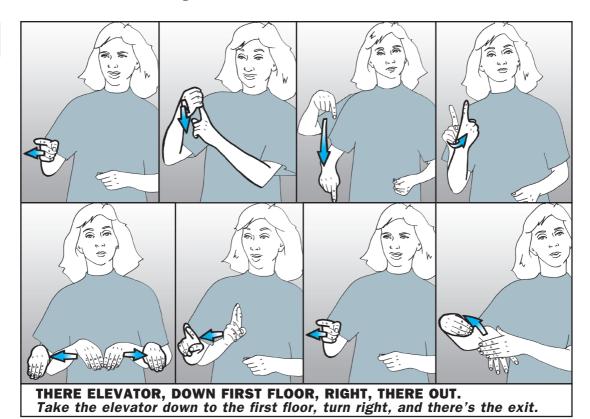


STRAIGHT TWO INTERSECTION++, THERE CORNER.You go straight ahead through two intersections and it's on the corner.

Grammar Note

When giving directions, sometimes the position of the hands and the body are used to show change in direction.





Exercise A

Give directions for your partner to get to the following:

- 1. the drugstore
- 2. the post office
- 3. the high school
- 4. the food store
- 5. the police station
- 6. the hospital
- 7. the restaurant
- 8. the bookstore
- 9. the cafeteria
- 10. the library

DESCRIPTIONS OF PLACES

Chris: WANT TWO-OF-US GO-AWAY RESTAURANT J-O-S-E-apostrophe-S?

Lisa: DON'T-KNOW WHERE I.

Chris: KNOW WHITE CL:BB-STOREFRONT, GREEN ROOF. HAVE SIGN

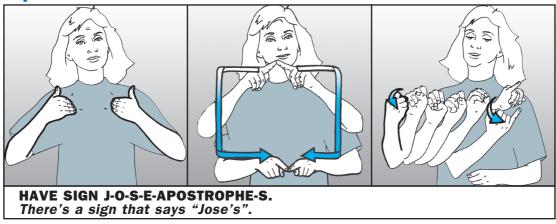
J-O-S-E-apostrophe-S. KNOW YOU?

___whq___ Lisa: DON'T-KNOW. NEAR WHAT?

Chris: TEMPLE CL:A> RESTAURANT CL:A>.

Key Structures

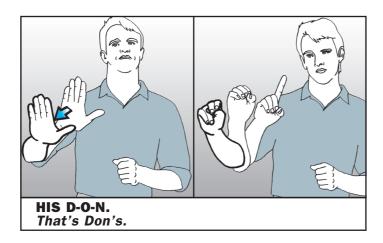




Note

When it is necessary to give an exact fingerspelled representation of an English label or sign, the apostrophe -S is used as in the sentence above.

A fingerspelled name and the apostrophe -S can also be used to show the possessive but there is another way to show the possessive which does not use the apostrophe -S. An example is:

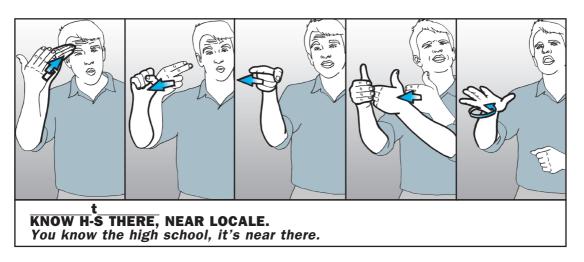




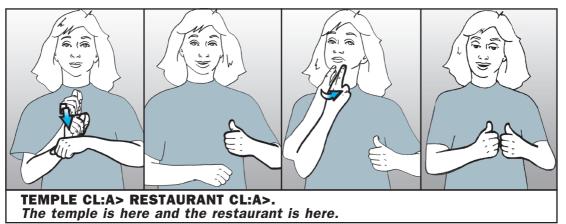


Grammar Note

The question above asks for information about what is in the vicinity of the place being discussed. LOCALE is used to indicate an area or an approximate location as in the following:



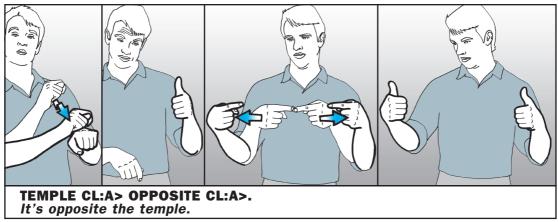




Grammar Note

In the sentence above, classifier handshapes are used to establish the location of a place and its relationship to another place (see Unit 10). Some other examples of locational relationships are:





Exercise B

Tell your partner you live opposite, next to, or behind the following. Follow the prompt.

Prompt: restaurant

RESTAURANT CL:A> OPPOSITE CL:A>.

- 1. post office
- 2. church
- 3. food store
- 4. high school
- 5. college
- 6. Marie's restaurant
- 7. temple
- 8. post office
- 9. college
- 10. Don's house

INSTRUCTIONS



Alex: MUST YOU CAREFUL. IT COMPUTER EXPENSIVE, EASY BREAK.

Lisa: O-K. I NOT KID I.

Alex: O-K. OPEN-BOX. CL:CC**-TAKE-OUT-PUT-ON TABLE. LOOK-FOR FIND

BOOK. BOOK, FOLLOW! LOOK-FOR FIND PLUG-IN-THERE. LOOK-FOR

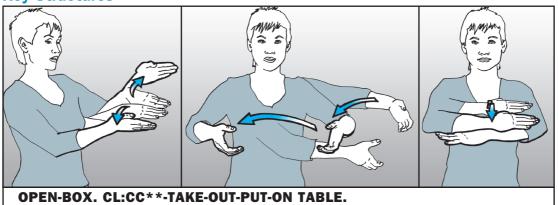
when

CL: LL-DISK, CL: L*-PUT-IN. FINISH, TURN-ON-(push button).

WAIT, SCREEN-ON, READY.

Key Structures



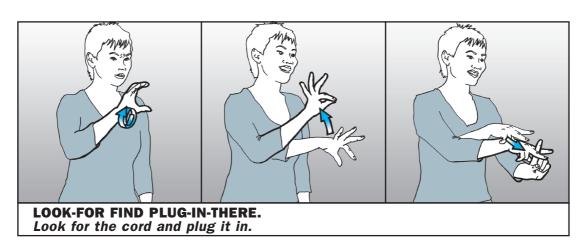


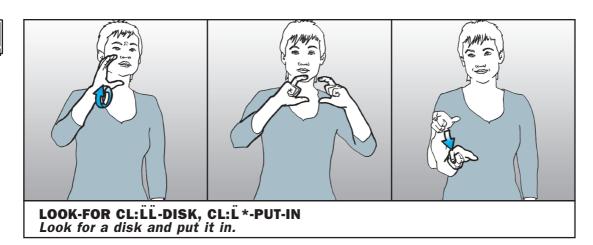
Open the box. Take it out and put it on the table.

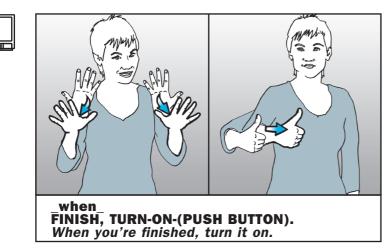
Grammar Note

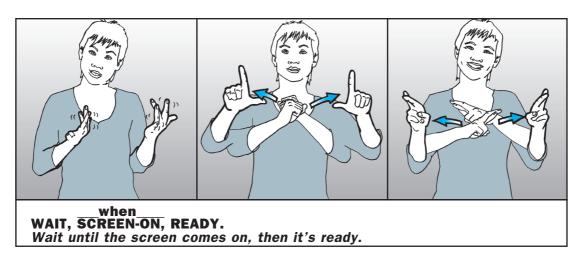
CL:CC** in the previous sentence is the same as the instrument classifier CL:C* in Unit 7, but the object being handled is large enough to require two hands.











Exercise C

Take turns instructing each other how to do something, such as make a pie, paint a house, change a flat tire, or any other simple task.

VOCABULARY

▶ For Giving Directions



LEFT (DIR)



RIGHT (DIR)



STRAIGHT



NEAR, close



FAR-1, far away, distant FAR-2





CROSS-OVER



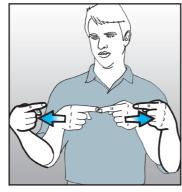
CORNER



INTERSECTION, crossroads



BEHIND



OPPOSITE



NEXT-TO, beside













NORTH

SOUTH

PLUG-IN





▶ Places

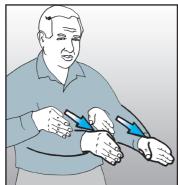




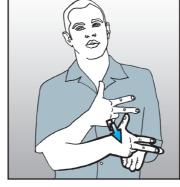
UNPLUG

PLACE

TOWN, village









STREET, road, avenue

PARKING, parking lot

MOUNTAINS

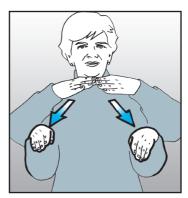
▶ Other Vocabulary



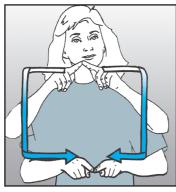




BUILDING



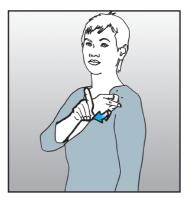
ROOF



SIGN



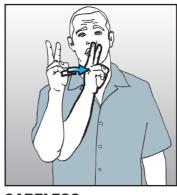
POLICE, cop, sheriff



DETECTIVE



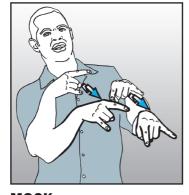
CAREFUL



CARELESS



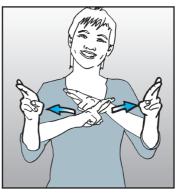
TEASE, kid



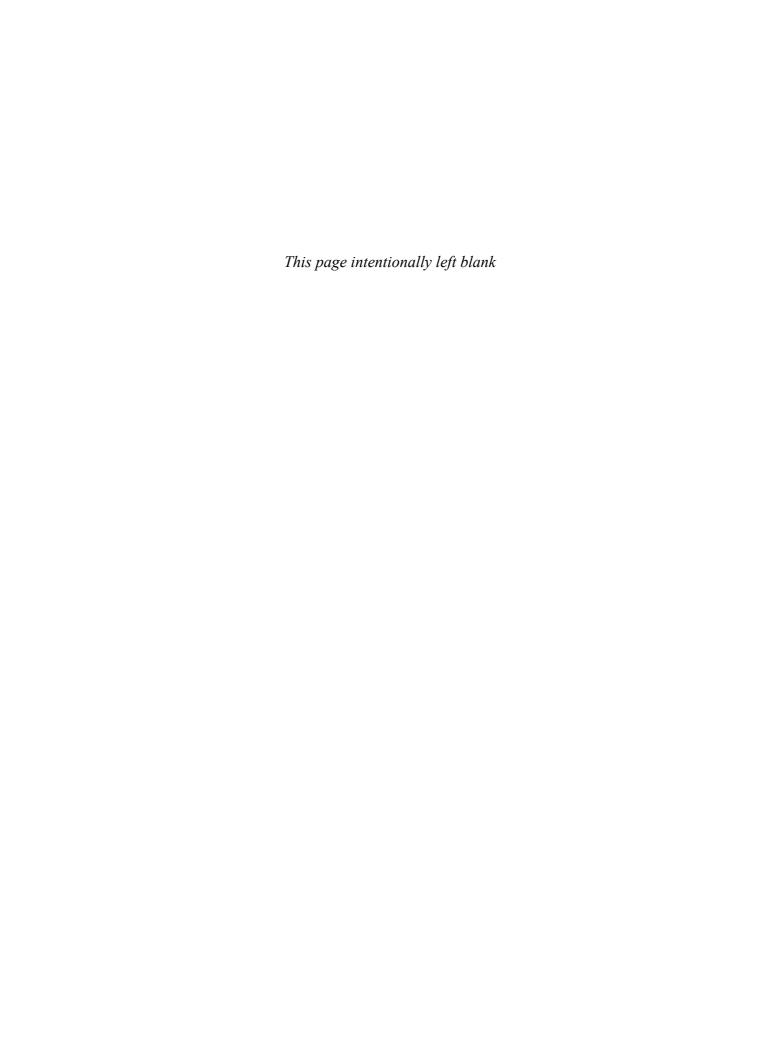
моск



FOLLOW



READY



Suggestions and Advice

In this unit, you will learn to make suggestions and give advice.

You will learn the forms for EVERY-MONTH and EVERY-YEAR.

You will learn to give feedback to another signer while he/she is signing and how to use confirming signs to show you understand.

In a culture note, you will learn about the popularity of bowling in some Deaf communities.

SUGGESTIONS

____whq____

Chris: BORED I. #DO TONIGHT?

Lisa: I SUGGEST TWO, YOU CHOOSE. FIRST WHY^NOT TWO-OF-US GO-AWAY

BOWLING. TONIGHT DEAF CL:55[∞]-GO-THERE.

__whq__

Chris: O-K. OTHER?

_____if____

Lisa: BOWLING DON'T-WANT, WHY^NOT TWO-OF-US GO-AWAY MOVIE.

Chris: BOWLING EVERY-WEEK, BORED, GO-AWAY MOVIE.

Key Structures



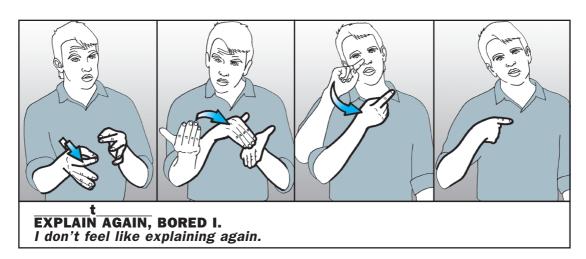


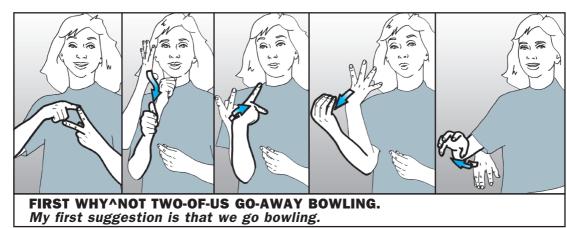
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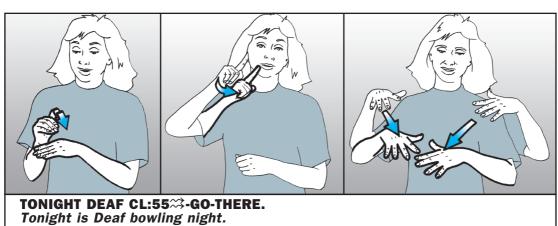
Note

BORED is used in the previous sentence to indicate there is nothing to do of interest or, as in the last sentence of the dialogue, to express that one is tired of something.

However, BORED is also used to express, in strong terms, that one does not want to do something as in the following example:





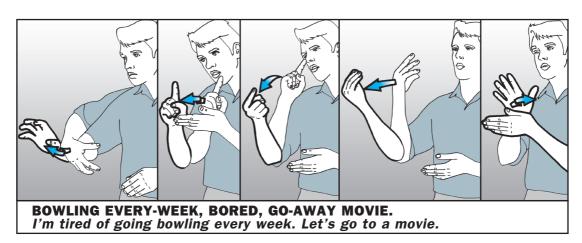


Culture Note

The bowling night referred to in the above sentence is the weekly meeting of a local Deaf bowling league. Such leagues have been popular in many Deaf communities. There are several reasons for this popularity: the opportunity to socialize while waiting between turns, the opportunity for all to participate regardless of athletic ability, and the prize money sometimes offered to winning teams.

Also popular are the regional and national sports organizations for Deaf people. The American Amateur Association of the Deaf (AAAD) sponsors competition across the country in various sports, notably basketball and softball. The AAAD is also the governing body for the United States' entry in the World Games for the Deaf held every four years at different sites around the world.





Grammar Note

The forms for EVERY-MONTH and EVERY-YEAR are as follows:





Exercise A

Suggest to your partner and another person that the three of you do the following. Follow the prompt:

Prompt: go swimming

WHY^NOT TWO-OF-US GO-THERE SWIM.

1. go to a restaurant 2. go skiing

3. practice signing

4. go for ice cream

5. get a captioned video 10. take up bowling

6. go for coffee

7. play tennis

8. work on computer

9. meet tomorrow

TIME AND PLACE

Pat: WANT MEET AGAIN, HUH?

whq

Lisa: O-K. WHEN?

___q_

Pat: NEXT-WEEK FRIDAY?

whq

Lisa: FINE. TIME?

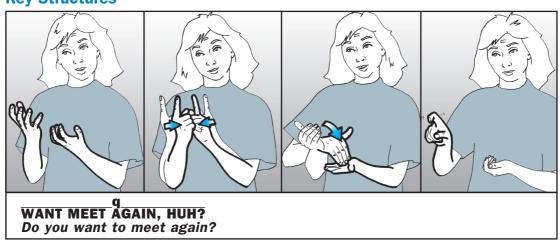
Pat: MORNING TIME-9?

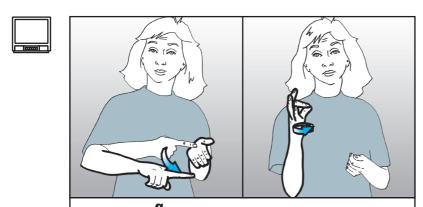
Lisa: BETTER 11 APPROXIMATELY. YOUR HOUSE RIGHT?

Pat: RIGHT.

Key Structures

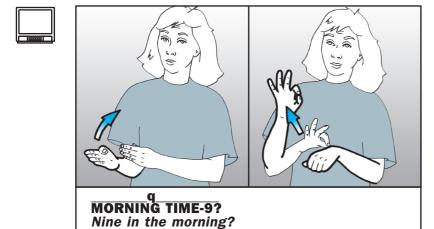






NEXT-WEEK FRIDAY?
Next week on Friday?

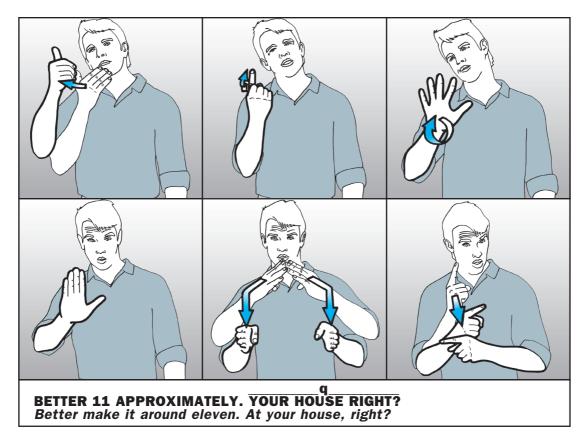




Note

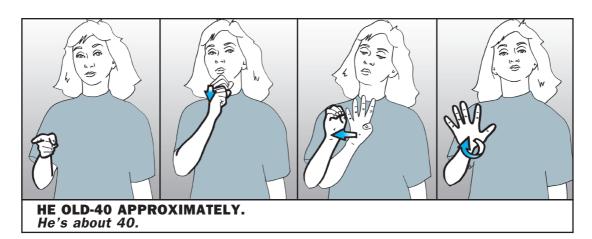
In the dialogue above, note that the two signers give each other constant feedback by head nods or headshakes and frequently use confirming signs such as FINE, SURE, and O-K as they question each other about specific information.





Note

APPROXIMATELY is used with time as in the above sentence and also with age and money amounts as in the following:





COST APPROXIMATELY 3-DOLLAR. It costs about three dollars.

Exercise B

Suggest the following times and places to meet your partner. Each of you should ask for and give confirmation to make sure you agree.

- 1. Saturday, 3:30, here
- 2. next month, same time, your partner's house
- 3. next week, Tuesday, 8:00, your house
- 4. Mondays, 1:00, at the club
- 5. every week, Wednesdays, 5:30, in the library
- 6. Thursday morning, 7:30, on the corner near your house
- 7. in two weeks, 12:00, at the high school
- 8. next Friday, 8:00, in L.A.
- 9. everyday, noon, in my room
- 10. every morning, 6:00, at the coffee place on the corner

wha

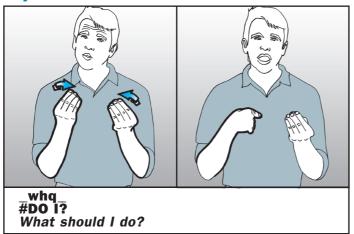
ADVICE

		WHQ
	Pat:	MONEY NOT-YET ARRIVE. #DO I?
	Chris:	qFINISH YOU-PAGE-HER?
	Pat:	I-PAGE-HER BEFORE MONDAY. SHE-TOLD-ME I WILL GET TODAY
		qSHOULD I-T-T-Y-HER AGAIN, HUH?
	Chris:	BETTER NOT. MAYBE GO-AHEAD GET LAWYER.
	Pat:	qshould I i-tell-her I get lawyer o-r?

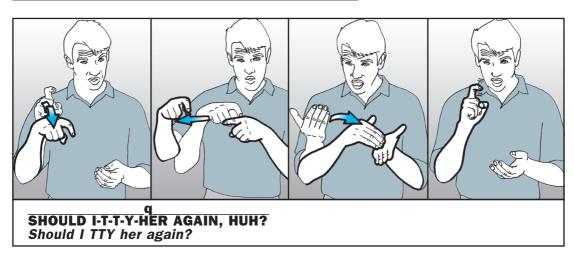
Chris: BETTER SAY NOTHING. YOU-ASK-HER LAWYER.

Key Structures

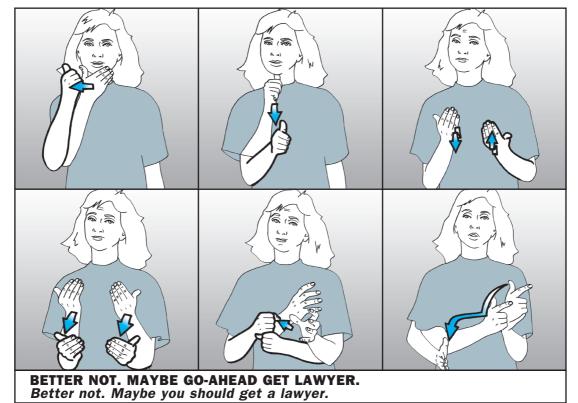








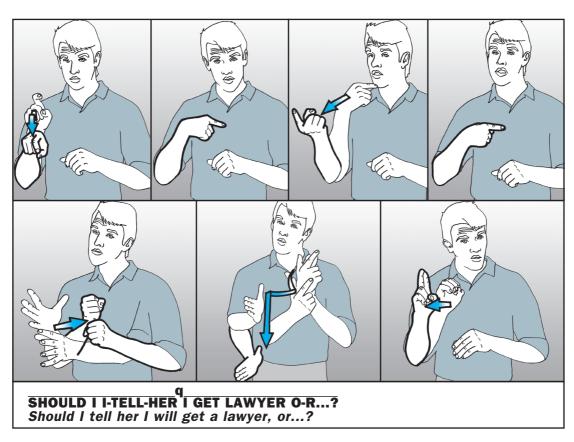




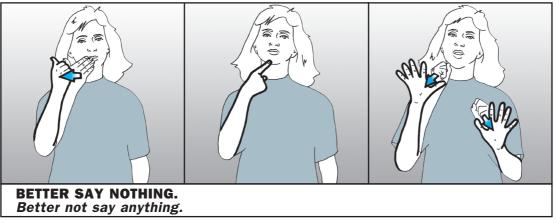
Grammar Note

Sentences that contain advice are often preceded by SHOULD, BETTER (NOT), ADVISE, WARN, SUGGEST, or MAYBE as in the sentence above.









Exercise C

Give the following advice. Follow the prompt.

Prompt: rest more

SHOULD YOU MORE REST.

Suggestions and Advice

- 1. eat less
- 2. tell your mother
- 3. take it easy
- 4. go now
- 5. get more exercise

Prompt: stay

BETTER YOU STAY.

- 6. hurry
- 7. get up
- 8. tell your father
- 9. stop smoking
- 10. quit job

VOCABULARY

▶ Question Signs



WHY^NOT



WHEN

▶ For Advising



ADVISE, Noun: ADVICE

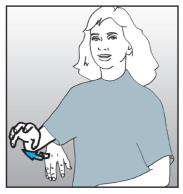
Recreational Activities



SUGGEST, offer, propose

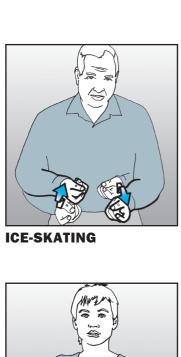


WARN, caution

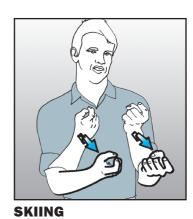


BOWLING

Suggestions and Advice







► Making Accusations





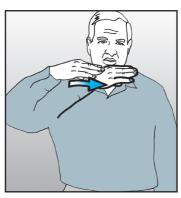


FISHING

STEAL







SQUEAL, tattle

CHEAT

LIE









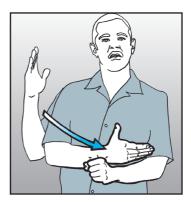
ARROGANT, egotistical, conceited **LAZY**

JEALOUS

▶ Job-Related Terms







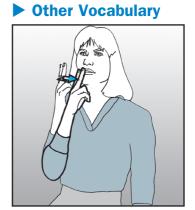
QUIT

HIRE

TERMINATE, fire







LAY-OFF, release

STRIKE

SMOKING







CIGARETTE

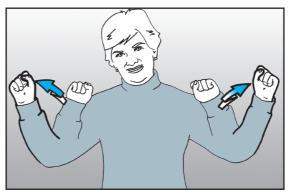
BORED

YELL, shout, scream









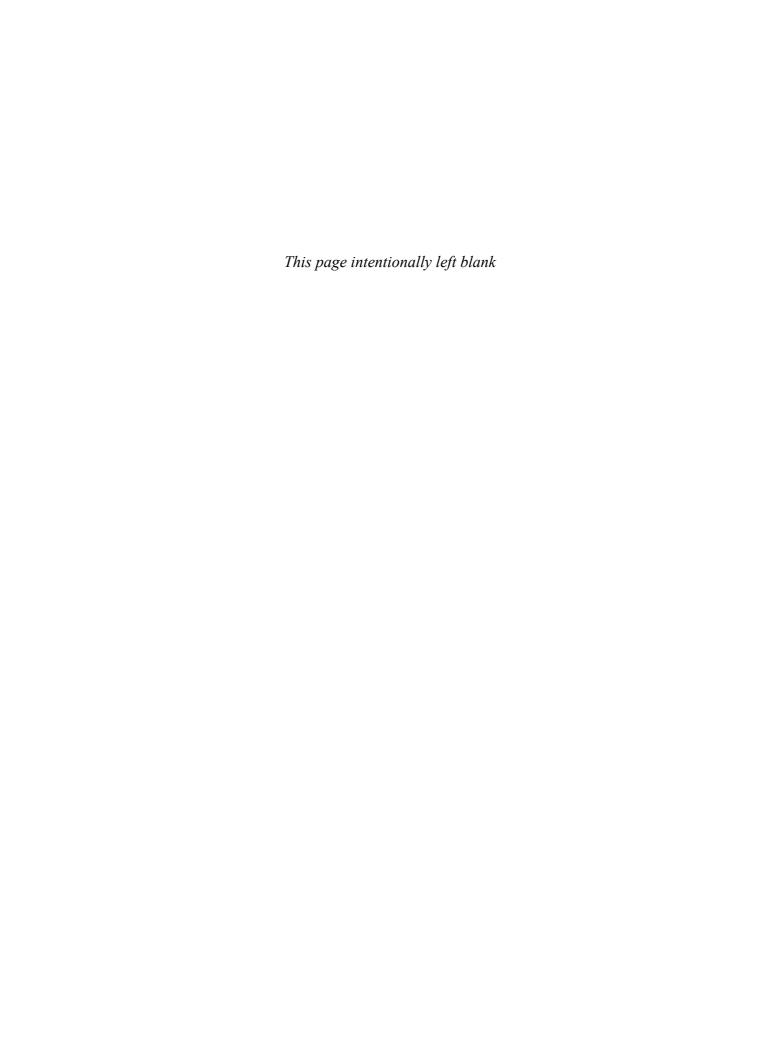
EXERCISE (physical)

Suggestions and Advice



LESS

DISCUSS



Attitudes and Opinions

In this unit, you will learn how to express attitudes, values, and opinions as well as learn to ask what others think.

You will learn about verbs that change their movement to show more than one subject or object.

You will also learn to use quantifiers such as MANY and SOME with different kinds of nouns.

WHAT OTHERS THINK



Lisa: I I-ASK-YOU-TWO. FOOD HERE, YOU THINK GOOD?

Alex: WHAT-FOR YOU-ASK-ME?

Lisa: TWO-OF-YOU FREQUENT HERE. RIGHT?

whq

Alex: RIGHT. WHY YOU WANT KNOW?

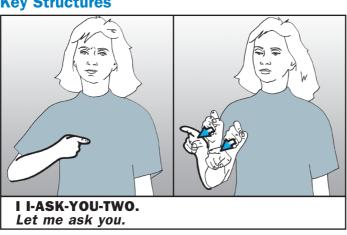
Lisa: COLLEGE NEWSPAPER I WRITE ARTICLE, PRINT.

Alex: USE OUR NAME?

q ___t__ __q__ Lisa: NONE NAME. O-K? FOOD HERE, LIKE YOU?

Key Structures





From Unit 18 of Learning American Sign Language: Levels I & II — Beginning and Intermediate, Second Edition. Tom L. Humphries, Carol A. Padden, Robert Hills, Peggy Lott, Daniel W. Renner. Copyright © 2004 by Pearson Education, Inc. All rights reserved.

Grammar Note

Some verbs which change their movement to show subject and object (Unit 3) can show:

- a. TWO, dual subjects or objects as in the previous sentence (I-ASK-YOU-TWO).
- b. EACH, several subjects or objects as in the following examples:





c. However, ALL can be used only with objects as in the following examples:



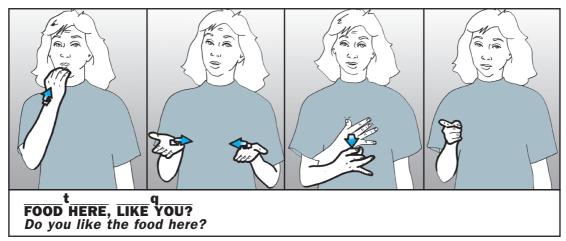












Exercise A

Ask your partner her/his opinion of the following. Follow the prompt.

Prompt: the new president
_____t ___whq___ q___
KNOW YOU NEW PRESIDENT, THINK YOU? or LIKE YOU?

- 1. a book (name a book you read)
- 2. a movie (name a movie you saw recently)
- 3. the city you live in
- 4. the shirt or dress you are wearing
- 5. a make of car (name a car, i.e., Honda)
- 6. a movie or pop star (name someone)
- 7. his/her mother's cooking
- 8. the local newspaper (give name)
- 9. a magazine (name a magazine)
- 10. your hairstyle

OPINIONS

Lisa: ODD. MAKE P-I-Z-Z-A, TASTE LOUSY.

whq __whq__

Chris: WHY? WRONG?

Lisa: DON'T-KNOW I. TASTE IT.

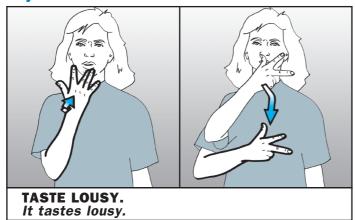
(Chris tastes it.)

Chris: DELICIOUS!

Lisa: NO! TASTE AWFUL.

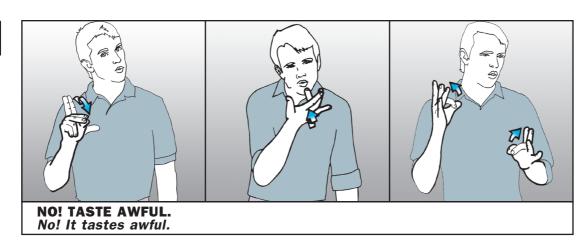
Chris: I THINK FINE.

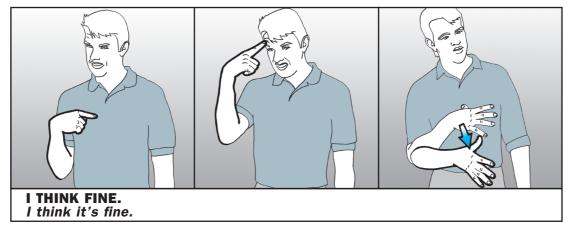
Key Structures





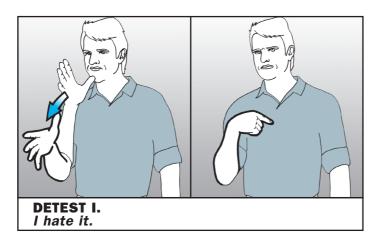




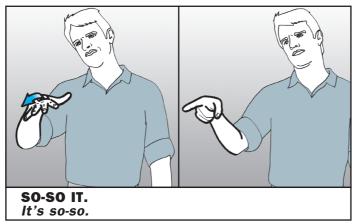


Note

The previous sentences are some of the possible ways to express an opinion about food or other things. Some other ways to express an opinion are:

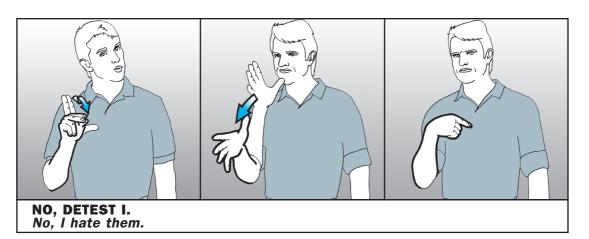






Examples of opinions about something other than food are:







Exercise B

Name a specific item or title from the following categories and express an opinion about it. Give positive, negative, or average opinions. Follow the prompt.

Prompt: a movie

____t__ MOVIE D-R-A-C-U-L-A, GOOD.

- 1. a movie
- 2. a food
- 3. a city
- 4. a television show
- 5. a vegetable
- 6. a make of car
- 7. a movie or pop star
- 8. a course
- 9. a type of work
- 10. a restaurant

VALUES

t t

Pat: FAMILY LARGE, SEVERAL CHILDREN, I NOT BELIEVE I.

whq

Lisa: I WANT CHILDREN MANY I. WHY AGAINST YOU?

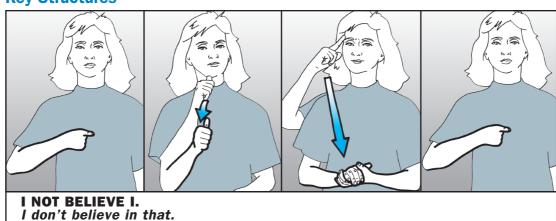
Pat: WORLD NOW HAVE CHILDREN MANY. SUPPORT ADOPT I.

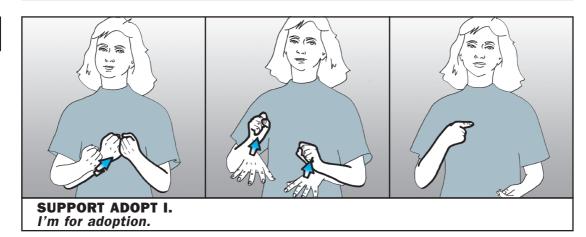
Lisa: DON'T-MIND ADOPT I, PLUS MYSELF BORN 1 – 2. ACCEPT YOU?

Pat: ACCEPT I. I BELIEVE STRONG MUST CHILDREN ATTEND-TO.

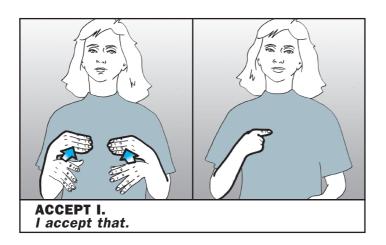
Lisa: RIGHT. AGREE 100 PERCENT.

Key Structures







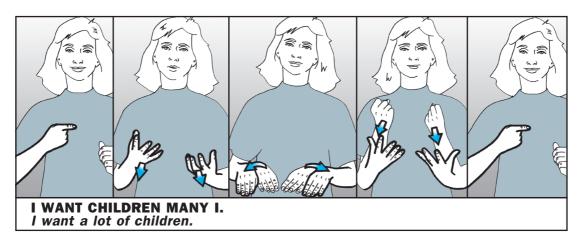


Note

Opposing values are expressed in the sentences above and other sentences in the preceding dialogue. They are summarized here:

BELIEVE STRONG I. NOT BELIEVE I. SUPPORT I. AGAINST I. NOT ACCEPT I.

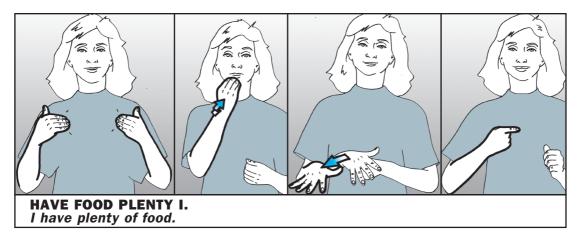


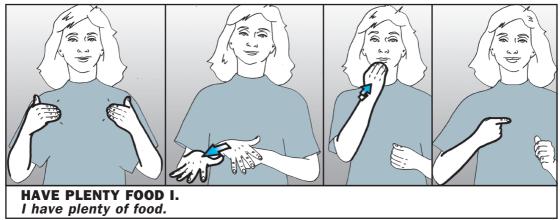


Grammar Note

Quantifiers such as MANY, SEVERAL, A-FEW, and SOME, appear either before or after a noun (Unit 7). These quantifiers are used with count nouns such as BOOK, CAR, STUDENT, and CHILDREN.

Additional quantifiers which appear with non-count nouns such as FOOD, MILK, MONEY are: PLENTY, SOME, and A-LITTLE, as in the following:





Exercise C

Use one of the quantifiers above with the following. Follow the prompt.

Prompt: chairs

HAVE CHAIR MANY.

- 1. furniture
- 2. pictures
- 3. water
- 4. experience
- 5. money
- 6. children
- 7. houses
- 8. stores
- 9. shoes
- 10. paper

VOCABULARY

► Opinion and Attitude Signs



DELICIOUS



DETEST

Expressing Values



BELIEVE

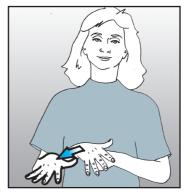
Quantifiers



AGAINST, opposed, con



SUPPORT, pro



PLENTY



A-LITTLE



WORLD



EARTH, planet







▶ The Earth







LAND



SKY



OCEAN, sea



MOUNTAIN



RIVER

▶ Other Vocabulary



ARTICLE, column



PRINT, publish



USE, wear



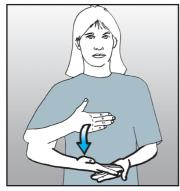
PLAY-AGAINST, Noun: GAME



SHOW, play, drama, act, theater



ADOPT



BORN, give birth to, birth



PLUS, in addition



STRONG, predominant



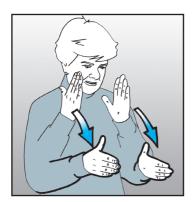
PERCENT



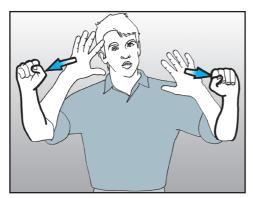
WRITE



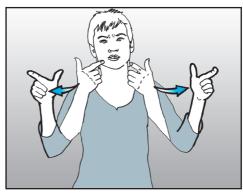
FREQUENT, patronize



ATTEND-TO, pay attention to, focus on



PRESIDENT, superintendent, chancellor



LARGE, big

In this unit, you will learn to talk about activities and describe a sequence of activities.

You will learn how to inflect some verbs to show REPEATEDLY and CONTINUALLY and the facial adverbials that accompany these inflections.

You will also learn reduplication to form the plural of some nouns to indicate "all over the place" or "everywhere."

ACTIVITIES

a

	9
Alex:	SKI LIKE YOU?
	t
Pat:	CRAZY-ABOUT. WINTER, I GO-THERE-REPEATEDLY.
	whq
Alex:	WHERE FREQUENT YOU?
Pat:	B-I-G B-E-A-R. NEAR. I DRIVE-THERE EASY.
	q
Alex:	SNOW CL:BB-THICK-LAYER?
Alex:	qSNOW CL:BB-THICK-LAYER?

Pat: YES, CL:BB-THICK-LAYER. NICE. NOT CL:55

→ PEOPLE.

Alex: YOU GO-THERE, I JOIN-YOU?

Pat: SURE.

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Key Structures





Grammar Note

Some verbs showing action can repeat their movement to show that the action is done frequently, repeatedly, or regularly as in GO-THERE-REPEATEDLY above.

The following facial adverbs are often used with these verbs to show the manner in which an action is done.

a. Mouth opening and closing, to show intensity or effort:



b. Lips pursed to show lack of intensity or effort, ease:



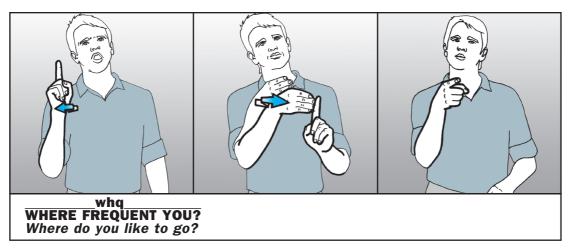
c. Lips pursed together and eyebrows squeezed together to show diligence, care, or deliberation:



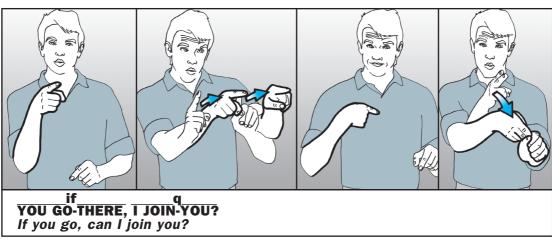
d. Tongue slightly protruding through pursed lips to show carelessness or lack of deliberation:











Exercise A

Tell your partner that you do the following activities often or regularly. Use the facial adverb specified. Follow the prompt.

Prompt: skiing (diligently)

EVERY-WEEK SKI-REPEATEDLY I.

- 1. buy (carelessly)
- 2. pay (with effort)
- 3. tell (with effort)
- 4. go there (easily)
- 5. give (carelessly)
- 6. send (carefully)
- 7. call by TTY (with effort)

A SEQUENCE OF ACTIVITIES

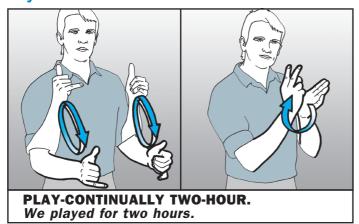
Alex: RECENT WEEKEND #DO YOU?

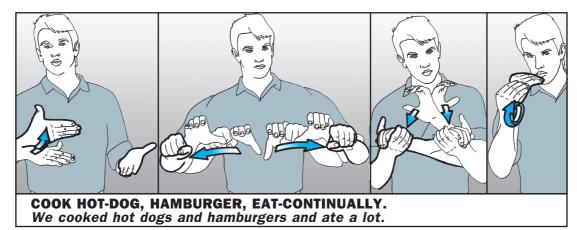
Chris: GROUP GO-AWAY B-E-A-C-H. ARRIVE EARLY TAKE-OVER PLACE. SET-UP VOLLEYBALL. PLAY-CONTINUALLY TWO-HOUR, FINISH, DIVE-IN WATER SWIM. FINISH, HUNGRY, COOK HOT-DOG, HAMBURGER, EAT-CONTINUALLY. FINISH, LIE-DOWN SUN, SLEEP. LATER WAKE-UP, SWIM, FINISH, PLAY THROW-FRISBEE. DARK, LIGHT-UP FIRE, CL:VV-SIT-IN-

Alex: WOW! FUN!

CIRCLE CHAT.

Key Structures



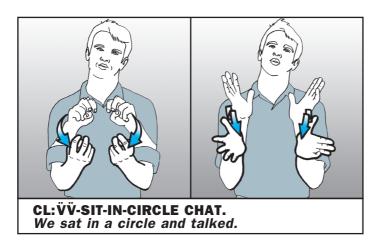


Grammar Note

Some verbs can change their movement to show that an action continues for a longer period of time or that something is done a lot. This is done by changing the movement to a repeating, circular movement as in PLAY-CONTINUALLY and EAT-CONTINUALLY in the previous sentences.

The facial adverbs used with REPEATEDLY are also used with CONTINUALLY.

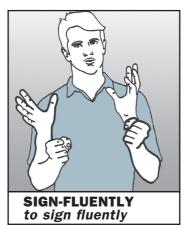




Note

CHAT is used to mean "to chat" in any language, spoken or signed. However, two other signs are used to show that the talking is done in a signed language only:





Exercise B

Tell your partner that you did the following activities for a long period of time. Use the facial adverb specified. Follow the prompt.

Prompt: eat hamburgers (intensively)

HAMBURGER I EAT-CONTINUALLY.

- 1. eat hot dogs (easily)
- 2. eat hot dogs (with effort)
- 3. play volleyball (intensively)
- 4. play volleyball (with pleasure)
- 5. work on Saturdays (intensively)
- 6. call by TTY (intensively)
- 7. run everyday (diligently)

SEASONAL ACTIVITIES

Pat: AUTUMN CAN'T WAIT, TREE++ CHANGE COLOR. WILL I GO-THERE

MOUNTAIN WALK THROUGH.

Lisa: SAME-AS-YOU. WILL CAMPING I.

Pat: 1 I COMPLAIN, AUTUMN FEEL SHORT. 1-WEEK, 2-WEEK FINISH.

Lisa: TRUE BUT SNOW, LIKE I. CAN SKI C-C I.

Pat: TRUE, FUN. YOU PLAY BASKETBALL YOU?

if

Lisa: SOMETIMES. I JOIN TEAM, I PLAY.

The trees will change color.

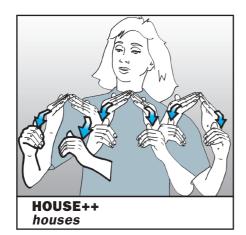
Key Structures

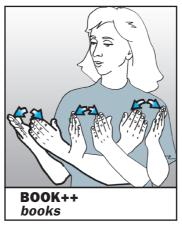




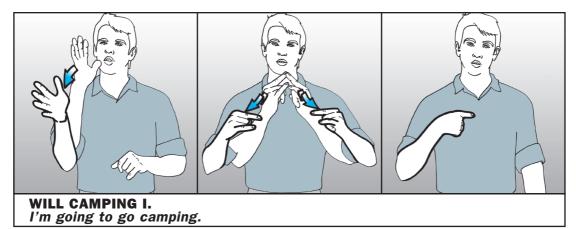
Grammar Note

The plural may be added to some nouns to indicate "all over the place" or "everywhere" by reduplicating the sign several times as it is moved in a sideways sweep as in TREE++ in the previous sentence. This plural form of the noun is indicated by the symbol ++. Some other examples are:













Exercise C

Tell your partner that you saw the following. Follow the prompt.

Prompt: trees

I SEE TREE++.

- 1. houses
- 2. books
- 3. shoes
- 4. chairs
- 5. boxes
- 6. pictures
- 7. parked cars
- 8. cups
- 9. windows
- 10. tall buildings

VOCABULARY

Seasons



WINTER, cold



SPRING



SUMMER

▶ Games and Activities



AUTUMN, fall



VOLLEYBALL



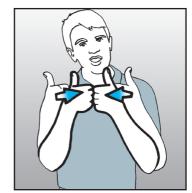
CAMPING, camp



THROW-FRISBEE



RACE, compete

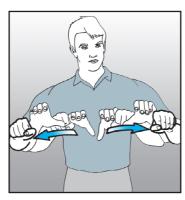


MATCH, play against

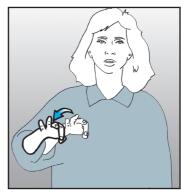
▶ Picnic Food



HAMBURGER



HOT-DOG



FRENCH-FRIES

▶ Other Vocabulary

SANDWICH





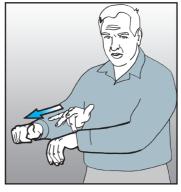
JOIN, participate, go with



GROUP



TEAM



EARLY

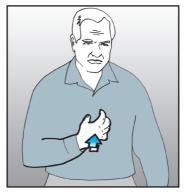


RUN

TREE

FUN







THROUGH

COMPLAIN

SHORT, temporary



CRAZY-ABOUT

Travel—Places and Experiences

In this unit, you will learn to talk about places and your travel experiences.

You will learn about adjectives that change their movement to show both REPEATEDLY and CONTINUALLY.

You will also learn about changing the movement of adjectives to show intensity.

TRAVEL EXPERIENCE



Lisa: TWO-WEEK-AGO I DRIVE-THERE WASHINGTON. PARENTS WANT JOIN-

ME. I SAY-OKAY. TWO-OF-THEM EXCITED. THREE-OF-US LEAVE

TUESDAY MORNING NONE PROBLEM. LATER STOP LUNCH.

MOTHER ALWAYS REMIND FATHER TAKE-PILL. MOTHER WORRY-

REPEATEDLY FATHER HEART. FATHER DON'T-WANT TAKE-PILL.

#IF MOTHER SHE-REMIND-HIM-REPEATEDLY, FATHER DETEST. I

KNOW^THAT SINCE PARENTS TEND-TO QUARREL. I EMBARRASSED-

REPEATEDLY. FINALLY QUIET. FROM-THEN-ON O-K.

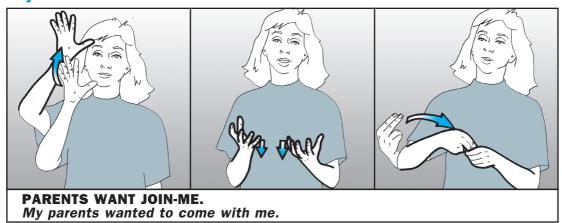
Alex: RELIEVED YOU?

Lisa: (emphatic) YES!

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Key Structures





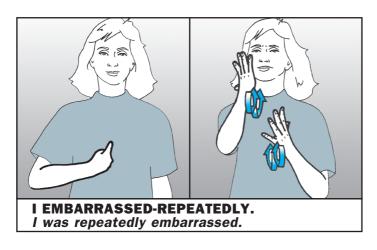




Grammar Note

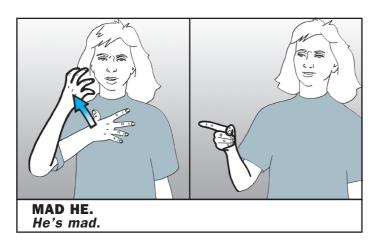
In the two sentences above, there are two verbs that change their movement to show subject and object, JOIN and SAY-OKAY. Note that when there is a multiple subject or object such as MOTHER AND FATHER or PARENTS which are thought of as a unit, they are treated as a single subject or object.





Grammar Note

Some adjectives repeat their movement to show that a state occurs again and again over a period of time as in the state of being embarrassed above, EMBARRASSED-REPEATEDLY. Another example of this is:





Exercise A

Tell your partner that the following occurs repeatedly. Follow the prompt.

Prompt: worry

WORRY-REPEATEDLY I.

- 1. mad
- 2. embarrassed
- 3. sick
- 4. frustrated
- 5. wrong
- 6. late
- 7. careless
- 8. disappointed
- 9. depressed
- 10. stupid

MORE TRAVEL EXPERIENCE

Alex: NEVER FORGET I GO-THERE EUROPE. TRAVEL-AROUND-CONTINUALLY

TWO-MONTH I.

Pat: TRAVEL-AROUND ALONE YOU?

Alex: YES. I GET-ON TRAIN TRAVEL-FROM-PLACE-TO-PLACE.

MEET-REPEATEDLY DEAF.

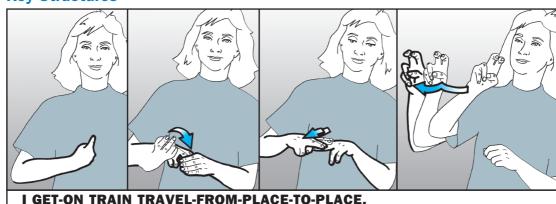
Pat: WOW. WISH I GO-WITH I. TRAVEL-AROUND SMOOTH?

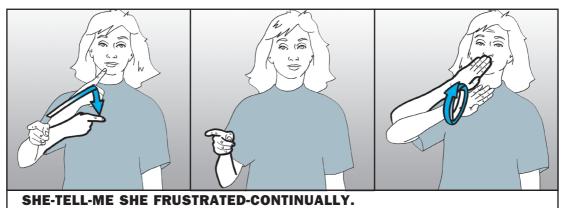
Alex: YES. FRIEND SHE-TELL-ME SHE FRUSTRATED-CONTINUALLY, CAN'T

FIND PLACE SLEEP. I WORRY-CONTINUALLY, FIND NONE PROBLEM.

Key Structures

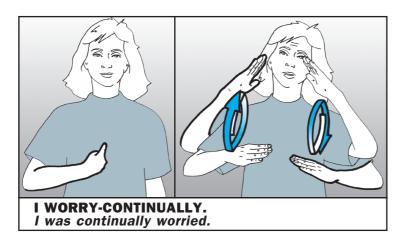
I got around on the train.





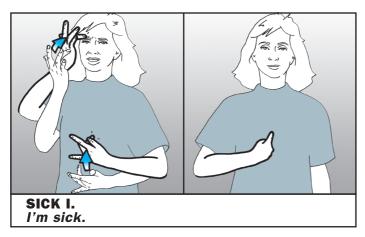
She told me she was always frustrated.

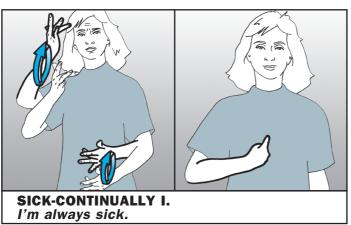




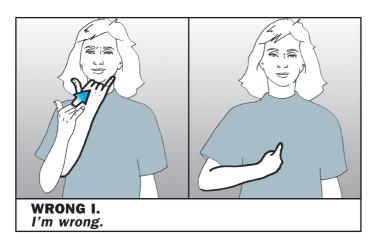
Grammar Note

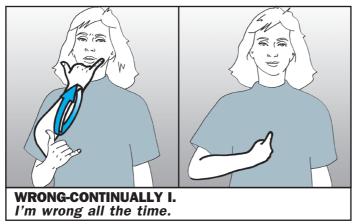
In these two preceding sentences, the adjectives FRUSTRATED and WORRY have a repeated, circular movement to show that the state continues for a period of time. Some other examples of adjectives that change to show a continued state are:





Travel—Places and Experiences





Exercise B

Tell your partner that you are continually in the following states. Follow the prompt.

Prompt: sick

I SICK-CONTINUALLY.

- 1. worry
- 2. wrong
- 3. frustrated
- 4. careful
- 5. drunk
- 6. silly
- 7. mischievous
- 8. sad
- 9. depressed
- 10. disgusted

PLACES YOU VISITED

Alex: BEFORE I GO-THERE HOLLAND VISIT THERE FLOWER PLACE.

_____q___ SEE^FINISH YOU?

Pat: NO. HEARD HOLLAND CL:55 ↑↑ FLOWER.

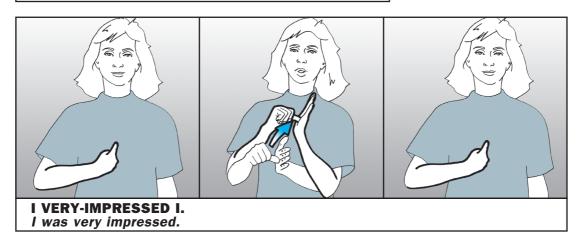
Alex: RIGHT. HOLLAND VERY-WET, EASY GROW. ANYWAY, 1 PLACE, DON'T-

KNOW NAME, IT SELL FLOWER++. I VERY-IMPRESSED I. I ENTER BUILDING, SEE FLOWER ALL-OVER. COLOR LOUD. ODD, THAT TIME DURING AUTUMN, VERY-COLD OUTSIDE. WHERE FLOWER FROM

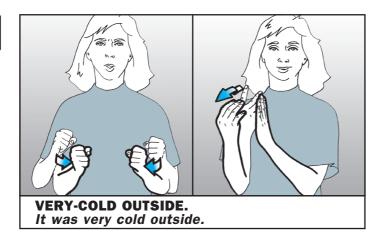
I WONDER.

Key Structures



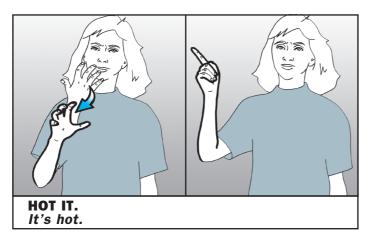


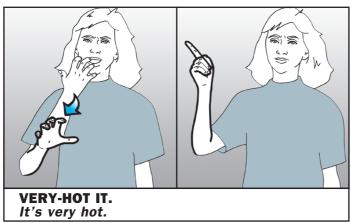


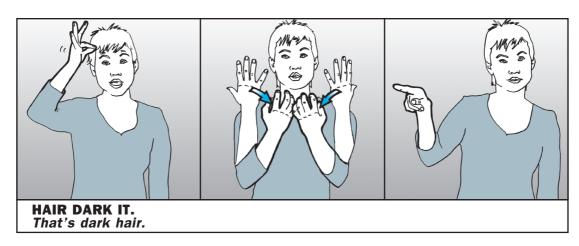


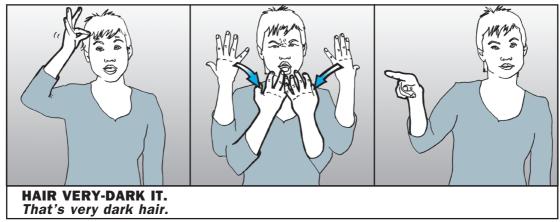
Grammar Note

Some adjectives such as WET, IMPRESSED, and COLD in the previous sentences change their movement to show intensity. This is done by a hold at the beginning of the sign, then a sharp release. The head may also move sharply during the release. Some other examples are:









Exercise C

Describe the following using the adjective given. Follow the prompt.

Prompt: today (very hot)

TODAY VERY-HOT.

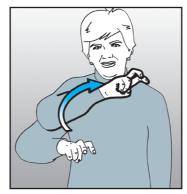
- 1. mail (very slow)
- 2. bed (very hard)
- 3. boy (very strong)
- 4. father (very proud)
- 5. president (very embarrassed)
- 6. food (very expensive)
- 7. supervisor (very strict)
- 8. dog (very fat)
- 9. runner (very fast)
- 10. yesterday (very cold)

VOCABULARY

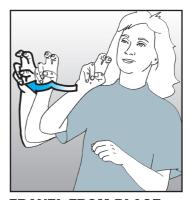
► Travel



LEAVE



TRAVEL-AROUND



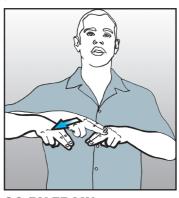
TRAVEL-FROM-PLACE TO-PLACE

BEEN-THERE, touch



HOTEL

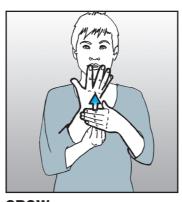
Noun-Verb Pairs



GO-BY-TRAIN, Noun: TRAIN



TAKE-PILL, Noun: PILL

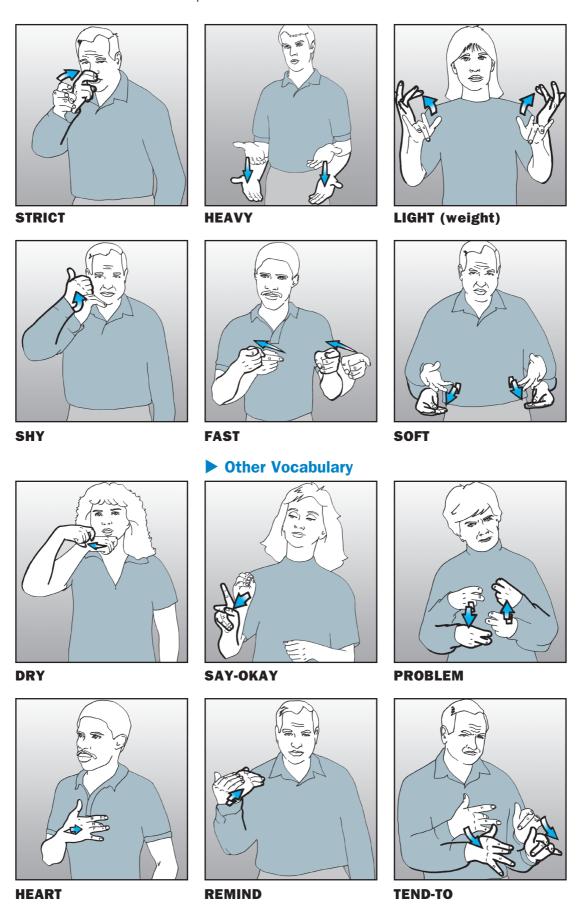


GROW, Noun: PLANT



EMBARRASSED

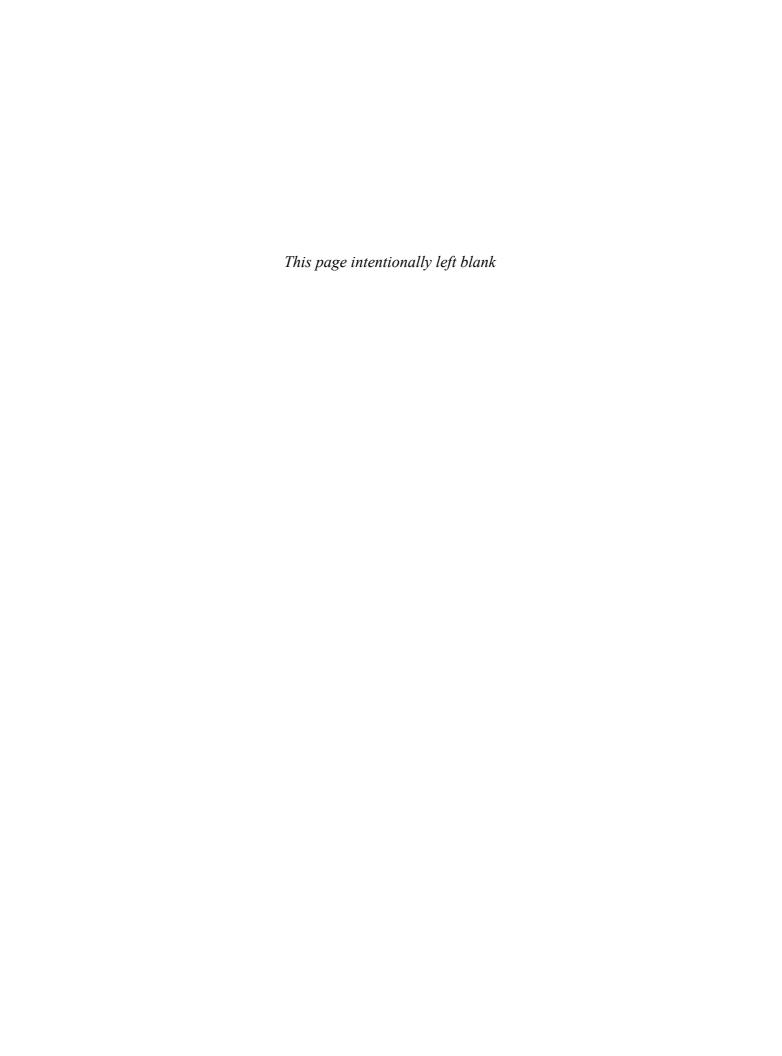








SUPERVISOR



In this unit, you will learn to talk about occupations and professions, including job activity and work experience.

You will learn vocabulary that can incorporate an agent suffix such as WELDER and MECHANIC.

You will learn to ask rhetorical questions and to use UNDERSTAND to precede a qualification, condition, or stipulation.

OCCUPATIONS AND PROFESSIONS

Ale:

Alex: YOUR WORK WHAT?

Chris: I WORK WELD I. WORK THERE BUILD SHIP SINCE TWO YEAR.

Alex: OH-I-SEE. NOT REALIZE I. THINK YOU WORK P-O, WRONG I.

Chris: NEVER P-O I. LONG-AGO I WORK CAR FIX-CAR. I SWITCH-OVER

__rq__ ___whq_____ SPECIALIZE WELD. WHY? SWELL MONEY. YOU WORK WHAT?

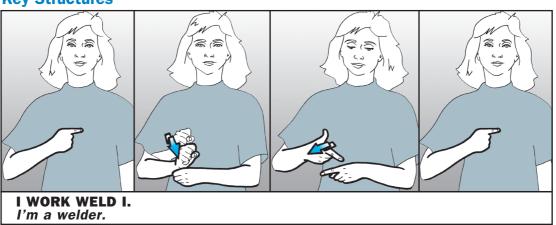
Alex: I TEACH A-S-L PLUS I WORK PAINT.

____whq___ Chris: PAINT WHAT?

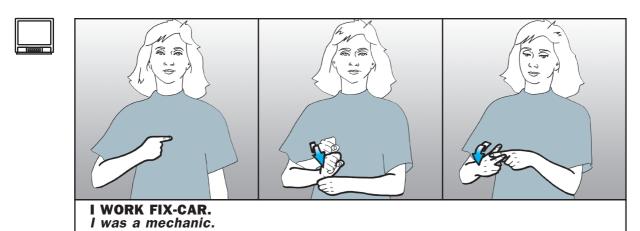
Alex: HOUSE, BUILDING, BRIDGE, ANY.

Key Structures

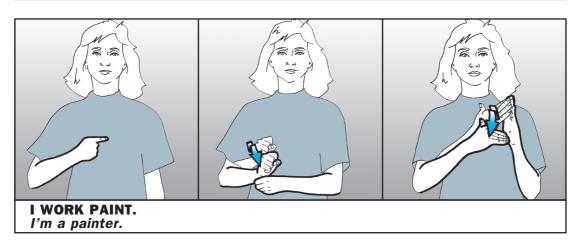




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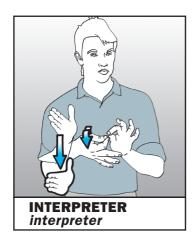


Grammar Note

Some signs for types of work may be accompanied by an agent suffix as in the following:









Some signs for occupations or professions do not use the agent suffix. Some examples are:



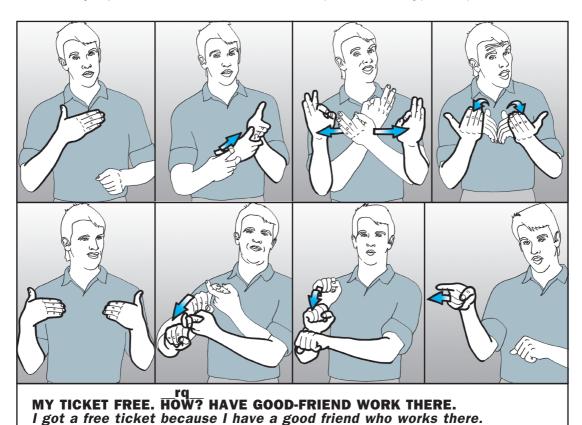






Grammar Note

Some questions such as WHY? in the preceding example are rhetorical, that is, the signer intends to answer the question him/herself. These questions are made with the eyebrows raised and the head tilted forward like questions which ask for a yes/no answer. Some other examples of this type of question are:





Exercise A

Ask your partner if he/she is one of the following. Follow the prompt.

Prompt: welder

- 1. computer programmer
- 2. painter
- 3. counselor
- 4. printer
- 5. post office worker
- 6. actress
- 7. secretary
- 8. farmer
- 9. doctor
- 10. waiter

Exercise B

Give the following reasons for why you aren't going. Follow the prompt.

Prompt: Your car was stolen.

- 1. You have no money.
- 2. You don't like to fly.
- 3. You weren't invited.
- 4. You don't like the cold.

Tell where you found the ring. Follow the prompt.

Prompt: under the bed

- 5. behind the door
- 6. in your pocket
- 7. in the grass
- 8. on the shelf

JOB ACTIVITY

Pat: YOU WORK B-A-N-K RIGHT?

Lisa: RIGHT.

____whq____

Pat: EXACT WORK WHAT?

Lisa: I WORK FEED COMPUTER. CHECK++, DEPOSIT++ CL: L-STACK, I TYPE

FEED. I SUPERVISOR, HAVE SUBORDINATE++ 3. PROBLEM SHOW-UP,

I HELP SOLVE.

Pat: WORK DAY++?

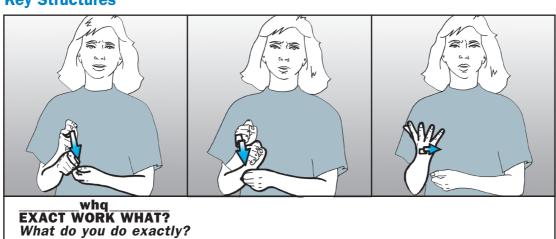
Lisa: YES. I WORK 4-DAY. UNDERSTAND, 10 HOUR STRAIGHT

LEFT 3-DAY, OFF.

Pat: OH-I-SEE. SWELL IDEA.

Key Structures













Note

As in the preceding sentence, a form of the sign UNDERSTAND is often used to precede a qualification, condition, or stipulation which the signer will state.

Exercise C

Describe the job you now have or the job you last had. Give details of what work you do (did) and what your hours are (were).

WORK HISTORY

whq Alex: YOU WORK WHAT?

Pat: I RETIRED I.

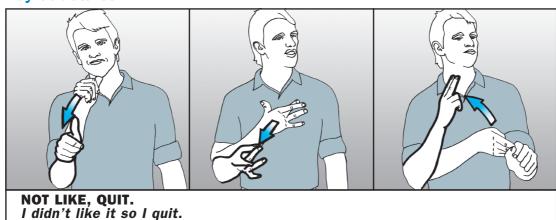
Alex: OH-I-SEE. APPEARANCE YOUNG YOU. BEFORE WORK WHAT?

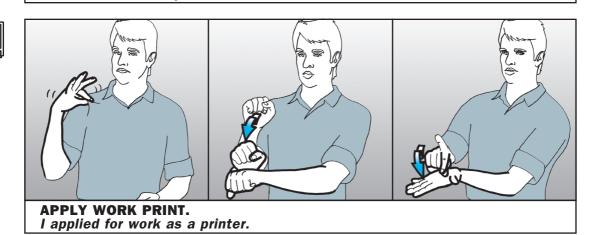
Pat: DIFFERENT-THINGS. FIRST WORK PAINT. NOT LIKE, QUIT. APPLY WORK

PRINT, WASHINGTON P-O-S-T. WORK 6 YEAR, LAID-OFF, MOVE-HERE L-A. LOOK #JOB, CAN'T FIND, I GET-REGULARLY. LATER L-A T-I-M-E-S HIRE-ME. WORK 30 YEAR, SINCE EVERY-NIGHT. NOW RETIRED.

whq_

Key Structures









WORK 6 YEAR, LAID-OFF. *I worked for 6 years and was laid off.*





Note

The sign GET-REGULARLY in the context above means to get unemployment payments or any form of public assistance, including Social Security payments. It also can mean getting regular payments from a pension or an annuity.

In addition, GET-REGULARLY can mean to subscribe or receive something on a regular basis like a magazine or newsletter.

Exercise D

Make up a work history that includes at least three past jobs. Give this work history, name the jobs, where they were, tell a little about each job and why you left, and tell about your present job or the job you hope to get in the future.

VOCABULARY

► Types of Work (can be used with agent suffix)



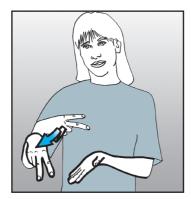




WELD

PAINT

INTERPRET







DANCE

COUNSEL

FARM

Occupations and Professions (not used with agent suffix)







FIX-CAR

SECRETARY

NURSE







PRINCIPAL

DENTIST

BOSS

▶ Personnel Matters



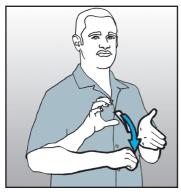




EARN

BENEFITS

INSURANCE





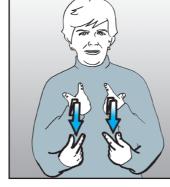


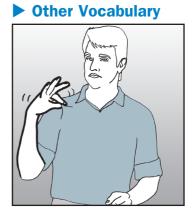
DEDUCTIONS

RAISE

PRIEST







PREACHER, pastor

RABBI

APPLY



STRAIGHT

RETIRED, off

DEPOSIT







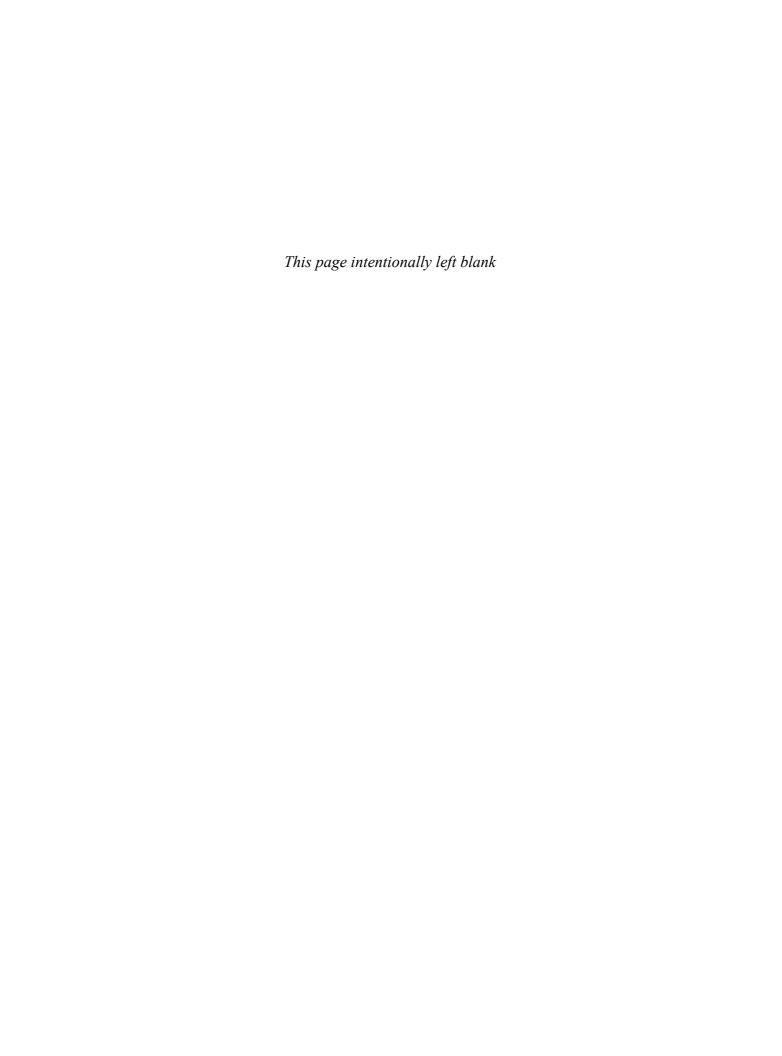
DIFFERENT-THINGS

GET-REGULARLY

SWELL, cool



STEAL



The Body, Health, and Emergencies

In this unit you will learn to talk about your health, physical conditioning, and about emergencies.

You will learn about using the body as a pronoun and how PAIN can be moved to different locations on the body to indicate different sources of pain.

In a culture note, you will learn about some of the ways Deaf people communicate with non-signers.

PHYSICAL CONDITIONING

	Chris:	WOW! APPEARANCE GOOD YOU. EXERCISE YOU?
[20000]	Lisa:	YES. EVERYDAY I RUN APPROXIMATELY 3, 4 M-I-L-E-S.
	Chris:	IMPRESSED I. I GO-THERE-REPEATEDLY S-P-A LIFT-WEIGHTS I.
	Lisa:	YOU WEIGH CL:11-LEGS-LIFT-UP-AND-DOWN YOU?
	Chris:	YES. PLUS WEIGH CL:SS-PUT-ON-SHOULDERS CL: \(\Lambda\)-BEND-KNEES-UP-AND-DOWN.
	Lisa:	qWANT YOU ACCOMPANY-ME RUN?
	Chris:	NO. RUN, BORED I.

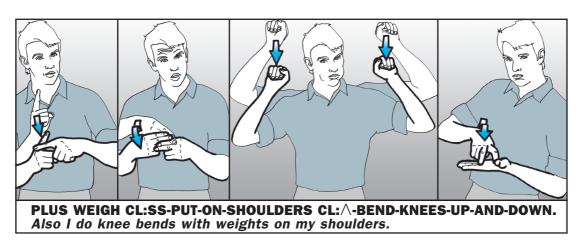
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Key Structures









Grammar Note

In the preceding sentence, the body (or limbs) of the signer is used as a pronoun to indicate what is done with the weights.

Exercise A

Describe five types of physical exercise to your partner.

HEALTH AND HEALTH PROBLEMS

__whq__

Lisa: HEAR YOU HOSPITAL. HAPPEN?

Alex: YES. I ALMOST HEART-ATTACK I. NOT BAD. I FINE I.

____whq___

Lisa: OH-I-SEE. DON'T-KNOW I. HOW HAPPEN?

Alex: SINCE I PRESSURE, NONE EXERCISE, EAT-CONTINUALLY. I WORK,

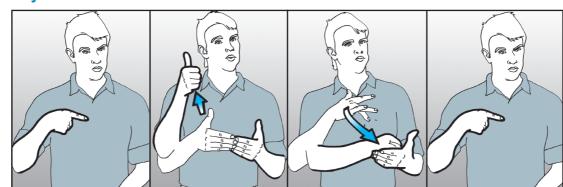
FEEL PAIN-IN-CHEST 2-DAY, 3-DAY. DECIDE GO-THERE DOCTOR.

DOCTOR LOOK-OVER TAKE-BLOOD-PRESSURE. WOW! HIGH.

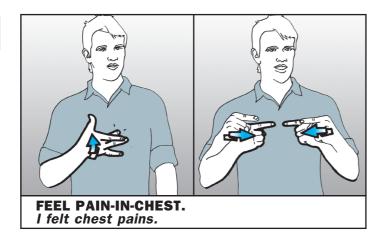
IMMEDIATELY CARRY-ME HOSPITAL. MUST CL: \(\Lambda\)-LIE-IN-BED, TAKE-PILL-REPEATEDLY, STAY 1-WEEK. FINISH GO-THERE HOME, NONE WORK

2-MONTH. WELL NOW, BLOOD-PRESSURE NORMAL.

Key Structures



I ALMOST HEART-ATTACK I. I almost had a heart attack.



Note

The sign PAIN can change location on the body to indicate different sources of pain as in the following examples:















Exercise B

Describe the symptoms of a recent illness you or someone you know experienced. Describe what happened and how the illness was treated. Include several symptoms.

EMERGENCIES



Alex: MAN CL: Λ-FALL-DOWN. SEEM SICK. MUST PHONE-TO 9-1-1,

SUMMON AMBULANCE.

Chris: ASK-HER WOMAN, CAN HEAR SHE.

Alex: YOU GO-THERE COVER, KEEP WARM.

(later)

Chris: SUCCEED? AMBULANCE COME-HERE?

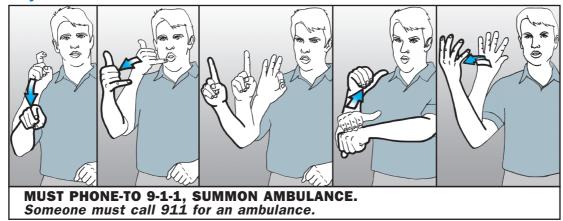
Alex: YES. I WRITE CL:B-SHOW-TO WOMAN. UNDERSTAND, PHONE-TO.

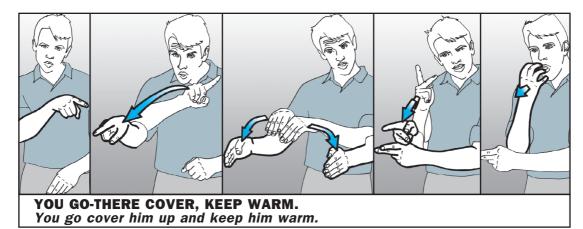
SHOULD ARRIVE 5-MINUTE.

Chris: SEEM HE BREATHE O-K. WONDER HE FAINT?

Alex: DON'T-KNOW I. I EXPERIENCE BEFORE NEVER I.

Key Structures



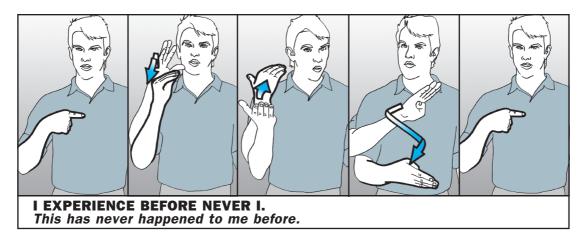




Culture Note

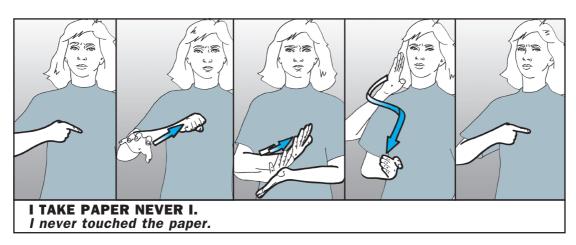
The interaction between the Deaf person and the woman to whom he wrote the note asking her to call an ambulance in the preceding sentence, is an example of one way that Deaf people communicate with non-signers. There are other ways of communicating including the use of gesture, speech and hearing, or lipreading. The individual's choice of strategies for communicating with non-signers is usually based on experience of what works best in interactions with non-signers.

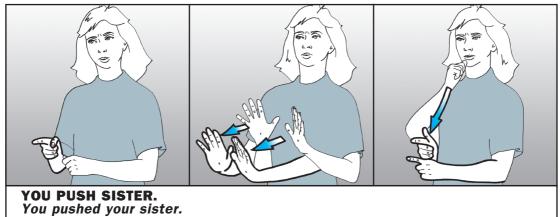


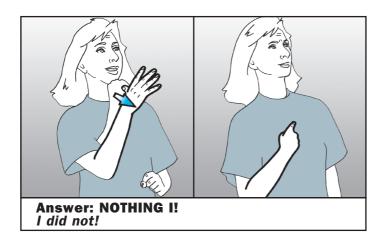


Grammar Note

In the preceding sentence, NEVER is used as a negative. NEVER and NOTHING are also used as denials as in the following:







Exercise C

Deny the following accusations. Follow the prompt.

Prompt: You hit your brother.

I HIT BROTHER, NOTHING I.

- 1. You stole the money.
- 2. You broke a glass.
- 3. You gossip.
- 4. You spilled water.
- 5. You've been smoking.
- 6. You helped her.
- 7. You took my bike.
- 8. You ate my cookie.
- 9. You're mocking me.
- 10. You lied.

VOCABULARY

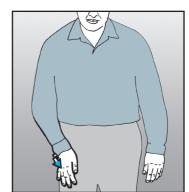
▶ The Body



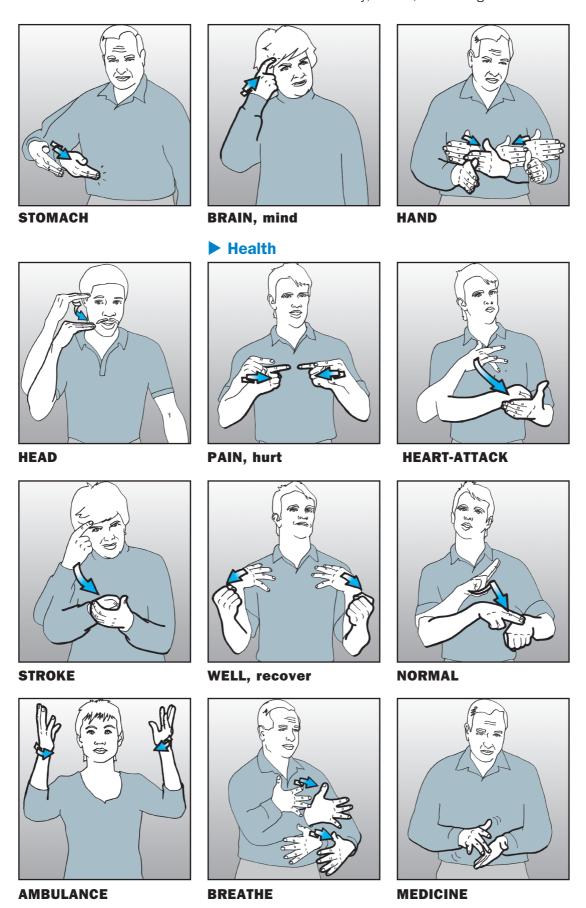
BODY, health

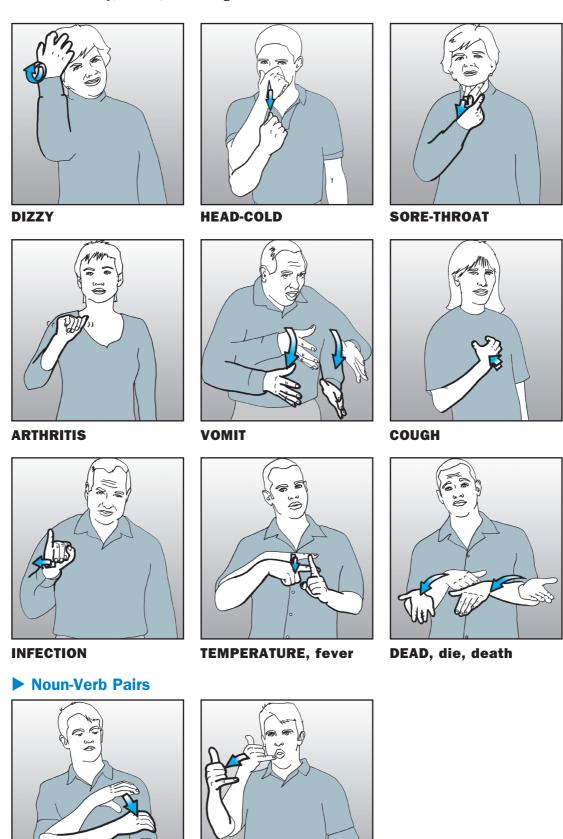


ARM



LEG





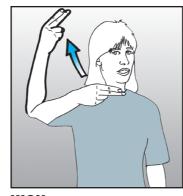
TAKE-BLOOD-PRESSURE, Noun: BLOOD-PRESSURE

PHONE-TO, Noun: TELEPHONE

▶ Other Vocabulary



LOOK-OVER, examine



HIGH



LOW



IMMEDIATELY, fast, quick



COVER



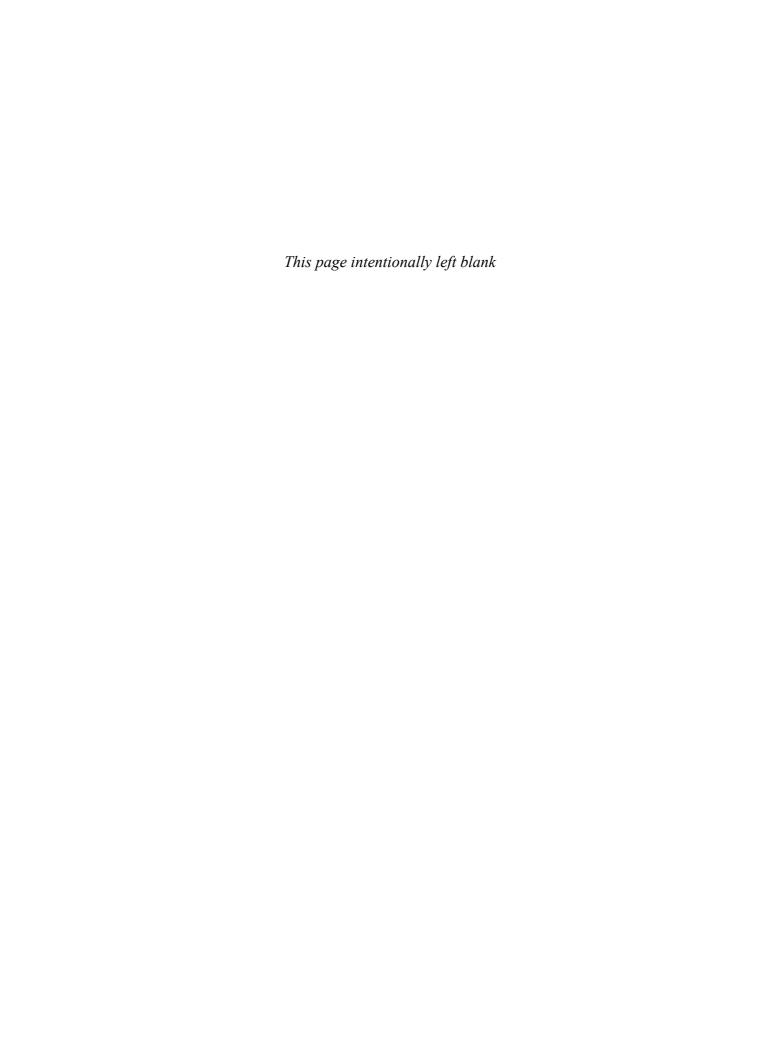
KEEP



EXPERIENCE



GOSSIP



Current Events

In this unit, you will learn to talk about current events, topics, and issues.

You will learn how to relate an event that occurs several times in different places.

You will learn about using sentences that have a topic clause.

And you will learn about using WORSE in a way that can actually mean something is better.

RECENT NEWS



Alex HEAR YOU?

whq

Pat: WHAT?

Alex: EARTH+QUAKE IN CALIFORNIA NEAR L-A. BUILDING CRACK,

CL:BB-ROOF-FALL-IN++.

whq whq

Pat: HOW KNOW YOU? WHEN HAPPEN?

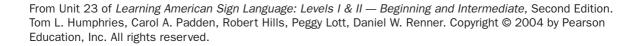
Alex MORNING. SEE T-V N-E-W-S RECENT.

whq

Pat: EXACT WHERE?

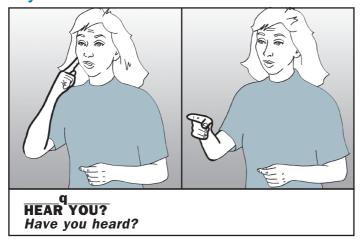
Alex: SEEM S-E APPROXIMATELY.

Pat: SON LIVE L-A. SHOULD TTY-TO CHECK.

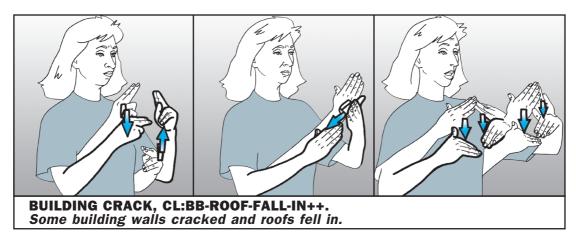


Key Structures





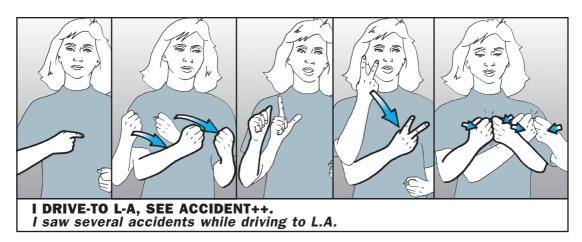




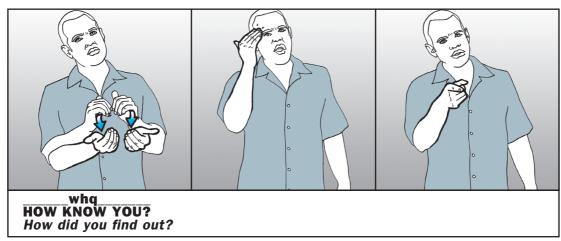
Grammar Note

In CL:BB-ROOF-FALL-IN++ above, the event is shown to have occured several times in several places by reduplicating the sign with a slight shift in the location of the sign. Some other examples of this are:









Exercise A

Describe an event from yesterday's news in detail. Your partner will ask questions for clarification.

Exercise B

Tell your partner that the following events happened in several places. Follow the prompt.

Prompt: Several people slipped on ice in the street.

STREET FREEZE, PEOPLE CL: \(\Lambda\)-FALL-DOWN++.

- 1. Several trees fell down.
- 2. Several buildings were razed.
- 3. Several people were laid up (became sick).
- 4. Several cars broke down.
- 5. Several walls were cracked.
- 6. Several bicycles fell over in the wind.

CURRENT TOPICS OF INTEREST

Chris: MOVIE TWO-OF-US SEE YESTERDAY, I LIKE I.

Lisa: SAME-AS-YOU LIKE I. WANT SEE AGAIN I.

Chris: YES. IT MOVIE DIFFERENT IT, HARD EXPLAIN.

whq

Lisa: MEAN?

Chris: HARD EXPLAIN. APPEARANCE DIFFERENT, COLOR DIFFERENT, DARK.

NONE SUN IN MOVIE. MAKE FEEL INVOLVED. DEPRESSED, SCARED,

HEART-LURCHES. DON'T-KNOW WHAT HAPPEN.

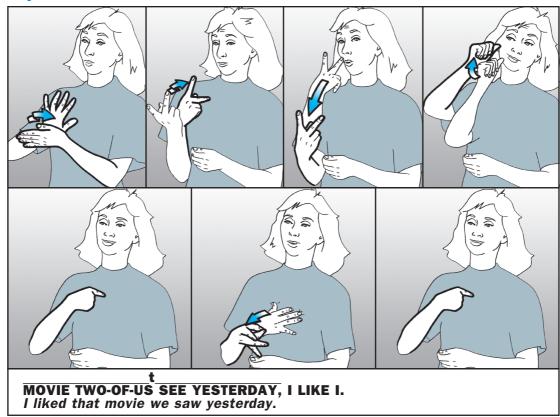
Lisa: TRUE, BUT SOME CHARACTER NOT REAL, EXAGGERATED.

Chris: BUT SOME EXACT, LIKE SMALL BROTHER.

Lisa: YES. GOOD MOVIE.

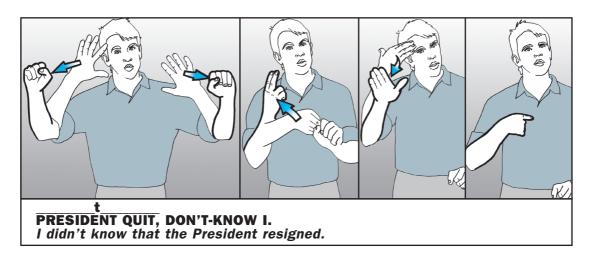
Key Structures

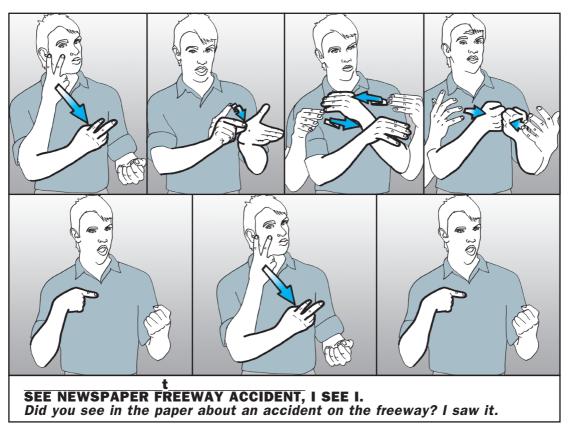




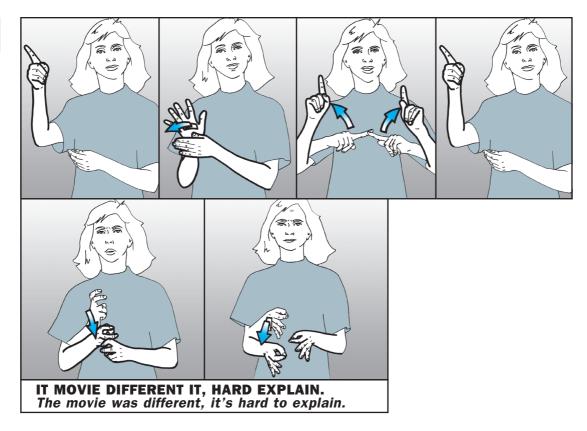
Grammar Note

In discussing events or topics, a clause can be used as the topic of a sentence and a comment made about the topic as in the following examples:









Exercise C

Comment on the following topics. Follow the prompt.

Prompt: He proposed to increase taxes. (support)

HE SUGGEST INCREASE T-A-X, I SUPPORT I.

- 1. Yesterday we lost. (depressed)
- 2. A new teacher was hired. (thrilled)
- 3. A new freeway opened. (wide)
- 4. I loaned you a new book. (good?)
- 5. The play we saw last night. (long)
- 6. I saw the President's speech. (did not like)
- 7. The restaurant we ate at yesterday. (expensive)

CURRENT ISSUES

Lisa: WORSE PROBLEM, PEOPLE POOR. ALL COUNTRY HAVE. I

UNDERSTAND POOR COUNTRY HAVE POOR PEOPLE. WORSE, HERE

U-S HAVE POOR PEOPLE. NOT UNDERSTAND.

Pat: RIGHT. HERE U-S MANY PEOPLE HAVE MONEY.

Lisa: MANY PEOPLE POOR, NOT THEIR FAULT. SOME CAN'T WORK, HAVE

HEALTH PROBLEM. SOME CAN WORK BUT NOT HAVE SKILL. MANY

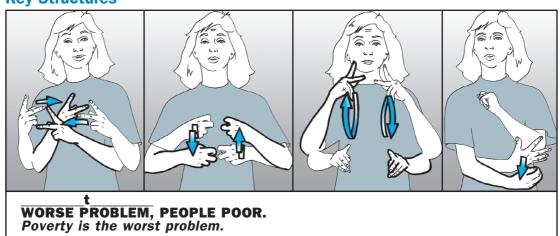
OLD CAN'T WORK. GOVERNMENT SUPPORT, BUT NOT ENOUGH.

whq #D0?

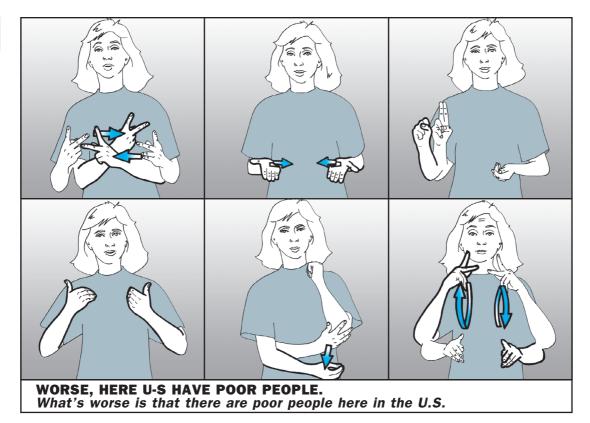
Pat: YOU-ASK-ME? SAME-AS-YOU DON'T-KNOW ANSWER I.

Key Structures



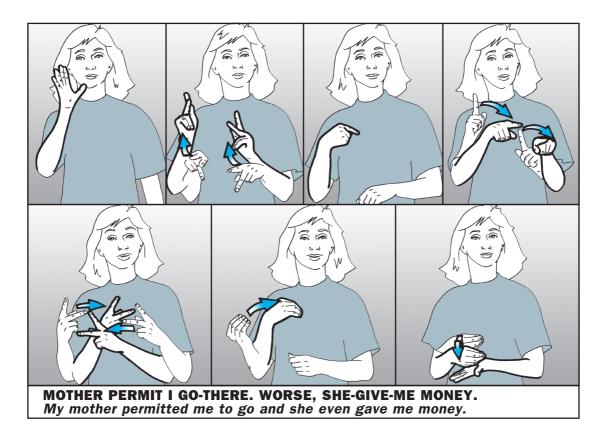






Note

In the preceding sentence, WORSE is used to indicate that something is worse than in the previous statement. However, WORSE can be used to indicate that something is better, as in the following example:



Current Events

Exercise D

Discuss briefly an issue that is currently in the news. You don't have to give your opinion, just tell about the issue.

VOCABULARY

Politics







COUNTRY

NATION

GOVERNMENT



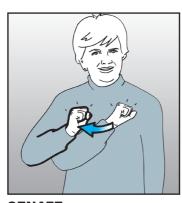




VICE-PRESIDENT

CONSTITUTION

CONGRESS







SENATE

VOTE

INVOLVED

Current Events







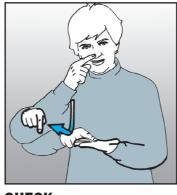
SCARED

EXAGGERATED

PERFECT

▶ Other Vocabulary







CRACK

CHECK

ACCIDENT







FREEZE

LAID-UP

WALL





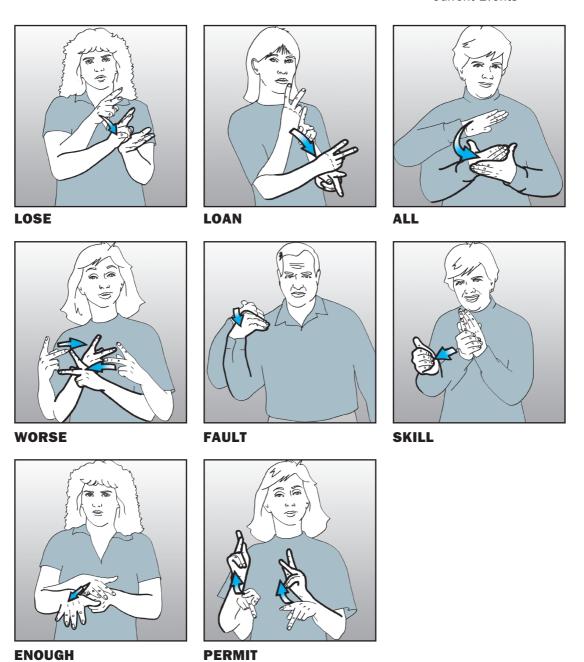


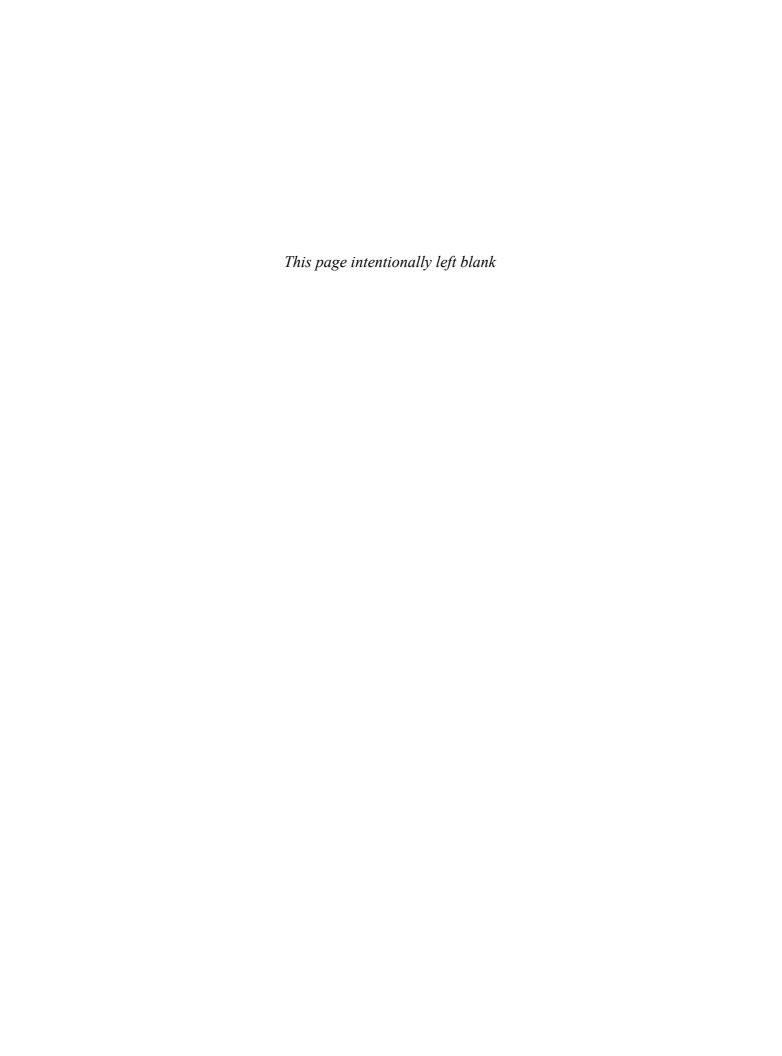
CHARACTER

FREEWAY

WIN

Current Events





How Things Are Done

In this unit, you will talk about how things are done and how to indicate different measurements.

You will learn two classifiers which show the manner in which something flows. And you will learn a classifier that is used to indicate the distance from one point to another.

And you will learn to use HOW-MUCH to ask about measurements.

A PROCESS

whq

Lisa: SOMETHING WRONG. MACHINE NOT WORK. #DO?

___whq__

Alex: HAPPEN?

Lisa: PAPER CL:44⇒-RUNS-THROUGH-MACHINE FINE...CL:44⇒-STOP.

Alex: LET-ME-SEE, OH-I-SEE, LIGHT-ON MEAN PAPER STUCK INSIDE, MUST

CL:S-OPEN-DOOR-ON-MACHINE, CL:S-PULL-OUT-TRAY, TAKE PAPER.

Lisa: YOU TAKE PAPER. I AWKWARD I.

Alex: NO. MUST LEARN. YOURSELF TAKE.

Key Structures



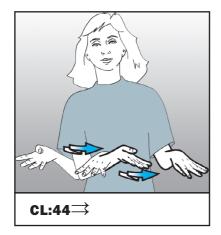


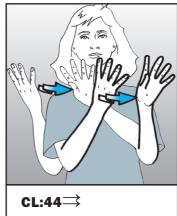
PAPER CL:44⇒-RUNS-THROUGH-MACHINE FINE...CL:44⇒-STOP. The paper was running through the machine fine, then it stopped.

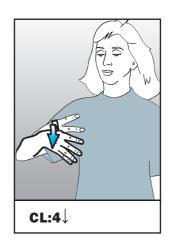
From Unit 24 of Learning American Sign Language: Levels I & II — Beginning and Intermediate, Second Edition. Tom L. Humphries, Carol A. Padden, Robert Hills, Peggy Lott, Daniel W. Renner. Copyright © 2004 by Pearso n Education, Inc. All rights reserved.

Grammar Note

In the preceding sentence the classifier predicate, $CL:44 \Rightarrow$, shows the manner in which something flows. Some other examples of the use of $CL:44 \Rightarrow$ and $CL:4\downarrow$ are shown below:



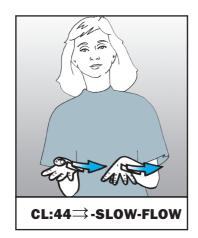


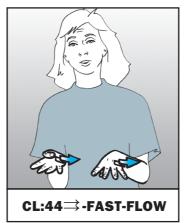


indicates objects moving by, such as paper through a copying machine, newspapers through a press, or cars through an assembly line indicates people filing past

indicates a flow of liquid such as toner pouring from a bottle, or water from a tap

With both CL:44 → and CL:4↓, the movement can be changed to show the speed of the flow. A smaller, more repeated movement shows a faster flow. Compare the following:









MUST CL:S-OPEN-DOOR-ON-MACHINE, CL:S-PULL-OUT-TRAY. You have to open the machine and pull out this tray.

Exercise A

Describe how something works. Some examples from which you may choose:

- 1. changing the oil in a car
- 2. fixing a leaky faucet
- 3. putting in a sprinkler system for a garden
- 4. unclogging a stopped-up drain
- 5. changing the ribbon on a typewriter or printer
- 6. mixing paint to get the right color
- 7. running an offset printer
- 8. doing a chemistry experiment
- 9. bottling a beverage on an assembly line
- 10. making jelly or jam

WIDTH, LENGTH, AND HEIGHT

Chris: I WANT SHOW-YOU TABLE MYSELF MAKE.

Pat: YOU MAKE DINING TABLE?

Chris: YES. I FINISH MAKE CL:BB-TABLE-TOP. CL:1-TO-CL:1-LENGTH

72 I-N-C-H. CL:1-TO-CL:1-WIDTH 36 I-N-C-H.

Pat: HOW MAKE IT?

Chris: WOOD CL:B-PUT-AGAINST-CL:B++. NOW CL:CC-LEGS I MEASURE

CUT-OFF. I WANT TABLE CL:1-TO-CL:1-HEIGHT 30 I-N-C-H.

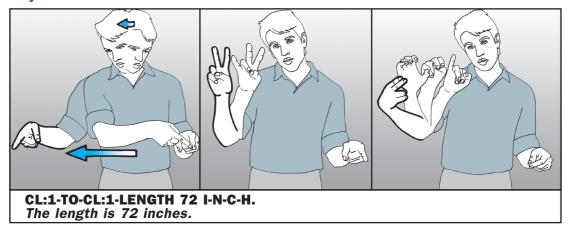
_____whq____

Pat: HOW KNOW MEASURE YOU?

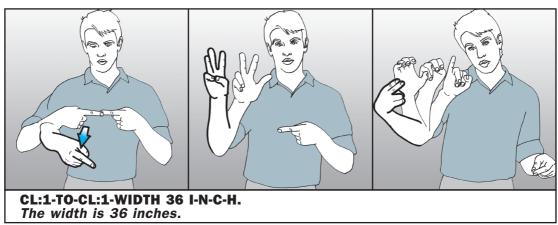
Chris: OTHER TABLE, I COPY.

Key Structures









Grammar Note

The distance from one point to another can be indicated by using the classifier CL:1-TO-CL:1. Note that when stating the measurements, one hand is anchored at the starting point. Some other widths, lengths, and heights which can be indicated by CL:1-TO-CL:1 are:

the width of a road

the distance from one location to another or one object to another

the height of a wall

the length of a rope

the distance from San Diego to Los Angeles

Exercise B

Indicate the width, length, height or distance of the following:

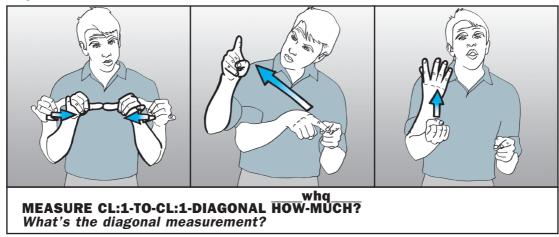
- 1. the measurements of the floor of the room you are in
- 2. the height of the ceiling of the room you are in
- 3. the width and height of this book
- 4. the distance between your home and the place where you are taking your class
- 5. the distance from New York to Los Angeles
- 6. the width and height of the blackboard in your classroom
- 7. the width of a road
- 8. the length of a rope

MEASUREMENTS AND WEIGHT

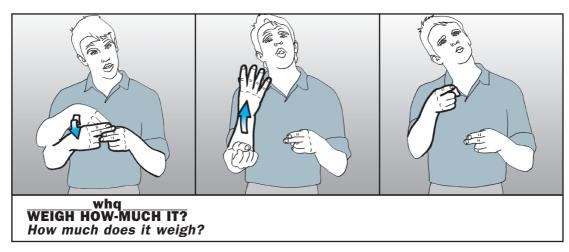
Lisa:	whq WOW! CHRISTMAS BOX++ MANY. IT BOX, INSIDE?
Chris:	SECRET. NO, NOT SECRET. INSIDE HAVE NEW T-V.
Lisa:	whq WOW! MEASURE CL:1-TO-CL:1-DIAGONAL HOW-MUCH?
Chris:	19 I-N-C-H.
Lisa:	whq NICE. IT BOX, INSIDE?
Chris:	IT CANDY FOR GRANDMOTHER.
Lisa:	whqwhq WOW! HEAVY. WEIGH HOW-MUCH IT?
Chris:	3 L-B.
Lisa:	whq GRANDMOTHER WEIGH HOW-MUCH?
Chris:	SILLY FINISH.

Key Structures









Grammar Note

HOW-MUCH is used to ask about measurements, height, and weight. Note that when asking about measurements one hand is anchored at the starting point while the other signs HOW-MUCH.

You may ask about height and weight without using HOW-MUCH as in the following examples:





Exercise C

Ask for the measurements of all the items in Exercise B.

Also, ask the height and weight of several of your classmates. Your classmates may give true or false answers to your questions. If they give false answers, you say SILLY FINISH.

VOCABULARY

▶ Materials







METAL



RUBBER



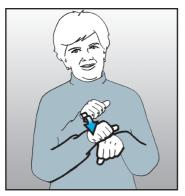
LEATHER



CLOTH



GLASS



▶ Tools



ROCK



HAMMER





PLIERS



DRILL

WRENCH



▶ Holidays



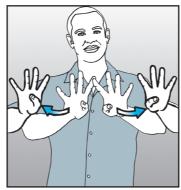
CHRISTMAS



THANKSGIVING



EASTER



HANUKKAH



HOW-MUCH

▶ Other Vocabulary



SOMETHING



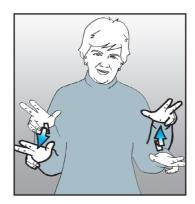
LET'S-SEE



RUIN



DESTROY



AWKWARD



YOURSELF



CUT-OFF



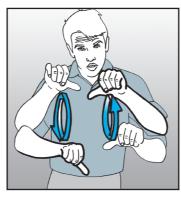
COPY



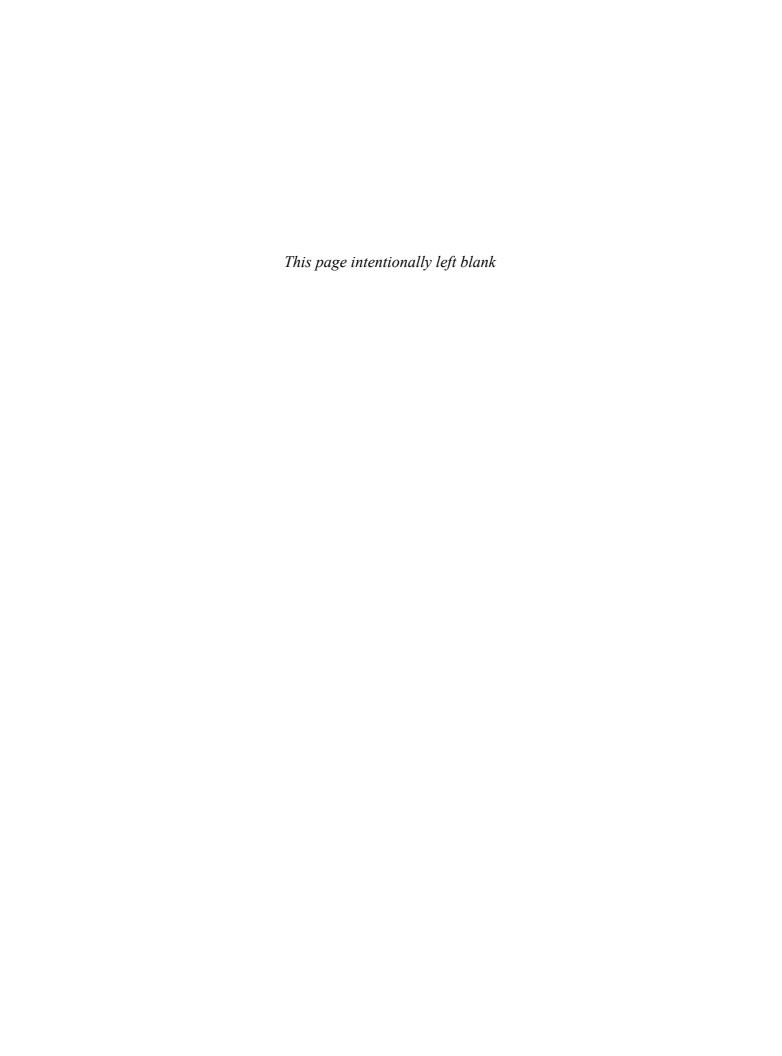
SECRET



SHUT-UP



CHEMICAL, medicine



English Translations of Dialogues

(Please note that other translations may also be possible.)

Introductions and Personal Information

Introductions

Alex: I don't know you. What's your name?

Lisa: My name is Lisa Benes. What's your name? Alex: My name is Alex Jones. It's nice to meet you.

Lisa: It's nice to meet you.

Personal information

Alex: Are you a student?

Lisa: Yes, I'm a student. You? Alex: No, I'm not a student.

Lisa: Are you Deaf?

Alex: Yes, I'm Deaf. Are you hearing?

Lisa: Yes, I'm hearing.

More personal information

Lisa: Where are you from?
Alex: I'm from New York.
Lisa: I'm from California
Alex: Where do you live?

Lisa: I live in San Diego. Are you a student?

Alex: No. I'm your teacher.

Learning ASL

Going to class

Chris: Are you taking an ASL class?

Lisa: Yes, I'm taking one.

Chris: Which class?

Lisa: The class is "ASL 1."

Chris: Me, too! Where is the class? Lisa: The class is at the college.

Objects in the classroom

Chris: Do you have a pencil?

Lisa: Yes, I have one. Where's the paper?

Chris: The paper is over there. Do you have the book?

Lisa: No, where is the book?

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Showing you understand and asking for help

Alex: Do you understand?

Lisa: I don't understand. Please repeat.

Alex: This class is "ASL 1."

Lisa: Oh, I understand.

Politeness

Asking politely

Lisa: Excuse me. Where's the library?

Alex: I'm going in that direction now. Come with me. Lisa: Fine. Wait a minute please. I'll get my book.

Alex: Okay. I'm not in a hurry.

Thanks

Pat: Can you help me out? Chris: Sure, what do you need?

Pat: Thank you. I need to bring a box here.

Chris: Sure, where is the box?

Pat: Thanks very much.

Interruptions and apologies

Lisa Excuse me.

Pat: What?

Lisa: I'm sorry. Where is the restroom?

Pat: Down there. Lisa: Thank you.

Descriptions

Physical appearance

Chris: Do you know my teacher?

Pat: No, I don't. What does she look like?

Chris: Her hair is shoulder-length and black, and her eyes are brown.

Pat: Tell me more. Chris: She's tall and thin. Pat: Oh, I know who she is.

Clothing

Pat: Do you know the woman in the red dress?

Alex: Which one?

Pat: The one with vertical stripes and a long skirt.

Alex: You mean the one with the white hat?

Pat: That's the one.

Personality and Character

Chris: See that man with the beard, he's nice. Do you know him?

Alex: I haven't met him.

Chris: He's friendly. That man, he's arrogant. Alex: I know him. You're right. He's arrogant.

Requests

Polite commands

(Several people are in a room.)

Alex: Please flash the lights.

(Lisa flashes the lights on and off.)

Alex: Close the door. It feels a little cold.

(Lisa closes the door.)

Alex: Thank you. Please sit down.

(Everyone sits down.)

Alex: Now, let's get started.

Requests to do something

Lisa: Would you mind opening the window?

Chris: Sure!

Lisa: Thanks. And can you do one more thing?

Chris: What?

Lisa: Can you throw out the garbage?

Chris: Okay. You owe me one.

More requests

Chris: Please turn on the TV.

(Lisa turns on the TV.)

(Later.)

Chris: Please turn on the light. I can't see.

(Lisa turns on the light.) (Later phone lights flash.)

Chris: Please answer that for me.

Lisa: Wait a minute! I'm tired of this. Do it yourself!

Expressing Yourself

How you feel

Pat: Good morning! How are you?

Alex: I'm so-so. How're you? Pat: I'm fine. What's wrong?

Alex: I tossed and turned all night. I'm tired. Pat: Oh. I'm sorry. Do you want some coffee?

Alex: Yes!

Opinions and preferences

Lisa: Wow. You look mad. What's wrong?

Pat: John didn't show up.

Lisa: Oh. Is he late?
Pat: Yes. I don't like it.
Lisa: I'm not surprised.

Anxiety

Lisa: I'm nervous. Chris: Stop worrying!

Lisa: I must pass this test. Chris: You'll pass. Calm down.

Lisa I'll flunk.

More Descriptions

Objects and their location

Chris: I put my glass there. Now it's gone. Lisa: I took the glass to the kitchen.

Chris: Where did you put it? Lisa: I put it on the table.

Objects, number, and location

Chris: I put the apples there, don't touch them.

Lisa: You'd better hide them.

Chris: No. I'm going to leave them there. Don't touch them.

How many

Lisa: Do you have any clothes? I'm going to do some washing.

Chris: Yes. I have some. I'll bring them.

(Chris brings a pile of clothes.)

Lisa: Wow! That's a lot of shirts. How many are there?

Chris: I think eight. And four pairs of pants.

Lisa: It looks like you haven't washed clothes for a month.

Family and Friends

Family information

Alex: My family is having a reunion tomorrow. We haven't gotten together for two years.

Chris: Is your family Deaf?

Alex: My parents are Deaf. My sister is Deaf. I have two brothers, one is

Deaf, the other is hearing.

Chris: Does your hearing brother sign?

Alex: Of course!

Family relationships

Alex: Yesterday I met your husband. How long have you two been married?

Pat: We've been married for six years.

Alex: Wow! I didn't realize it's been a long time. Do you have children?

Pat: Two daughters and a son. Alex: Are they Deaf or hearing?

Pat: All are Deaf.

Friends and acquaintances

Chris: I saw you yesterday. Were you with a friend? Lisa: He's a close friend. We grew up together.

Chris: Is he your boyfriend?

Lisa: (gestures, no) We're just friends.

Chris: Oh. It looked like you were going together. I was mistaken.

More Descriptions

How others look

Pat: Do you see that woman there? She's beautiful.

Lisa: Do you know her?

Pat: No. I don't know her.

Lisa: You know her. That's Maria.

Pat: Really! That one. I saw her when she was five years old. She was short and chubby. Now she's changed. I'm stunned.

Personality

Alex: John was stubborn.

Pat: I know. I remember when we were little at the school for the Deaf. On weekends John didn't want to go home. He wanted to stay at the school. His parents pulled him by the arm. He was stubborn and wouldn't go. His parents would give up. John stayed and played. He was extremely mischievous.

Alex: He's still mischievous.

Physical features

Lisa: I'm looking for a man, I forgot his name. He is tall, wears glasses, and has a potbelly. Do you know him?

Pat: I don't know who you mean.

Lisa: He has broad shoulders and a mustache.

Pat: Oh. I think he already left.

Lisa: Oh, gee!

At Home and Daily Living

Your residence

Alex: I recently moved to a new house. It has three bedrooms, two baths, a living room, and kitchen. I like it.

Pat: Did you move the furniture yourself?

Alex: Yes. I borrowed a truck. I backed it up, loaded it, and drove to the new house and unloaded. When I was finished, I was exhausted.

Objects in your residence

Alex: My house is new and big with two floors. It has bedrooms upstairs and a basement downstairs. It has a dining room with a big square window. In the dining room is a big square table that is pretty when the sun shines on it.

Pat: Do you have a family room?

Alex: Yes. It's my favorite. It has a long sofa in front of a TV. I sit there and watch TV.

Pat: Wow, that's nice.

What you do every day

Chris: Now that you've retired, what do you do everyday?

Pat: I enjoy taking it easy. Every morning I get up, read the newspaper and drink coffee. I don't usually eat breakfast. Most of the time I go out to lunch. Every night I cook. Sometimes I get a movie and put it in my DVD player and watch it.

Chris: What do you do on weekends?

Pat: Saturdays I clean up the house and wash clothes. Sundays I go for a walk and rest in the afternoon.

Food and Food Shopping

The menu

Lisa: What do you want to do tonight?

Chris: I'll cook something. I think vegetable soup, chicken, potatoes and a salad, that's all. And some ice cream.

Lisa: Fine. Something easy.

Chris: I thought of something. We're out of potatoes and oil. I can't go to the store. I don't have the time. Do you mind going?

Lisa: I don't mind.

Quantities

Lisa: I'll show you how to make a pie.

Chris: What kind of pie?

Lisa: Coconut. First, we need two eggs.

Chris: I bought a dozen.

Lisa: Fine. We need half a pound of butter, a cup of milk, a cup of sugar.

Chris: Will you make a thin or thick pie?

Lisa: Watch me and I'll show you.

Prices

Chris: I'm shocked. I went to the store. The prices are way up.

Lisa: What did you buy?

Chris: I bought three apples. They cost \$2.00. A pound of butter cost \$3.99

and a gallon of ice cream cost four something.

Lisa: Wow, that's expensive. What was the total?

Chris: I went to the store with \$50 and came home with 50 cents left.

Lisa: That's awful.

Offering and Declining

Food and drink

Pat: Do you want something to eat?

Alex: Sure. I haven't eaten all day. I'm hungry.

Pat: I'm making a sandwich. Do you want one?

Alex: Fine, anything.

Pat: What do you want to drink? There's beer, coke, water.

Alex: Coke, thank you. Would you like some help?

Offering help

Alex: Can I use the TTY to call my brother? My car won't start. I've tried

everything and I give up.
Pat: Is something wrong with the motor?

Alex: I'm not sure. It has gas. Maybe the battery is dead.

Pat: How old is the battery?

Alex: Four years.

Pat: I suspect it is dead. Do you want me to jump it for you?

Declining and explaining

Chris: I can't make it to your party. I have a conflict.

Alex: All right. I'll save some food for you.

Chris: No. I'm gaining weight. I just thought of something. I'm supposed to bring a salad. What should I do?

Alex: Don't worry about it. I'll do it myself.

Chris: Thanks. Will you tell your wife I'm sorry?

Alex: Sure. It's okay, don't worry.

More Ways to Express Yourself

Satisfaction and dissatisfaction

Pat: Come and look at this door. It's not right. You have to do it over.

Chris: Why? What's wrong?

Pat: See the edges around the door. It's sloppy. I'm not satisfied.

Chris: Do I have to do it over?

Pat: Yes, you must. Just good enough is not acceptable to me. It must be

exact.

Agreement and disagreement

Lisa: I don't agree that the three of us should look for a house.

Chris: What? I thought we agreed. Do you have a different idea?

Lisa: My idea was to take the money and give it to her and she would decide, not all of us.

Chris: I think differently. I want to see it first. If I'm satisfied, I'll pay.

Lisa: I disagree.

Chris: What do we do?

Concern and feelings

Pat: Are you all right? You look sad. Someone told me your dog passed

away. Is that true?

Chris: Yes, I feel down.

Pat: I'm sorry. Do you plan to get another?

Chris: I don't know. I miss my dog. Replacing him will be hard. I don't know.

Pat: That's too bad. Come with me for a bike ride, maybe you'll feel better.

Chris: Thanks. I'm alright. You go ahead.

Experiences and Current Activity

An event

Pat: I decided to go see a movie. When I arrived, there were scads of cars. I drove around for 15 minutes and couldn't park. Finally a car pulled out and I parked. I went to buy a ticket and there was a long line of people. Finally I got in the theater and sat down. Then it hit me, my car lights, did I turn them off? I couldn't remember. I watched the movie until it was over, then ran to my car. Of course the battery was dead.

A past event

Chris: Yesterday I was playing softball and when I was up to bat I was hit in the eye by a ball. Wow! My eye hurt. It swelled up.

Alex: Wow! That happened to me before. I was hit in the eye and it swelled up like yours.

Chris: What happened?

Alex: Two years ago while I was driving, I had an accident and was hit in the eye.

Current activity

Lisa: What's up?

Chris: I'm taking out these old cabinets and putting in new ones.

Lisa: I didn't know you were good at woodwork. Where did you learn?

Chris: At the school for the Deaf. Now I'm putting a round edge on the door.

Lisa: Wow! You're good.

Chris: If you have the right machines, it's easy.

Future Plans and Obligations

General future plans

Lisa: When I graduate from high school, I'm going to college.

Chris: I don't want to go to college.

Lisa: After graduation, what will you do?

Chris: I want an easy, regular job. I don't want stress.

Lisa: Will you get married and have children?

Chris: I don't know. I'm thinking about it.

Time and place to meet

Alex: What time should I pick you up next week?

Pat: You mean to go to Los Angeles?

Alex: Yes, what time?

Pat: At eight in the morning. Okay?

Alex: Fine. I'll meet you at your house and you can join me in my car.

Pat: Okav. I'll wait outside in front.

Alex: If traffic's bad, I might be late. Be patient and wait. I'll show up.

Future obligations

Chris: Let's go swimming.

Alex: I can't. I have a doctor's appointment at 2 o'clock.

Chris: Oh. Tomorrow night can you come to my house and we'll watch a

captioned DVD?

Alex: No. I have to work at the club.

Chris: Wow! You're so busy. I should have made an appointment with you two

months ago.

Directions and Instructions

Directions

Pat: Excuse me. Is there a drug store nearby?

Alex: Yes. You go out, turn left, drive to the intersection, then turn left. You go straight ahead through two intersections and it's on the corner.

Pat: How do I go out?

Alex: Oh. You haven't been here before?

Pat: No, never.

Alex: Okay. Take the elevator down to the first floor, turn right, and there's the exit.

Descriptions of places

Chris: Do you want to go to Jose's restaurant?

Lisa: I don't know where it is.

Chris: You know the building with the white front and green roof. There's a sign that says "Jose's."

Lisa: I don't know it. What's it near?

Chris: The temple is here and the restaurant is here.

Instructions

Alex: You have to be careful. The computer is expensive and breaks easy.

Lisa: Okay, I'm not a kid.

Alex: Okay. Open the box. Take it out and put it on the table. Find the book. Follow that book! Look for the cord and plug it in. Look for a disk and put it in. When you're finished, turn it on. Wait until the screen lights up, and then it's ready.

Suggestions and Advice

Suggestions

Chris: I'm bored. What do you want to do tonight?

Lisa: I have two suggestions, you choose. My first suggestion is that we go

bowling. Tonight is Deaf bowling night.

Chris: Okay, what's the other thing?

Lisa: If you don't want to go bowling, why don't we go to a movie. Chris: I'm tired of going bowling every week. Let's go to a movie.

Time and place

Pat: Do you want to meet again?

Lisa: Fine. When?

Pat: Next week on Friday? Lisa: Fine. What time? Pat: Nine in the morning?

Lisa: Better make it around eleven. At your house, right?

Pat: Right.

Advice

Pat: The money hasn't come. What should I do?

Chris: Did you TTY her?

Pat: I paged her on Monday. She told me I would get it today. Should I call

her again?

Chris: Better not. Maybe you should get a lawyer. Pat: Should I tell her I will get a lawyer, or...? Chris: Better not say anything. Ask the lawyer.

Attitudes and Opinions

What others think

Lisa: Let me ask you. Do you think the food here is good?

Alex: Why are you asking me?

Lisa: You two come here often, right? Alex: Right. Why do you want to know?

Lisa: I'm writing an article for the college newspaper.

Alex: Will you use our names?

Lisa: No names. Okay? Do you like the food here?

Opinions

Lisa: That's odd. I made a pizza and it tastes lousy.

Chris: Why? What's wrong with it?

Lisa: I don't know. Taste it.

(Chris tastes it.)
Chris: It's delicious!

Lisa: No! It tastes awful.

Chris: I think it's fine.

Values

Pat: I don't believe in large families with several children.

Lisa: I want a lot of children. Why are you against that?

Pat: The world already has too many children. I support adoption.

Lisa: I don't mind adoption if I can have one or two of my own. Do you accept

that?

Pat: I accept that. I believe we must take care of the children.

Lisa: Right. I agree 100 percent.

Recreational Activities

Activities

Alex: Do you like to ski?

Pat: I love it. I go there often in the winter.

Alex: Where do you like to go?

Pat: To Big Bear. It's nearby. I can drive there easily.

Alex: Is there a lot of snow?

Pat: Yes, a lot. It's nice. Not a lot of people.

Alex: If you go, can I join you?

Pat: Sure.

A sequence of activities

Alex: What did you do last weekend?

Chris: A group of us went to the beach. We went early and got a place and set up for volleyball. We played for two hours and then we went for a swim. We cooked hot dogs and hamburgers and ate a lot. After that we lay in the sun and went to sleep. Later we woke up and went swimming. Then we played frisbee. When it got dark, we lit a fire and we sat in a circle

and talked.

Alex: Wow! Fun!

Seasonal activities

Pat: I can't wait for fall when the trees will change color. I'm going to the mountains and walk through the trees.

Lisa: Me, too. I'm going to go camping.

Pat: I have one complaint, fall seems short. In one or two weeks it's over.

Lisa: True, but I like snow. I can cross-country ski.

Pat: True, that's fun. Do you play basketball?

Lisa: Sometimes. If I join a team, I will play.

Travel-Places and Experiences

Travel experience

Lisa: Two weeks ago I drove to Washington. My parents wanted to come with me. I said okay. They were excited. We left Tuesday morning with no problem. Later we stopped for lunch. Mom always reminds Dad to take his pill. Mom worries a lot about Dad's heart. Dad doesn't want to take the pills. If Mom keeps reminding him, Dad hates it. I knew that my parents tend to quarrel. I was repeatedly embarrassed. Finally they were quiet. From then on it was okay.

Alex: Were you relieved? Lisa: (emphatic) Yes!

More travel experiences

Alex: I'll never forget going to Europe. I traveled for two months.

Pat: Did you travel alone?

Alex: Yes. I got around on the train. I met Deaf people several times.

Pat: Wow! Wish I had gone with you. Did the trip go smoothly?

Alex: Yes. A friend of mine told me she was continually frustrated trying to find a place to sleep. I was continually worried, but I found I had no problem.

Places you visited

Alex: I went to Holland and visited a flower place. Have you been there?

Pat: No. I've heard that Holland has scads of flowers.

Alex: Right. Holland is very wet, so it's easy to grow them. Anyway, one place, I don't know the name, sells flowers. I was very impressed. I went in a building and could see flowers all over. In loud colors. It was strange because it was fall and very cold outside. Where were the flowers from. I wonder?

Occupations and Professions

Occupations and professions

Alex: What work do you do?

Chris: I'm a welder. I have worked for a shipbuilder for two years.

Alex: Oh. I didn't realize that. I thought you worked at the post office, I was wrong.

Chris: I never worked at the post office. A long time ago I was a mechanic. I switched to welding because it pays better money. What do you do?

Alex: I teach ASL and I'm a painter.

Chris: What do you paint?

Alex: Houses, buildings, bridges, anything.

Job activity

Pat: You work in a bank right?

Lisa: Right.

Pat: What do you do exactly?

Lisa: I do computer input. I feed info from checks and deposit slips into the computer. I'm a supervisor, I have three people under me. If a problem

comes up, I help solve it.

Pat: Do you work days?

Lisa: Yes. I work a 4 day week. But ten hours straight then I'm off for 3 days.

Pat: Oh. That's a great idea.

Work history

Alex: What do you do?

Pat: I'm retired.

Alex: Oh. You look young. What did you do before?

Pat: Different things. First I worked as a painter. I didn't like it so I quit. I applied for a job as a printer with the Washington *Post*. I worked for six years and was laid off and moved to Los Angeles. I looked for a job but couldn't find one so I got unemployment insurance. Later I was hired by

the L.A. *Times*. I worked nights for 30 years. Now I'm retired.

The Body, Health, and Emergencies

Physical conditioning

Chris: Wow! You look good. Have you been exercising?

Lisa: Yes. Everyday I run about 3 or 4 miles.

Chris: I'm impressed. I often go to the spa to lift weights.

Lisa: Do you lift weights with your legs?

Chris: Yes. Also I do knee bends with weights on my shoulders.

Lisa: Do you want to run with me? Chris: No, I'm bored with running.

Health and health problems

Lisa: I heard you were in the hospital. What happened?

Alex: Yes. I almost had a heart attack. It wasn't bad. I'm fine.

Lisa: Oh. I didn't know. How did it happen?

Alex: I've been under stress and got no exercise and ate too much. I was working and felt chest pains for two or three days. I decided to go to a doctor. The doctor examined me and took my blood pressure. Wow! It was high. He immediately put me in the hospital. I had to lie calmly in bed and takes pills for one week. After than I went home and couldn't work for two months. I'm well now. My blood pressure is normal.

Emergencies

Alex: A man just fell down and seems sick. Someone must call 911 to call an ambulance.

Chris: Ask that woman, she can hear.

Alex: You go cover him up and keep him warm.

(later)

Chris: Did you get through? Is an ambulance coming?

Alex: Yes. I wrote a note to the woman. She understood and called. It should

arrive in five minutes.

Chris: He seems to be breathing okay. I wonder if he fainted?

Alex: I don't know. I have never experienced this before.

Current Events

Recent news

Alex: Have you heard?

Pat: What?

Alex: There was an earthquake in California near L.A. Some building walls

cracked and roofs fell in.

Pat: How did you find out? When did it happen?

Alex: This morning. I just saw the news on TV.

Pat: In exactly what part of L.A.?

Alex: It seemed to be in the southeast.

Pat: My son lives in L.A. I should call to check.

Current topics of interest

Chris: I liked that movie we saw yesterday.

Lisa: I liked it too. I want to see it again.

Chris: Yes. The movie was different, it's hard to explain.

Lisa: What do you mean?

Chris: It's hard to explain. It looked different, the color was different, dark.

There was no sun in the movie. It made me feel involved. It made me depressed, scared, and my heart would jump. You didn't know what would happen.

Lisa: Right, but some of the characters were not real and were exaggerated.

Chris: But some were perfect, like the little brother.

Lisa: Yes. It was a good movie.

Current issues

Lisa: Poverty is the worst problem. All countries have it. I understand poor countries having poor people. But what's worse is that there are poor people here in the United States. I don't understand that.

Pat: Right. Here in the U.S. many people have money.

Lisa: Many people who are poor, it's not their fault. Some can't work due to health problems. Some can work but don't have the right skills. Many are too old to work. The government gives some support but not enough. What can we do?

Pat: You're asking me? I don't know the answer either.

How Things Are Done

A process

Lisa: Something's wrong. This machine doesn't work. What should I do?

Alex: What happened?

Lisa: The paper was running through the machine fine, then it stopped.

Alex: Let me look. Oh. That light means paper is jammed inside. You have to open the machine and pull out this tray and take out the paper.

Lisa: You take out the paper, I'm clumsy.

Alex: No. You have to learn. Take it out yourself.

Width, length, and height

Chris: I want to show you a table I made.

Pat: You made a dining table?

Chris: Yes. I made the table top. The length is 72 inches. The width is 36

inches.

Pat: How did you make it?

Chris: I put two pieces of flat wood together. I measured and cut the legs.

I wanted the table to be 30 inches high.

Pat: How did you know the measurements?

Chris: I copied them from another table.

Measurements and weight

Lisa: Wow! That's a lot of Christmas presents. What's in this box?

Chris: It's a secret. No. it's not a secret. It's a new TV.

Lisa: Wow! What's the diagonal measurement?

Chris: 19 inches.

Lisa: That's nice. What's in this box?

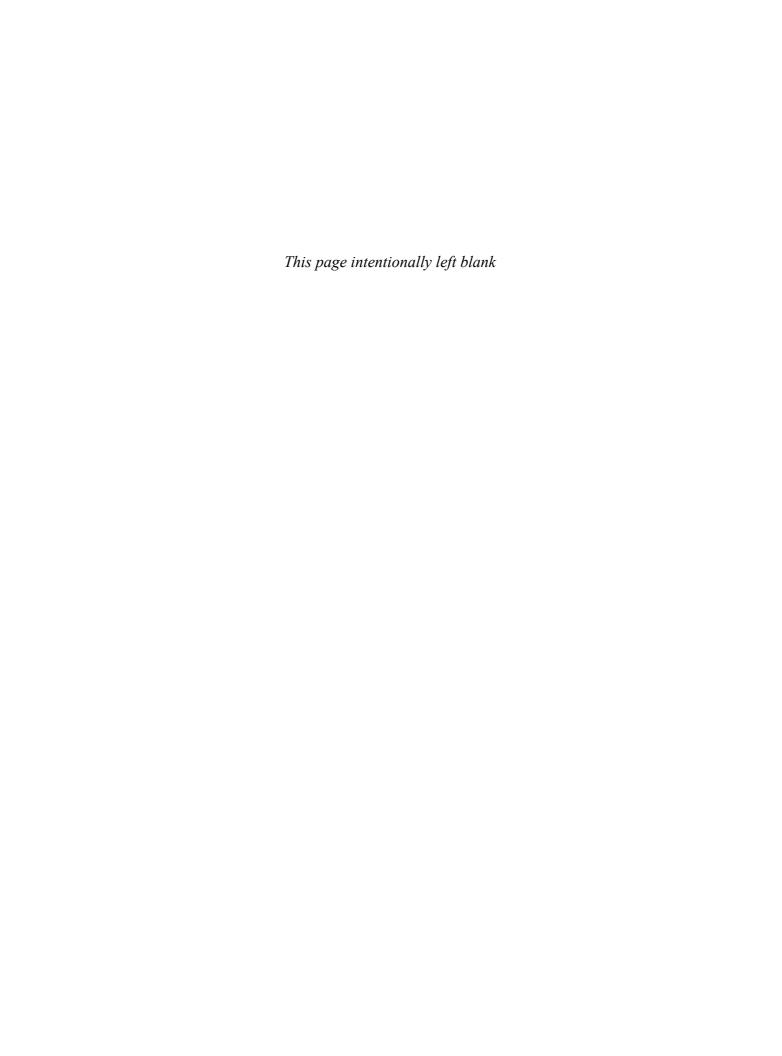
Chris: It's candy for grandma.

Lisa: Wow! It's heavy. How much does it weigh?

Chris: 3 pounds.

Lisa: How much does grandma weigh?

Chris: Stop fooling around.



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