

Master ASL

UNIT THREE

Lesson One

States & Interests

MASL 3 Lesson One pp 74-80

Objective: *Exchanging Background information.*

Outcomes:

- *Can ask for and give personal background information (where live; from; born)*
- *Can explain the state or province one lives in,*
- *And identify several neighboring areas*
- *Communicates about geographical information;*
- *Shares interests and activities.*

Where do you live?

- **As you socialize with Deaf people, you will be asked questions about your background, especially if you are hearing and new to most people.**
- **Deaf individuals will want to know where you are from, why you are learning ASL, and whether you have other Deaf friends or family.**
- **Your company will be more valued if you make the effort to ask questions in ASL as well as responding to those asked of you.**

Vocabulary

Background Signs

- **To be born**
- **To be from**
- **To grow up**
- **Here**
- **To live in**
- <http://www.youtube.com/watch?v=LIND2EGNAzc&feature=related>

Classroom Exercise

A

Where are you from?

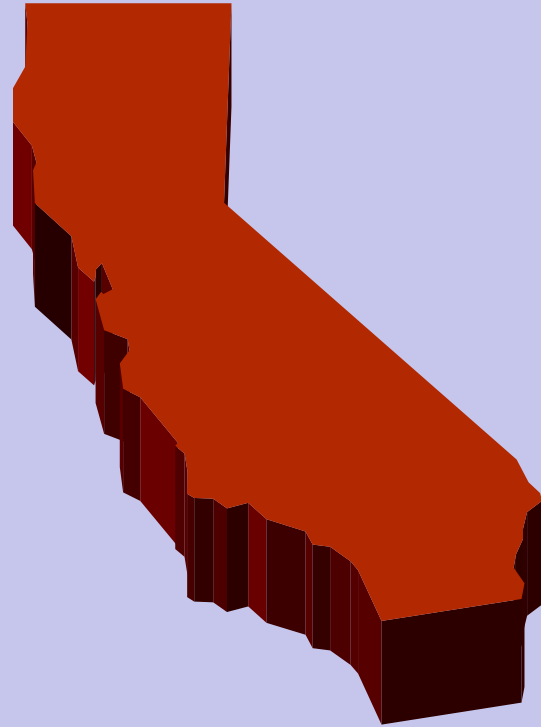
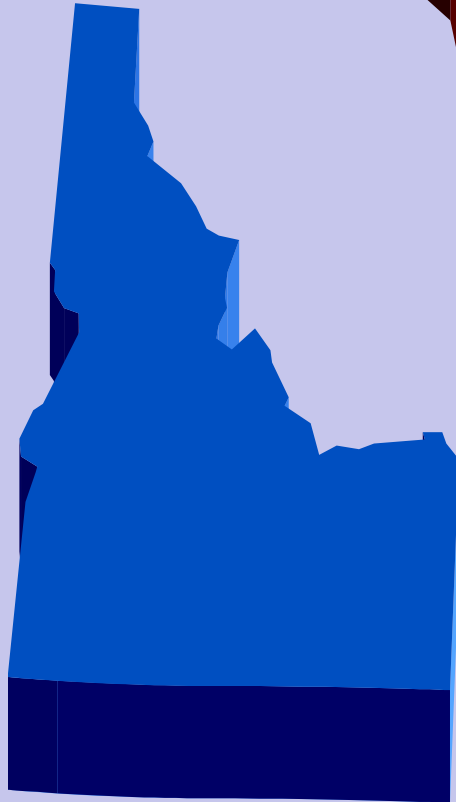
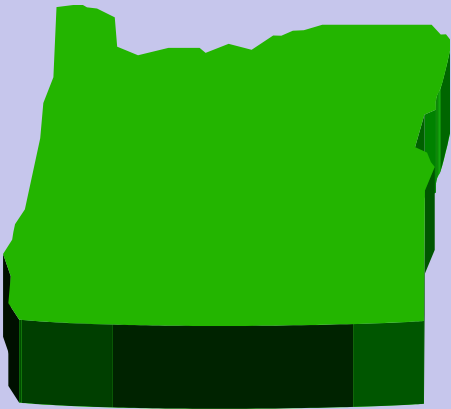
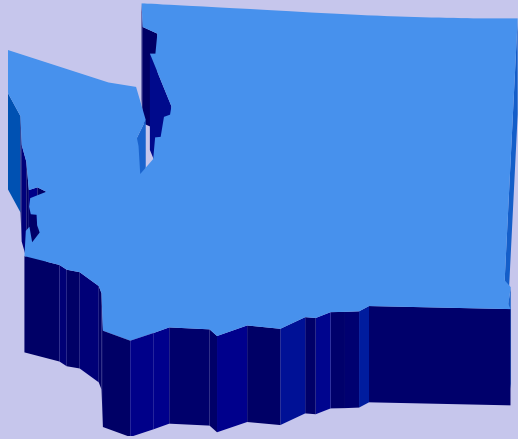
Ask a partner these questions about his or her background using examples as a model.

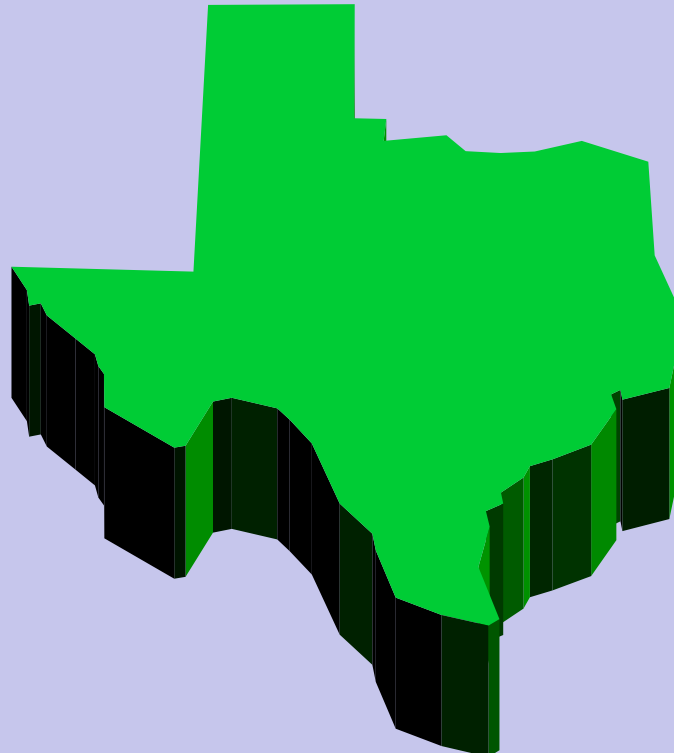
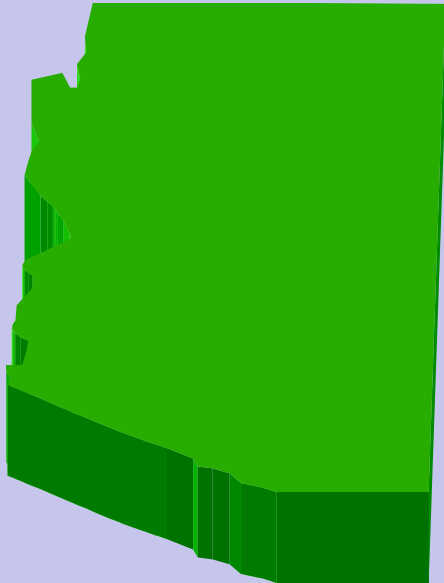
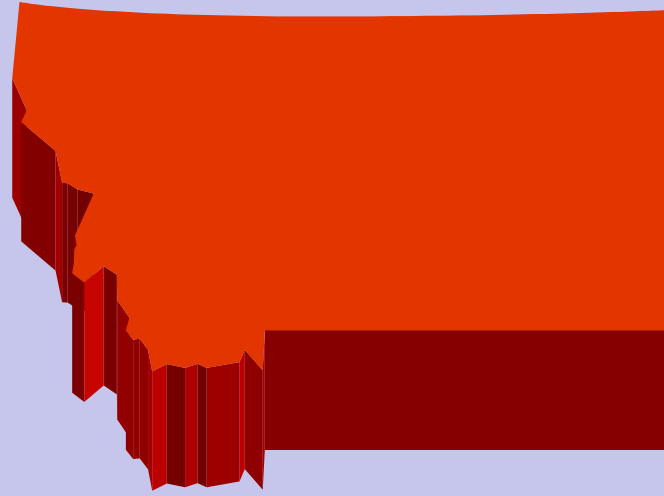
When done, switch roles and repeat the exercise.

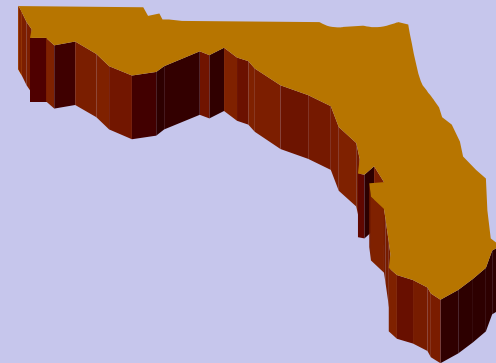
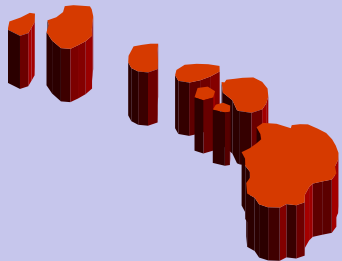
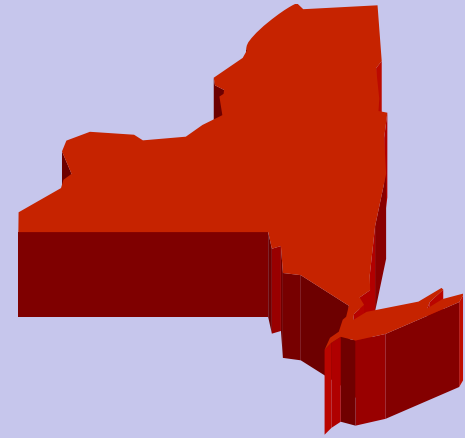
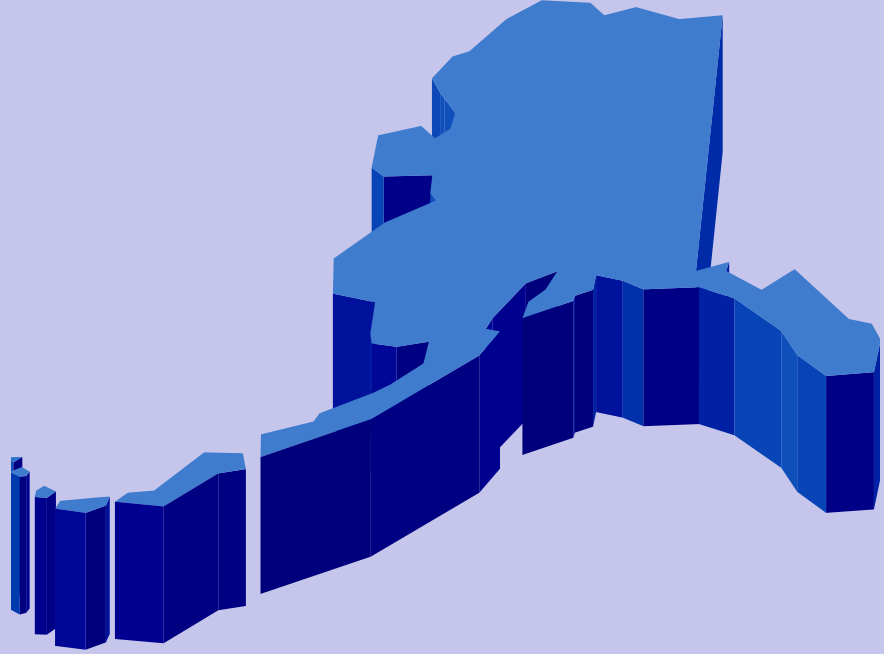
- Where were you born?
- Where do you live?
- Where did you grow up?
- Where are you from?

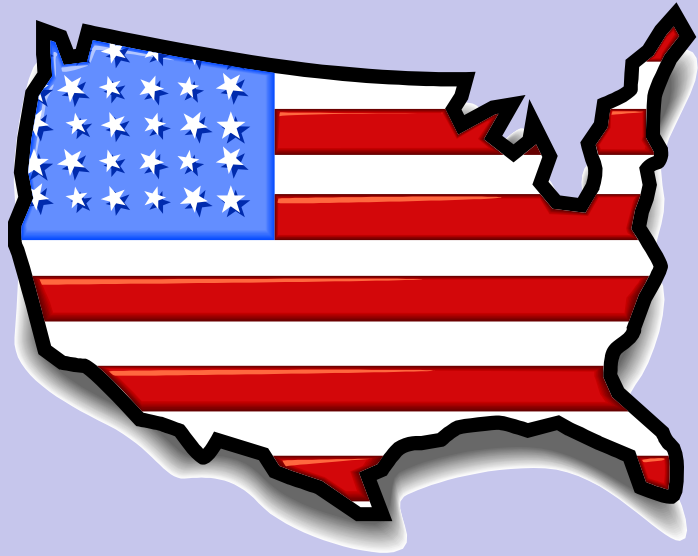
Oh-I-See

is an ASL expression that conveys comprehension, sympathy, and concern, similar to sounds like *huh*, *hmm*, *oh*, *aha*, and *I see*. It is often used in conversation.









Vocabulary

States & Provinces

- America
- United States
- Canada
- Washington
- Oregon
- California
- Montana
- Alaska
- Hawaii
- Arizona
- Mexico
- Colorado
- Texas
- New York
- West Virginia
- Alberta
- Manitoba
- Ontario
- Quebec

<http://www.youtube.com/watch?v=NuIYdBBR1g&feature=channel>

Vocabulary

States & Provinces

IDAHO

NEV

UTAH

WY

ND

SD

NEB

KAN

OKLA

NM

MINN

IOWA

MO

ARK

LA

WISC

ILL

MICH

IND

KY

Vocabulary

States & Provinces

TENN

MISS

ALA

GA

FLA

SC

NC

VA

W-VA

DEL

CONN

RI

MASS

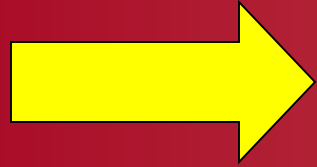
NH

VT

ME or MAINE

NJ

<http://www.youtube.com/watch?v=A7MEbT3lwFU&feature=related>



Accent Steps

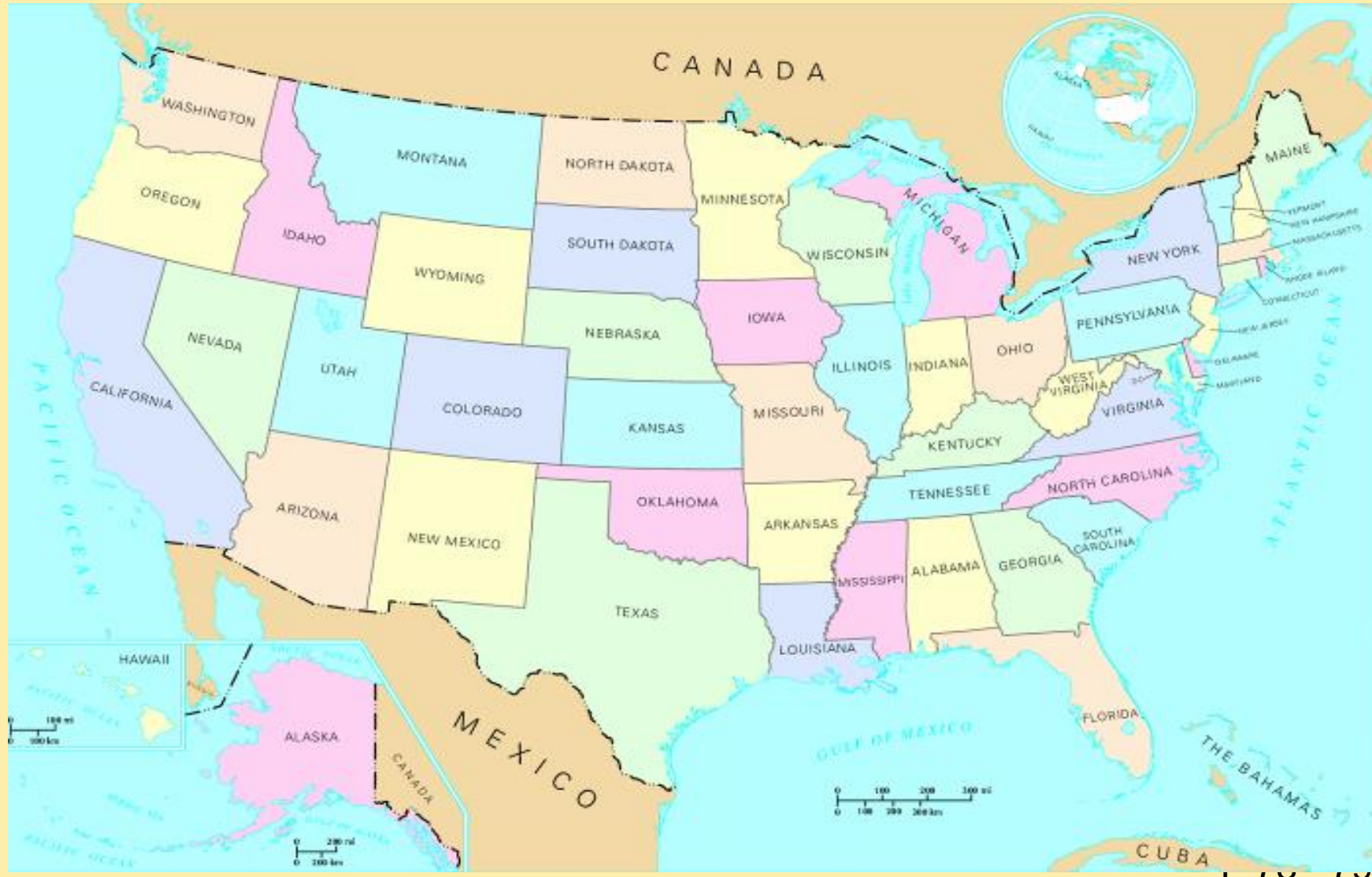
Most states and provinces are fingerspelled.

Fingerspell the state or province name the way it is shown in capital letters on the map. (in the book)

Note: Older Deaf tend to use the old post office abbreviations.

Younger Deaf are starting to use the newer 2 letter abbreviations.

U. S. MAP



Vocabulary

Interests

- Beach
- Ocean
- To rollerblade
- To ski
- To visit
- <http://www.youtube.com/watch?v=LIND2EGNAzc&feature=related>

Classroom Exercise

A

Dialogue

Create a dialogue with a partner about a Deaf and a hearing person meeting for the first time. What will they talk about?

Classroom Exercise

A

Comprehension

Watch ‘Where are you from?’ on your student DVD and answer the questions below in complete ASL sentences.

1. Where is Kelly from?
2. Where did Sean grow up?
3. Who is from Ohio?
4. Where was Kelly born?
5. Does Kelly live in Utah?
6. Does Sean want to go to Maine?



Where do you live?

DVD Where are you from? (sic)

Watch Sean and Kelly talk about their backgrounds on your student DVD.

Dialogue Translation:

- **Sean: Hi! Where are you from?**
- **Kelly: I was born in Ohio. Now I live in Utah. What about you?**
- **Sean: I was born and grew up in Maine.**
- **Kelly: Oh, I see. I want to go there!**

Vocabulary

States & Provinces

- **America**
- **United States**
- **Canada**
- **Washington**
- **Oregon**
- **California**
- **Montana**
- **Alaska**
- **Hawaii**
- **Arizona**
- **Mexico**
- **Colorado**
- **Texas**
- **New York**
- **West Virginia**
- **Alberta**
- **Manitoba**
- **Ontario**
- **Quebec**

<http://www.youtube.com/watch?v=NuIYdBBR1g&feature=channel>

Vocabulary

Interests

- Beach
- Ocean
- To rollerblade
- To ski
- To visit
- <http://www.youtube.com/watch?v=LIND2EGNAzc&feature=related>

Review words

- Move to
- Goes to
- Wants
- Enjoys
- Like
- Don't-like
- Works
- Weekends
- Play-sports
- Can't

Classroom Exercise

B

Interviews

Work in groups and find out background information about each member.

Use ***oh-I-see*** to show you understand what it is being signed.

You will share the information learned with the rest of the class.

Classroom Exercise

B

Sharing Information

**Use the clues provided to introduce each person.
Refer to the map on p 78 for the signs of states,
provinces, and countries.**

Cont. on following slides.

Classroom Exercise

B

Sharing Information

Examples:

1. Name: Rachel

- Born: Massachusetts
- Moved to New Hampshire
- Goes to school in New Hampshire

2. Name: Dan

- Born: Georgia
- Grew up in Mississippi
- Wants to live in Florida
- Likes to water ski

Classroom Exercise

B

Sharing Information

3. Name: Jeff

- Born: Canada
- Works in Quebec
- Is hearing
- Wants to live in Hawaii

4. Name: Emilee

- Born: Oklahoma
- Is Deaf
- Enjoys playing sports
- Wants to visit Alaska

Classroom Exercise

B

Sharing Information

5. Name: Ryan

- Born: Texas
- Grew up in Texas
- Is learning ASL
- Likes going to the beach

6. Name: Aundrea

- Born: California
- Works on weekends
- Knows ASL
- Likes to ski, go to the ocean

Classroom Exercise

B

Sharing Information

7. Name: Sam

- Lives in Washington
- Grew up in Montana
- Is Deaf
- Likes to rollerblade

8. Name: Gary

- Born: New Jersey
- Grew up in New York
- Doesn't like sports
- Can't ski

Classroom Exercise

C

Non-manual signals.

Sign each sentence in ASL, using either the Question-Maker or WH-Face as needed

1. Is he from New York?
2. Where were you born?
3. Who lives in Texas?
4. Where do you want to go?
5. Can we go to the beach on Saturday?

Classroom Exercise

C

Conversation

You and a Deaf friend are chatting at a party. **Sign the first sentence to a partner**, who will **respond using oh-I-see and the given information**. When done, switch roles and repeat.

See pictures on p 77

partner A red partner B purple

- 1. I DONT-WANT SKI I.** I don't like to ski. I like to rollerblade.
- 2. SHE GREW-UP HAWAII SHE.** I want to visit Hawaii. I was born and grew up in Oklahoma. Where does he/she live?
- 3. SAT I CANT ROLLERBLADE I** Do you want to rollerblade Friday afternoon? Where?

Classroom Exercise

D

Dialogue Work with a partner to translate each sentence into ASL. When done, practice signing the dialogue.

1

- **Student A: I was born in Alaska**
- **Student B: Oh yeah? I'm from Texas.**
- **Student A: Do you like Texas?**
- **Student B: Yes, I do.**
- **Student A: I see. I want to visit Texas.**

Classroom Exercise

D

Dialogue Work with a partner to translate each sentence into ASL. When done, practice signing the dialogue.

2

- **Student A: I moved here from Florida**
- **Student B: Why did you move here?**
- **Student A: I wanted to go to school here.**
- **Student B: Oh, I see. Do you like it here?**
- **Student A: Yes, I do!**

Classroom Exercise

D

Where?

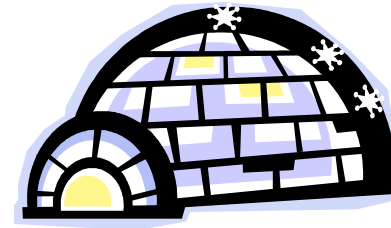
Based on the illustration, where would you see or do each activity?

Respond in complete sentences, following the example.

- See pictures on PG. 80.

(alternative pics on following slide)

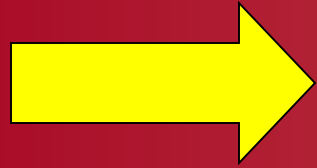
Based on the illustrations, where would you see or do each activity?
THERE N-D THERE (nod)



Homework Exercise 1



- A. Where do you live? Does your state or province have a sign or is it fingerspelled? Practice fingerspelling or signing the names of three or four states or provinces located near you.**
- B. Sign a presentation about yourself to your classmates. Include background information, places you've lived and would like to visit, as well as places you don't want to visit. Using vocabulary you've learned so far, sign as much information as you can about yourself. Practice and make sure your signing is confident and smooth.**
- C. Write assignment A or B in ASL or gloss.**



Accent Steps REVIEW

Have you noticed differences between signs in **Master ASL!** and those your teacher uses?

Maybe a Deaf person has taught you some signs that closely resemble the signs you've learned in this book but aren't the same.

As you meet Deaf people you will encounter slight differences between signs, called **variations.**

There are certain signs that vary from region to region, with some differences more well-known than others.

In many ways, these signs resemble regional differences in spoken languages: Do you say soda, pop, or cola? The answer depends on where you live and your own preferences.

The same variation between signs is seen in ASL. Be sure to use the sign variation preferred by your local Deaf community unless you want to sign with an accent!

Ex: Oregon, California

Master ASL

UNIT THREE

Lesson Two

Cities/Towns

MASL 3 – Lesson Two pp 81-85

Names of cities and Towns; Numbers 31 – 100

Outcomes:

- can ask for and give the name of the town or city one lives in;
- Identifies neighboring cities and their proximity;
- Communicates about various cities around North America;
- Demonstrates receptive and expressive understanding of numbers 11-20

Names of Cities and Towns

- **You learned that's some places are FSP while others have signs.**
- **Some names of cities have signs, but the majority are fingerspelled or abbreviated.**
- **Generally, city name sign are recognized across the country if a large Deaf community is located there.**
- **As an ASL student, rely on your local Deaf community and your ASL teacher to show you the signs for towns and cities around you.**



Where is that?

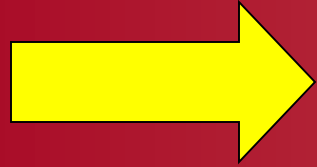
Watch Kelly and Marc sign on your student DVD.

- **Kelly:** I'm from Fremont. It's signed like this.
- **Marc:** Oh, I see. Where is Fremont?
- **Kelly:** It's in California, near San Francisco.

Vocabulary

Well-Known City Signs

- **City/ town**
- **Atlanta**
- **Boston**
- **Chicago**
- **Houston**
- **Los Angeles**
- <http://www.youtube.com/watch?v=j8axHR68sck&feature=channel>
- **New Orleans**
- **New York**
- **Philadelphia**
- **Salt Lake City**
- **San Francisco**
- **Seattle**
- **Washington DC**



Accent Steps

Because many cities names begin with the same letters fingerspell the entire name before using an abbreviation unless talking about a large, well known city.

Do this when signing with someone not from your area.

For example, the letter D has at least four different meanings depending on where it's used:

Denver (CO), Delavan (WI), Durham (NC), and Danville (KY).

FYI

A city's name is usually known everywhere if it hosts a major-league sports franchise like the NBA or NFL.

Classroom Exercise

A yellow sticky note with a blue border and a blue letter 'E' on it, tilted slightly to the right.

How far away is that?

Explain whether the following cities are near or far from you.

Fingerspell the underlined cities.

- Seattle, Washington
- New York city, New York
- Atlanta, Georgia
- Los Angeles, California
- Chicago, Illinois
- Phoenix, Arizona
- Miami, Florida
- Sioux Falls, South Dakota
- Honolulu, Hawaii
- Denver, Colorado

Classroom Exercise



Where is ...?

Ask a Partner where a city is located.

Your partner will respond and use “that way” to point towards a location.

City

- Houston
- Philadelphia
- Chicago
- San Francisco
- Denver
- Boston

Switch roles and repeat the exercise when finished.

EX: Where is Miami?

M-I-A-M-I- WHERE?

It's in Florida.

F-L-A OVER-THERE

Possible Locations

- Utah
- District of Columbia
- Colorado
- Louisiana
- California
- Pennsylvania
- Massachusetts
- New York
- Illinois
- Texas

Did You Know?

Wave your hands in the air instead of clapping them!



That's how deaf people applaud. They can't hear clapping, but they can see when people wave their hands in the air.

Vocabulary

Distance

- **Near / close**
- **Far**
- **Over-there**
- **Right-here**



Accent Steps

“That way” is related to deixis. It is used to provide general direction of an object or location. Emphasize the distance by opening your eyes wide while pointing or using sign far.

- <http://www.youtube.com/watch?v=j8axHR68sck&feature=channel>

Classroom Exercise

A yellow sticky note with a blue letter 'F' on it, tilted slightly to the right.

Geography

Ask if your partner lives far from or close to a location below.

Your partner will respond in a complete sentence.

1. Los Angeles
2. Washington DC
3. Canada
4. Mexico
5. Alaska

Switch roles and repeat the exercise when done.

Classroom Exercise

A yellow sticky note with a blue letter 'F' on it, tilted slightly to the right.

Conversation

Ask you partner the fallowing questions in ASL. Your partner will respond according to the information in bold.

1. Where do you live? (?)
2. Are you from Illinois? (**No, I'm from ?.**)
3. Where do you want to live. (?)
4. Is you city named San Diego. (**No, I live in ?**)
5. Did you move here? (**Yes, I moved here from ?.**)
6. Do you like living here. (?)

Switch roles and repeat the exercise when done.

Classroom Exercise

**G**

Hometown

Open your book to pg 84.

Ask a partner each question.

When done, switch roles and repeat the exercise.

See sign pics p 84.

Classroom Exercise

H

Using *yes* and *no*.

Ask a partner if he or she lives near the location you have chosen.
Your partner will respond using yes or no, following the example.

Do you live near the beach?

Yes, I do. I live in Florida. The beach isn't far away.

See p 85 for list 1-6

Classroom Exercise

H

Where we live.

Create a dialogue with a partner that includes the information below. Do not limit your dialogue to the questions but use your creativity as well.

1. ___ lives in a state near the ocean.
2. ___ lives in a state far from the ocean.
3. ___ moved to ___ from ___.
4. ___ wants to live in ___ because ___.
5. ___ doesn't want to live ___ because ___.

Deaf Culture Minute



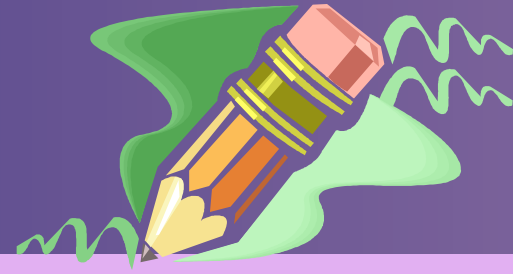
Most deaf adults live in larger cities across the United States.

Jobs, social opportunities, Deaf-interest agencies, schools for the deaf and interpreters are more plentiful in metropolitan areas than in isolated rural areas.

The metro region of Rochester in New York state features the world's highest per capita population of deaf people.

Are there many deaf people in your area why or why not?

Homework Exercise 2



- A. Interview a friend of yours and practice signing where he or she was born, is from, and now lives. Did he or she move here? From where? Sign you introduction in complete sentences.**
- B. Use the web to research interesting places from the us and Canada, selecting at lease 5 you would like to visit. Prepare to explain the selection to your classmates, including the name of the place, its location (city state province country) and reason why you would like to visit.**
- C. Write assignment A or B in gloss**

Assignment

- Due Thursday February 25
- Text page 80 ex B

Sign a presentation and submit to schoology. Include background information, places you have lived or visited, places you don't want to visit and why. Use vocabulary from units 1-3. Sign as much information as you can about yourself. Practice and make sure your signing is smooth and confident.

AT LEAST 12 statements

Master ASL

UNIT THREE

Lesson Three

Name Signs

MASL 3 Lesson Three pp 84

Deaf Culture Note: Name Signs

Outcomes:

Understands differences between arbitrary and descriptive name signs;

Understands the cultural value of earning a name sign through interacting with the Deaf community.

Deaf Culture



Name Signs

Do you have a name sign or know someone who does?

A frequent question is “What’s the sign for my name?”

Name signs are highly valued in Deaf culture and ASL.

You may be given a name sign after you’ve made Deaf friends.

There is no sign-for-name match, so two people same name will often have different name signs.

This is because ASL name signs are a combination of the person’s name (usually the first initial) and a location on the head, torso, or hands where the sign will be made.

This type of name sign is called arbitrary.

Deaf Culture



Name Signs Cont.

Some people with short or easily fingerspelled names will spell their name signs.

Another type is descriptive name sign, which shows a **physical** or **behavioral** trait the individual is known for.

The sign for Mickey Mouse is seen below and is a descriptive name sign.

It is impolite for a hearing ASL student to create a name sign instead of having one given by a Deaf person.

You'll need to socialize with Deaf people if you want a name sign.

- See Picture PG. 84 for examples of name signs

Name Signs

- Here are some Name Signs used by Disney interpreters.
- <http://www.courant.com/orl-disney-sign-language-flash,0,7030983.flash>

ASL University

Deaf Culture: Namesigns

Namesigns are signs that are used as people's names. They are specific signs that refer to specific people.

For example, my name sign (Bill Vicars) is a "V" tapped on the side of the head, (palm forward, the side of the index finger makes contact twice). It was given to me by Boley Seaborn as a "V" tapping on the top of the head, and later modified "to the side of the head" by Sandra Thrapp, (both Deaf friends of mine).

In the Deaf world, assigning name signs is generally considered to be the prerogative of Deaf people. The word prerogative means "an exclusive right or privilege held by a person or group" (dictionary.com).

Which is to say, traditionally "Hearing people" should not give themselves name signs. **Instead they should get their name sign from a Deaf person skilled in ASL and active in the Deaf Community.**

This helps insure that the new name sign doesn't conflict with existing local name signs.

--Dr. Bill Vicars

- <http://www.lifeprint.com/asl101/pages-layout/namesigns.htm>

ORIGINS OF NAME SIGNS

The following illustration of Clerc's DNS, depicting the scar on his cheek, was used in both France and the United States:³⁸



Clerc's Descriptive
Name Sign



Laurent Clerc

American School for the Deaf

Thomas Hopkins Gallaudet was the notable hearing American who brought Clerc to America to found the American School for the Deaf in Hartford. Gallaudet first spent considerable time in Paris studying the French method of deaf education.

THE BOOK OF
NAME SIGNS

The following illustration is Gallaudet's name sign which represents the glasses he wore:³⁹



T.H. Gallaudet's
Descriptive Name Sign



Thomas Hopkins Gallaudet

Gallaudet University Archives

Up to this point, it seems clear that the ANS System did not exist in France during the time when its influence on the United States was most significant. Although there is no question that French Sign Language is the "mother language" of ASL,⁴⁰ it seems strange that the influence of French DNSes was not significant. It appears that the development of ASL name signs must have taken place after 1817; and, more specifically, the ANS System appears to have originated in the United States.

THE BOOK OF
NAME SIGNS



Epee's Descriptive Name Sign



Gallaudet University Archives

Abbe Charles Michel de l'Epée

Signing Naturally

When a Deaf child first enters residential school, a dorm counselor will often assign a name sign using the first letter of the child's name.

In the cases where children have Deaf parents, name signs are given at birth, Not everyone has a name sign. Three and Four letter names are often just fingerspelled.

Name signs are used for identifying and referring to people both present and not present. **Name sign are not used in direct address**, that is, when your signing to Mary you would not use her name sign to say "I don't think so, Mary."

There are two kinds of name signs: arbitrary and descriptive.

Arbitrary name signs use the first letter of the person's name, and their location and movement are governed by linguistic rules.

Descriptive name sign are derived from distinctive *physical features* or *behaviors* (hairstyle, mole on the cheek, cleft chin). Descriptive name signs are often given by peers (i.e., other children in residential school) and are almost always replaced in adulthood by an arbitrary name sign.

Master ASL

UNIT THREE

Lesson Four

Topic-Comment

MASL 3 - Lesson Five pp 88-91

Topic-comment Structure; Numbers 100-999

Outcomes:

- Communicates using Topic-comment structure
- Analyzes sentences to identify the topic and related comment
- Uses WHY to add detail
- Demonstrates receptive and expressive understanding of numbers 100-999

ASL Up Close



Topic-Comment Structure

American Sign Language uses one of two different grammatical structures depending on what is being signed.

The first structure is called topic-comment and is followed when signing with WH-Signs (see p 64).

In topic-comment languages the signer presents information and then makes the information either a statement or question by adding a comment.

English does not use topic-comment structure often so becoming used to ASL grammar can be a challenge.

Keep in mind that while using ASL signs in English word order may be easy to do, it is no different than speaking Spanish but following English word order – you won't make complete sense in either language.

Vocabulary

To comment

Topic, title

Classroom Exercise



Topic-comment

Select vocabulary from Column A and Column B to make a complete sentence following topic-comment structure.

Column B

- *Who*
- *What*
- *When*
- *Where*
- *Why*
- *Do-do*

Ex: STUDY ASL, *WHEN?*
TOMORROW, SKI, *WHERE?*

Column A

- Learn
- Test
- Ski
- Study
- Busy
- Do-do
- Party
- School
- Test
- ASL
- Name
- From
- Weekend
- Tomorrow
- Yesterday
- Today
- Don't know
- Don't want

ASL Up Close



SVO – subject verb object.

The second basic structure of American Sign Language is used when WH-Signs are not needed, and follows a subject-verb-object (SVO) structure.

This format is more familiar to English speakers.

However, *why* often acts as a “bridge” or “connector” between two separate SVO phrases.

When using *why* this way, raise your eyebrows.



Accent Steps

Raise your eyebrows to make the Question-Maker face when using *why* to connect two parts of a sentence.

Classroom Exercise



Bridges

Use the *why* sign to connect each sentence together.

- She can't go to the party. / She works.
- He doesn't want a test. / He didn't study.
- We are very scared. / signing is not easy.
- Yesterday I was tired. / I studied.
- They are going to school. / They are learning ASL.
- Today I'm happy. / tomorrow I'm going to the beach.



ACCENT STEPS

Raise your eyebrows to make the Question-Maker face when using *why* to connect two parts of a sentence.

Classroom Exercise

J

Eyebrows and Mouth

- Open your MASL books to page 89.
- Look at the pictures at the bottom of the page in Exercise J.
- Practice each facial expression, paying attention to the eyebrows and mouth.

Classroom Exercise

K

What's missing?

- **Look at the pictures on p 90.**
- **Sign each sentence by filling in the blanks with a WH-Sign.**
- **Choose from *who, what, when, where, which, and why.***

Classroom Exercise



The topic is what?

Review Classroom Exercise K and indicate the topic and comment of each sentence.

1 Topic:

Comment:

2 Topic:

Comment:

3 Topic:

Comment:

4 Topic:

Comment:

5 Topic:

Comment:

1 Topic:

Comment:

2 Topic:

Comment:

3 Topic:

Comment:

4 Topic:

Comment:

5 Topic:

Comment:

Classroom Exercise



Word order translation

Change each of the following sentences into topic-comment structure.

1. I'm happy.
2. Please open the door.
3. Who's Deaf?
4. Where's the water fountain?
5. Is the party on Saturday?
6. Who walks home everyday?
7. I'm not confused.
8. What are you doing Saturday?
9. Where's my paper?
10. I sleep on the weekends.
11. Is the restaurant over there?
12. Do you mind handing out the papers?

Classroom Exercise



Sentence Creation

First identify each phrase as a topic or comment, and then create a complete sentence using the phrase.

- **See pics p 91**

Homework Exercise 3



- A. What English words or phrases describe the facial expressions in Classroom Exercise J? On a sheet of paper, make a list of possible words and explain why each fits the expressions.**
- B. Write five sentences in ASL gloss format on a sheet of paper to be turned in. Use vocabulary from Units 1 – 3 and make sure each sentence has a topic and a comment.**
- C. You've been asked to help a friend of ours this coming weekend, but you're unable to help due to several reasons. Practice signing why you can't help, using topic-comment structure and the WH-Signs. Refer to at least five different reasons.**
- D. Write assignment A, B or C in ASL gloss.**