More Signing for Sense: Guidelines for Making Visual Sense When Communicating with Your Deaf or Hard of Hearing Child

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MORE

Signing for Sense

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Janice H. Humphrey
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Deaf or Hard of Hearing Child

WORKBOOK

Janice Humphrey

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Finally, thanks to our actors:

- Kymberli Colborne
- Isaac Flink
- Todd Peterson
- Amarjit Mangat
- Hilary Potter
- Kristina Ricks
- Matthew Stratton
- Jim Ricks-White

And our Sign Language Models:

- Anita Harding
- Nigel Howard
- John Warren
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  - Stealing is against the law.
ALLOW/ALLOWANCE

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- I won't allow you to go out tonight.
- My allowance is $3 a week.

AWAY

- Children should stay away from fire.
- The family will be away for two weeks.

BACKWARD

- She was walking backward.
- Count backwards from 20.
- He put his shirt on backwards.

BALL

- Throw me the ball.
- Cinderella went to the ball.
- We had a ball!

BATH/BATHING

- The girl is taking a bath.
- Where is your bathing suit?
- Strange! Dad is walking around in his bathrobe.
- My apartment has one bathroom.
- I sat in the bathtub until the water got cold.

BECOME

- What has become of my trousers?
- I become angry when I see dog hair all over the furniture.
- That dress becomes you.

EXHAUST

- I am exhausted!
- The car's exhaust is terrible. You should get the muffler fixed.
MAKE

- Go make up your bed.
- I made my own wedding gown from a picture I found in a book. It was perfect!
- I have to make up three absences by this Wednesday.
- They always make up after a fight.
- I need to get some new make up before I go out tonight.
- I’m going to make a batch of chocolate chip cookies.
- The school security guard caught them making out behind the gym.
- She made a real fuss when they told her they were cutting her hours.
- I loved the movie, even though it is make believe.
- Don’t make fun of the new kid.
- Your brother made up a bunch of excuses when he showed up late for class.
- I’m sorry but I can’t make it to the party.
- No, we don’t have much money but we can made do with what we have,

RUN

- She is running for mayor.
- He runs a small business.
- The water is running in the backyard.
- Does the engine run smoothly?
- The elevator won’t run.
- The kids always run after the dog.
- Did she run away from home?
- We ran out of milk.
- The water was running over the road.
- He ran over the dog with his car.
Introduction

Throughout North America, when hearing people speak to each other in English, they use words and structure sentences in a way that makes sense auditorially – using their ears to take in the information.

When deaf and hard of hearing people communicate with each other, they use strategies that make sense visually – making sense using their eyes and the visual space around them. Some people use speech reading, some use gestures, some use English-based signs and some use American Sign Language (ASL). In all of these communication approaches, the key to communication is to maximize visual communication strategies for an accurate exchange of ideas and information.

MORE Signing for Sense uses this workbook and accompanying DVD to build on the foundation laid in Signing for Sense. It will reinforce ways of picking signs that organize information visually.

Our goal is to help you communicate more effectively with your deaf or hard of hearing child by making visual sense — regardless of whether you use American Sign Language (ASL), English-based signs, gestures/mime or speaking/speech reading.
You will use this workbook along with the DVD MORE Signing for Sense. The DVD starts by explaining several specific ways you can organize your ideas and order your information to make it more clear for your deaf or hard of hearing family member.

1. The DVD is divided into two sections. You can go to the section that is most helpful to you each time you watch the DVD.

- **"A Challenge for Parents"** brings back Kymberli from Signing for Sense, and introduces her husband Todd, as well as another young mom, Kristina. They share the struggle of their journey in learning to communicate with their deaf kids and give you some tips for organizing your signs in ways to make visual sense.

- The second section, **"Skills Building,"** provides you with an opportunity to learn how to select signs based on MEANING, rather than the English word that often gets attached to a sign.
2. Don’t try to go through all of the material in a single sitting. Study one section of the DVD/book at a time. Read the information and practice the exercises in this workbook before returning to the DVD.

3. SHADOW the signing models—signing with them, copying their facial expressions and the way they move their upper body, shoulders, head, etc. While it feels foolish at times, it is one of the best ways to master the most subtle parts of the language.

You will learn best by watching each section of the DVD more than once. It will take time to see everything on the DVD. Therefore, give yourself time to become more of a visual learner.

At some places in this DVD, the mother signs and speaks at the same time. The sign language models, however, never speak while signing.

What’s the difference and is it important? YES, it is important. American Sign Language (ASL) is different from spoken English. Unfortunately, when making one sign for each English word, the intended meaning often gets lost or confused.

At some points on the DVD, you will see signs but you will not hear English being spoken. Further, the meaning of individual signs is not
always evident. This is to help you focus on the concept we are teaching to help you make better visual sense.

Memorizing individual signs is fairly easy. Learning how to put them together and other visual communication strategies is more challenging. For example, when we talk about brow movements to make certain kinds of questions visual, it is more important for you to focus on the eyebrow movement than for you to understand each sign in the sample sentences.

Why did we include samples of someone signing and speaking at the same time? Because hearing family members frequently talk while signing to their deaf family members. It is important to recognize that this sometimes works but often confuses the deaf or hard of hearing family member trying to make sense out of what you are signing.

In time, you will develop your own communication style. We believe it will help you make better choices if you see what happens when you mix two languages together.

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A CHALLENGE FOR PARENTS

Kymberli, Todd and Kristina talk through some significant points that will help you make visual sense when signing with your deaf or hard of hearing child. They focus on how to organize the information you want to communicate to your deaf or hard of hearing child. Remember to show grammar and feelings on your face. Pick signs based on the intended meaning, rather than the English word that may have been connected to a particular sign.
## TIPS FOR ORGANIZING INFORMATION TO MAKE VISUAL SENSE

Whether you communicate by gestures, speaking/speech reading, or with signs, your communication will make more sense visually if you order it chronologically—according to "real time sequencing." This is not hard to do. It just takes practice until it becomes "second nature." Put the main ideas in a sentence in order like a time line.

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>ASL</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’ll get a promotion after I finish this project.</td>
<td>1. When I finish this project</td>
</tr>
<tr>
<td></td>
<td>2. I will get a promotion</td>
</tr>
<tr>
<td>Come straight home after school.</td>
<td>1. When school is finished</td>
</tr>
<tr>
<td></td>
<td>2. Come straight home</td>
</tr>
<tr>
<td>I went to sleep with gum in my mouth and now there's gum in my hair.</td>
<td>1. Last night I was chewing gum when I went to bed</td>
</tr>
<tr>
<td></td>
<td>2. I slept all night</td>
</tr>
<tr>
<td></td>
<td>3. While sleeping, the gum slipped out of my mouth and got stuck in my hair</td>
</tr>
<tr>
<td></td>
<td>4. When I woke up, I discovered gum in my hair!</td>
</tr>
<tr>
<td>When I got out of bed this morning I tripped on the skateboard.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td>4.</td>
</tr>
</tbody>
</table>
By mistake I dropped my sweater in the sink while the water was running.

Visual communication "paints a picture" of events taking place. Like a painter who paints the background of a picture before painting objects in the foreground, you need to "set the scene" when communicating visually. One way to think about this is by thinking what the largest thing is in the information you are conveying.

Suppose you were talking about a birthday party. In English you could say, Mike's birthday party will be at the roller rink. In visual communication, it will make more sense if you "set the scene" by naming the larger item/object (roller rink) and be sure your child understands that before continuing with "Mike's birthday party will be there."

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>ASL</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are animals on Grandpa's farm.</td>
<td>BACKGROUND: in the country</td>
</tr>
<tr>
<td></td>
<td>NEXT LARGEST ITEM: Grandpa's farm</td>
</tr>
<tr>
<td></td>
<td>SMALLER ITEM: animals</td>
</tr>
</tbody>
</table>

SET UP SCENE FROM BIG TO SMALL
You can invite 6 friends over for a sleep over to celebrate your birthday.

Phillip had 2 cupcakes in his lunch. Albert got a Hershey bar with almonds and Paul's mother gave him a piece of jelly roll that had little coconut sprinkles on top. Guess whose mother forgot to put in dessert?

BACKGROUND: Your birthday party
NEXT LARGEST ITEM: invite friends for sleep over
SMALLER ITEM: you can invite 6 friends

BACKGROUND: Today at school
NEXT LARGEST ITEM: at lunch time
NEXT LARGEST ITEM: All the kids were eating dessert ... Phillip had 2 cupcakes, Albert had Hershey bar with almonds, Paul had jelly roll with coconut sprinkles on top

------TIME SHIFT------
BACKGROUND: This morning when Mom packed my lunch
NEXT LARGEST EVENT: she forgot to put in dessert
NEXT LARGEST EVENT:: I had no dessert!
COMMENT: I was sad/disappointed
Most of this DVD focuses on CONCEPTUAL ACCURACY. You must pick signs that visually convey your intended meaning. It is not enough to know that a sign can mean something in English, you have to ask yourself what the English word MEANS and pick a sign that shows that idea.

Of course you will make some mistakes, but always keep this goal in mind.

Signing for Sense gave you lots of direction about how to use your face to show whether you are making a statement or asking a question. In that video and workbook, we also talked a lot about showing your feelings on your face and with your body. We will be reinforcing that though out the Skills Building section on the DVD that accompanies this workbook.

Try the various exercises in the section that follows, changing sentences from statements to questions, changing the emotion with which the statement is made by changing your face. Have fun!

One of the best things you can do is to copy or shadow the video models. You can do this with ANY good video or DVD source.

First put a piece of paper on the TV, blocking out the body and the signs. Just copy the movement of the head, eyes, mouth and cheeks. You may feel silly – but this is the best way to sharpen up your eyes to actually SEE some of the most important parts of the language.
MAKING VISUAL SENSE

In the closing scene, Kristi and Amarjit have a successful interaction largely because Mom is incorporating some of the strategies discussed above.

This ends the dramatic portion of the DVD. What follows is a number of samples to help you select signs according to MEANING, rather than a memorized form.

SKILLS BUILDING

AD/ADD

Check the ads for bargains.

AFFECT MARKERS ON THE FACE INDICATE:

(a) Prices have been significantly reduced
(b) This is a command or strong statement

SEQUENCE OF SIGNS:

A. Notice how the signer goes from LARGE TO SMALL
   1. NEWSPAPER -- The largest object being discussed
   2. ADVERTISEMENTS -- What section of the newspaper? Or what about the newspaper?
   3. TODAY PRICES HAVE BEEN REDUCED SIGNIFICANTLY AT A NUMBER OF STORES -- What about the ads?
   4. YOU MUST CHECK THEM -- What's your point?
B. This same order of signs also conforms to CHRONOLOGICAL TIME SEQUENCING:

1st. Look at the NEWSPAPER

2nd. Look at the ADVERTISEMENTS

3rd. Notice that TODAY PRICES HAVE BEEN REDUCED SIGNIFICANTLY AT A NUMBER OF STORES

4th. CHECK THEM OUT!

SIGNS SELECTED: There are several terms in this sentence (as signed) that have other sign options, however the signer chose signs to convey the concept intended. These include:

- AD refers to advertisements
- CHECK — the sign used means to LOOK CAREFULLY
- SALE — the signer uses the phrase “price reduced”; this concept is also sometimes fingerspelled

PRACTICE: Execute the same sequence of signs, using raised eyebrows over the last 2 signs YOU CHECK. This now becomes the question:

→ Did you check the ads for bargains?
→ Did you check the ads for milk?
→ Did you check the ads for socks?
→ I checked the ads for milk.
→ She checked the ads for socks.
I have to add milk to the batter.

ADD: to put something into

AFFECT MARKERS ON THE FACE INDICATE:
(a) The batter being stirred is quite stiff before adding the milk
(b) The batter becomes easy to stir after adding the milk

EYE GAZE/HEAD SHIFT INDICATE:
(a) The signer is speaking to someone else (not to the person viewing the video)
(b) The person being addressed by the signer is significantly smaller than the signer – probably a child (indicated by looking down toward the person being addressed)

SEQUENCE OF SIGNS:
A. Notice how the signer goes from LARGE to SMALL
   (a) STIFF BOWL OF BATTER -- The largest object being discussed
   (b) MILK – important 2nd object
   (c) POUR MILK INTO BOWL OF BATTER – how the milk is used to act on the bowl of batter

B. This same order of signs also conforms to CHRONOLOGICAL TIME SEQUENCING:
   1st Have and is stirring BOWL OF BATTER
   2nd The BATTER IS STIFF and hard to stir (conveyed totally by the facial markers and the slowed speed of stirring contents of the bowl)
   3rd MILK Poured INTO BATTER
CONSISTENCY OF THE BATTER IS EASIER TO STIR (again conveyed totally by the facial markers and the speed of stirring contents of the bowl)

SIGNS SELECTED: There are several terms in this statement (as signed) that have other sign options, however the signer chose signs to convey the concept intended. These include:

- **ADD** means to supplement or increase the amount — here the concept is conveyed in the verb **POUR (milk) INTO**

- **STIR** (the batter) — If the signer were using an electric beater or blender, she would use a sign that shows the instrument or action being used. Suppose the signer were talking about stirring a bucket of paint.

PRACTICE: Execute the same sequence of signs, using raised eyebrows over signs **MILK ADD** (and eliminate the rest of the signs). This now becomes the question:

Did you add milk to the stiff batter?

---

**How much is 2+2?**

ADD (plus, addition): to calculate the total of two or more numbers

SEQUENCE OF SIGNS:

In this simple sentence, no objects are being discussed. No event is being described. Therefore, there is no background to set in place and the rule of LARGE TO SMALL is not active. Likewise, there is no passage of time, so the rule regarding CHRONOLOGICAL TIME SEQUENCING does not apply.

SIGNS SELECTED:

- **ADD** in this example refers to a mathematical action. The sign model chooses to use the "4-" sign. You could also use space and the verb "TOTALS" to indicate the action of adding (See the DVD comment by Jan to see an
example of this). Notice how space is used in the 2nd example.

FACIAL GRAMMAR INDICATES: The furrowed brows indicate that is a wh-question, requiring an answer from the person being addressed - an answer that is more than simply yes or no.

PRACTICE: To change this question to a statement, you would keep the brows in a neutral position from beginning to end, rather than furrowed brows over the signs TOTAL HOW MUCH. Try it!

\[\text{Having my parents visit, adds to my stress.}\]

VISIT: to go see and spend time with somebody

Notice the execution of the sign VISIT. It begins some distance from the signer’s body and moves toward her as it is made. This use of space indicates the parents leaving their place of residence and coming to the signer’s place of residence. This is an example of how visual communication is able to economize, using one sign and specific space/movement to convey an idea that would take several words.

AFFECT MARKERS ON THE FACE INDICATE:

(a) The visit of the parents is NOT pleasantly anticipated. Look at the widened eyes and look on the face as she sign “COME TO VISIT”

(b) The stress experienced is significant – perhaps even severe. This is conveyed in the puffed cheeks and in the rolled/diverted eyes.

SEQUENCE OF SIGNS conforms to CHRONOLOGICAL TIME SEQUENCING:

1st. PARENTS COME VISIT

2nd. MY STRESS INCREASES DRAMATICALLY
SIGNS SELECTED: There are several terms in this example (as signed) that have other sign options, however the signer chose signs to convey the concept intended. These include:

- ADD means to increase or grow in volume. The signer uses the sign we gloss "increase" and this is an interesting sign to consider. You can show the amount is added or increased stress (or whatever you are discussing) in several ways:
  
  1. Elevating the sign from neutral space so it touches the back of your dominate hand (H-handshape/palm down).
  2. Repeating the sign, each repetition slightly raising the height of the final movement.
  3. Including facial adjectives. Here the signer puffs the cheeks which means "a lot," but she could use a different non-manual marker that indicates that the amount of increase is "normal" or even "minimal."

AGAINST

I am against war.

AGAINST: opposed to

AFFECT MARKERS ON THE FACE INDICATE:

(a) That the signer feels strongly about this statement. Notice the scowl on the face as he signs "me against."

(b) The strength of the statement is also conveyed in the strength of the signs as they are executed.

(c) The strength of the statement is also conveyed in the strength of the signs as they are executed.

SEQUENCE OF SIGNS: Notice how the signer goes from LARGE TO SMALL and in CHRONOLOGICAL ORDER
(a) WAR – certainly much larger than an individual (1\textsuperscript{st})(topic)
(b) ME AGAINST (2\textsuperscript{nd})(comment)

SIGNS SELECTED: There are several terms in this example (as signed) that have other sign options, however the signer has chosen signs to convey the concept intended. These include:

- AGAINST in this context means to be opposed to, and you could use the sign OPPOSE/DISAGREE, being sure to execute the sign strongly and use appropriate non-manual markers on the face.
- The language model on the DVD signed AGAINST.

PRACTICE: Execute the same sequence of signs, using raised eyebrows over the last 2 signs (changing me to you) YOU AGAINST, to change this to a question.

→ Are you against war?
→ Is he against war?
→ I’m against building a new bridge.
→ Are you against building a new bridge?

---

The ladder is leaning against the house.

AGAINST: touching

SEQUENCE OF SIGNS: In this sentence, you have two “primary” objects so the signer sets them up first. He signs “ladder” first, then “house” in order to use space to show the ladder being leaned against the house.

Ordering signs from LARGE TO SMALL and in CHRONOLOGICAL ORDER

1. LADDER (topic #1)
2. HOUSE (topic #2)
3. IT (the ladder) WAS LEANED AGAINST IT
   (the house) (comment)

SIGNS SELECTED: There are several terms in this sentence (as
signed) that have other sign options, however the signer chose signs
to convey the concept intended. These include:

- AGAINST in this context means touching.
- Because we are talking about a ladder, we know knowledge
  about how a ladder leans against a house so ASL uses classifiers
to portray the actual physical relationship of the ladder to the
  house.

PRACTICE:

- Is the ladder leaning against the house?
- The bicycle is leaning against the tree.
- The broom is leaning against the door,
- Is the bicycle leaning against the tree?
- Is the broom leaning against the door?

**Stealing is against the law.**

AGAINST: illegal

SEQUENCE OF SIGNS: Here the signer states a TOPIC and makes a
COMMENT about the topic stated:

1. STEALING – the topic or thing being discussed
2. ILLEGAL! -- the signer's comment about the topic

AFFECT MARKERS ON THE FACE INDICATE:

- The act of stealing is being done deliberately. This is indicated by
  the slightly squinted eyes and the mouth marker.
The illegality of the act is serious, noted by the serious look on the signer's face as he signs "forbidden" or "illegal."

SIGNS SELECTED: There are several terms in this example (as signed) that have other sign options, however the signer chose signs to convey the concept intended. These include:

- AGAINST in this sentence means illegal or not allowed which explains the sign selected to convey the concept of "against."

PRACTICE: Can you sign this example and change your face to make the following examples?

→ Is stealing illegal?
→ Can you believe it? Stealing is illegal.
→ Is lying against the law?
→ Lying is against the law.
→ Fighting is against the law.
→ Is fighting against the law?

ALLOW/ALLOWANCE

Swimming is not allowed after 8 p.m.

AGAINST: forbidden, not allowed

SEQUENCE OF SIGNS:

Here the signer states a TOPIC and makes a COMMENT about the topic stated:

1. SWIMMING – the topic or thing being discussed
2. PAST 8 p.m. – limits the topic, in other words not all swimming but that which occurs after 8 p.m.
3. FORBIDDEN – the signer's comment about the topic as defined
SIGNS SELECTED:

- NOT ALLOWED, here has the meaning of being forbidden or against the rules.

NOTICE THE FACE AND STRENGTH OF SIGNS:

Compare the facial markers and the firmness or strength with which sign "forbidden" is executed in this sentence and in the previous sentence (stealing is illegal). Can you see that while both of these actions — stealing and swimming after 8 p.m. — are not permitted, the sentence about stealing has a more serious tone than the sentence about swimming.

---

I won’t allow you to go out tonight.

ALLOW: permit

SEQUENCE OF SIGNS:

1. TONIGHT YOU GO OUT — the topic or thing being discussed
2. WON’T PERMIT — the signer’s comment about the topic

SIGNS SELECTED:

- WON’T ALLOW means not to permit but unlike the sentence above (swimming is not permitted), the signer is not referring to a rule, therefore a “softer” sign is used — NOT PERMIT

EYE GAZE/HEAD SHIFT INDICATE:

(a) The signer is speaking to someone else (not to the person viewing the video)

(b) The person being addressed by the signer is significantly smaller than the signer — probably a child (indicated by looking down toward the person being addressed)

SPECIFICITY: Visual communicators typically prefer maximum specificity and detail. In this sentence, “go out” is vague and could only be signed in this way if there had been previous dialogue in which the
two people involved in this conversation already have defined what they are talking about.

PRACTICE: Practice signing this sentence with the following changes:

→ I won't let you go to the dance tonight.
→ You can't go to the football game tonight.
→ No, you can't go to your girlfriend's house to watch TV tonight.

My allowance is $3 a week.

ALLOWANCE: Small amount of money given to a child by their parent or caregiver

SEQUENCE OF SIGNS:

1. Every week
2. I earn (from my parents)
3. $3.00

EYE GAZE/HEAD SHIFT and USE OF SPACE INDICATE:

(a) The signer is receiving the allowance from an adult – based on the eye gaze/head shift upward and the directional verb "pay to" coming from the taller/older person toward the signer

(b) The person being addressed by the signer is significantly smaller than the signer – probably a child (indicated by looking down toward the person being addressed)

SIGNS SELECTED: Because the signer uses the sign "earn", it can be assumed there are chores or duties that he has to do in order to get the allowance each week. The same sentence, without the "earn" sign,
would indicate that the parents just give him $3 per week — with no strings or expectations attached.

PRACTICE: Try these sentences —

→ Do your parents give you $3 for allowance each week?
→ My parents give me $5 for allowance each week.
→ My parents give me $5 a month for allowance.
→ My parents don't give me an allowance.

AWAY

Children should stay away from fire.

AWAY FROM: keeping a distance, not near to

FACIAL AFFECT INDICATES:

The signer is serious and warning the children. Notice the affect marker on the “keep your distance” part of the example.

SEQUENCE OF SIGNS:
Here the signer states a TOPIC and makes a COMMENT about the topic stated:

1. FIRE – the topic or thing being discussed
2. GO NEAR. – limits the topic, in other words not all swimming but that which occurs after 8 p.m.
3. NO – KEEP YOUR DISTANCE

SIGNS SELECTED:
STAY AWAY means avoid or keep your distance in this sentence, thus the choice of signs. Another option would be “avoid.”

PRACTICE: Practice signing this sentence with the following changes:
1. Should children stay away from fire?
2. Children should stay away from stray dogs.
3. Should children stay away from stray dogs?
4. We should stay away from violent people.

The family will be away for two weeks.

AWAY: at a distance from here

SEQUENCE OF SIGNS:
Here the signer states a TOPIC and makes a COMMENT about the topic stated:
1. FAMILY – the topic or thing being discussed
2. WILL GO AWAY TOGETHER – first part of the comment
3. TWO WEEKS – 2nd part of the comment, giving more detail

SIGNS SELECTED:
◦ AWAY means some place distant from “here.” The signer conveys this by using space and the directional verb “go from here to there as a group.” It is reinforced by the additional sign “left” or “took off” which implies physical distance.

CHANGE THE FACE: Can you use these signs but change your face to make the question “Did the family go away for 2 weeks?”
PRACTICE: Practice signing this sentence with the following changes:
1. My mom’s been away for one month!
2. Has your Dad been away?
3. How long has your Dad been away?

BACKWARD(S)

She was walking backward.

BACKWARD: facing in the opposite direction of how she is walking.

SEQUENCE OF SIGNS:
Here the signer states a TOPIC and makes a COMMENT about the topic stated:
1. SHE -- the topic or thing being discussed
2. WALKS BACKWARDS, -- comment about the woman/girl being discussed

FACIAL AFFECT INDICATES:
Look at the signer's face at the end of the example. Clearly, the signer is impressed by the person's ability to walk so well backwards. This is an example of how visual communication can take place even in the absence of signs.

SIGNS SELECTED:
- SHE — in this example, the signer uses an “index marker” combined with the sign “female” to establish the pronoun “she.” He could have given a female name, followed by the “index marker” to accomplish the same thing (Jan-index) or a noun that is limited to females like mother-index. The same kind of
techniques would be used to establish the pronoun “he”, “it”, or “they.” NOTE: if the person being referred to is present, the signer would simply use the “index marker” pointed at that person to establish the pronoun.

- WALKS BACKWARDS – The signer uses one of several classifiers used to convey the concept of “walking” and simply changes the direction of movement to indicate the backward direction of the walking.

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He put his shirt on backwards.

BACKWARDS: opposite of the way a shirt is normally worn, with the back in front and the front in back.

SEQUENCE OF SIGNS:

In this simple statement, the signer gives the topic (counting), then describes how to do the counting.

1. HE – the topic or thing being discussed
2. SHIRT WRONG – comment by signer
3. FRONT IN BACK/BACK IN FRONT – further description or detail of the comment

FACIAL AFFECT INDICATES:

(a) The signer can’t believe what he is seeing and finds it funny. A grin and the facial affect of “disbelief” is seen before the first sign is executed.

(b) The boy was being careless when he put the shirt on backwards – indicated by the protruding tongue used to mark “wrong, backwards.”
SIGNS SELECTED:

- BACKWARDS — turned with the front in back. The sign selected has to visually indicate the thing that has been put on backwards.

PRACTICE:

Try showing:

1. A hat put on backwards
2. Shoes put on backwards (left shoe on right foot/right shoe on left foot)

Count backwards from 20.

BACKWARDS — from highest to lowest number, rather than the typical way of counting from lower to higher numbers

SEQUENCE OF SIGNS:

In this simple statement, the signer gives the topic (counting), then describes how to do the counting.

1. COUNT — the topic or thing being discussed
2. 20 DOWN TO 0 — a description of how to count

LOOK AT THE MOUTH/TONGUE:

This non-manual marker is used to indicate distance, in this case indicating “all the way” from 20 to 0. You may also see this non-manual marker when someone is describing something as “very far away.” Look again and see if you can replicate the signer’s facial expression.
BALL

Throw me the ball.

BALL: An object to be thrown (shape varies)

SEQUENCE OF SIGNS:
In this simple sentence, the signer states a TOPIC followed by a COMMENT.
1. BALL – the topic or thing being discussed
2. THROW IT TO ME – comment about the ball

SIGNS SELECTED:
- BALL – the handshape used for the concept of ball must always indicate the shape and size of the ball. In this sample, the ball is round in shape and approximately the size of a soft ball.

PRACTICE:
Try signing:
1. Throw me the football.
2. Throw me the volleyball.
3. Throw me the large beach ball.
4. Throw me the golf ball.

Cinderella went to the ball.

BALL: fancy dance

SEQUENCE OF SIGNS:
In this simple sentence, the signer states a TOPIC followed by a COMMENT.
1. DISNEY STORY CINDERELLA – used to establish who Cinderella is, thus setting the topic

2. SHE WENT TO THE BALL – comment describing something about the topic

SIGNS SELECTED:

- BALL – a formal dance, shown here by adding the sign “fancy” to “dance” and holding the upper body in such a way as to indicate formal dance movement.

We had a ball!

BALL: fun, good time

SEQUENCE OF SIGNS:

In this simple sentence, the signer states a TOPIC followed by a COMMENT.

1. WE – the signer establishes who he is talking about

2. WOW, FUN!! (this combination indicates “lots of fun”) – signer’s first comment

3. GREAT! – signer’s 2nd comment

SIGNS SELECTED:

- HAD A BALL – means had a fantastic time or experience. The signer uses 3 signs to communicate this concept in order to convey the degree of fun or enjoyment experienced. The signs are supported by facial affect markers and the size/strength of the sign “fun.”

PRACTICE Try signing:

1. They had a ball!

2. Did you have a blast?

3. No, she didn’t enjoy herself.
BATH/BATHING

The girl is taking a bath.

BATH: immersing oneself into a hot/warm water

SEQUENCE OF SIGNS:

In this simple sentence, the signer states a TOPIC followed by a COMMENT.

1. SHE BATH— the topic or thing being discussed
2. GOT INTO -- comment about the ball

SIGNS SELECTED:

- BATH: submerging self in water

Where is your bathing suit?

SEQUENCE OF SIGNS:

In this simple sentence, the signer states a TOPIC followed by a COMMENT.

1. YOUR SWIM SUIT — the topic or thing being discussed
2. WHERE (IS IT)? — question about the swim suit

SIGNS SELECTED:

- BATHING SUIT: swimsuit

FACIAL GRAMMAR INDICATES: The furrowed brows indicate that is a wh-question, requiring an answer from the person being addressed. The answer is more than simply yes or no. This non-manual marker is sometime misunderstood by non-Deaf people for irritation or anger (an affect marker), rather than a grammatical marker.

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PRACTICE Try signing:

1. Where is Mom’s bathing suit?
2. That’s my bathing suit.
3. Is that my bathing suit?

Strange! Dad is walking around in his bathrobe.

BATHROBE: An informal wrap to be worn around the house.

SEQUENCE OF SIGNS:
In this simple sentence, the signer states a TOPIC followed by a COMMENT.
1. DAD— the topic or thing being discussed
2. IS WALKING AROUND — comment #1 about Dad
3. WEARING A WRAP AROUND ROBE WITH SASH AND POCKETS — more detail about the topic (comment #2)
4. JUST WALKING AROUND — reiteration of comment #1
5. STRANGE! Non-manual comment about the first statement

SIGNS SELECTED:
BATHROBE: Notice that the degree of detail used here is typical of visual communication.

PRACTICE Try signing:
→ Where is Mom’s bathing suit?
→ That’s my bathing suit.
→ Is that my bathing suit?
My apartment has one bathroom.

SEQUENCE OF SIGNS:

Here the signer sequences signs from LARGE to SMALL.
1. MY APARTMENT – the largest thing being discussed (topic)
2. BATHROOM – the 2nd largest thing being discussed (subtopic)
3. (has) ONE – comment

SIGNS SELECTED:

BATHROOM: washroom or water closet. The sign selected is used for the noun "bathroom" as well as the verb "to go to the bathroom."

HAS/IS: in ASL, this concept is generally conveyed with a slight head nod.

PRACTICE: Try showing:
¬→ My apartment has 3 bedrooms.
¬→ How many bedrooms are in your house?
¬→ How many bathrooms are in your apartment?

I sat in the bathtub until the water got cold.

FACIAL AFFECT INDICATES:

The signer was relaxed and calm, enjoying the experience – shown by the relaxed lips, as well as the facial expression. However, when the water became cold, it was unpleasant (pursed lips).
SEQUENCE OF SIGNS:

1. BATH (I) GOT INTO--(topic)
2. (I) BATHED (slowly) -- comment #1
3. STAYED (a long time) -- comment #2
4. IT GOT COLD! -- comment #3

SIGNS SELECTED:

BATHTUB: object in which one bathes

Interesting, but the signer never actually signs "tub," however it is understood as the object which contains the bather.

PRACTICE:

Try showing:

→ I sat in the bathtub until I fell asleep.
→ Did you sit in the bathtub until you fell asleep?
→ Did you sit in the bathtub until the water became cold?

BECOME

What has become of my trousers?

FACIAL AFFECT INDICATES:

The signer is angry or upset about what is happening.

SEQUENCE OF SIGNS:

1. PANTS -- the topic or thing being discussed
2. GONE -- comment
3. WHAT'S GOING ON? -- question
SIGNS SELECTED:

BECOME: happened to – the signer implies this concept in her final question, What happened? What is this?

PRACTICE:

Try showing:

1. What's become of my rock collection?
2. What's become of my photo album?

I become angry when I see dog hair all over the furniture.

SEQUENCE OF SIGNS follows CHRONOLOGICAL TIME:

1st. Dog gets on the couch
2nd. Dog hair is left on the couch
3rd. I sit on it and it gets on me
4th. I get angry

Signs are also ordered by topic/comment:

1. COUCH – the topic or thing being discussed
2. Dog lies on it (the couch) – subtopic #1
3. Dog hair gets all over the couch -- subtopic #2
4. I GET ANGRY -- comment

SIGNS SELECTED:

BECOME: changed state of being – conveyed in the execution of the verb “angry” which is slow and evolving rather than explosive and sudden.
PRACTICE:
Try showing:

→ I become angry when you leave your clothes all over the house.
→ I laugh when I see dog hair all over the furniture.

That dress becomes you.

BECOMES: looks good, compliments your appearance

SEQUENCE OF SIGNS follows CHRONOLOGICAL TIME:

1st  Dog gets on the couch
2nd  Dog hair is left on the couch
3rd  I sit on it and it gets on me
4th  I get angry

Signs are also ordered by topic/comment:

1. DRESS – the topic or thing being discussed
2. FIT YOU -- comment #1
3. AGREES WITH YOU -- comment #2

FACIAL AFFECT INDICATES:

The signer is making an emphatic statement, thus the serious look on her face. This affect marker is sometimes misinterpreted as being angry or upset by non-signing people.
EXHAUST

I am exhausted!

EXHAUSTED: To be tired, worn out.

FACIAL AFFECT (puffed cheeks) INDICATES extremely or very tired

PRACTICE:

Try showing:

1. Are you exhausted?
2. Mother is exhausted
3. No, I'm tired but not exhausted.

The car's exhaust is terrible.
You should get the muffler fixed.

EXHAUST: emissions from an engine

SEQUENCE OF SIGNS:

1. Car exhaust (muffler) (topic – largest object)
2. Smoking, Smelling – awful! (comment #1)
3. You should take it to be fixed (comment #2)

PRACTICE:

Try changing the sentence to:

⇒ The muffler is NOISY – you should get it fixed.
⇒ The car's exhaust is terrible. Are you going to get the muffler fixed?

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MAKE

Go make up your bed.

MAKE: To straighten or smooth the bed covers.

SEQUENCE OF INFORMATION:
1. Your bed (topic – and largest item in the sentence)
2. You need to straighten it up (comment)
3. Go do it (now)

FACIAL AFFECT (serious face and head nod) INDICATES: a command. Do it now!

Try changing the sentence to:
1. Did you make up your bed today?
2. I made my bed today.
3. I make up your bed everyday.

I made my own wedding gown from a picture I found in a book. It was perfect!

MADE: To sew

SEQUENCE OF INFORMATION follows chronological time:
1. Wedding dress (topic – and largest item in the sentence)
2. I found a picture in a book of a dress I liked (comment #1)
3. I made that dress (sewn by hand and by machine) (comment #2)
4. It was perfect! (comment #3)
5. I liked it (comment #4)
SIGNS SELECTED:

1. Notice that the model signs DRESS-WEDDING rather than wedding dress. This is one way the underlying structure of ASL affects every unit in a sentence ... here DRESS is the topic and WEDDING is a subtopic identifying what kind of dress. You will see deaf signers often give the noun first and then the adjective. Other examples include:
   - White house → HOUSE WHITE
   - Black car → CAR BLACK
   - Fat man → MAN FAT

2. The signer uses two signs for "sewing" — one indicating sewing by hand with needle and thread and the second used to show sewing by means of a sewing machine. Look at the signing again and see if you can spot these two verbs.

I have to make up three absences by this Wednesday.

MAKE UP: complete missing time, work or assignments

SEQUENCE OF INFORMATION follows chronological time:

1. Thus far I’ve missed 3 classes
2. I must make them up by this Wednesday

FACIAL AFFECT tells you:

1. That the absences were unintentional or the result of carelessness. Look at the face as the signer signs MISSED 3 times.
2. The signer is not pleased about this. Look at the facial affect at the end of the signed example.

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They always make up after a fight.

MAKE UP: To apologize, put an argument aside.

SEQUENCE OF INFORMATION follows chronological time:

1. The 2 of them typically have a fight
2. Then they walk away angry
3. After a while, they each feel bad about the argument
4. Then they kiss and make up
5. This is their pattern

SIGNS SELECTED:

- Twice the signer uses a sign that looks like YOURS or THEIRS – it is the flat palm signed toward the couple he has set up in space. This sign shows the concept of something that happens over and over, thus is the equivalent of the word “always” in this English sentence.

- The use of space and classifiers is used frequently in visual communication. Here, the signer uses the L-classifier and space to show the behavior of the 2 people in this couple ... indicating how they separate angrily, going in separate ways, only to come back together when they make up later.

- Detail – notice how the signer expands on the actions that are included in the “making up” – hugging, kissing, etc. This greater level of detail is typical of making visual sense.
I need to get some new make up before I go out tonight.

MAKE UP: cosmetics

SEQUENCE OF INFORMATION follows chronological time:

1. Tonight I go out (topic – and largest item in the sentence)
2. Need to buy ... mmm ... things like blush, mascara, lipstick, eyeliner, etc.

FACIAL MARKERS INDICATE: a non-specific list of nouns and, because of that, the concept is "generic cosmetics," NOT the specific items the signer has listed. If the facial markers were changed, the sentence would indicate that the signer needs these specific items.

I’m going to make a batch of chocolate chip cookies.

MAKE: mix, bake

SEQUENCE OF INFORMATION:

1. Chocolate chip cookies (topic)
2. Mix dough in a bowl
3. Put dough in dollops on a cookie sheet
4. Place cookie sheet in oven and cook them
The school security guard caught them making out behind the gym.

MAKE OUT: kissing/hugging

SEQUENCE OF INFORMATION follows chronological time:
1. Gym (topic – and largest item in the sentence)
2. 2 students snuck around behind it (comment #1)
3. They were making out like crazy (comment #2)
4. School cop (topic #2)
5. Caught the 2 of them (comment)

FACIAL MARKERS INDICATE:
- Look at the signers face while he signs THE TWO OF THEM WENT BEHIND THE GYM. That facial marker shows that they were sneaking as they went behind the gym.
- Notice the nonverbal comment made at the end of the statement by the signer. He clearly does not approve of what happened.

SIGNS SELECTED:
- The signer uses a sign generally glossed as “make out” to convey what the young couple were doing. This sign is generic and unspecific, so it leaves to the imagination of the viewer specifically WHAT the couple were doing. Another option would be to give a list of verbs, stating specifically what the couple was doing. In all likelihood, the signer doesn’t give the specific verbs because he doesn’t know precisely what they were doing.
- Notice again the use of space. Once the gym was set in a specific place (known as a LOCATIVE), all of the following verbs are moved in relationship to the gym:
- The couple goes behind it
- The guard catches them in that location
She made a real fuss when they told her they were cutting her hours.

MADE A FUSS: complained, was grouchy, got upset

SEQUENCE OF INFORMATION follows chronological time:

1. Woman (topic – and largest item in the sentence)
2. Work hours (subtopic)
3. Cut/reduced (comment #1)
4. She was crabby/angry

NOTE: if the signers knows more specifically what the woman did to “make a fuss,” those specific details should be provided

PRACTICE:

1. She was really happy when they told her they were cutting her hours.
2. She made a real fuss when they told her they were increasing her hours.
3. He was really nervous telling her they were cutting her hours.
4. Did she make a fuss when they told her they were cutting her hours?

I loved the movie, even though it is make believe.

MAKE BELIEVE: pretend, invented

SEQUENCE OF INFORMATION follows chronological time:

1. Movie (topic)
2. I loved it! (comment #1)
3. Movie made up/pretend (topic #2)
4. I don’t care/that’s not important

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**Don’t make fun of the new kid.**

**MAKE FUN OF:** mock, tease, give lip to/pick on

**SEQUENCE OF INFORMATION follows chronological time:**

1. New student (topic — and largest item in the sentence)
2. The one who just moved to this school (subtopic)
3. (Because he’s new) You guys give him lip, be mean, pick on him — DON’T (comment)

**FACIAL MARKERS INDICATE:** the degree of mocking/teasing as quite severe or significant.

**PRACTICE:** Try these sentences —
1. Did you make fun of the new student?
2. Have you met the new student?
3. Have you met the new student?
4. Don’t give the new student your book.

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**Your brother made up a bunch of excuses when he showed up late for class.**

**MADE UP:** invent, create

**SEQUENCE OF INFORMATION follows chronological time:**

1. Your brother (topic)
2. Showed up late to class (comment #1)
3. Made all kinds of excuses (comment #2)
FACIAL MARKERS INDICATE: disagreement with, negative judgment toward brother's behavior

I'm sorry but I can't make it to the party.

MAKE IT: come to or go to

SEQUENCE OF INFORMATION:
1. Party (topic)
2. I can't go (comment #1)
3. Sorry (comment #2)

FACIAL MARKERS INDICATE: sadness at having to miss the party

PRACTICE Try to sign these sentences:
1. I'm sorry but I can't make it to church Sunday.
2. I'm sorry but I can't make it to work tomorrow.
3. I'm happy that I can make it to the party.
4. I'm excited that I will make it to work tomorrow.

No, we don't have much money but we can make do with what we have.

MAKE DO: use limited resources carefully

SEQUENCE OF INFORMATION:
1. Money limit (topic)
2. Not to worry (comment #1)
3. We can manage (comment #2)
SIGN SELECTION: This sign can be used to discuss a number of different resources: time, money, glue, the food, etc. Using this sign for “make do” or “stretch the resources we have,” you want to name the resource first, state that you don’t have a lot of it, and end with a comment that you need to use this limited resource carefully.

PRACTICE  Try to sign these sentences:

1. We don’t have much time, but we can get everything done in the time we have.
2. We don’t have much food, but we can manage with what we have.
3. We don’t have much paint, but we can make do with what’s here.

RUN

She is running for mayor.

RUN: contend for, apply for, volunteer for

SEQUENCE OF INFORMATION:

1. City (topic)
2. Top job-mayor (subtopic)
3. She hopes to be elected (from among other contenders)

PRACTICE  Try to sign these sentences:

1. She is running for the school board.
2. Is he running for President?
3. I am thinking about running for city council.
He runs a small business.

RUN: operate, manage

SEQUENCE OF INFORMATION:
1. He owns business
2. He runs it (himself)

PRACTICE Try to sign these sentences:
1. My mother runs a small business.
2. I run a small business.
3. Does Uncle Ralph run a small business?

The water is running in the backyard.

RUN: flowing

SEQUENCE OF INFORMATION:
1. Backyard (topic – largest item in the sentence)
2. The hose in the backyard (subtopic)
3. Water is flowing into the yard from the hose (comment)

PRACTICE Try to sign these sentences:
1. The water is running in the bathtub.
2. The water is running in the kitchen sink.
3. Is the water running in the backyard?
Does the engine run smoothly?

RUN: operate

SEQUENCE OF INFORMATION:
1. Engine (topic)
2. Smooth? (question)

PRACTICE Try to sign these sentences:
1. The engine runs smoothly.
2. The meeting ran smoothly.

The elevator won’t run.

RUN: operate

SEQUENCE OF INFORMATION:
1. Elevator (topic)
2. Doesn’t work (subtopic)

SIGNS SELECTED: Notice that the signer explains specifically what “won’t run” means. In this case, she states that the doors don’t open. In another case, it might mean it gets stuck between floors. Visual communication ALWAYS prefers specific information if possible.

PRACTICE Try to sign these sentences being specific about what “run” or “work” mean.
1. My watch won’t run.
2. My oven won’t work.
3. My sewing machine won’t run.