SECTION 6

AMERICAN SIGN LANGUAGE (ASL) GRAMMAR

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The order of the grammatical features on pages 1-2 of this section is consistent with the order of grammatical features on SLPI Rater Worksheets and on Some Guidelines for Identifying and Discussing ASL Grammar (blue laminated page).

1. **Use of space (indexing, eye gaze, & body shifts) for contrasting ideas, comparing things and pronouns:**

   a. Communicating about persons/things that <u>are</u> present/here (pp. 3-4)
   b. Communicating about persons/things that <u>are not</u> present
      1) Pointing to locations in space (Indexing) (pp. 5-6)
      2) Looking/glancing at locations in space (Eye-gaze)
      3) Listing (Pointing to fingers of non-dominant hand)
      4) Classifiers (Cl:1, CL:2, CL:3, CL:B) (also, see #11, next page)

2. **Directionality/Using direction of sign verb movement to show subject and object - actor and person/thing acted upon (pp. 20-21)**

3. **Adding to and modifying sign meaning: Movement of signs & facial expressions/non-manual signals**

   a. Negating (no/not) - headshake ("not") and 'movement and orientation (palm facing) changes' (pp. 6-7)
   b. Affirming (yes) - headnod ("it is true") (p. 8)
   c. Showing size & intensity – 'size' of sign and 'power,' speed & quality of movement (pp. 9-10)
   d. Showing temporal (time) aspect - modification of sign movement (repeated, circular, etc.) for over a long time, from time to time, regularly, frequently, etc.
   e. Facial expression showing "close in time or space" (time adverbs) (pp. 11-12)
   f. Movement changes of verb signs - may show attitude and/or how something is done (pp. 13-14)

4. **Repeated action: Shown by repetition of sign verb movement (GO+++/ATTEND, DRIVE-TO+++, etc.)**

5. **Showing more than one (plural) (see also #6)**

   a. Sweeping hand horizontally & vertically (p. 24)
   b. Repeating sign/reduplication (pp. 24-25)
   c. Adding "cluster-of"/cluster affix (p. 25)
   d. Pointing to specific locations/indexing
   e. Adding signs like MANY, FEW, SOME
   f. Using classifier signs (CL-5, CL-3, CL-4, CL-1 etc.)

6. **Using number handshapes in a sign (Incorporation of Number) (TWO-WEEKS-AGO, THREE-OF-US, AGE-4) (p. 23)**

7. **Showing something belongs to someone (Possessive)** (pp. 3 & 26): B/Palm-Flat Handshape
   (S used when fingerspelling; for example, name of restaurant)

8. **ASL sign word order** - for example:

   a. Rhetorical question - MOVE-TO HERE, WHY? ENJOY OUTDOORS
   b. Conditional Clause (if-then) - (if) RAIN, (then) GAME CANCELED
   c. Topic - Comment - WATCH+++ HOCKEY, ENJOY (ME)
   d. Question marker/sign at end of sentence -
      1) NAME, WHAT?
      2) WORK, WHERE?
   e. Negation-Affirmation at end of sentence -
      1) WINTER, SNOW-a-lot, DON'T LIKE
      2) TEACHER ME, YES
      3) Modals - CAN, HAVE, WILL
   f. Descriptors/adjectives following nouns - OLD 20, CHILDREN 3, HOUSE RED
   g. Discourse Organization - Time-Place-Agent-Actor-Action-Reaction
      Object-Subject

9. **Classifiers:** ASL has several distinct types of classifiers (size-and-shape-specifiers, semantic classifiers, body classifiers, body-part classifiers, and instrument classifiers). Classifiers take the place of nouns in ASL predicate phrases. For a detailed explanation of the classifier system of ASL, see T. Supalla, (1986), The classifier system in American Sign Language [In Carol Padden (Ed.), *Proceedings of the Fourth National Symposium on Sign Language Research and Teaching,* Silver Spring, MD: National Association of the Deaf, pp. 29-35]

   a. CL-1 (person, pencil, pole) & CL-2, CL-3 (people) (p. 29)
   b. CL-Λ (legs of a person) (p. 30)
   c. CL-3 (vehicle-car, bus, train, ship) (p. 30)
   d. CL-G (thinness, picture frame, book binding) (p. 31)
   e. CL-C (thickness, cover of snow) (p. 31)
   f. CL-B (flat object, paper book) (p. 32)
   g. CL-A (object occupying space, lamp) (p. 32)
   h. CL-F (button, coin, spot, token) (p. 33)
   i. CL-C (campaign button, silver dollar, large cookie) (p. 33)
   j. CL-C (hockey puck, flat round paper weight)
   k. CL-C (cup, bottle, pipe, post)
   l. CL-1↓:1↓ (legs, manner of gait)
   m. CL-V (small animal, rabbit, bird)
   n. CL-4 (people sitting)
   o. CL-5 (buildings, piles of something, clumps)

10. **Communicating questions in sign language**

    a. Yes/No Question Expression (p. 17)
    b. Wh-Question Expression (Who, What, Where, How etc.) (p. 18)
    c. Using question with response to make a statement (Rhetorical Question Expression) (p. 19)
    d. Question signs - place in sentence (may be at sentence beginning, end, or both) (p. 20)

11. **Deriving/distinguishing between nouns and verbs (CHAIR & SIT, DOOR & OPEN-DOOR, AIRPLANE & FLY) (p. 27)**

12. **Communicating the Time/Tense (PAST, NOW [PRESENT], FUTURE) (p. 28)**

USE OF SPACE/PRESENT REFERENT

In American Sign Language the index or forefinger handshape is used to
indicate the personal pronouns ME, YOU, HE/SHE/IT, WE, YOU-ALL, and THEY.
Pointing the index finger at a person or thing that is present within
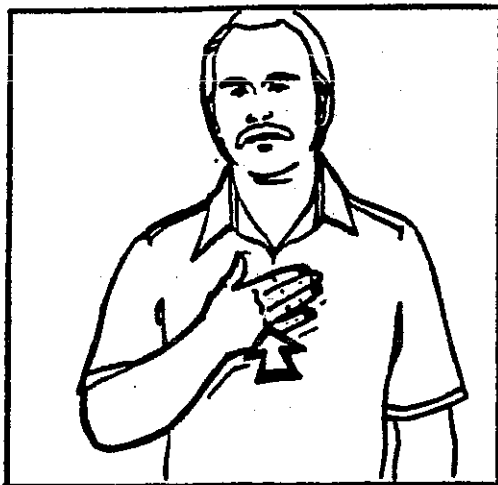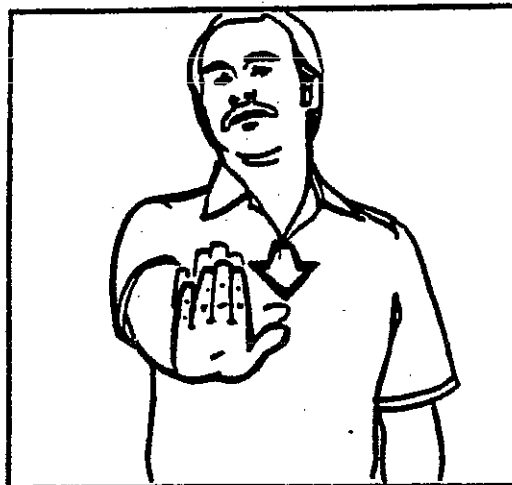the communication area is the form of this sign principle.
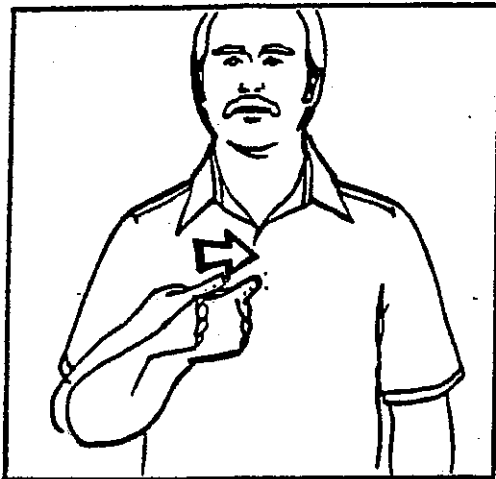
ME	YOU

The possessive pronouns, MY, YOUR, HIS/HERS, OUR, THEIR, are produced
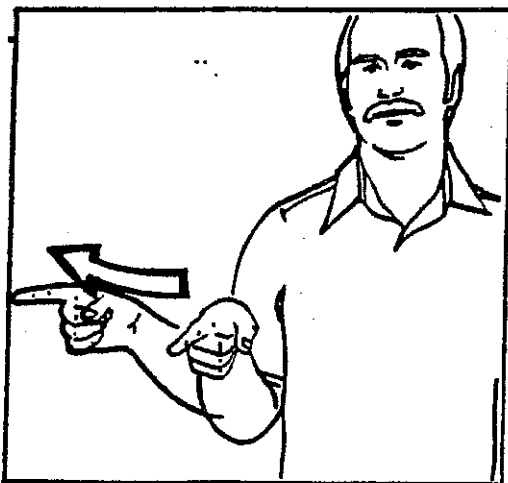with the 'B' handshape.

MY	YOUR

Note: Sign principle examples (drawings) taken from
Basic Sign Communication I, II, III Curriculum by
Newell et al. (1984).

The demonstrative pronouns, THAT, THESE, THOSE, are produced with the 'Y' handshape. THIS (and THAT, THESE, THOSE may also) use the index or forefinger handshape.

THOSE

THOSE

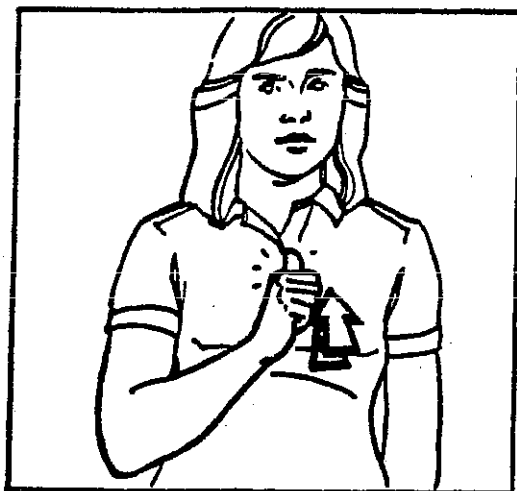The reflective pronouns, MYSELF, YOURSELF, HIM/HERSELF, OURSELVES, YOURSELVES, THEMSELVES, are produced with the 'A' handshape.

MYSELF

YOURSELF

These pronouns are related visually to their referents which are present within the communication area.

USE OF SPACE/ABSENT REFERENT

In sign language, persons or things not present (absent referents) can
be discussed with no confusion about to whom or what is being referred.
Signers do this by establishing points in space to the right or left side
of the signer as locations for absent persons or things. These reference
points remain constant during any single conversation unless moved as
dictated by the conversation. Both parties to the conversation use the
same points, as established, to refer to the same persons or things.
One way of establishing these reference points is by pointing to the chosen
location with the index finger immediately after the referent (the person
or thing being referred to) has been named.

The illustrations show how the absent referent (the teacher) is being
located in a certain location and then subsequently referred to again.

MAN THERE-rt TEACHER
(That man is the teacher.)

HE-rt TEACH SIGN
(He teaches sign.)

Notation Symbols for Use of Space/Absent Referent:

HE-rt Index finger points to a specific location to the right side of
       the signer.

HIS-lf 'B' handshape directed to a specific location to the left side
        of the signer.

NEGATIVE HEADSHAKE/NEGATION

A side to side shaking of the head and/or frowning expression on the face
which negates a statement. This non-manual expression is used with all
negative signs (e.g., NOT, CAN'T, REFUSE...) and can be used without a
negative sign to negate a statement. The illustrations below show the
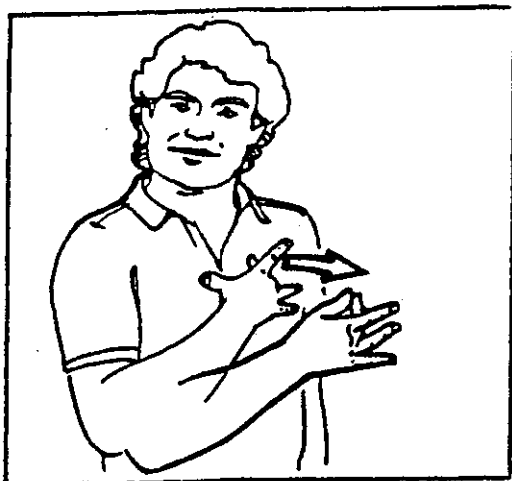negative expression.
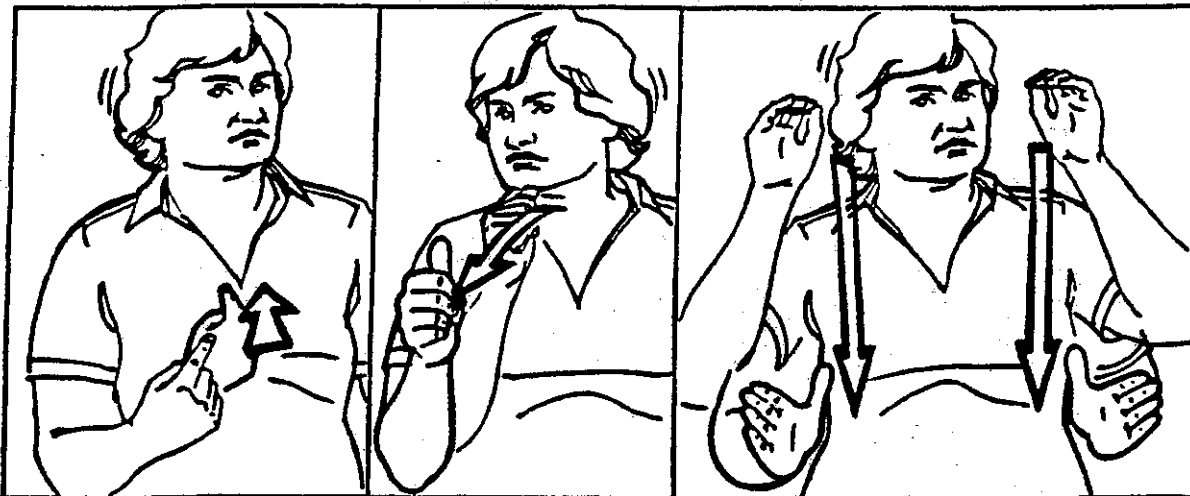
neg
HE NOT TEACHER

neg
DON'T-UNDERSTAND

Notation Symbols for Negative Headshake/Negation: A line over a word,
phrase, or sentence, with 'neg' above the end of the line indicates the
non-manual behaviors for negative headshake and the extent of the behaviors.
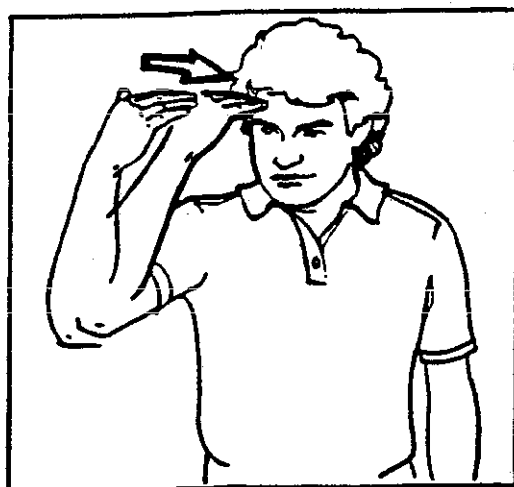
REVERSAL OF ORIENTATION/NEGATION

Certain verbs in American Sign Language are negated by reversing the orientation and movement of the sign. The illustrations below demonstrate the principle.

LIKE

DON'T-LIKE

KNOW

DON'T-KNOW

AFFIRMATIVE HEADNOD

A nod or nodding of the head which accompanies a signed utterance. This
non-manual expression indicates that something is true or asserts the reality
of a statement. The illustrations below show the affirmative headnod.

                                    nod
   ME TEACHER

                                    nod
                              UNDERSTAND

Notation Symbols for Affirmative Headnod: A line over a word, phrase,
or sentence, with 'nod' above the end of the line indicates the non-manual
behavior for affirmative headnod and the extent of the behavior.

MODULATION/SIZE

Some classifier, noun, and verb signs can be modified to convey information about the relative size of a thing or action.   The illustrations below show how the sign HOUSE can be modified to indicate the relative size of a house.

HOUSE-small (bungalow)
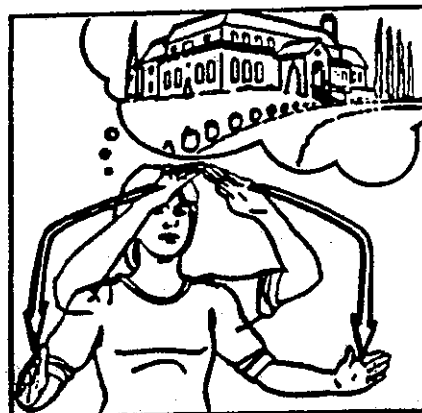
HOUSE-large (mansion)

INFLECTION/DEGREE

Special emphasis should be made concerning the modification of a sign
to show the degree of its meaning. In English, we use adverbs to express
the extent of actions (verbs) or descriptors (adjectives). Such words
as "very," "little bit," "really," "quite," and "too" are commonly used.
There are signs available for the English adverbs; but in American Sign
Language, adverbs are represented in the modified sign itself. For example,
"real quiet" can be signed by "exaggerating" the sign QUIET. You can
make the sign bigger than usual or you can produce the sign much slower
for emphasis. Of course, appropriate facial expression and body language
must be used to support the inflection of the sign to show the degree.

| BLUE-light | BLUE | BLUE-dark |

| DIRTY | DIRTY* |

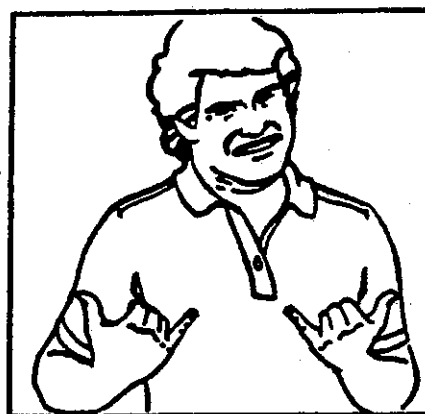NON-MANUAL SIGNALS/TIME ADVERBS (CS)/ *PROXIMAL TIME/SPACE*

A set of face and body gestures which signal that something is close in time or space. These non-manual signals include:

    o raised and movement forward of shoulder

    o lowering of cheek and the side of the mouth toward the shoulder

These non-manual signals are illustrated below. CS can be used to modify the meaning of time adverbials such as PAST, RECENTLY, YESTERDAY and spatial relationship signs such as NEXT-TO, BETWEEN, UNDER. The meanings would be modified to mean, for example: 'just yesterday' or 'very near to'.

<table>
<tr><td>cs
—————
NOW</td><td>cs
—————
NOW</td></tr>
</table>

Notation Symbols for Non-Manual Signals/Time Adverbs: A line over a word or phrase with 'cs' above the end of the line indicates the non-manual behaviors for indicating close in time or space and the extent of the behaviors.

INFLECTION/DURATION

The movement of many verb signs can be changed to indicate that the activity is occurring over an extended period of time. The inflection on sign movement for duration involves changing the movement to repeated elongated circles. Facial and body expression support the meaning. The illustrations below show this inflection for the verb signs WORK and ASK.

WORK-over-a-long-time

ASK-over-a-long-time

INFLECTION/HABITUAL

The movement of many verb signs can be changed to indicate that an activity is occurring regularly or habitually. The inflection on sign movement for indicating regular, habitual activity involves repeating the sign movement. The illustrations below show this inflection for the verb signs ATTEND and GIVE-TO.

ATTEND-regularly

GIVE-TO-regularly

NON-MANUAL SIGNALS/MANNER ADVERBS

There are several facial expressions which function as adverbs/adjectives to modify the meanings of verbs and nouns. These non-manual signals are described and illustrated below.

th - without paying attention, carelessly

- o head tilt
- o lackadaisical attitude
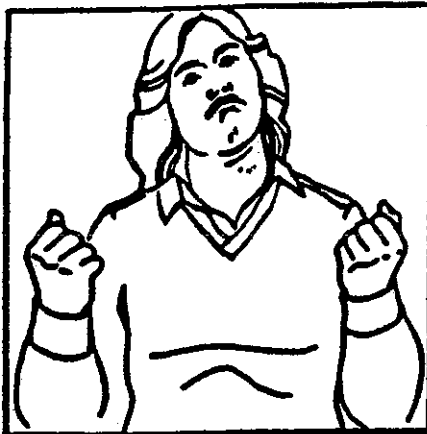- o open mouth
- o tongue pressed on lower lip

$$\frac{th}{DRIVE}$$

$$\frac{th}{DRIVE}$$

mm - normally, regularly, things going along fine.

- o head tilt
- o satisfied complacent facial expression
- o lower lip protrudes

$$\frac{mm}{DRIVE}$$

$$\frac{mm}{DRIVE}$$

puffed cheeks - big, thick, swollen, a lot of, scads of
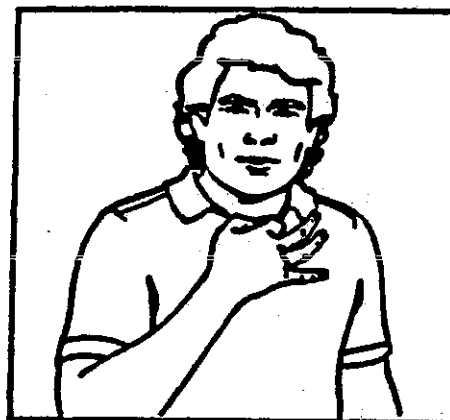

puffed cheeks
SCADS-OF

puffed cheeks
SCADS-OF

pursed lips = very, so, something intense

pursed lips
THIN

pursed lips
THIN

clenched teeth - very, so, something intense, sometimes a negative
connotation

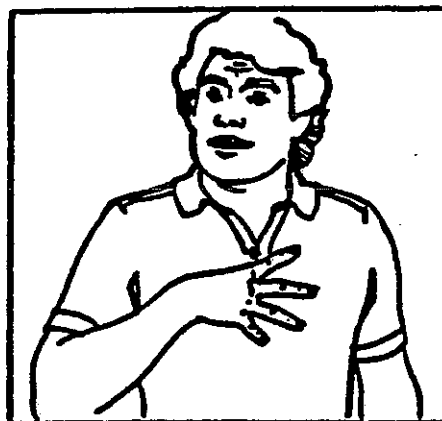|	
clench teeth	clench teeth
SCADS-OF	SCADS-OF

NON-MANUAL SIGNALS/RELATIVE CLAUSE

A set of face and body gestures which signal that information regarding
the subject or object in a statement is being specified. These non-manual
signals include:

o brow raised

o cheeks and upper lip raised

o backward tilt of head

o no juncture between relative clause and statement

rel-cl	rel-cl
WOMAN	WOMAN

NON-MANUAL SIGNALS/CONDITIONAL

'If' statements are called conditionals. Conditionals consist of two parts. One part is the condition and the other part states the consequences or result. For example in English we might say, "If the game is cancelled, what will you do?" The condition is "If the game is cancelled". The result or consequence, in this case, is a question "What will you do?" The result could also be a statement or a command, e.g. "I'll go home" or "go home."

In sign language, conditional statements are also structured with a condition and a result. Conditional statements in sign do not need to use the sign IF. The non-manual expression alone can indicate the conditional. This expression is illustrated below.


cond
RAIN

cond
RAIN

Notation Symbols for Non-Manual Signals/Conditional: A line over a word or phrase with 'cond' above the end of the line indicates the non-manual behaviors for conditions and the extent of the behaviors.
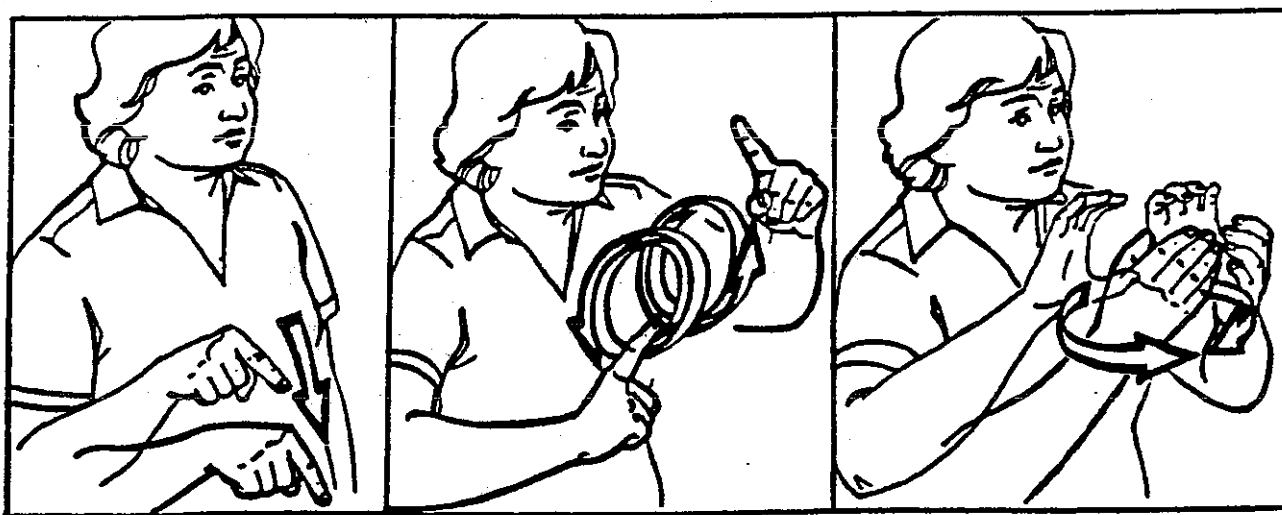
YES/NO QUESTION EXPRESSION

A set of face and body gestures which signal that a question requiring
a yes or no answer is being asked. These non-manual cues include:

- o   raising the eyebrows

- o   moving the head and shoulders slightly forward

- o   holding the last sign a bit longer

The illustrations below show this non-manual signal.
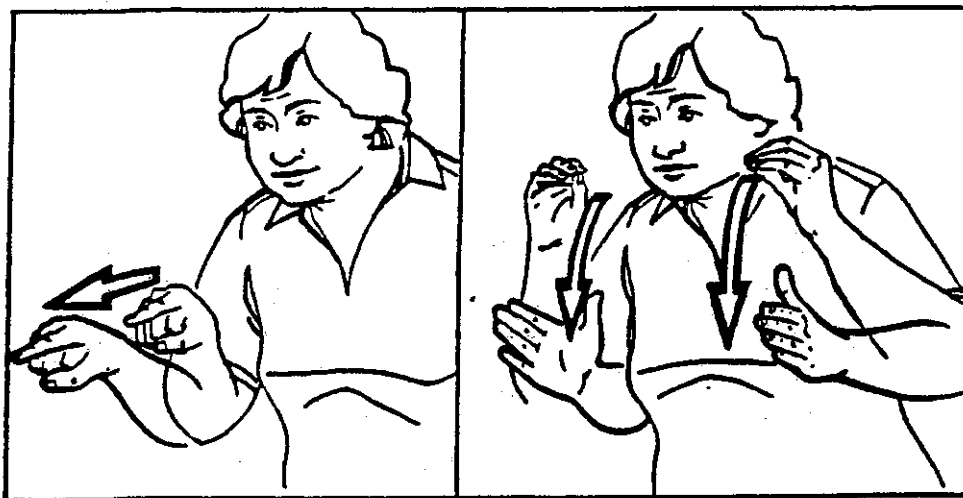
q
YOU TEACHER

q
THIS SIGN CLASS

Notation Symbols for Yes/No Question Expression: A line with the 'q'
symbol above the sign gloss indicates that the sign(s) should be accompanied
by the non-manual signals for asking a yes or no question.

WH-QUESTION EXPRESSION

Wh-questions ask for specific information with question signs such as WHO, WHAT, WHEN, WHERE, WHY, WHICH, HOW, HOW-MANY, HOW-MUCH. A set of non-manual signals accompany the asking of a wh-question. These are:

- o   Squinting the eyebrows together

- o   Tilting the head slightly forward

- o   Looking directly at the addressee

Two sentences are illustrated here to show how wh-questions are expressed.

wh-q
WHAT YOUR NAME
(What is your name?)

wh-q
WHO YOU
(Who are you?)

Notation Symbols for the Question Expression: In writing sentences using sign glosses, we indicate that the non-manual signals for wh-questions accompany the signs by placing a line with the superscript wh-q above the signs.

RHETORICAL QUESTION

This questioning technique uses the raised brow and the tilted head.
Usually the "wh" word can be used at either the beginning or end of the
question. Rhetorical questions are actually a strategy in ASL for making
statements.   The question is used to draw attention to the speaker signalling
that he/she will be supplying the answer to the question previously asked.

<div align="center">

_____ rhet-q
TAKE SIGN CLASS WHY

</div>

<div align="center">

ASSOCIATE DEAF

</div>

Notation Symbols for Rhetorical Question: A line with the 'rhet-q' above
the glossed question indicates that the sign(s) should be accompanied
by the non-manual signals for asking a rhetorical question.

TAG QUESTION

This questioning technique uses the same elements as the "wh" question
(1) squinted brows, (2) tilting the head to one side or backwards, (3)
direct eye gaze and, (4) juncture. However, it also includes the repeated
use of the "wh" question word at the end of the initial question. The
"wh" question word can be repeated several times.

This questioning technique is used to emphasize to the receiver the "wh"
word that needs to be answered.

For example:

|	wh-q	wh-q
WHERE YOU WORK NOW	WHERE	

DIRECTIONALITY/AGENCY

Certain verbs in sign language can indicate grammatical relationships
(i.e. who did what to whom) through the direction of their movement in
space. The movement of the sign indicates the subject and the object
of the verb. The subject and object (who did it and to whom it was done)
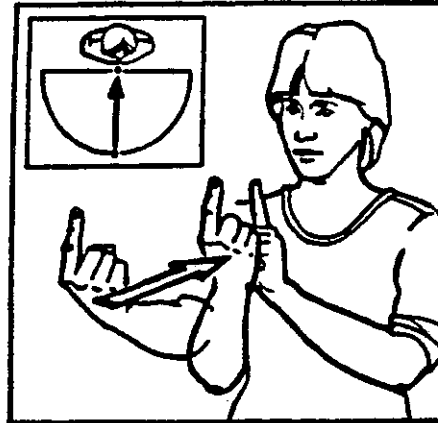are implicit in the verb movement.

The first illustration shows the various paths along which verbs that
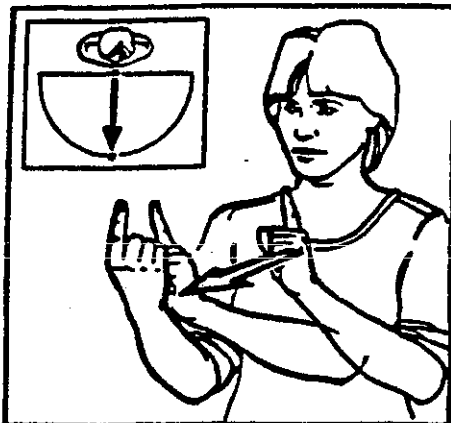are directional can move.
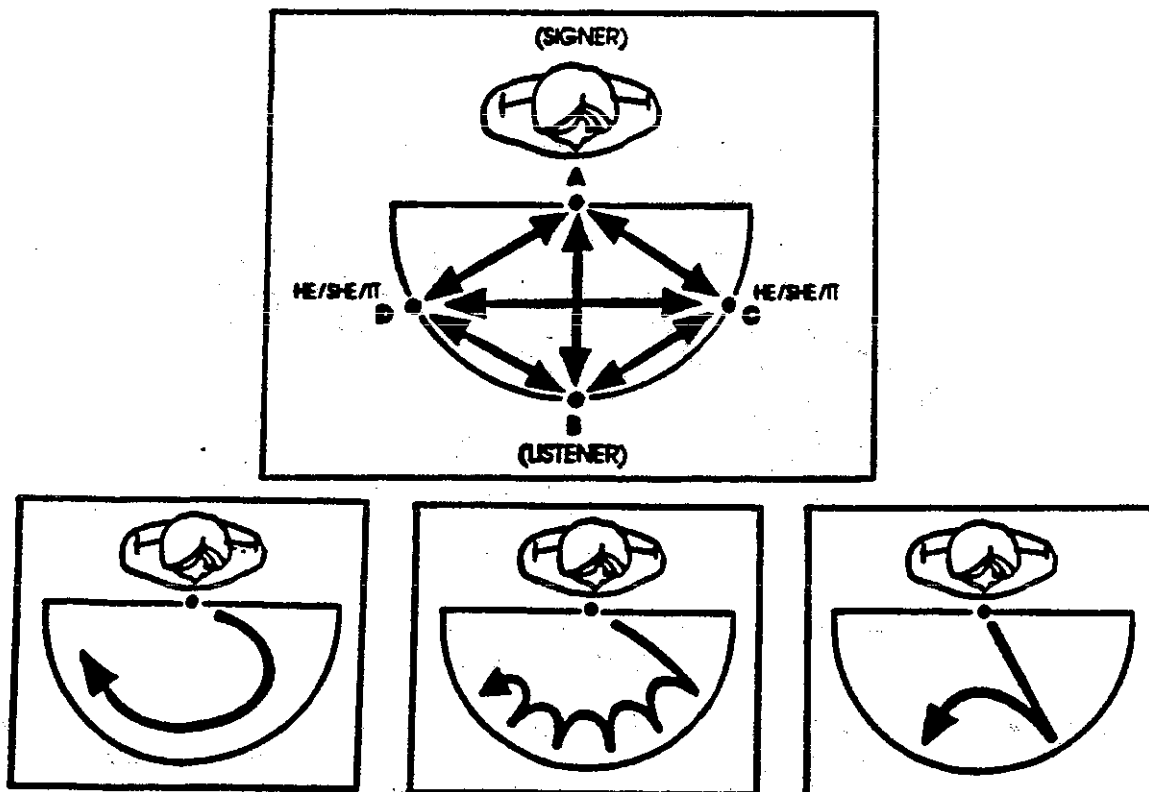
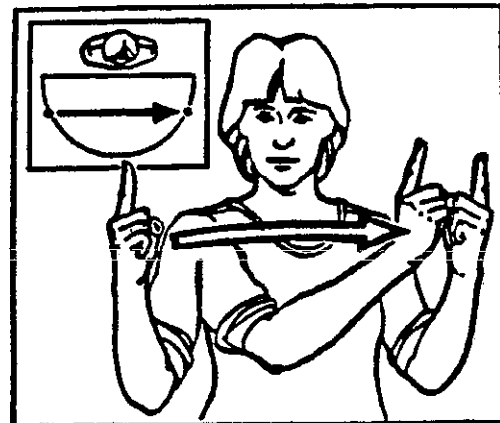The remaining illustrations show examples of directionality with the verb
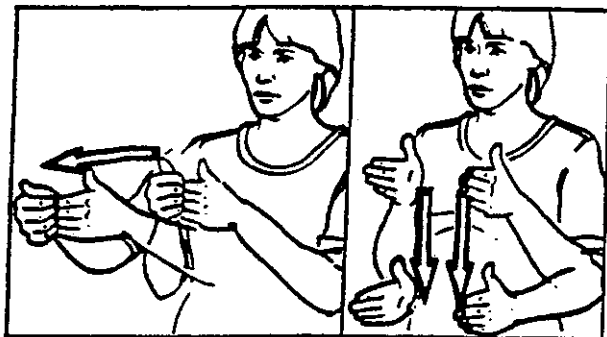MEET.
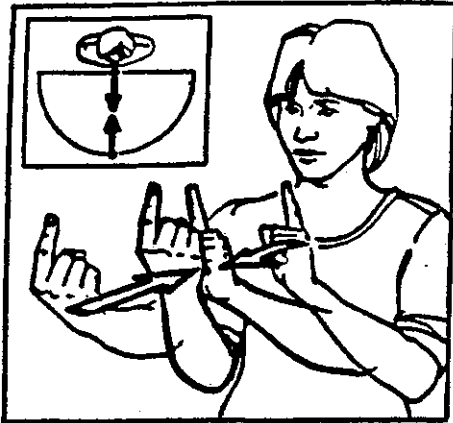
we-MEET

you-MEET-me

me-MEET-you

he-MEET-she

PERSON AFFIX/AGENCY

In sign language a person's identity or profession can be indicated by
using the person affix. Thus some verbs can be changed to nouns e.g.
TEACH to TEACHER by adding the person affix to the verb. The illustrations
below show the signs LEADER and ADVISOR.

LEADER   ADVISOR

INCORPORATION OF NUMBER/TIME

Number can be expressed by using the number handshape, e.g. 1, 2, 3, 4,
while producing the movement, location and orientation of certain time
signs.   The illustrations below are examples of Number Incorporation
for Time signs.

3-YEAR   2-WEEK-FUTURE   2-MONTH

INCORPORATION OF NUMBER/PRONOUN

Number handshapes, e.g. 1, 2, 3, 4, can be incorporated into other signs
to show how many. For example, using the number handshape for two, and
pointing back and forth between yourself and another person (see illustra-
tion) can be translated as he/she and me, or "the two of us", or "we".
The number of people referred to is incorporated or included in the production
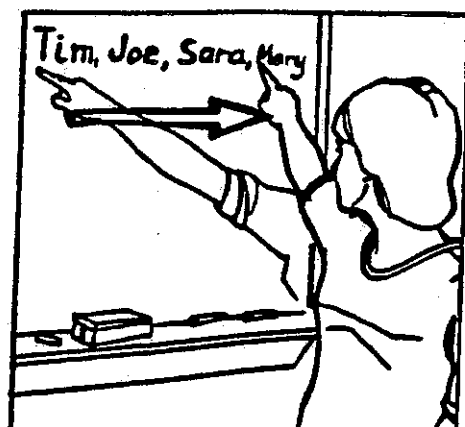of the sign.

WE-2   YOU-3

HORIZONTAL or VERTICAL SWEEP/PLURALITY

A sweeping motion of the arm on the horizontal or vertical plane that can be used to indicate plurality (more than one). Horizontal sweep with the index finger handshape is used when signing WE, YOU-ALL, THEY, THESE. Vertical sweep would be used if, for example, names were listed on a chalkboard and the signer were referring to the names. The signer would point at the top name and sweep down (vertically) to indicate THESE or THEY. The illustrations below show horizontal and vertical sweep.

THESE

THESE

REDUPLICATION/PLURALITY

One way to indicate plurality (more than one of something) is to repeat the sign movement while moving the sign in space horizontally/vertically or randomly to show the spatial array of the plural objects/people.

Reduplication is used in appropriate contexts when there is no other indication of the plural idea. For example, a signer might sign 5 BOOK. The signed number 'five' indicates plural therefore the sign movement on BOOK does not need to be repeated (reduplicated).

These illustrations demonstrate reduplication for plurality.

BOOK++

CHAIR++

Notation Symbols for Reduplication/Plurality: Pluses (++) following the
gloss of a sign indicates that the sign should be repeated. The number
of pluses indicate how many times the sign should be repeated.

CLUSTER AFFIX/PLURALITY

The cluster affix is used to note plurality, i.e., a specific group of
people, animals or things. The cluster affix usually marks a general
class of persons/things, i.e., teachers (in general or as a whole). There
is also some evidence that the use of the cluster marker is restricted
to contexts where one is specifying the special group or class of persons
or things as being a sub-group of some larger class.

By using the cluster-affix and placing the 'group' in a specific location
the signer can mark both plurality and establish a reference point in
space for future reference to the same group. Groups can be placed in
contrasting positions to the right and left side of the signer which would
indicate that there may be some contrast or comparison being established.

TEACHER
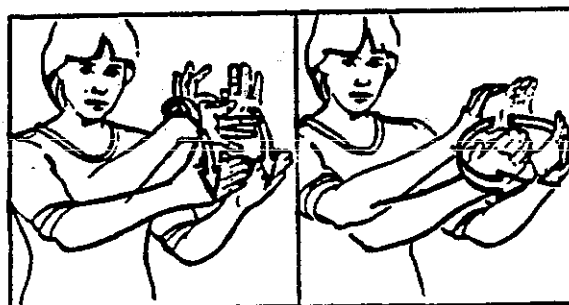
INTERPRETER

DEAF

HEARING

"S" AFFIX/POSSESSIVE

The illustrations below show the possessive 'S affix used in a sentence.

SHE B-O-B'S MOTHER

American Sign Language also uses the possessive pronoun sign to indicate possessive. The illustrations below show how the possessive pronoun is used in a sentence. The possessive affix 'S is most often used in signing English and the possessive pronoun form is used in ASL. However, both forms are common and therefore students should be introduced to both ways of indicating the possessive and encouraged to be flexible in both their expressive and receptive sign communication.

B-O-B HIS MOTHER SHE

INFLECTION/NOUN-VERB PAIRS

Some nouns and verbs in sign language share the same handshapes, location, and orientation but are distinguished from each other only by differences in their movements.

Nouns of noun/verb pairs have repeated movement and verbs have single continuous movement. The illustrations below show these movement differences.
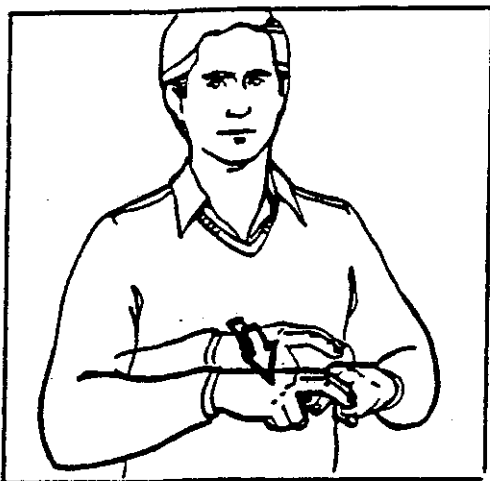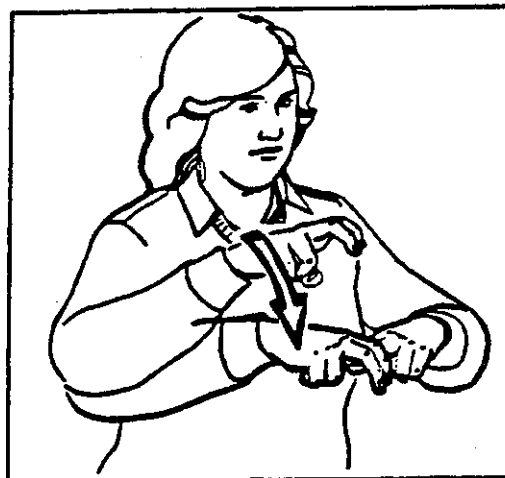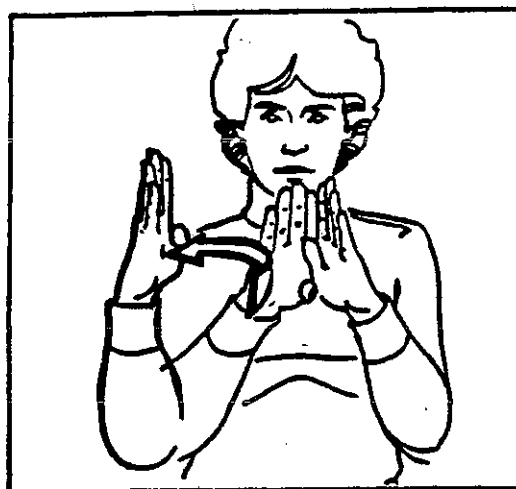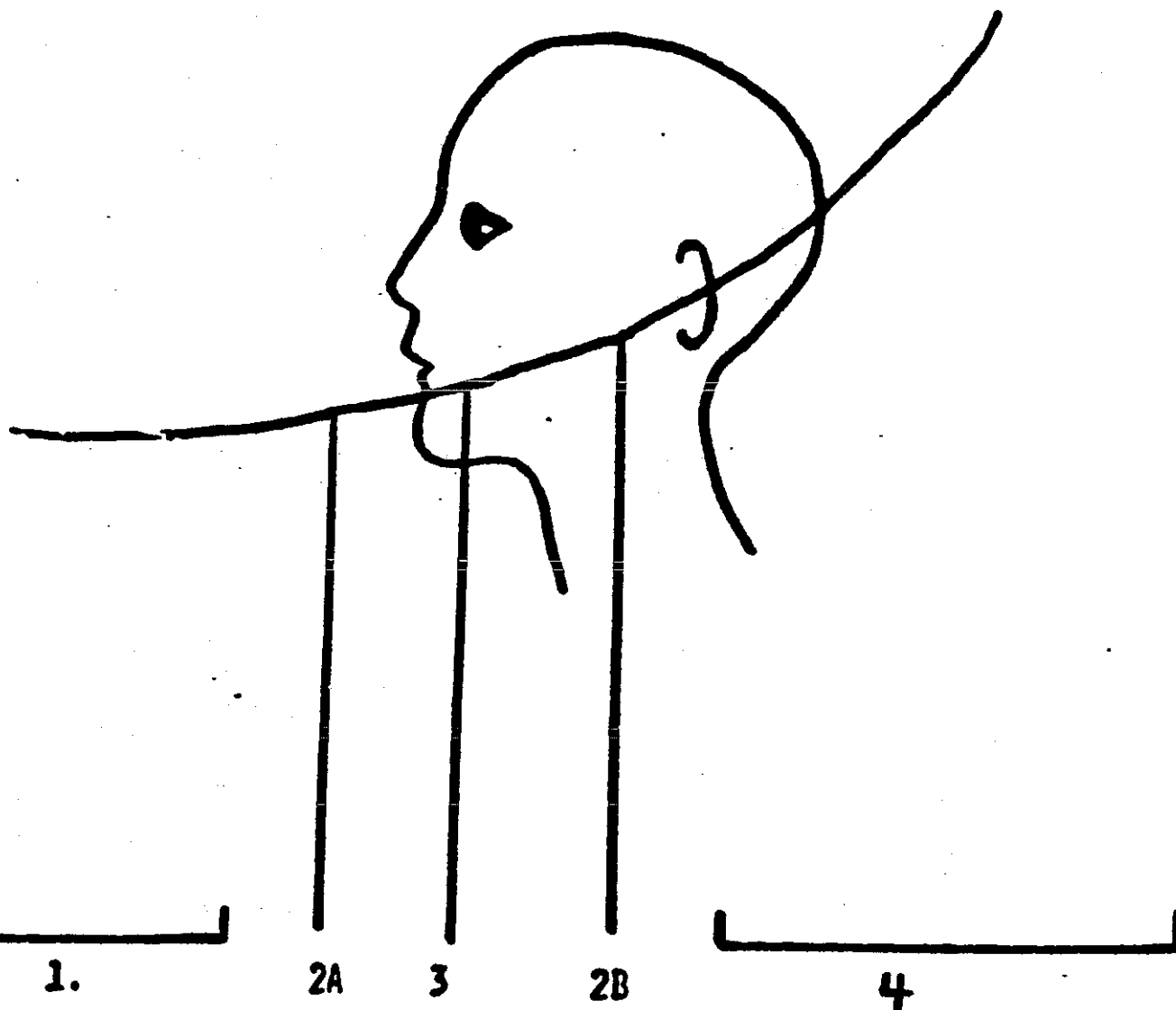

CHAIR

SIT

DOOR

OPEN-DOOR

TIME LINE/TENSE

FIGURE 5. THE TIME LINE (Frishberg & Gough, 1973, p. 7) (ASL-SIGN ENGLISH)

FOUR MAJOR TIMES IN ASL

1. FUTURE
2. PROXIMAL
   A. NEAR FUTURE
   B. NEAR PAST
3. PRESENT
4. PAST



1.   2A   3   2B   4

CLASSIFIERS

Classifiers have been described and illustrated in Basic Sign Communication: Vocabulary, pp. 133-136. Classifiers are a set of handshapes which represent classes of things sharing similar characteristics.

A classifier is similar to a pronoun in English. For example, 'she' could mean a girl, a female animal, a ship, a beloved automobile, a trusted firearm. When using a classifier, the signer must name the person/object that the classifier represents in each instance before using it.

CL:1/CLASSIFIERS

CL:1 represents things that are thin and long. CL:1 could be used to represent a person, a pencil, a pole, a car antenna, any object that is pole-like, longer than wide.
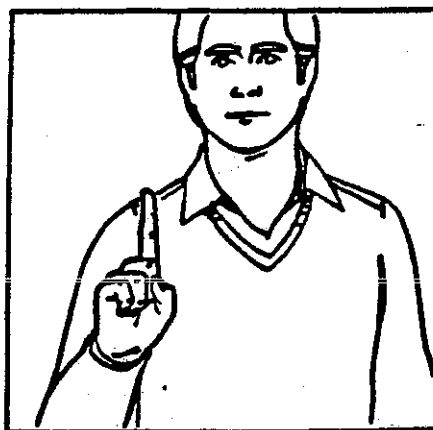

CL:1

CL:1 can be used to express ideas like 'A girl came up to me' which would be signed GIRL CL:1-palm-inward-in-center-signing-space-moves-toward-signer. This example shows that classifiers once established as referring to a particular person/thing can be used through movement to show verbs and relationships between people and things.

CL: CLASSIFIERS

CL:∧ is a classifier handshape that can be used to represent the legs
of a person (when done with only one hand) and the legs of a four legged
animal (when executed with two hands with the same handshape on each hand).

CL:∧ can be used to indicate that a person or animal walked or went by
foot (hoof). To show walking the fingers would wiggle back and forth
as the hand moved. CL:∧ can also show that a person or animal stood
in a certain location. This handshape in fact appears in certain signs
such as STAND-UP, SIT-DOWN, JUMP.

CL:∧
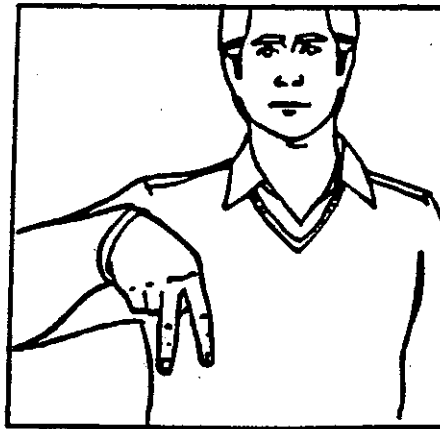
CL:3/CLASSIFIERS

CL:3 represents all land and water vehicles. It can be used to show where
a car is located, how a submarine traveled through the water, using two
hands what the relationship spatially is between one vehicle and another
and how they interacted with each other (passed, crashed, parked side
by side).
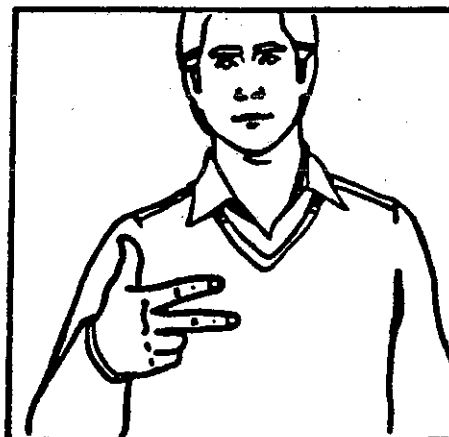
CL:3

CL:G/CLASSIFIERS

CL:G represent 'thinness'. It is used to describe things/people that have the quality of thinness. For example CL:G can be used to describe that a book was thin or a picture frame was thin, or there was a thin covering of snow on the ground.
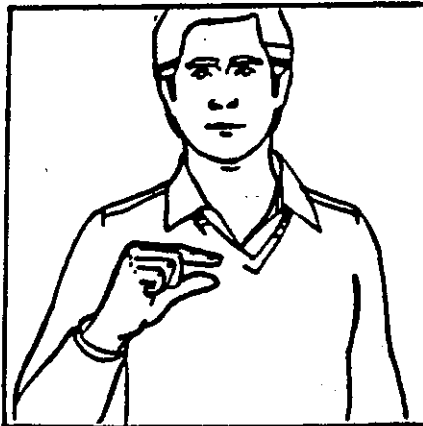
CL:G

CL:C/CLASSIFIERS

CL:C has two uses in sign language. It is used to represent the opposite of CL:G i.e. thickness. Thus thick books, thick picture frames, thick coverings of snow can be described.

A second use for the CL:C classifier is to represent objects having the quality of roundness; for example, pipes, posts, tree trunks, cups of glasses, etc. Round, cylindrical objects may be represented with the CL:C handshape (either one hand or depending on the relative diameter of the object with two CL:C handshapes facing each other).
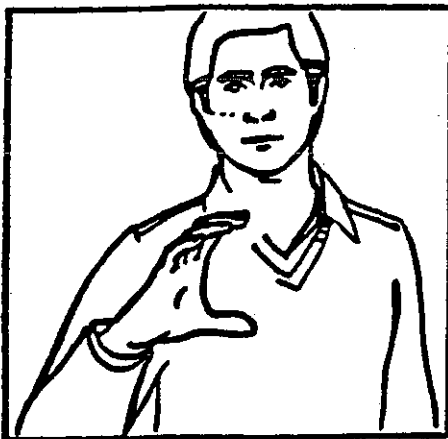
CL:C

CL:C

CL:B/CLASSIFIERS

CL:B is a classifier handshape that can be used to represent things having the quality of flatness. Thus sheets of paper, counter tops, tables, pavements, sheets of plywood, etc. might all be represented by the CL: B classifier. The CL:B, like all classifiers, must be preceded by a clear referent.
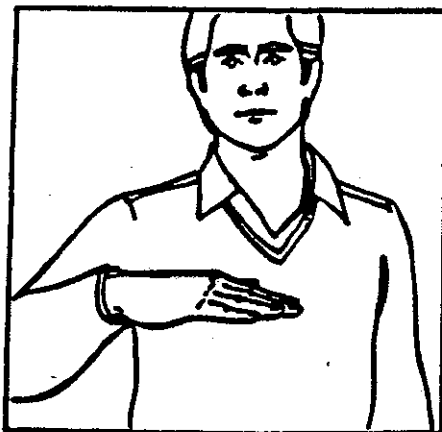
. CL: B

CL:A/CLASSIFIERS

CL:A is a classifier handshape that can be used to represent objects occupying space. Thus a building, a lamp, a vase, a block of wood might be represented by the CL: A classifier.
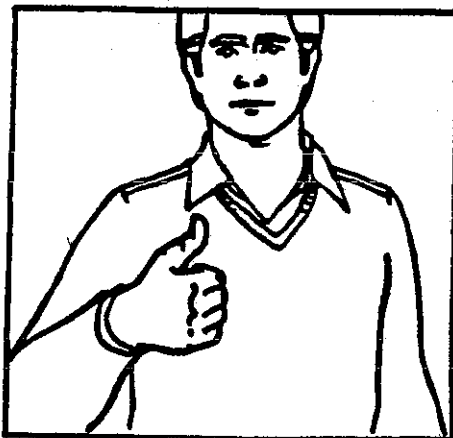
CL:A

CL:F/CLASSIFIERS

CL:F is a classifier handshape that can be used to represent small round, flat objects. Thus buttons, spots, tokens, coins, medals, chains, etc. might be represented by the CL:F classifier. The CL:F classifier must be preceded by a clear referent as has been explained with other classifiers.

CL:F is the smallest extreme for round flat objects. Larger round, flat objects would be represented by the CL:Ċ handshape illustrated below and very large round flat objects would be represented by using CL:Ċ on both hands and increasing the space between the hands.

CL: F   CL: Ċ

CLASSIFIERS & QUANTIFIERS

A. TWO BASIC TYPES OF SIGN CLASSIFIERS

 1. PRONOMINAL CLASSIFIERS: HANDSHAPES WHICH SERVE AS PRONOUNS FOR NOUNS, AND FOR WHICH POSITION, ORIENTATION, & MOVEMENT MAY BE USED TO INDICATE LOCATION, RELATIONSHIPS, & ACTIONS

 2. SIZE & SHAPE SPECIFIERS (SASSes): CLASSIFIERS THAT DESCRIBE PHYSICAL CHARACTERISTICS OF A NOUN, AND MAY INDICATE LOCATION IN SPACE

B. CLASSIFIERS (CL) AND QUANTIFIERS: READINGS FROM HUMPHREY, PADDEN, & O'ROURKE - PP. 26-28, 62-63, 123-127, 132-135, 212-218, 224-228

C. PRONOMINAL CLASSIFIERS (CL) (HPO, PP. 2-6, 7-12)

 1. PRONOMINAL CLASSIFIERS (P. 2)

  a. CL:3 for vehicles

  b. CL:∧ for people and two legged animals

  c. CL:B for flat objects (PAPER, BOOK, TABLE, etc.)

 2. USE OF LOCATION, ORIENTATION, & MOVEMENT WITH PRONOMINAL CLASSIFIERS (PP. 3-6, 7-9)

 3. NUMBER INCORPORATION: CL:1, CL:1(2), CL1(3) FOR PEOPLE (PP. 8-11)

 4. OTHER PRONOMINAL CLASSIFIERS (P. 12)

  a. CL:A for stationary objects (HOUSE, LAMP, COMPANY, etc.)

  b. CL:⊣ for winged aircraft

  c. CL:V for small animals and larger animals/people sitting, crouching, lying down

D. SIZE & SHAPE SPECIFIERS (SASSes)

 1. DESCRIPTIVE ADJECTIVES FOR SIZE & SHAPE (PP. 13-15)

  a. ROUND, FLAT OBJECTS

   1) CL:F, CL:L for small, flat, round, thin objects

   2) CL:H́ for small, flat, round, thick objects

   3) CL:L̈L for small and large flat, round, thin objects

  b. CL:C & CL:L̈L for CONTAINERS, BOWLS, CYLINDERS, PIPES

    c.   CL:BB for short and long objects with a flat surface (TABLE, SHELF, etc.)

2.   DIRECTIONAL VERBS WITH CLASSIFIERS (PP. 16-18) CL:C)

3.   OUTLINING FOR SHAPE & DETAIL (PP. 19-21) (CL:1, CL:11, CL:BB)

4.   CLASSIFIERS SHOWING MOTION (PP. 22-23)

    a.   CL:55 for a large number of people, cars, etc., moving to a location

    b.   CL:44 for a continuing stream of people filing past, an assembly line or conveyor belt, etc.

    c.   CL:4 for a flow of liquid such as runny nose, water, bleeding, etc.

5.   CLASSIFIERS (CL) WHICH ARE ALSO QUANTIFIERS (PP. 24-27)

    a.   CL:44 for MANY OBJECTS (P. 24)

    b.   CL:5 (vs. CL:B) for a SMALL PILE OF OBJECTS (P. 24)

    c.   CL:55 (vs. CL:BB) for a LARGE PILE OF OBJECTS (P. 24)

    d.   CL:G for thin and small amount (P. 25)

    e.   CL:L for thick and medium amount (P. 25)

    f.   CL:BB for height and large amount (P. 25)

6.   CLASSIFIERS (CL): DEMONSTRATION & PRACTICE USING FISHER-PRICE TOYS

    1.   CL:1, CL:1(2), & CL:ʌ FOR PEOPLE, AND USE OF MOVEMENT, ORIENTATION, & POSITION FOR ACTION & LOCATION (CL:V̌ FOR TWO-LEGGED ANIMALS ALSO) (P. 214, 215, 123)

        a.   BOY

        b.   BOY & GIRL

            1)   CL:11 or CL:V

            2)

            3)

        c.   MOM-DAD-TWO CHILDREN

2.   CL:55 & CL:55 FOR A GROUP (P. 227)

3. CL:3 FOR VEHICLES & SIT-IN/SIT-ON (CL:V̈/ CL:Λ) PLUS MOVEMENT & POSITION (P. 213)

    a. SIT-ON: MOTORCYCLE, HORSE (palm-flat on left)
    b. SIT-IN: CAR, TRAIN, BUS (C-HS on left)
    c. LINE-UP VEHICLES, PASSING, ACCIDENT

4. CL: ⊔ FOR WINGED AIRCRAFT (P. 213) AND CL:B & CL:BB (PP. 123, 27) FOR AIRPORT/LANDING

5. CL:V & CL:55 FOR ANIMALS AND USE OF MOVEMENT: LION, DOG, CHASE (P. 213)

6. STUDENTS PRACTICE

    a. One student moves objects, others sign
    b. Team students

F. CL: DEMONSTRATION & PRACTICE USING TINKER TOYS

1. CL:G FOR THIN OBJECTS PLUS INDEXES FOR LENGTH (P. 133)

2. CL:F, CL:L FOR SMALL, FLAT, ROUND, THIN OBJECTS (P. 26)

3. CL:H FOR SMALL, FLAT, ROUND, THICK OBJECTS

4. CL:1 & CL:U FOR SHAPE OF OBJECT PLUS SLIPPING ON ("U" ONTO "1")

5. DISTRIBUTE BAGS, ONE STUDENT DESCRIBES THEIR "CREATION", & OTHER STUDENT TRIES TO DUPLICATE

G. CLASSIFIERS ON <u>BODY LANGUAGE, GESTURES, & MIME</u> VIDEOTAPE

1. BODY LANGUAGE: GESTURES, FACIAL EXPRESSION, BODY MOVEMENT

2. SIMPLE MIME

    a. CL:5̈ FOR SHOWER KNOBS
    b. CL:U FOR PAINT BRUSH & CL:B FOR PAINT TRAY
    c. CL:1 FOR LIPSTICK, MAKE-UP APPLICATOR (LONG, THIN OBJECTS) & CL:B FOR MAKE-UP

3. DESCRIPTIVE BODY LANGUAGE & MIME

    a. CL:L FOR ROUND OBJECT ON HAT AND GOGGLES
    b. CL:1 FOR METER
    c.

4. VISUAL IMAGERY

    a. CL:Λ , CL:Λ FOR PEOPLE AND HORSE
    b.
    c.

5. USE OF BODY LANGUAGE, MIME, & SIGN MIME TO TELL A STORY

    a. CL:5̈5 FOR BUNCH OF FLOWERS
    b.
    c.

6. SIGN MIME (COMBINING A-D): LARGER, MORE EXAGGERATED MOVEMENT TO BE MORE PICTURE LIKE

    a. CL:Λ FOR PERSON
    b. CL:1 FOR CAR SPEEDOMETER
    c. CL:55 FOR TIGER
    d.
    e.

H. ASSIGNMENT: VIEW: BODY LANGUAGE, GESTURES, & MIME VIDEO TAPE - LIST AND DESCRIBE CLASSIFIERS AND QUANTIFIERS THAT YOU SEE; SECTIONS ON THIS VIDEOTAPE ARE:

    1. Body Language: Gestures, Facial Expression, Body Movement
    2. Simple Mime (Classifiers Begin in this part)
    3. Descriptive Body Language & Mime
    4. Visual Imagery
    5. Use of Body Language, Mime, & Sign Language to Tell a Story
    6. Sign Mime (Combining All of Above)