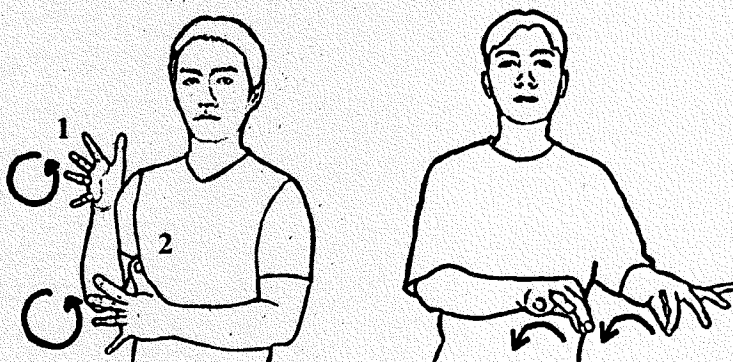


# **HO CHI MINH CITY SIGN LANGUAGE**

## **STUDENT HANDBOOK 2 LEVEL 1**

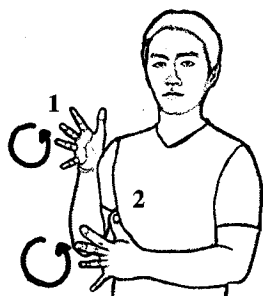


**THE HCMCSL  
PRODUCTION TEAM**

First International Edition

# HO CHI MINH CITY SIGN LANGUAGE

STUDENT HANDBOOK 2  
LEVEL 1



The HCMCSL  
Production Team



First International Edition

(Funded by The Nippon Foundation, Tokyo, Japan)

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Published in Viet Nam by the  
Project on Opening University Education to Deaf People in Viet Nam  
Through Sign Language Analysis, Teaching, and Interpretation  
Deaf Cultural Studies Program  
5<sup>th</sup> Floor, Administration Building  
Cao Dang Su Pham Dong Nai  
Dong Khoi Street, KP 3, P. Tan Hiep  
Bien Hoa City, Dong Nai  
VIET NAM

# THE HCMCSL PRODUCTION TEAM\*

## SIGN

### TRANSLATIONS

Nguyen Dinh Mong Giang  
Le Thi Thu Huong  
Nguyen Hoang Lam  
Nguyen Tran Thuy Tien  
Luu Ngoc Tu  
Ho Thu Van

### VIETNAMESE TRANSLATIONS

Nguyen Thi Hoa

### ENGLISH TRANSLATIONS

James Woodward

## LINGUISTIC ADVISOR

James Woodward

## SIGN PHOTOGRAPHY

Nguyen Thi Hoa  
Nguyen Minh Nhut

## SIGN MODELS

Pham Van Hai  
Le Thi Thu Huong  
Nguyen Minh Nhut  
Nguyen Tran Thuy Tien

## SIGN ILLUSTRATIONS

Pham Van Hai  
Le Thi Thu Huong  
Nguyen Minh Nhut  
Ho Thu Van  
Luu Ngoc Tu

\*The HCMCSL Production Team is comprised of staff and students in the Project on Opening University Education to Deaf People in Viet Nam Through Sign Language Analysis, Teaching, and Interpretation. All members of the HCMCSL Production Team are Deaf except for Nguyen Thi Hoa and James Woodward.



# TABLE OF CONTENTS

ACKNOWLEDGEMENTS	vi
INTRODUCTION	vii
FOCUS AND USE OF THE HANDBOOK	ix
MOVEMENT SYMBOLS	xi
ABBREVIATIONS USED	xii
LESSON 11 FRUITS, PART 1	1
LESSON 12 SCHOOL	15
LESSON 13 PEOPLE/RELATIONSHIPS AT SCHOOL	25
LESSON 14 SUBJECTS IN SCHOOL	35
LESSON 15 MONTHS AND PERIODS OF TIME	47
LESSON 16 SEASONS OF THE YEAR/WEATHER	61
LESSON 17 NATURE AND NATURAL PHENOMENA	75
LESSON 18 PLACES IN VIET NAM	87
LESSON 19 VEHICLES AND TRANSPORTATION	99
LESSON 20 FAMILY, PART 2	111
ENGLISH INDEX	127

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Finally, it should be noted that the views represented in this handbook do not necessarily reflect the views of the above-named supporting agencies, organizations, and/or individuals.

# INTRODUCTION

There are three major sign languages used in Viet Nam: Ha Noi Sign Language, Hai Phong Sign Language, and Ho Chi Minh City Sign Language. This book focuses on the most widely used of these sign languages—Ho Chi Minh City Sign Language. (Later books will focus on Ha Noi Sign Language and Hai Phong Sign Language.) Ho Chi Minh City Sign Language has its origins in a mixture of indigenous sign languages in Viet Nam existing prior to 1886 with in French Sign Language, which was brought to Viet Nam in 1886 when the first school for deaf people was established in Lai Thieu, Bin Duong (Woodward, Hoa, and Tien 2004). This is similar to origins of American Sign Language in the United States (Woodward 1978), although Ho Chi Minh City Sign Language has less influence from French Sign Language than American Sign Language has from French Sign Language. Readers who are familiar with American Sign Language will note that some signs, such as “black” resemble American signs. However, these signs do not occur because of contact with American Sign Language. They occur because French Sign Language influenced American Sign Language in the early 1800’s and French Sign Language influenced Ho Chi Minh City Sign Language in the late 1880’s.

Ho Chi Minh City Sign Language shares approximately 58% of its basic core vocabulary with Ha Noi Sign Language and approximately 54% of its basic core vocabulary with Hai Phong Sign Language (Woodward 2000). These rates show that Ho Chi Minh City Sign Language, Ha Noi Sign Language, and Hai Phong Sign Language are not dialects of the same language, since dialects of the same language are normally expected to show 80% to 100% rates of cognates in basic core vocabulary (Crowley 1992). However, these rates do indicate that the three major sign languages in Viet Nam can be classified closely related languages belonging to the same language family. Related languages within a language family can be expected to share 36% to 79% of their basic core vocabulary. [American Sign Language and French Sign Language, which are considered closely related languages belonging to the same language family, share approximately 61% of their basic vocabulary (Woodward 1978). American and British Sign Languages are not closely related and do not belong to the same language family, since they only share 31% cognates in core basic vocabulary (McKee and Kennedy 2000).]

Hearing people often have many misconceptions about sign languages. For example, Hearing people in many countries often assume that sign languages are universal. Or hearing people may assume that the history and the structure of sign languages are similar to that of spoken language(s) in the country.

However, the evidence we have already presented about variation in sign languages has shown that sign languages cannot be universal, since sign language vocabularies vary even inside of one country, such as Viet Nam. In addition, the evidence presented above that American Sign Language is more closely related to French Sign Language than it is to British Sign Language shows that the histories of sign languages must be viewed independently from the history of spoken languages in the countries. (American English is not closer to French than it is to British English.)

Finally, the grammatical structures of sign languages and spoken languages in a given community are different. For example, Ho Chi Minh City Sign Language normally

has Subject, Object, Verb word order, while spoken/written Vietnamese has Subject, Verb, Object word order. In Ho Chi Minh City Sign Language numerals are placed after nouns, while in spoken/written Vietnamese numerals are placed before nouns, etc. (You will see many other examples of differences in grammatical structures between Ho Chi Minh Sign Language and spoken/written Vietnamese throughout the 10 lessons in this book.)

#### References Cited

- Crowley, T. 1992. *An Introduction to Historical Linguistics*. Oxford: Oxford University Press.
- McKee, D. and Kennedy, G. 2000. Lexical Comparison of Signs from American, Australian, British, and New Zealand Sign Languages. In K. Emmorey and H. Lane (eds.) *The Signs of Language Revisited: An Anthology in Honor of Ursula Bellugi and Edward Klima*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc., Publishers, pp. 49-76.
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- Woodward, J. 2000. Sign Languages and Sign Language Families in Thailand and Viet Nam. In K. Emmorey and H. Lane (eds.), *The Signs of Language Revisited: An Anthology in Honor of Ursula Bellugi and Edward Klima*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc., Publishers, pp. 23-47.
- Woodward, J., Ng. T. Hoa, and Ng. T. T. Tien. 2004. Providing Higher Educational Opportunities to Deaf Adults in Viet Nam Through Vietnamese Sign Languages. *Deaf Worlds* 20:3, 232-263.

# FOCUS AND USE OF THE HANDBOOK

This handbook (Level 1, Book 2) covers Lessons 11-20 in the Level 1 course in Ho Chi Minh City Sign Language. It is designed for students who have already finished Lessons 1-10 in the first handbook in the series.

As with the first handbook in the series, this second handbook is meant to be used by beginning students learning Ho Chi Minh City Sign Language from a live certified Deaf teacher of Ho Chi Minh City Sign Language or from a video/cd version of a certified Deaf teacher of Ho Chi Minh City Sign Language. If you are not learning Ho Chi Minh City Sign Language in either of the above two ways, you are using this book incorrectly. This English edition is designed for students who do not know spoken/written Vietnamese. (Vietnamese versions of all materials are available for people who know Vietnamese.)

This second book, like the first one, is not a textbook but a handbook. You should not try to learn Ho Chi Minh City Sign Language directly from this book; rather you should learn signs from a trained Deaf professional teacher of Ho Chi Minh City Sign Language who knows how to teach using the natural method of language learning. You should only use this book outside of the classroom. Before going to class you should read Section 1 of each lesson to know what the lesson will be about. You should not look at the sign vocabulary and grammatical structures in Section 2 until after class. In this way, you will have the least amount of interference from your own language while you are learning Ho Chi Minh City Sign Language. After you have learned the vocabulary and structure in this lesson in class, you should then use Section 2 to review the vocabulary and grammatical structures you learned in class. Be sure and finish the homework for each lesson, because that will give you additional practice outside the classroom. (If you are unable to learn directly with a live Deaf professional teacher, and you use a video/cd instructional format, consider the time you are watching the video/cd to be the same as classroom time.)

You should remember several things when you go to class. First, Ho Chi Minh City Sign Language is a different language from spoken/written Vietnamese. Therefore the structure of Ho Chi Minh City Sign Language is very different from spoken/written Vietnamese. For example, numbers go before nouns in Vietnamese but numbers go after nouns in Ho Chi Minh City Sign Language. In addition the normal word order in Vietnamese is subject, verb, object. However, the normal word order in Ho Chi Minh City Sign Language is subject, object, verb. Because the word orders of Ho Chi Minh City Sign Language and Vietnamese are so different, you should never try to use your voice when using Ho Chi Minh City Sign Language. You can't speak in one grammatical order and sign in another at the same time. That would be like trying to speak Vietnamese and write English at the same time.

In addition, if you want to ask your teacher a question, remember he or she is Deaf. Sign your question if you can. If you cannot sign your question, write your question rather than speaking it. Also, unless you can ask sign the question fluently, you should avoid asking questions in class; ask your teacher during break or after class. Do not talk with your hearing classmates during class; if you want to give them

assistance, do so in signs or gestures, like a Deaf person would. Remember that by using your voice and not signs or gestures, you are likely excluding your teacher from the conversation, which is not polite from any point of view.

This handbook (Level 1, Book 2) and the other two books in this series (Level 1, Book 1 and Level 1, Book 3) are accompanied by a companion bilingual dictionary that is keyed to the lessons in the three books. If you do not have the dictionary, you can look up a sign from its English meaning by using the English index at the back of each handbook, however, you will be unable to look up the English meaning of a sign. If you do have the accompanying bilingual dictionary, you can look up the Vietnamese meaning of a sign through its handshape, orientation, location, and movement; and you can look up the sign translation of English words.

For more information about classes, the dictionary, and other materials in both Vietnamese and English, please contact:

Deaf Cultural Studies Program  
5<sup>th</sup> Floor, Administration Building  
Cao Dang Su Pham Dong Nai  
Dong Khoi Street, KP 3, P. Tan Hiep  
Bien Hoa City, Dong Nai  
VIET NAM

or

Centre for Sign Languages and Deaf Studies  
Department of Linguistics and Modern Languages  
The Chinese University of Hong Kong  
Shatin, Hong Kong SAR  
China

In closing, users of this handbook are reminded that they should not attempt to learn individual forms of signs solely from this handbook. As with any reference book of any language, this volume is only a tool. It is no substitute for face-to-face interaction with native users of the language.

# MOVEMENT SYMBOLS



Upward Movement



Downward Movement



Left to Right Movement



Right to Left Movement



Outward Movement



Inward Movement



Left to Right Circular Movement



Right to Left Circular Movement



Up and Down Movement



Side to Side Movement



Single Contact



Double Contact



Repeated Upward Movement



Repeated Downward Movement



Repeated Left to Right Movement



Repeated Right to Left Movement



Repeated Outward Movement



Repeated Inward Movement



Left to Right Circular Movement



Right to Left Circular Movement



Up to Down Zig-Zag Movement



Movement of Fingers



Non-Straight Movement

## ABBREVIATIONS USED

AJ	Adjective
ASP	Aspect
AV	Adverb
CONJ	Conjunction
EXC	Exclamation
N	Noun
NEG	Negative
NUM	Number
L	Locative
PREP	Preposition
PRO	Pronoun
Pt	Part
QW	WH-Question Word
SENT	Sentence
V	Verb



# LESSON 11 **FRUITS, PART 2**

## SECTION 1. READ BEFORE CLASS

This lesson is divided into two parts. The first part deals with the identification of fruits and the second part with using vocabulary previously learned to carry on conversations related to fruits and the eating of fruits in Ho Chi Minh City Sign Language.

In the first part of the lesson related to identification of fruits, you will learn 12 signs for fruits in Ho Chi Minh City Sign Language. You will also review how to ask and answer questions related to the names of various fruits. In addition, you will review how to ask and answer questions related to "who" has, likes, or dislikes certain fruits and to "how many" of fruits a person has at any one time.

In the second part of the lesson related to talking about fruits and the eating of fruits, you will learn 5 new verbs related to how different fruits are eaten and 6 additional vocabulary items related to describing the smell and the taste of fruit. Remember that verbs of eating carry important lexical and grammatical distinctions that occur in Ho Chi Minh City Sign Language, but do not occur in spoken/written Vietnamese.

At this point, you should stop reading until after you have attended class. After class, you should use Section 2 for review and further practice.

## SECTION 2. FOR REVIEW AFTER CLASS

### Part 1. Identifying Fruits

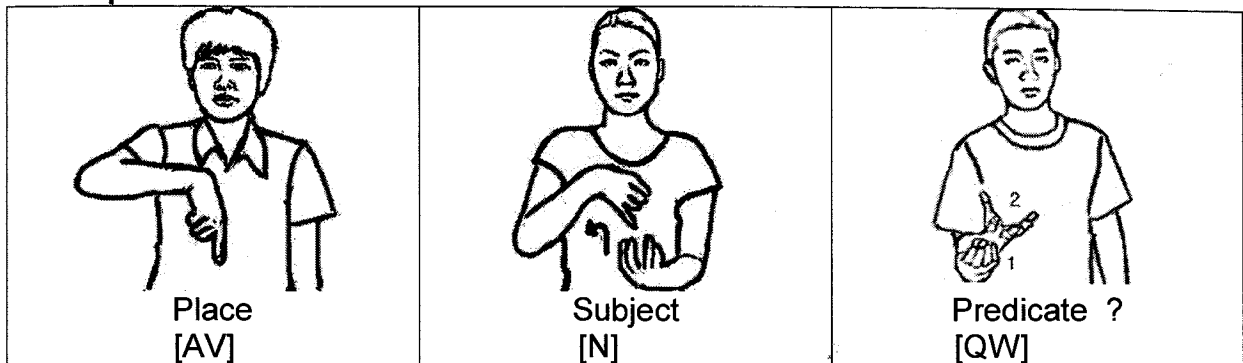
#### A. Vocabulary Already Presented During Class

##### Nouns

 <p>coc</p>	 <p>star-apple</p>	 <p>cherry</p>
 <p>guava</p>	 <p>apple</p>	 <p>mandarin (orange)</p>
 <p>pear</p>	 <p>star-fruit</p>	 <p>pineapple</p>
 <p>lichee</p>	 <p>plum</p>	 <p>durian</p>

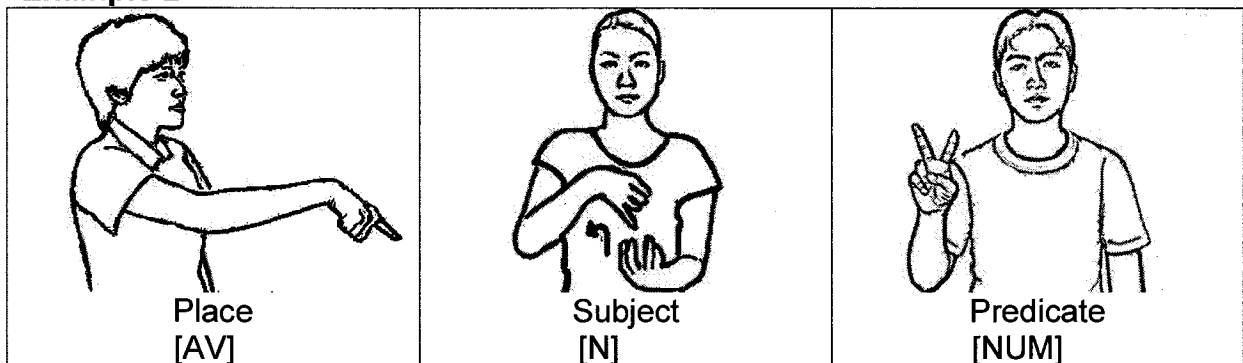
## B. Grammatical Examples and Patterns Already Presented During Class

### Example 1



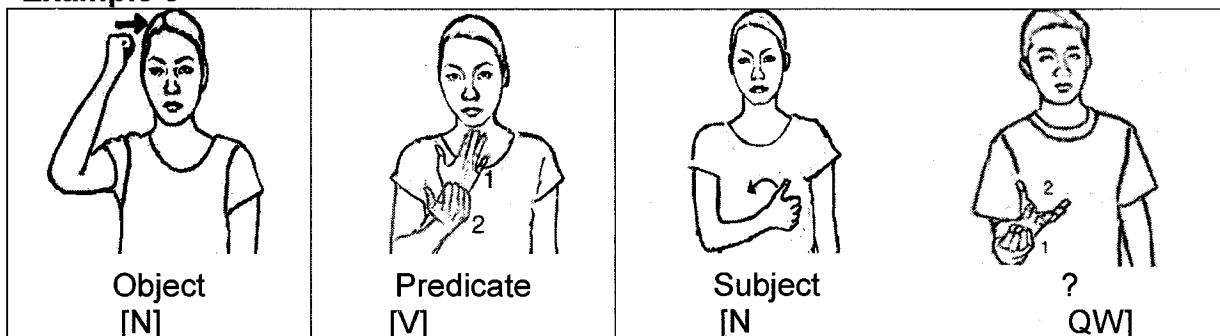
Best English Translation: "How many pears are here?"

### Example 2



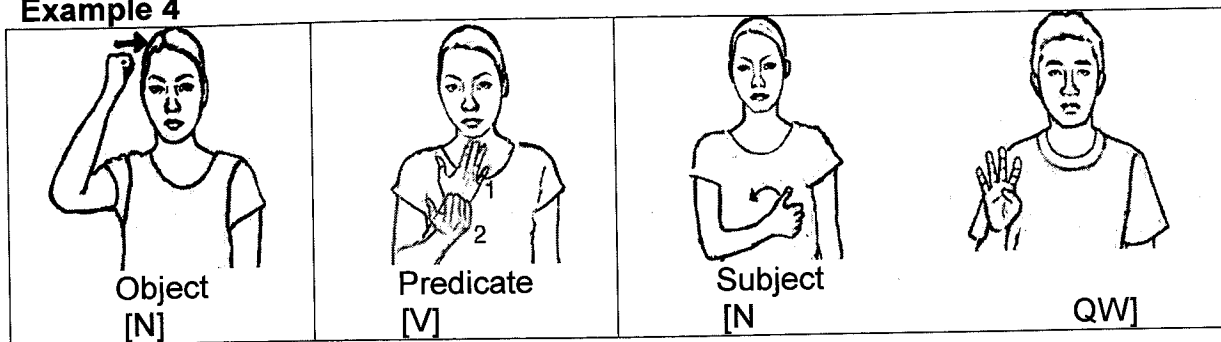
Best English Translation: "There are two pears there."

### Example 3



Best English Translation: "How many people like coc?"

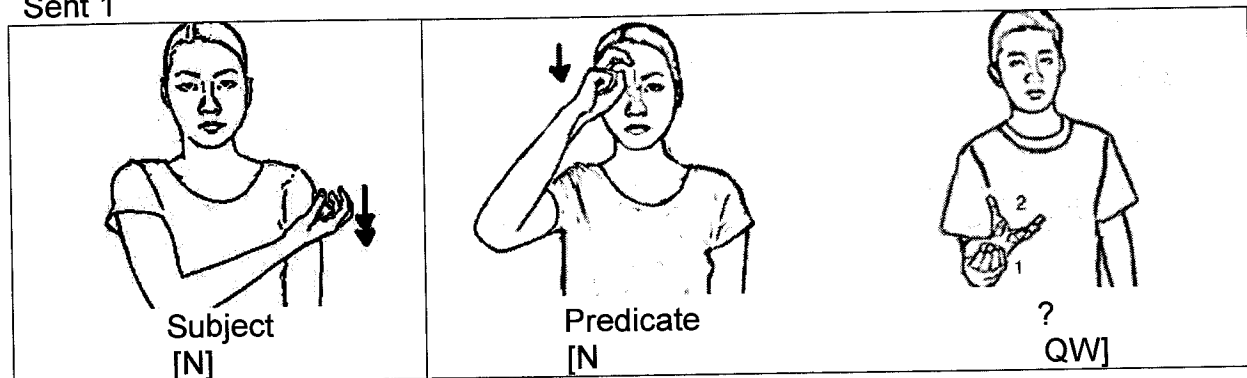
#### Example 4



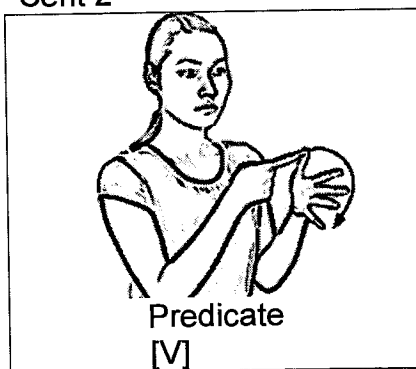
Best English Translation: "Four people like coc."

#### Example 5

Sent 1



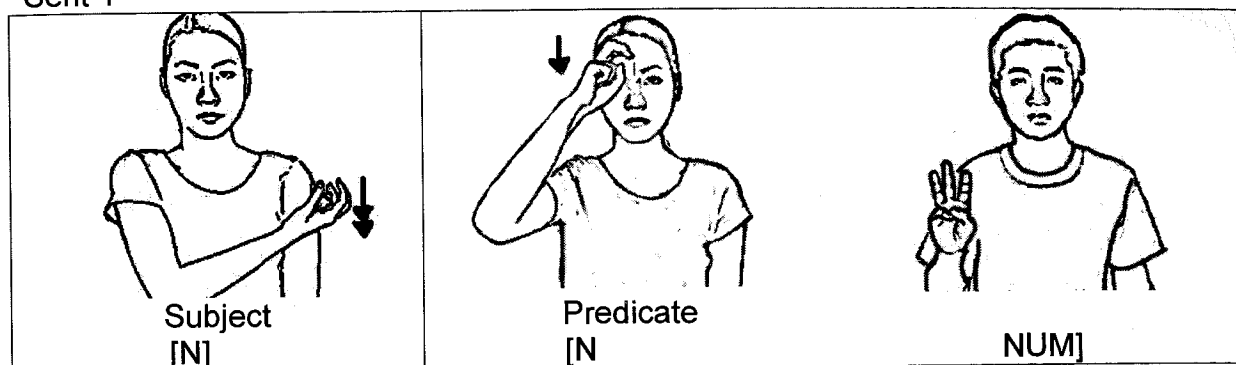
Sent 2



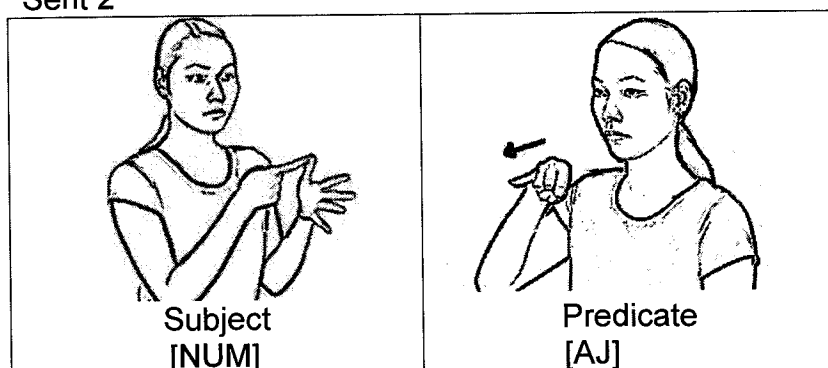
Best English Translation: "List the colors of apples."

# Example 6

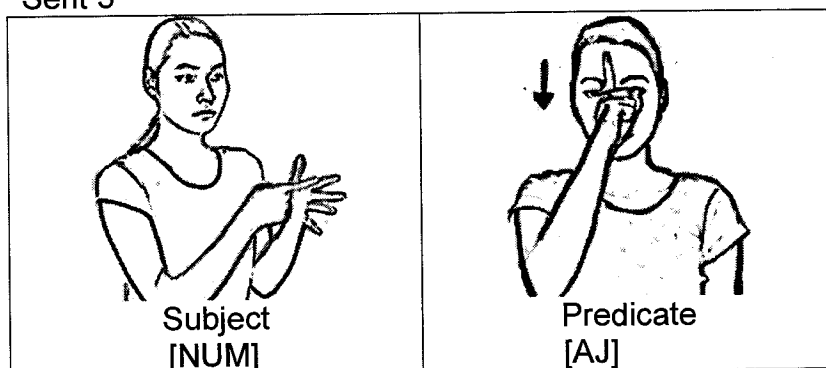
Sent 1



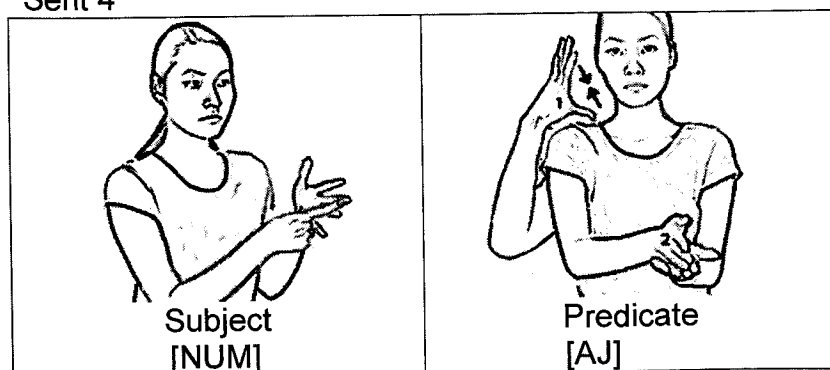
Sent 2



Sent 3



Sent 4

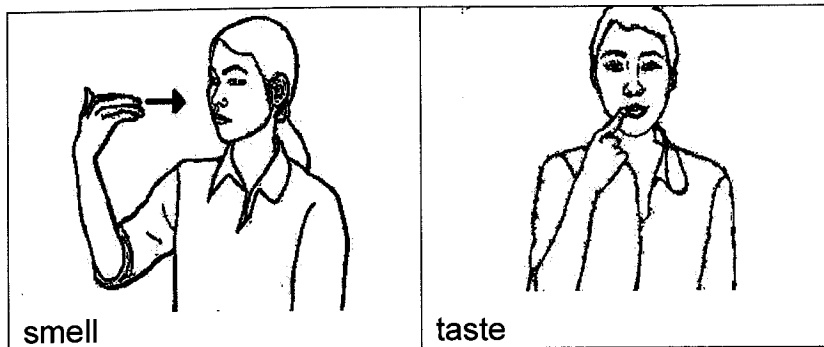


Best English Translation: "Apples are three colors: the first is yellow, the second is red, and the third is green."

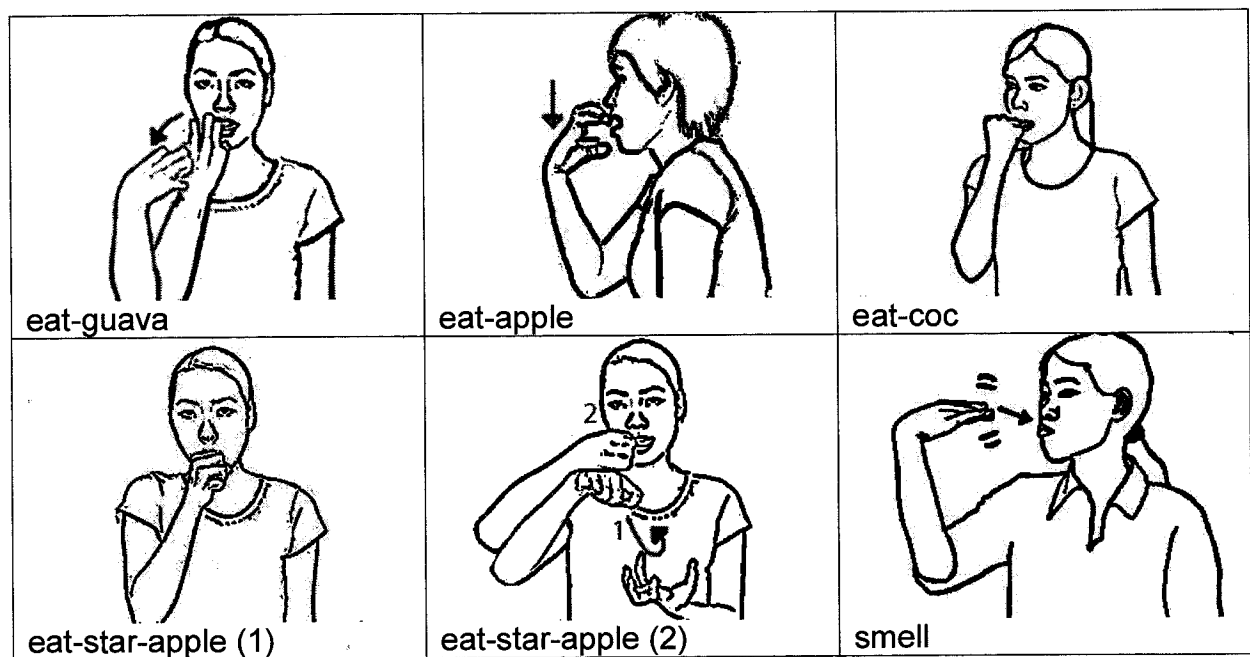
## Part 2. Talking About Fruits and About Eating Fruits

### A. Vocabulary Already Presented During Class

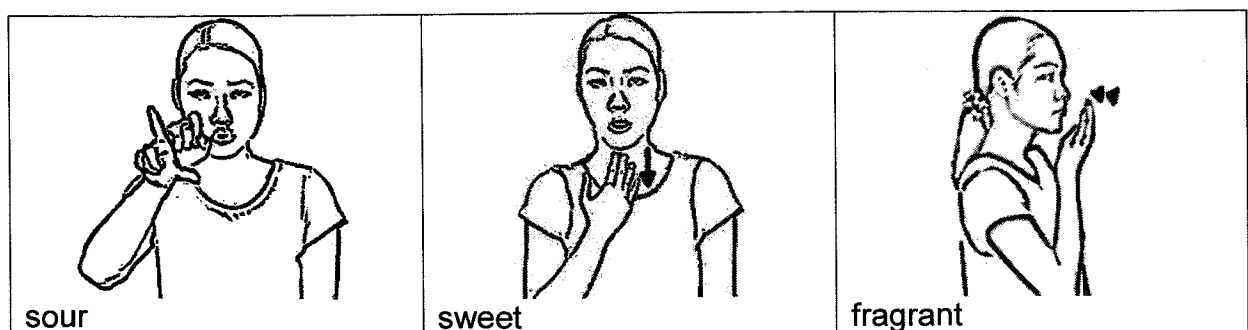
#### Nouns



#### Verbs

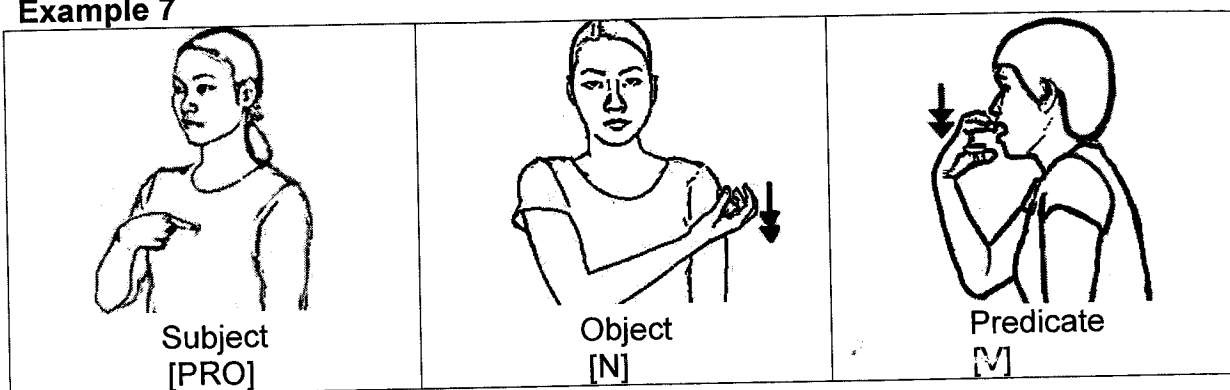


#### Adjectives



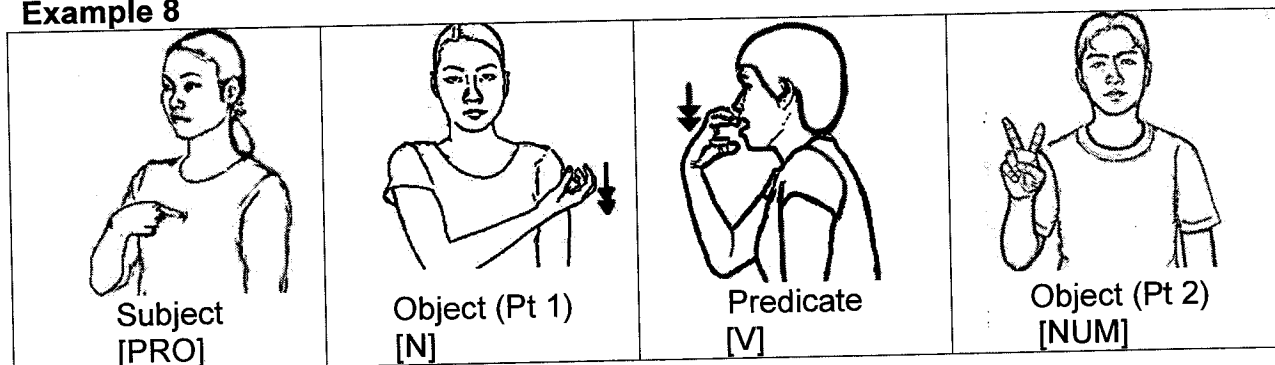
## B. Grammatical Examples and Patterns Already Presented During Class

### Example 7



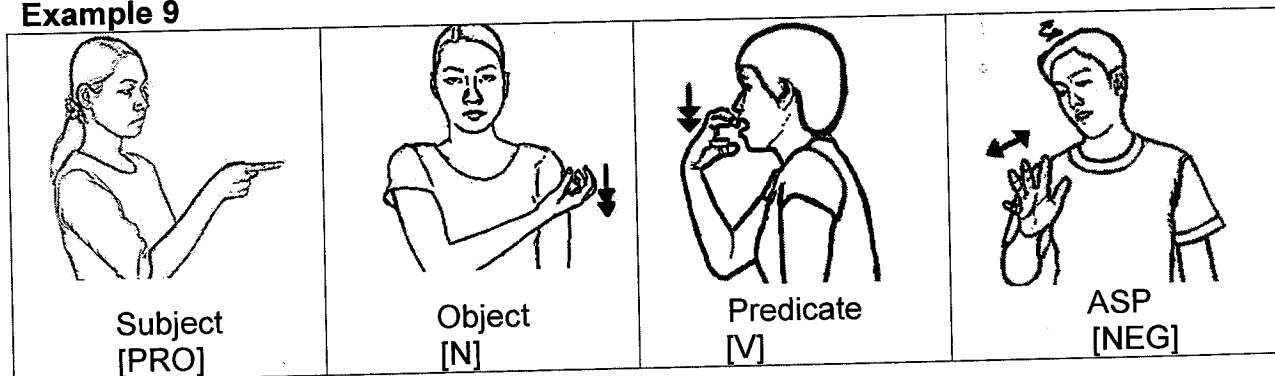
Best English Translation: "I eat/ate apples."

### Example 8



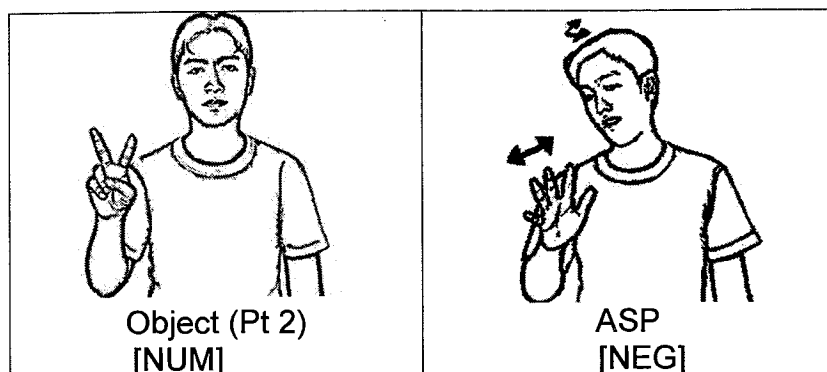
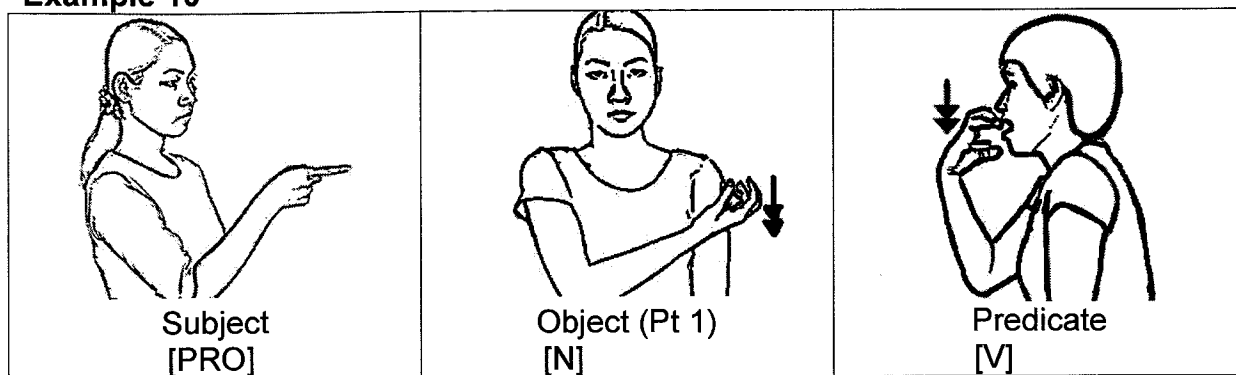
Best English Translation: "I ate two apples."

### Example 9



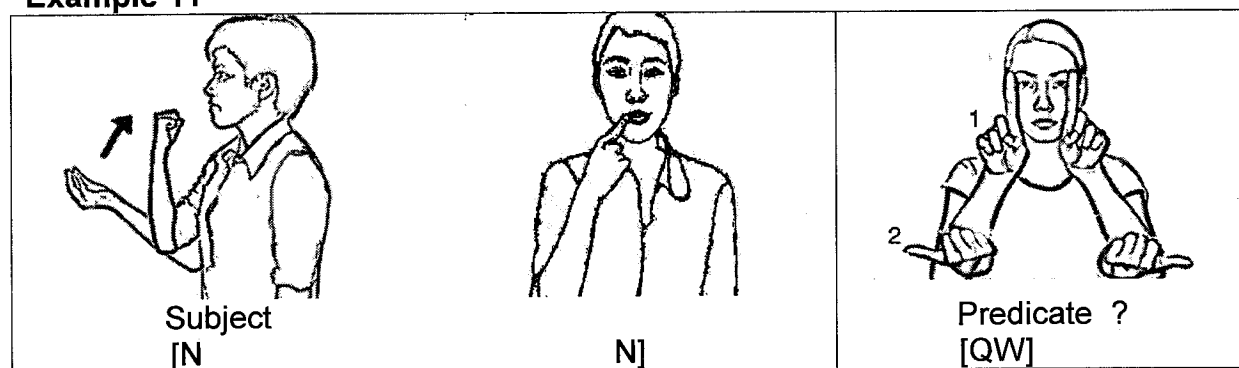
Best English Translation: "You don't/didn't eat apples."

### Example 10



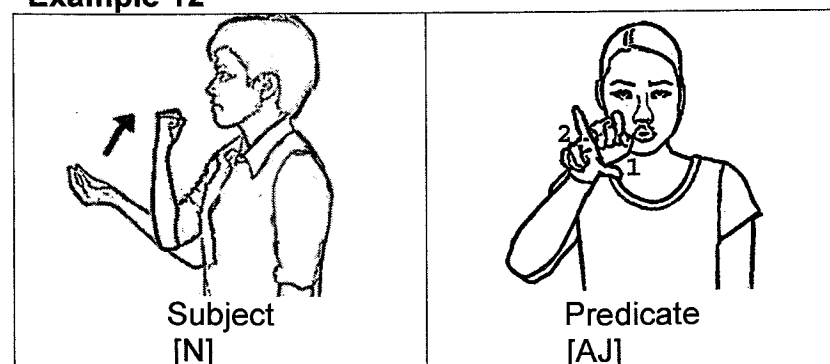
Best English Translation: "You didn't eat two apples."

### Example 11



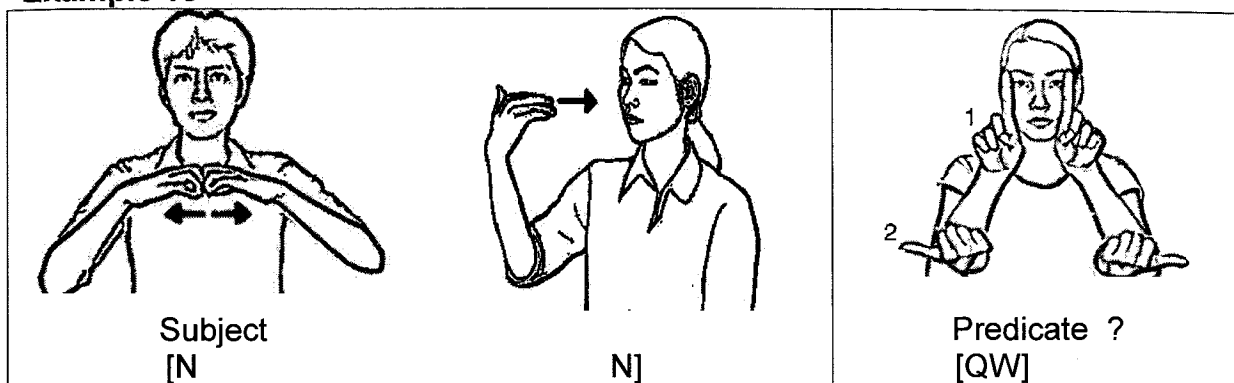
Best English Translation: "How do cherries taste?"

### Example 12



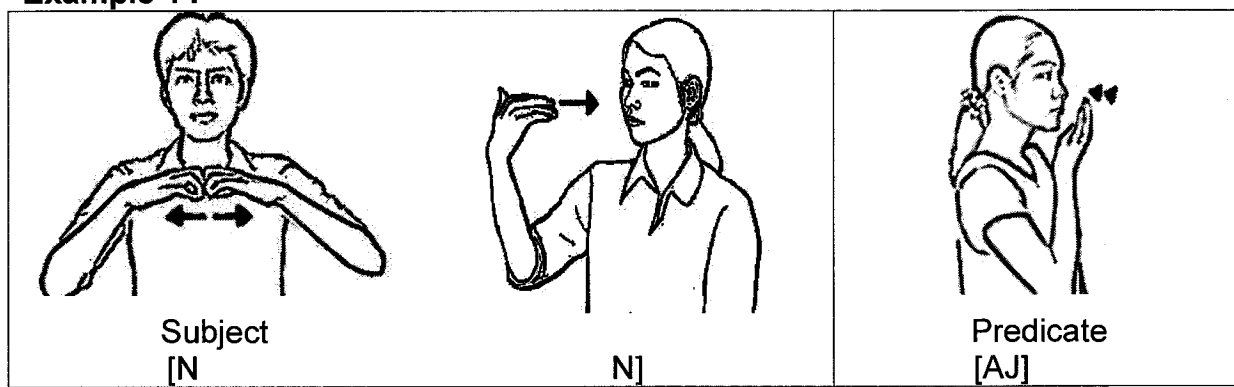


### Example 13



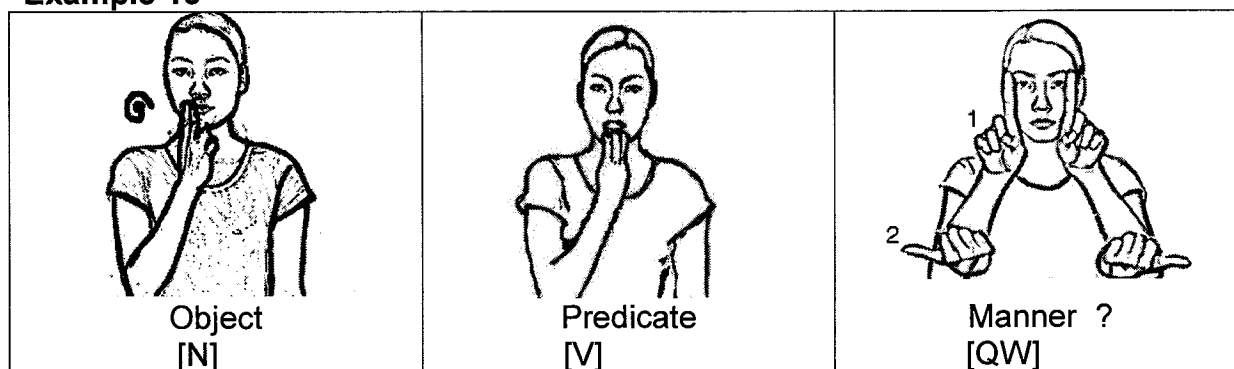
Best English Translation: "How does durian smell?"

### Example 14



Best English Translation: "Durian smells fragrant."

### Example 15

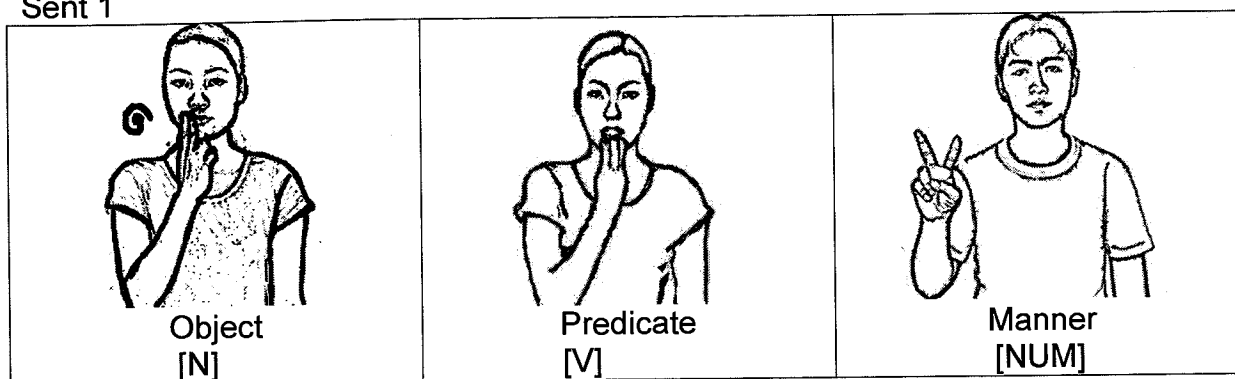


(Subject "you" is deleted. Predicate "eat" indicates unspecified object/manner.)

Best English Translation: "How is star-apple eaten?"

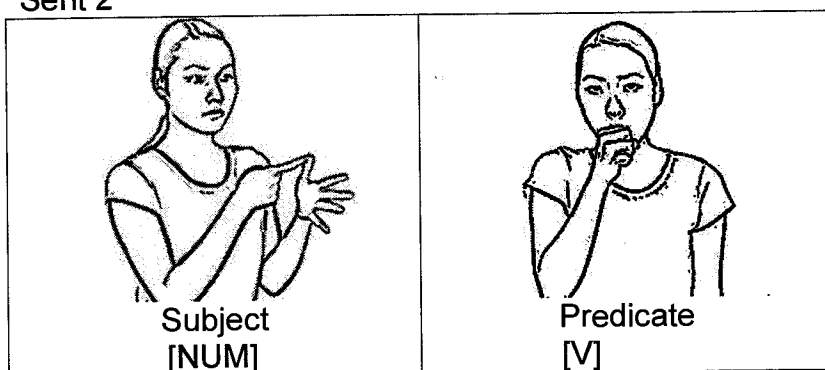
## Example 16

### Sent 1



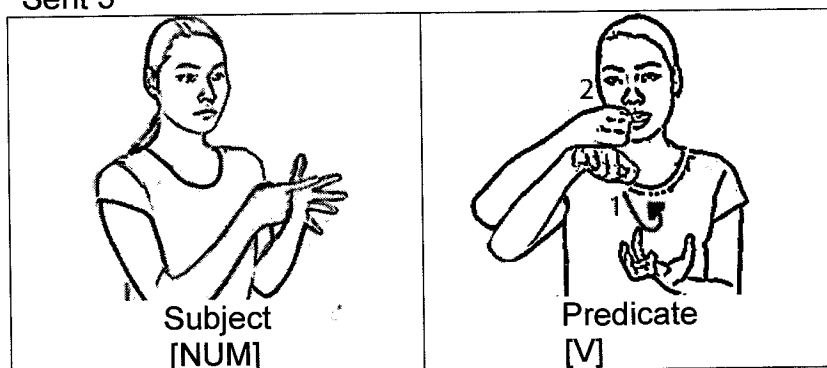
(Subject "you" is deleted. Predicate "eat" indicates unspecified object/manner.)

### Sent 2



(Predicate "eat" indicates specified object/manner.)

### Sent 3

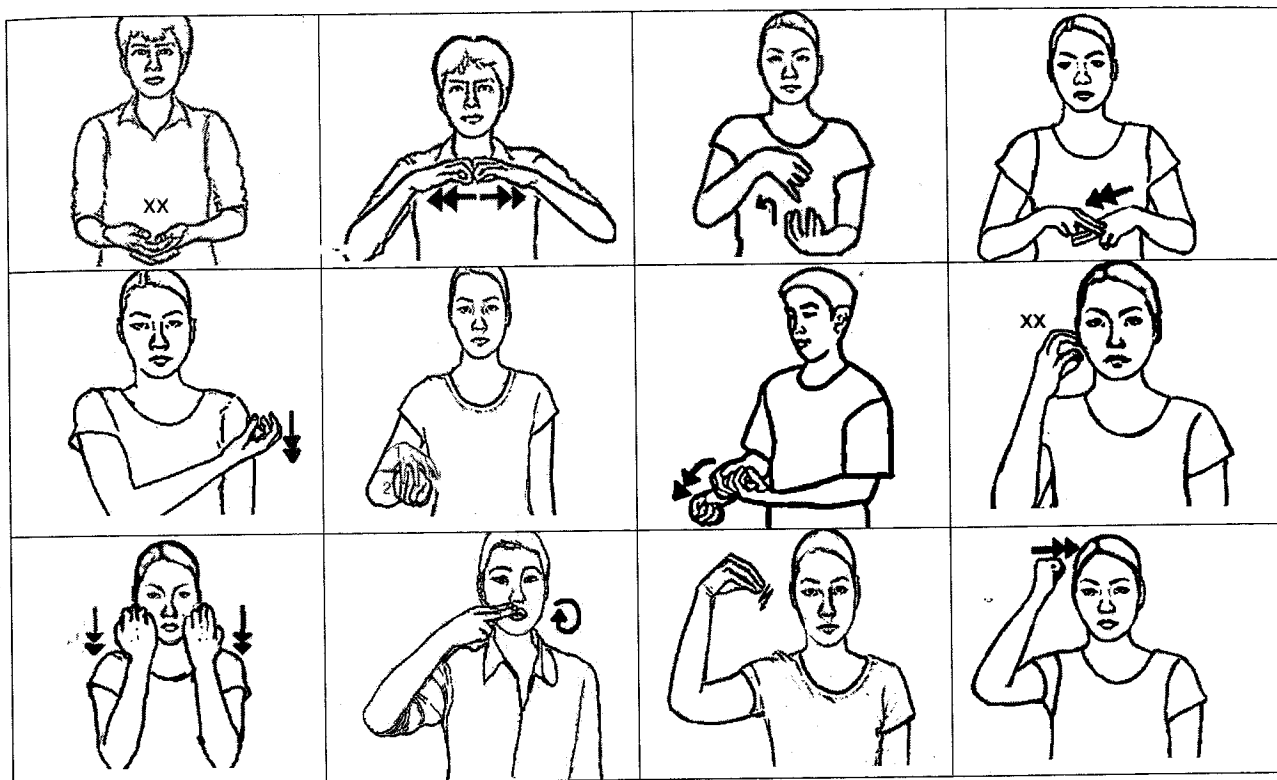


(Predicate "eat" indicates specified object/manner.)

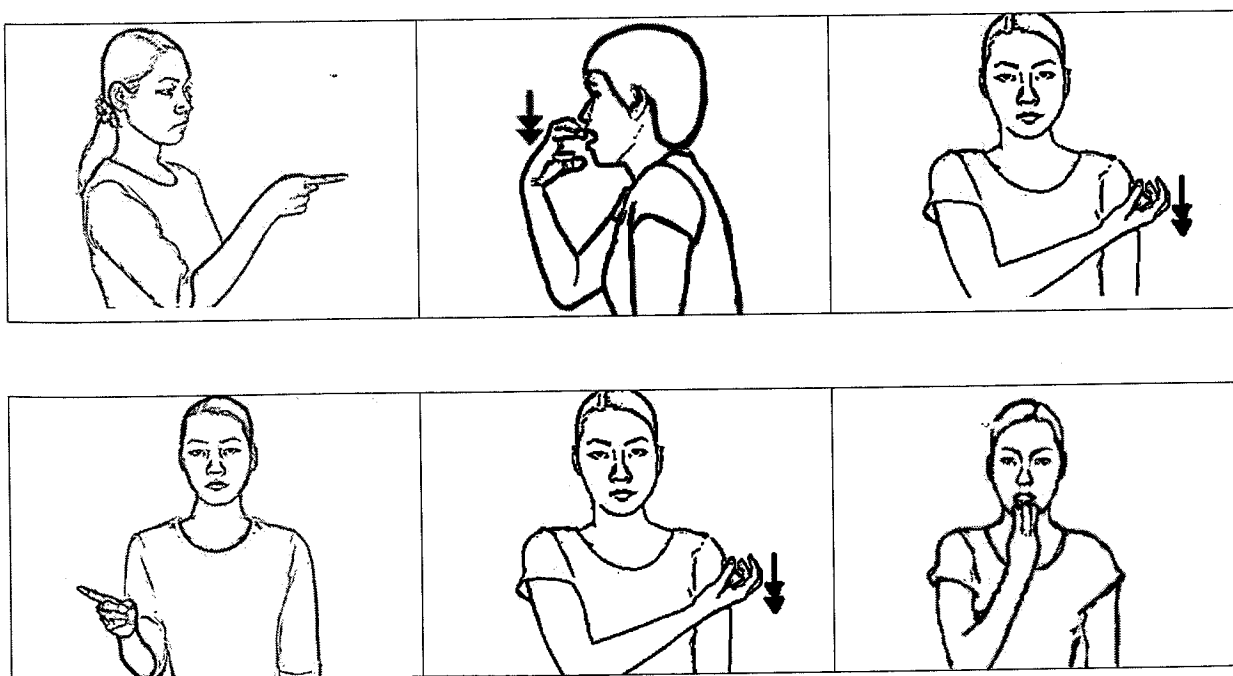
Best English Translation: "Star-apple is eaten in two ways: the first by squeezing and the second with a spoon."

### Part 3. Homework

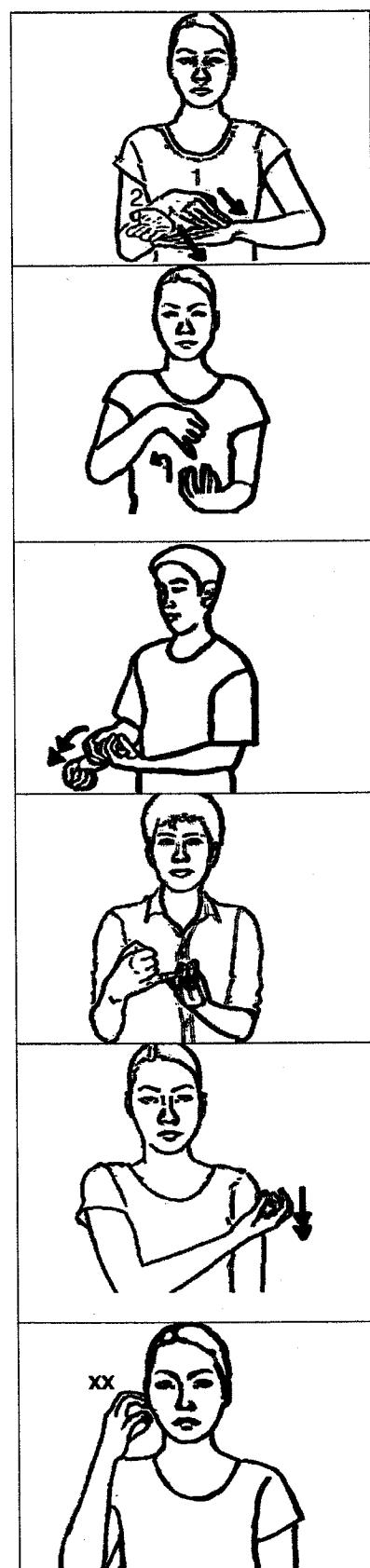
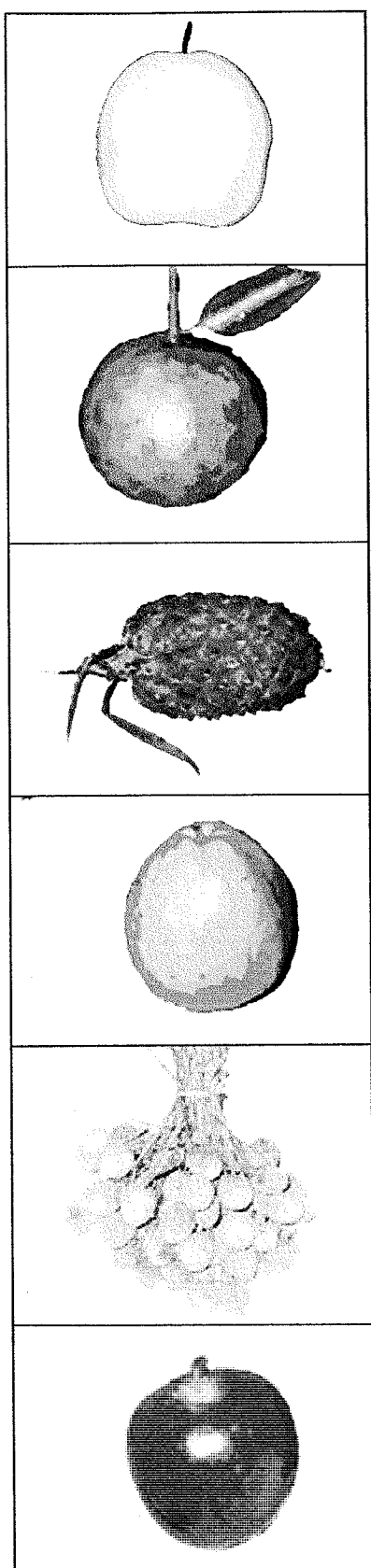
1. Look at the signs for fruits below. Some of the fruits are eaten in the same way. Put a check for the signs that are eaten in the same way



2. Identify the incorrect part(s) of the following sentences.



3. Match the sign for the fruit with the picture of the fruit.



4. Sign the following sentences. Make sure you follow the grammar of Ho Chi Minh City Sign Language, as you have been taught in this course..

- a. I ate three apples. You ate four pears.
- b. My family likes fruit.
- c. My father doesn't eat durian.
- d. How do lichees taste? Lichees are sweet.

#### Part 4. Additional Linguistic and Cultural Information

Note that the sign you previously learned as the pronoun "this" can also be used as an adverb of place to mean "here" and that the sign you previously learned as the pronoun "that" can also be used as an adverb of place to mean "there".

When a number appears with a noun (e.g. "apples") as part of the object in a sentence that has a verb specified for the object, note that the noun occurs in the normal object position before the specified verb and the number occurs after the specified verb. Thus the two parts of the object must be separated for specified verbs. (For unspecified verbs, the number may occur immediately after the noun but before the verb in the normal object position or the number may be separated from the noun and placed immediately after the verb. (Number separation is obligatory with a specified verb and optional with an unspecified verb.)

Negative aspect in Ho Chi Minh City Sign Language is primarily associated with the entire sentence rather than the verb and normally occurs at the end of statement. In questions using a question word, negative aspect normally occurs directly before the question word, which occurs at the end of the sentence.

## **LESSON 12:      SCHOOL**

### **SECTION 1.    READ BEFORE CLASS**

This lesson is divided into two parts. The first part deals with the identification of areas in a school and the second part with using Ho Chi Minh City Sign Language to describe a school and various areas in a school.

In the first part of the lesson related to identification of areas in a school, you will learn 12 new signs in Ho Chi Minh City Sign Language related to types of buildings and/or areas found within a school. In addition, you will review how to ask and answer questions related to "how many".

In the second part of the lesson related to the use of Ho Chi Minh City Sign Language to describe a school and various areas in a school, you will learn 12 additional new nouns and adjectives describing the size of a building and the number of stories in a building. Notice how a complex phrase in spoken/written English like "the first storey of a three storey building" can be expressed with a single sign involving incorporation of numbers into a noun.

At this point, you should stop reading until after you have attended class. After class, you should use Section 2 for review and further practice.

## SECTION 2. FOR REVIEW AFTER CLASS

### Part 1. Identifying Areas of the School

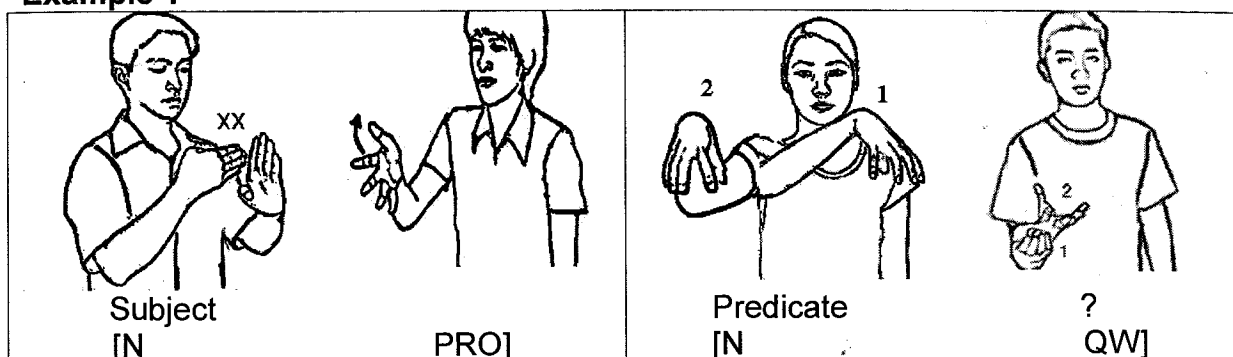
#### A. Vocabulary Already Presented During Class

##### Nouns

 building	 canteen (for eating)	 class, grade
 dormitory	 fence	 flag-on-a-pole
 floor	 office	 school
 toilet	 tree	 yard

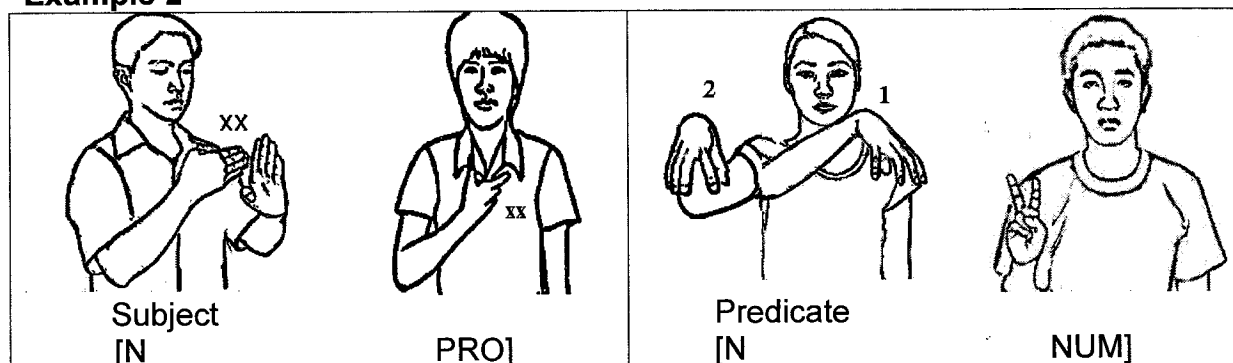
## B. Grammatical Examples and Patterns Already Presented in Class

### Example 1



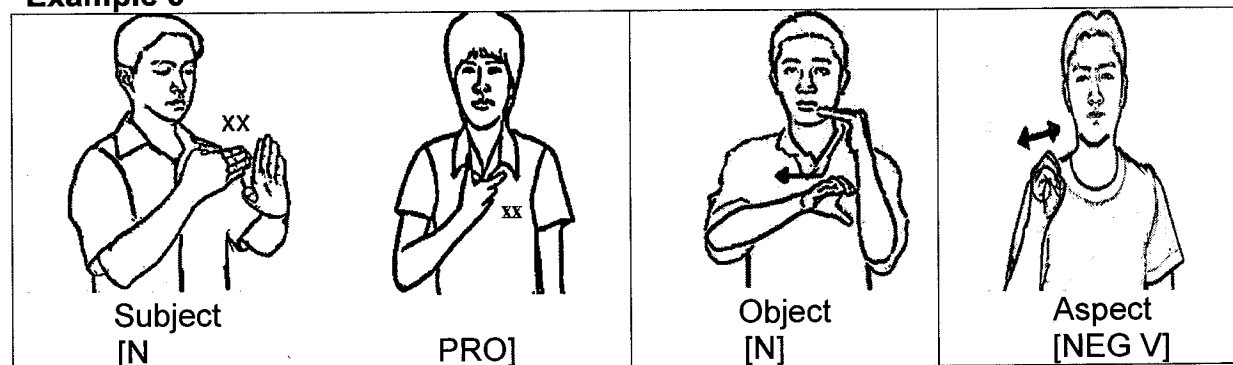
Best English Translation: "How many buildings does your school have?"

### Example 2



Best English Translation: "My school has two buildings."

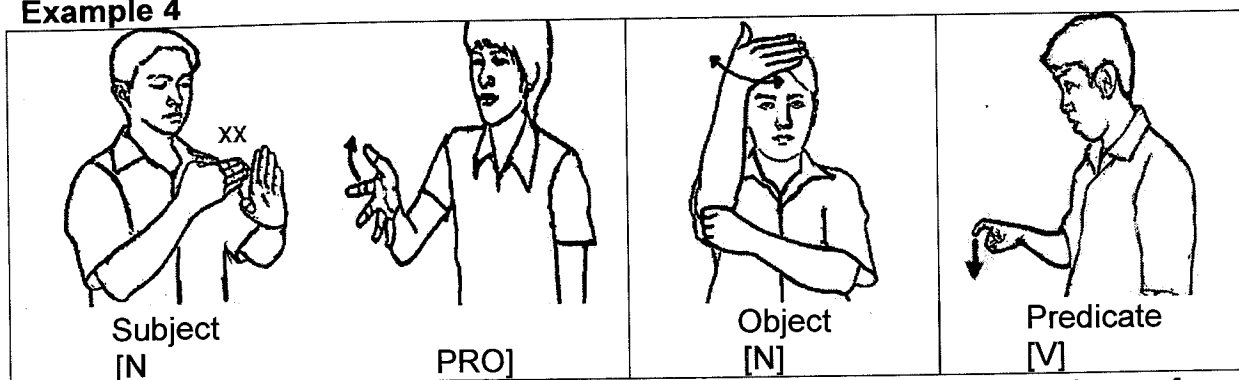
### Example 3



Best English Translation: "My school doesn't have any dormitories."



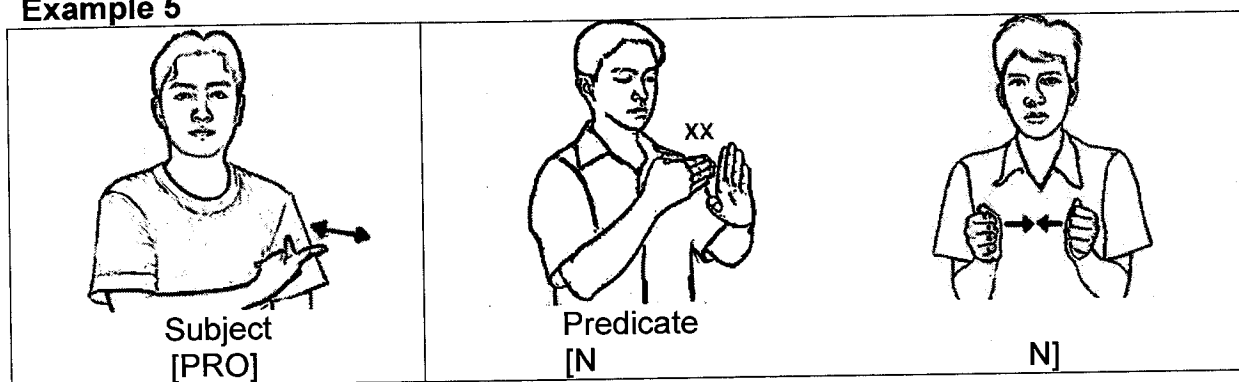
#### Example 4



with Question on face

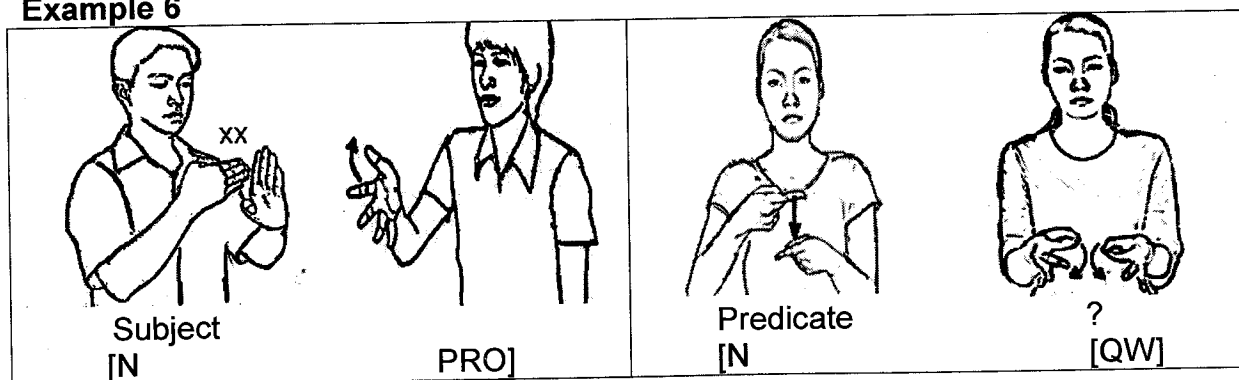
Best English Translation: "Does your school have a flag pole?"

#### Example 5



Best English Translation: "The two of us are classmates."

#### Example 6

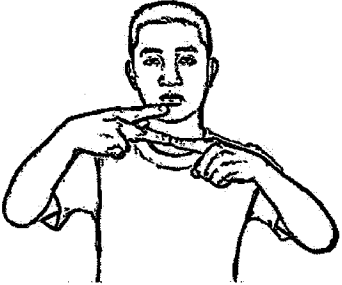
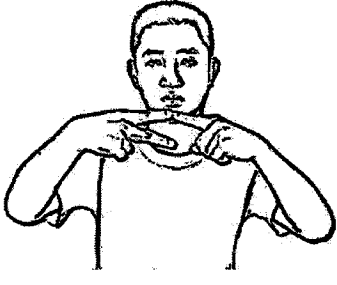
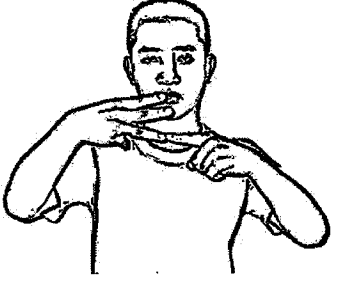
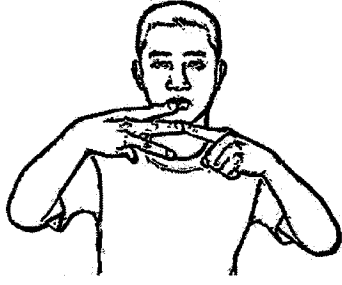
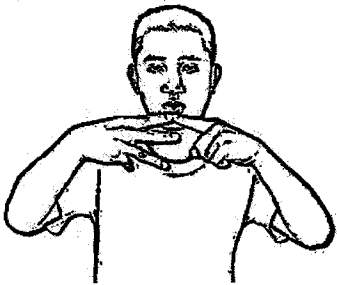


Best English Translation: "What is the name of your school."


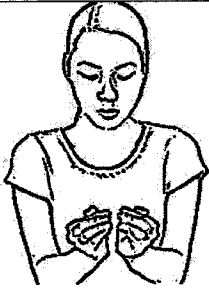
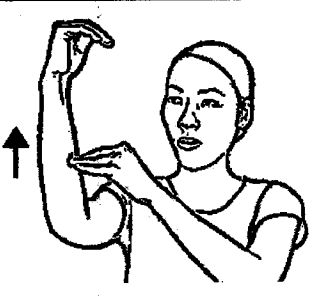

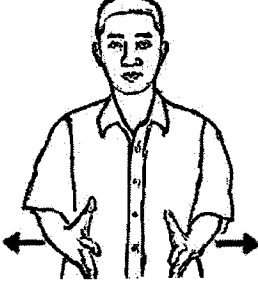
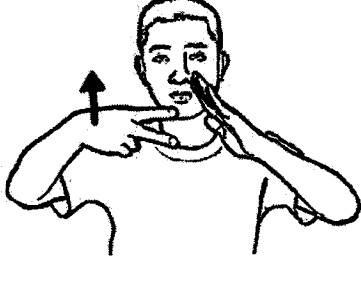
## Part 2. Describing the School and the Areas of the School

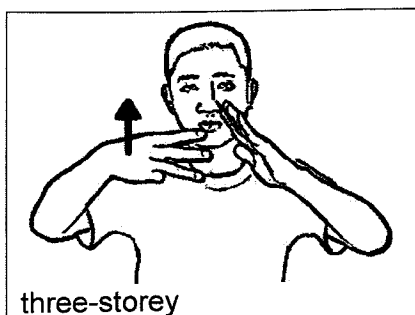
### A. Vocabulary Already Presented During Class

#### Nouns

		
first-floor (of-two-floors)	second-floor (of-two-floors)	first-floor (of-three-floors)
		
second-floor (of-three-floors)	third-floor (of-three-floors)	

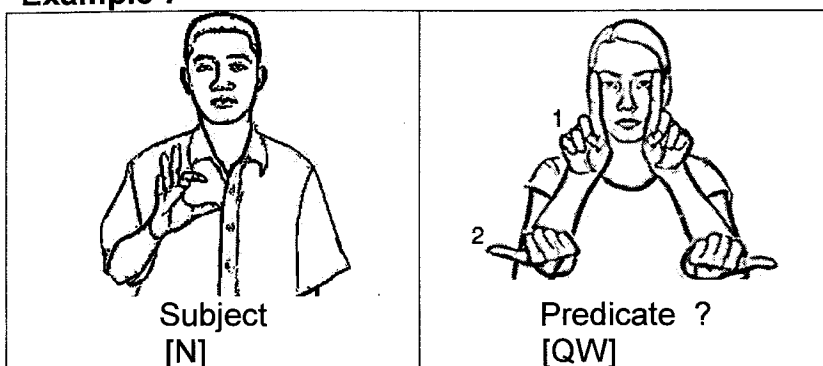
#### Adjectives

		
big (building)	small (building)	tall (building)
		
narrow	wide	two-storey



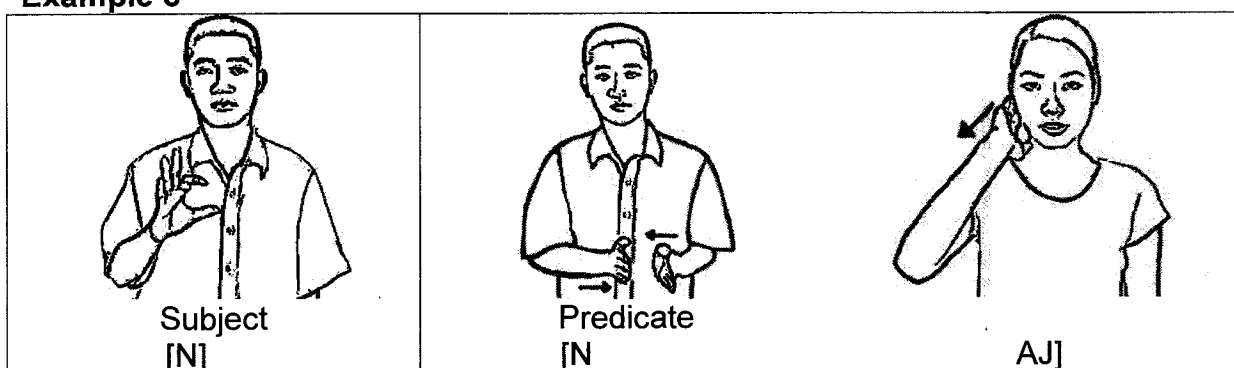
## B. Grammatical Patterns Already Presented During Class

### Example 7



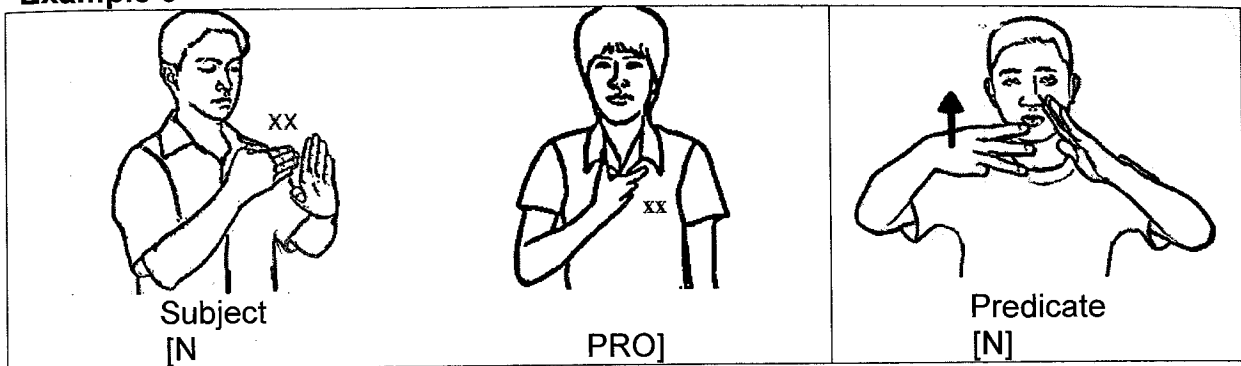
Best English Translation: "Describe how the toilet is."

### Example 8



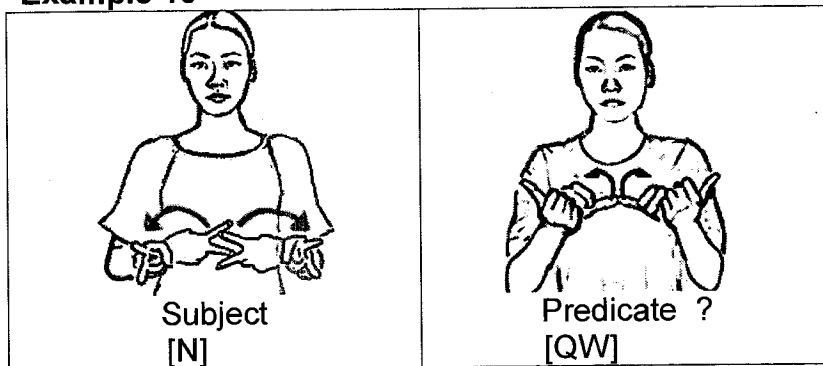
Best English Translation: "The toilet is narrow and clean."

### Example 9



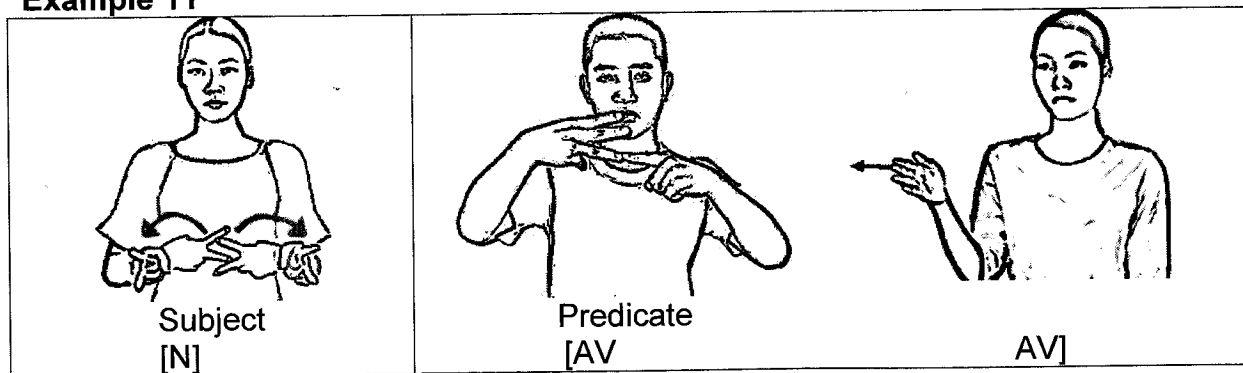
Best English Translation: "My school has three floors."

### Example 10



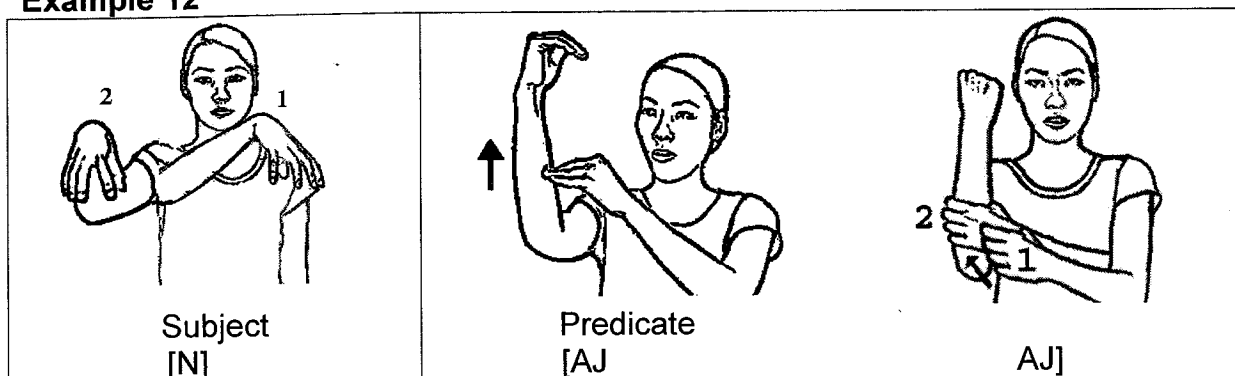
Best English Translation: "Where is the office?"

### Example 11



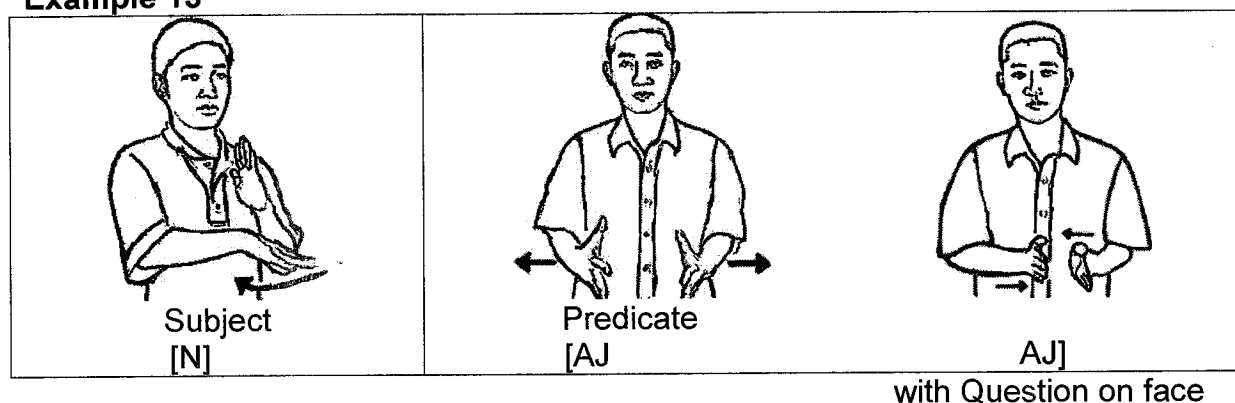
Best English Translation: "The office is on the first floor (of three floors) on the right."

### Example 12



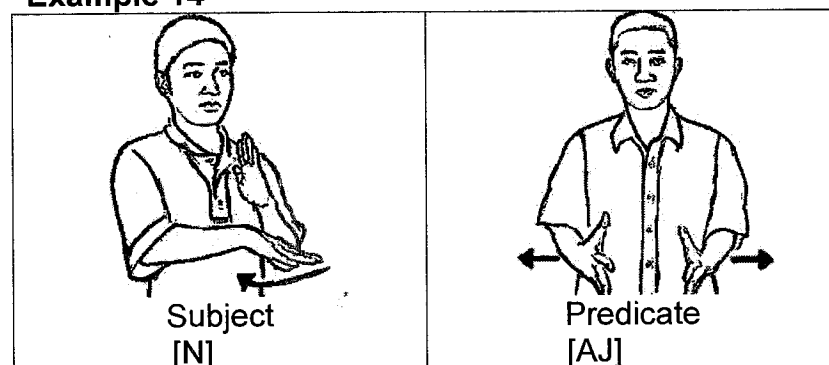
Best English Translation: "The building is tall and big."

### Example 13



Best English Translation: "Is the yard wide or narrow?"

### Example 14



Best English Translation: "The yard is wide."

## Part 3. Homework

1. Sign these sentences
  - a. What is the name of your school?
  - b. My school is small and has one building.
  - c. What is your school like?
  - d. Does your school have trees?

2. Look at the picture on the next page, sign each of these questions and then answer them.

- a. How many building does the school have?
- b. How many floors does the building on the right have?
- c. Does the school have a flag on a pole?



3. Sign this paragraph.

My school is not large. The school has 2 buildings. The first building on the right has one floor. The second building is on the left and has 3 floors. There is no flag on a pole in the school yard but there are 4 big trees in the school yard. My school has 2 toilets: 1 for men and 1 for women.

#### Part 4. Additional Linguistic and Cultural Information

The nouns "first-floor (of-two-floors)", "second-floor (of-two-floors)", "first-floor (of-three-floors)", "second-floor (of-three-floors)", and "third-floor (of-three-floors)" may also be used as adverbs.

# **LESSON 13 PEOPLE/RELATIONSHIPS AT SCHOOL**

## **SECTION 1. READ BEFORE CLASS**

This lesson is divided into two parts. The first part deals with the identification of people that are found in a school and the second part with using Ho Chi Minh City Sign Language to describe these people and a few of the activities that occur in school.

In the first part of the lesson related to identification of people found in a school, you will learn 12 new signs in Ho Chi Minh City Sign Language related to the types of people found within a school. In addition, you will review how to ask and answer questions related to who people are, what people do, and what kinds of relationships they have.

In the second part of the lesson related to the use of Ho Chi Minh City Sign Language to describe the people found in a school and a few of the activities that occur in school, you will learn 6 new adjectives describing people and 3 new verb signs describing activities.

At this point, you should stop reading until after you have attended class. After class, you should use Section 2 for review and further practice.

## SECTION 2. FOR REVIEW AFTER CLASS

### Part 1. Identifying People at School

#### A. Vocabulary Already Presented During Class

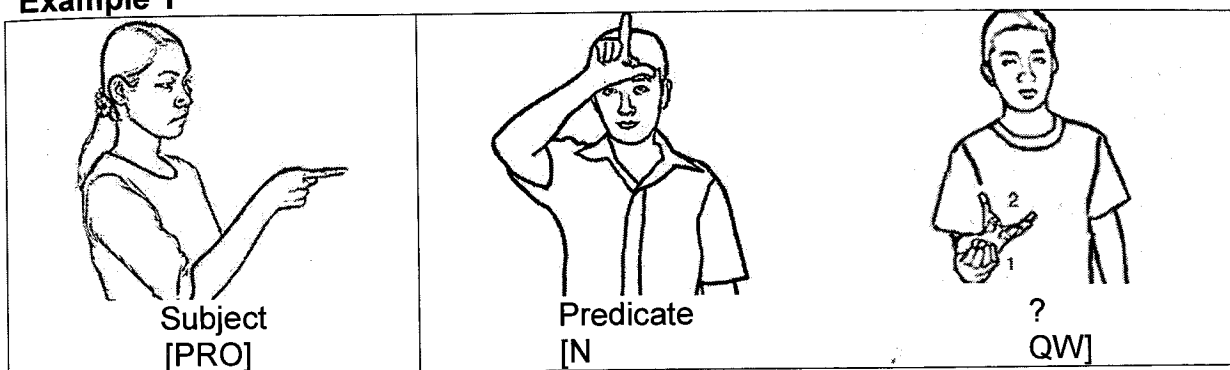
##### Nouns

 <p>classmate</p>	 <p>pupil</p>	 <p>student</p>
 <p>guard</p>	 <p>leader (of-a-class)</p>	 <p>vice-leader (of-a-class)</p>
 <p>principal</p>	 <p>vice-principal</p>	 <p>teacher</p>
 <p>secretary</p>	 <p>colleague</p>	



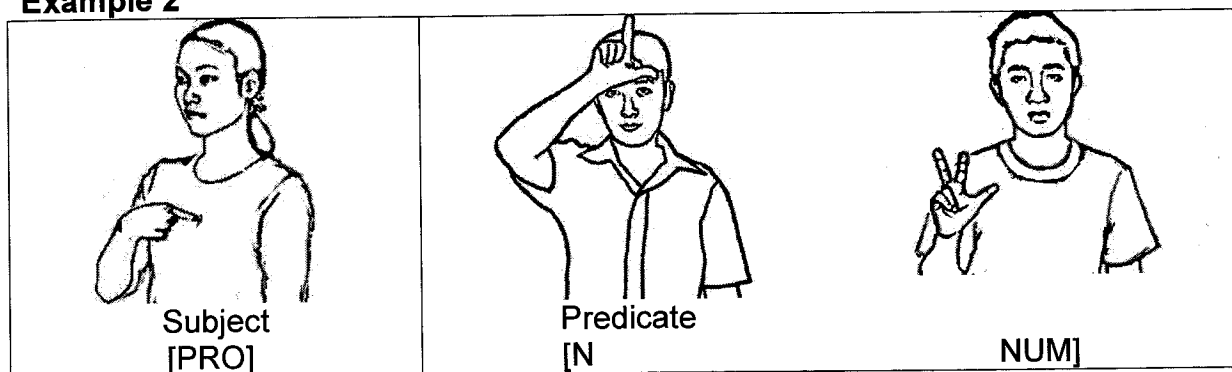
## B. Grammatical Examples and Patterns Already Presented During Class

### Example 1



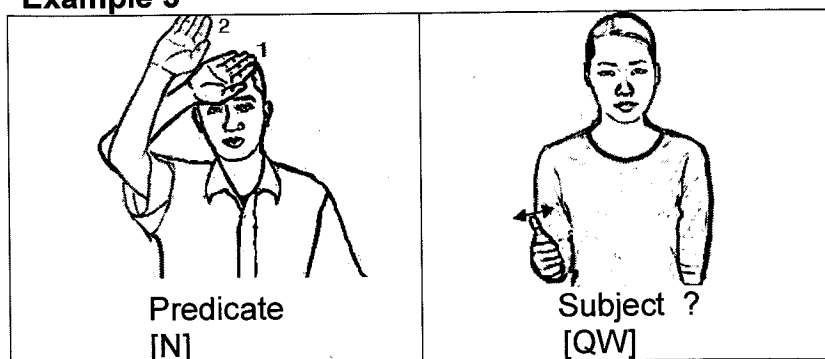
Best English Translation: "What grade you are in?"

### Example 2



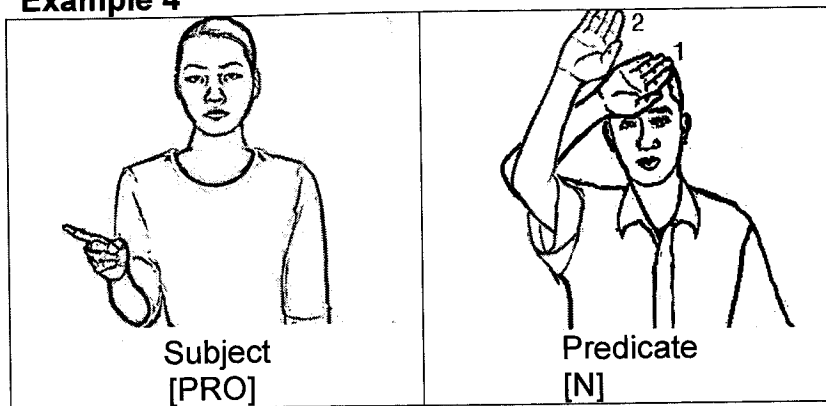
Best English Translation: "I'm in grade 8."

### Example 3



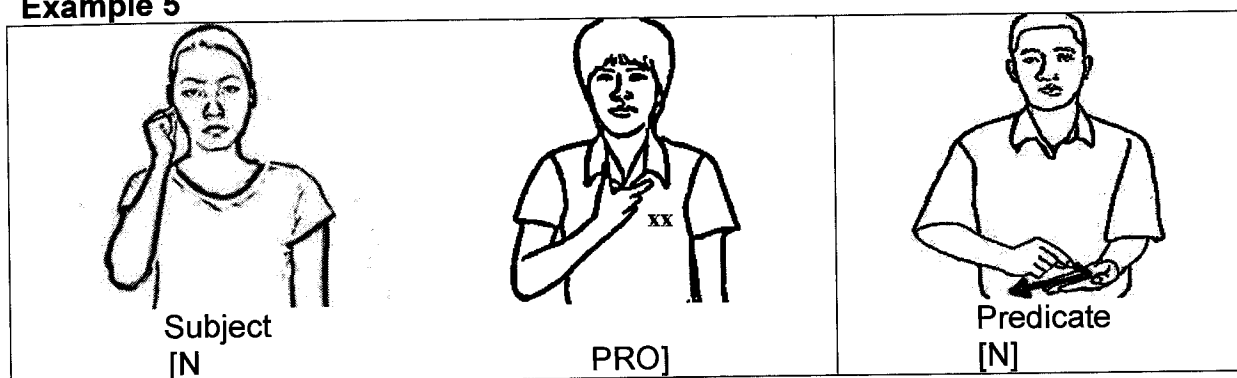
Best English Translation: "Who is the leader of the class?"

#### Example 4



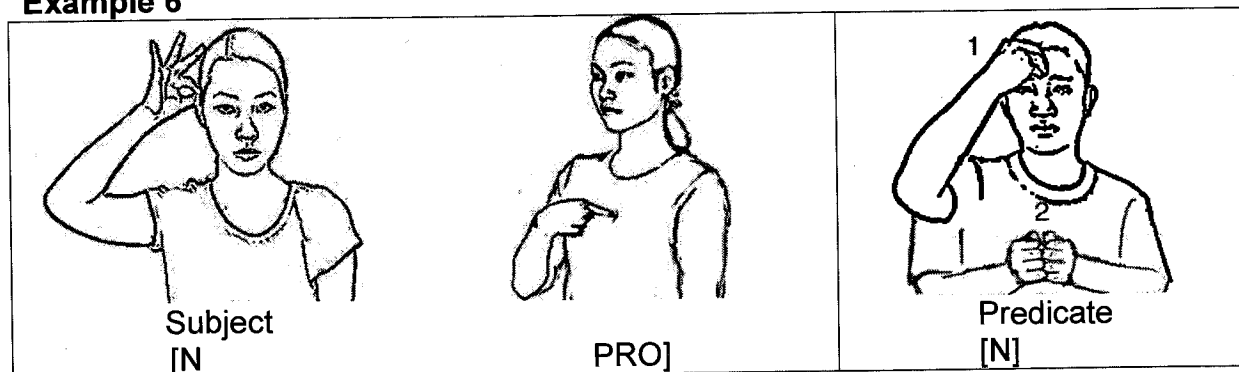
Best English Translation: "He/she is the leader of the class."

#### Example 5



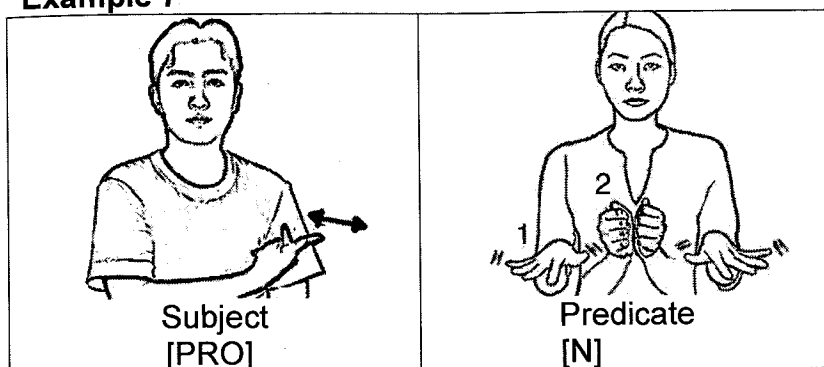
Best English Translation: "My (older) sister is a secretary."

#### Example 6



Best English Translation: "Tu and I are classmates."

### Example 7

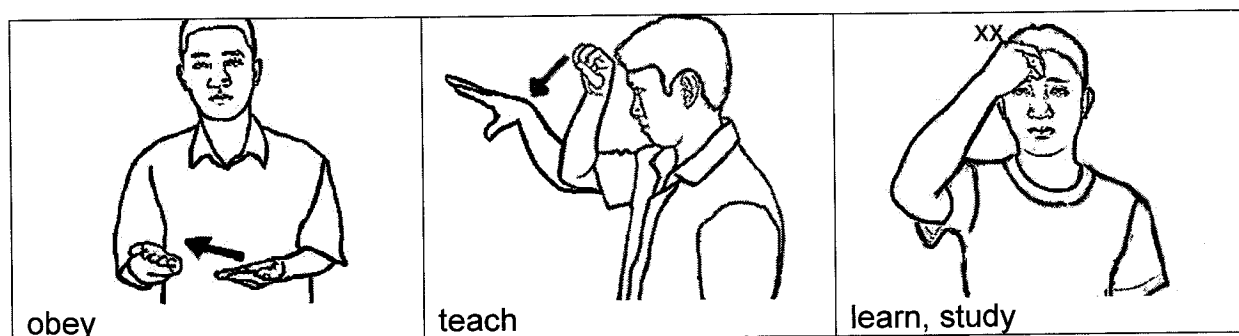


Best English translation : "The two of us are colleagues."

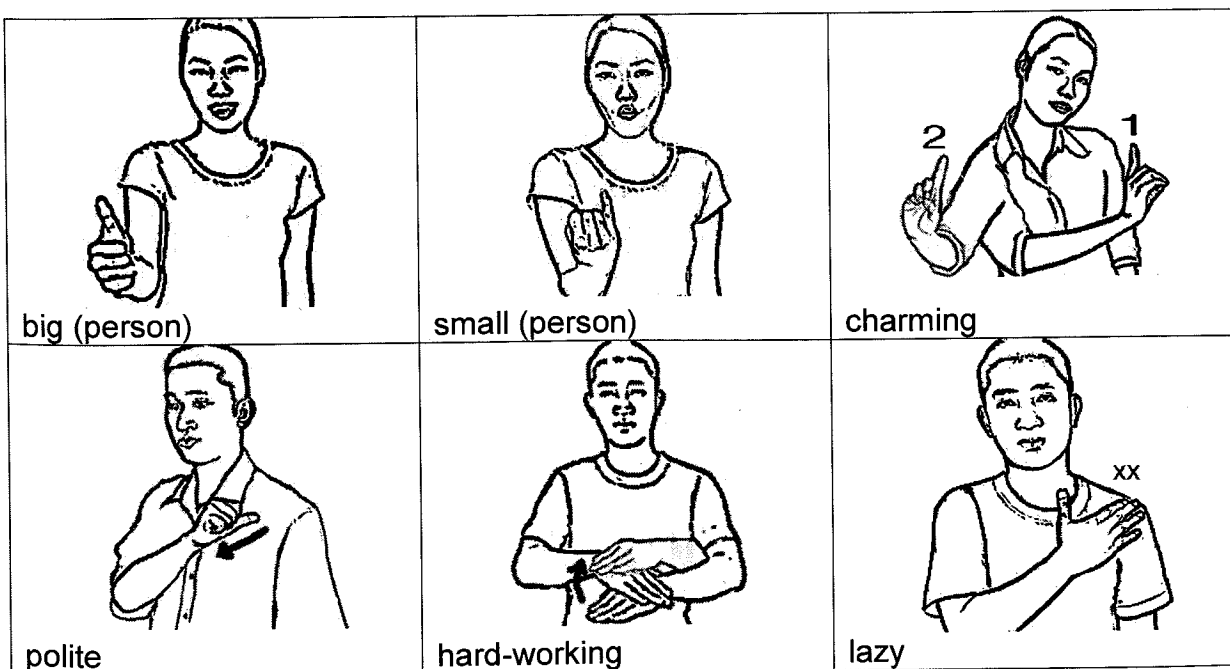
## Part 2. Describing People and Activities at School

### A. Vocabulary Already Presented During Class

#### Verbs

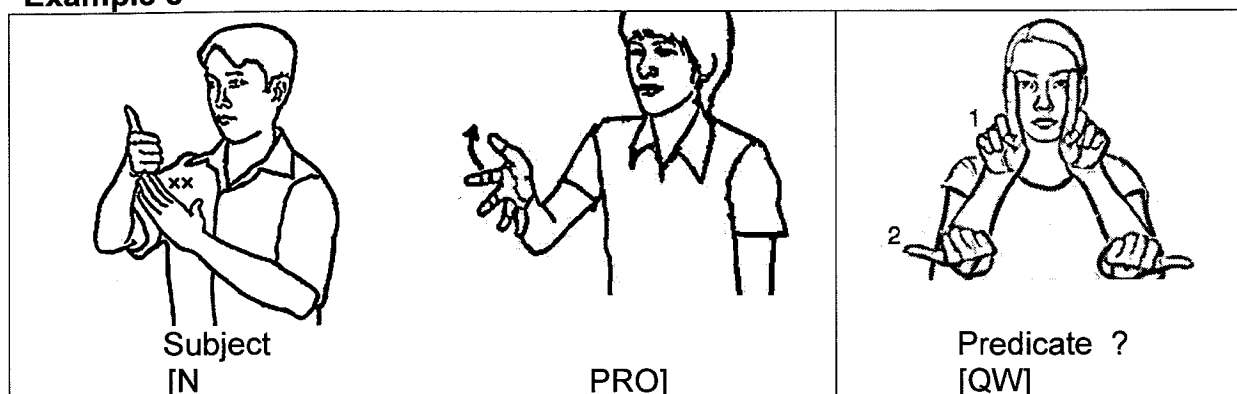


#### Adjectives



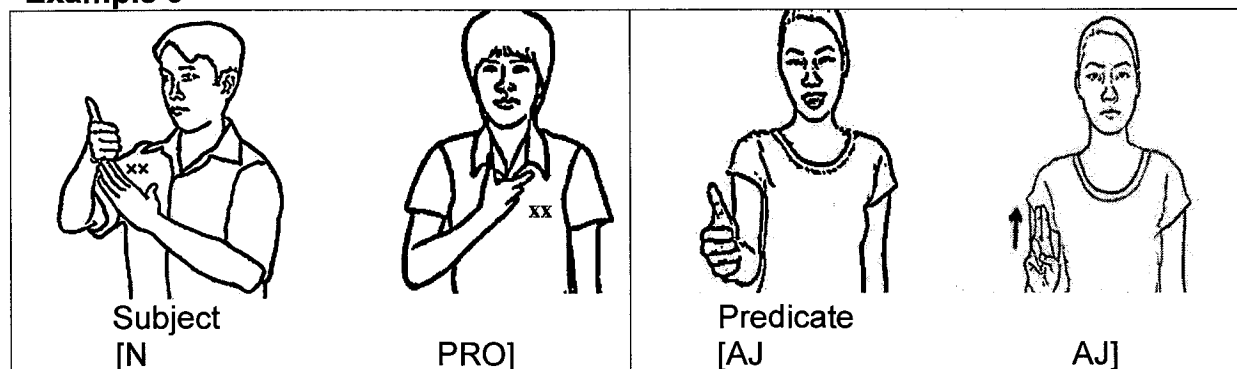
## B. Grammatical Examples and Patterns Already Presented During Class

### Example 8



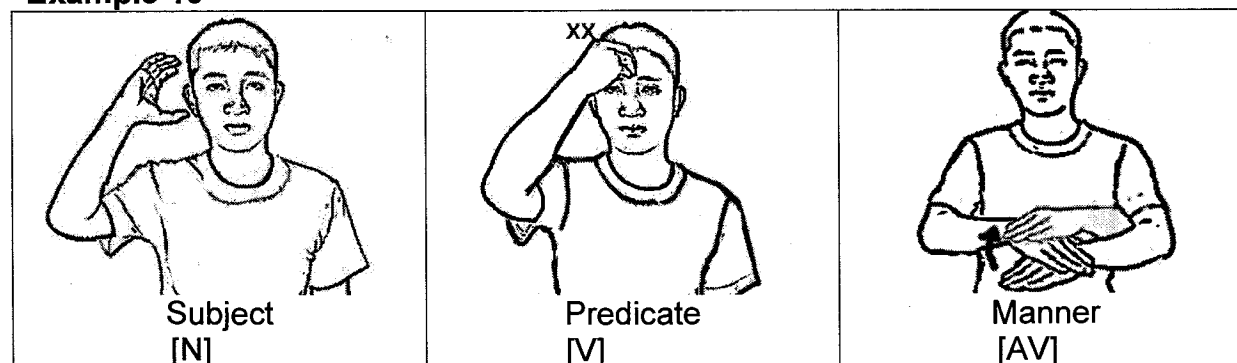
Best English Translation: "What is your principal like?"

### Example 9



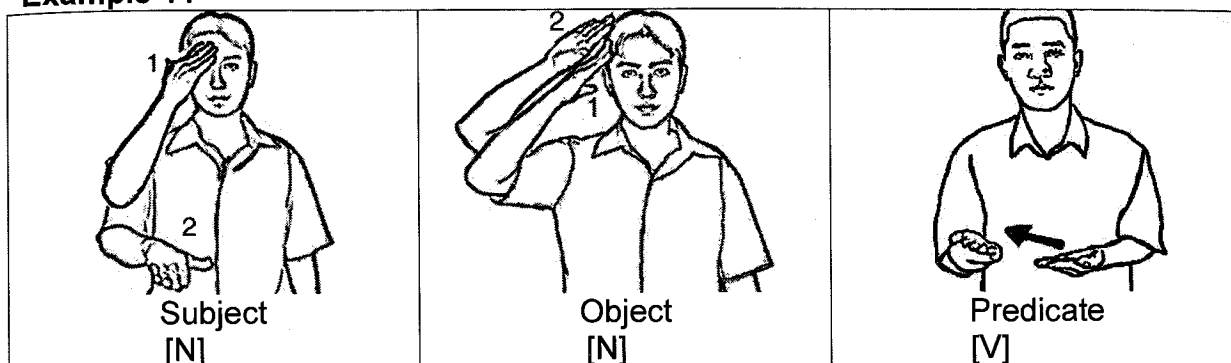
Best English translation: "My principal is big and tall."

### Example 10



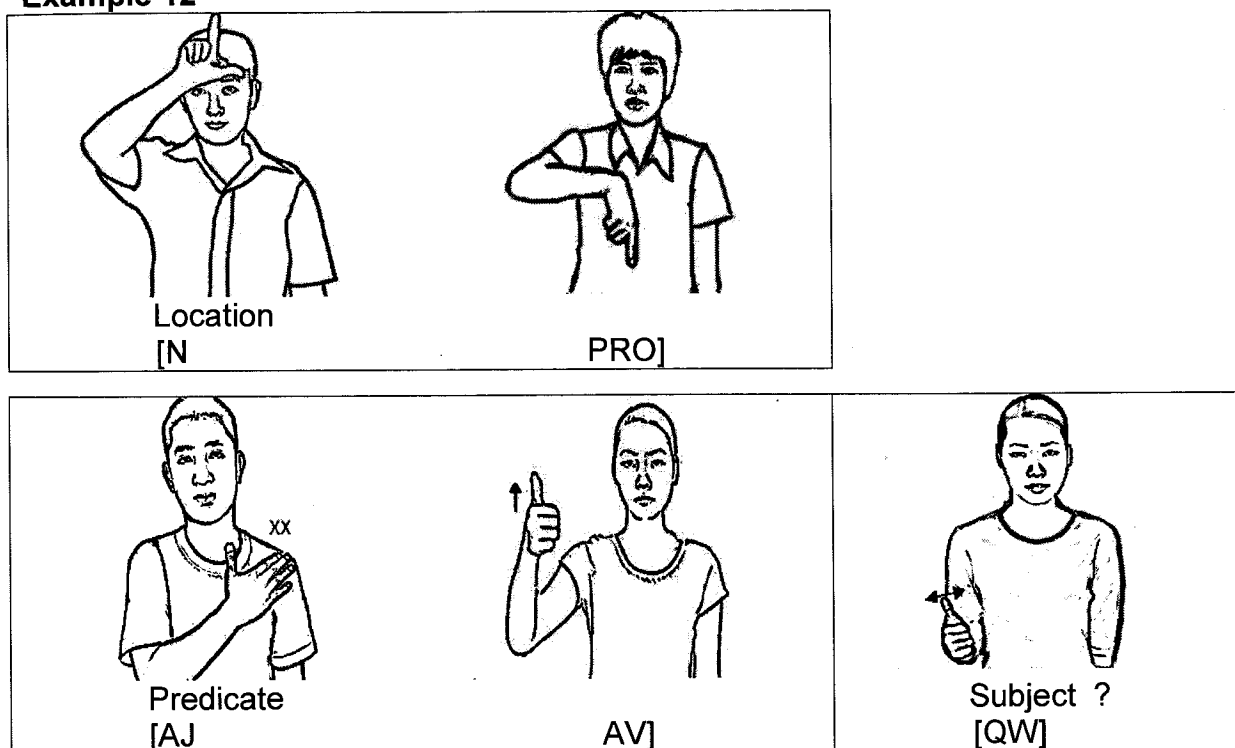
Best English Translation: "Huong studys in a hard-working manner."

### Example 11



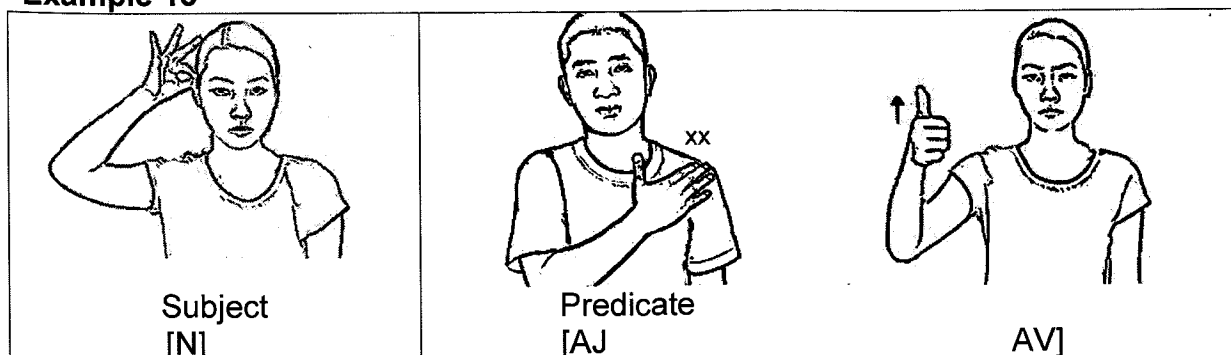
Best English Translation: "A pupil obeys a teacher ."

### Example 12



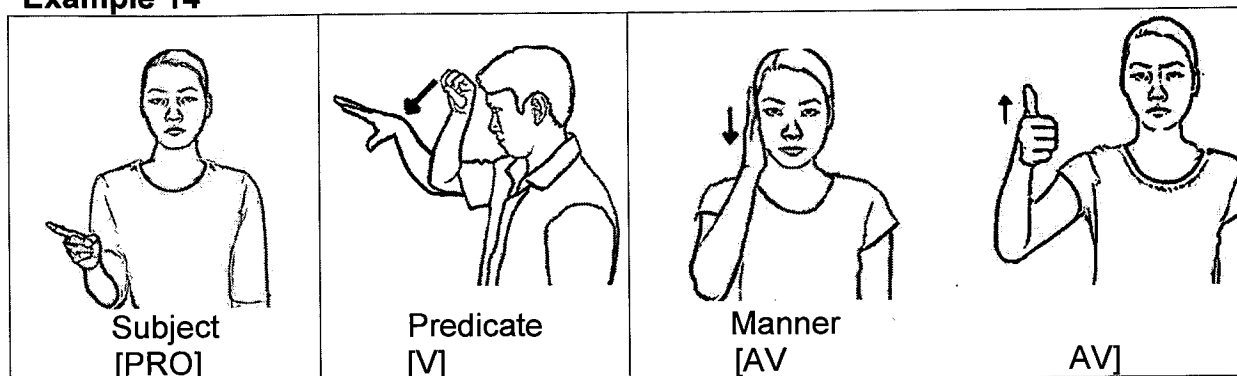
Best English Translation: "Who is the laziest in this class?"

### Example 13



Best English Translation: "Tu is the laziest."

### Example 14



Best English Translation: "He teaches the best."

### Part 3. Homework

1. Give the opposite signs of these signs below.

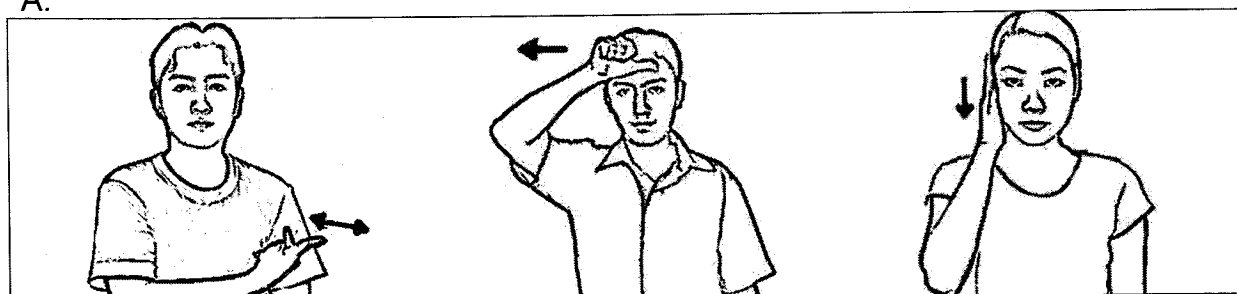


2. Sign the dialogue below.

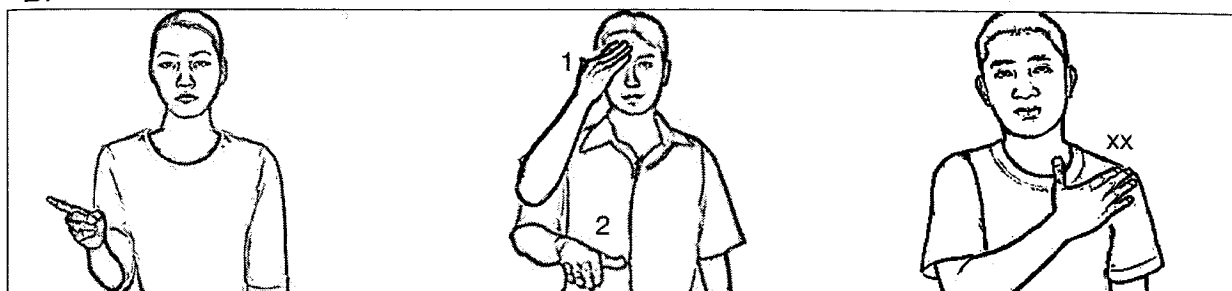
- A. What grade you are in?
- B. I'm in grade 7. How about you ?
- A. I 'm in grade 8. How many teachers does your school have ?
- B. My school has 25 teachers. 18 women, 7 men.
- A. My school has 30 teachers and 1 secretary .
- B. My school doesn't have a guard. Does your school have a guard?
- A. Yes. My school has a guard.

3. Translate each of the following sentences into English.

A.



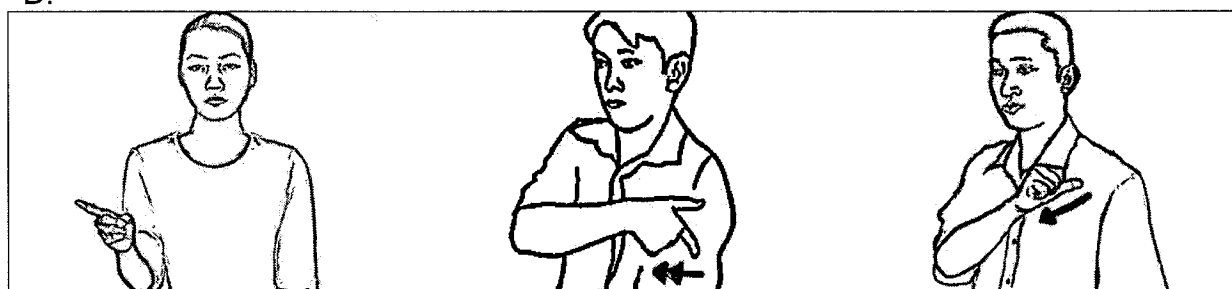
B.



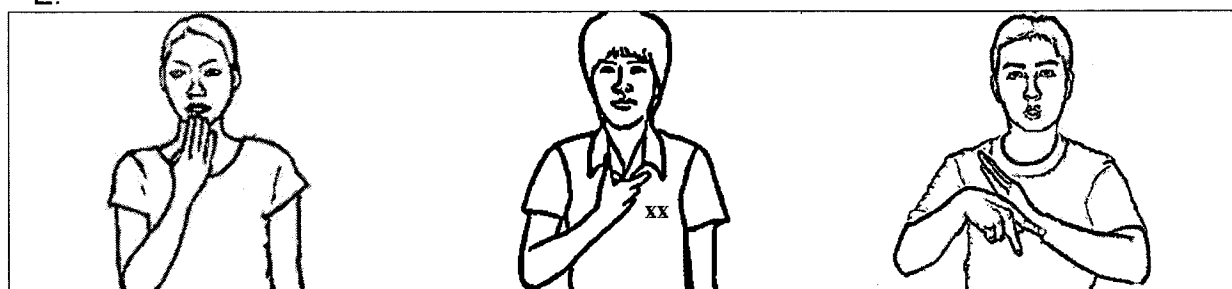
C.



D.



E.



#### Part 4. Additional Linguistic and Cultural Information

The adjectives “charming”, “polite”, “hard-working”, and “lazy” may also be used as adverbs.

# **LESSON 14 SUBJECTS IN SCHOOL**

## **SECTION 1. READ BEFORE CLASS**

This lesson is divided into two parts. The first part deals with the identification of subjects that are taught and learned in school and the second part with using Ho Chi Minh City Sign Language to discuss subjects that are taught and learned in school.

In the first part of the lesson related to identification of subjects that are taught and learned in school, you will learn the general sign for academic subject and 11 new signs in Ho Chi Minh City Sign Language for subjects that are taught and learned in school. In addition, you will review how to ask and answer questions related to what subjects people like and dislike and how many subjects people are learning.

In the second part of the lesson related to the use of Ho Chi Minh City Sign Language to discuss subjects that are taught and learned in school, you will learn 6 new nouns related to scheduling, number of periods something is studied, and homework. You will also learn 3 new verb signs describing activities related to coursework. In addition, you will learn how to ask and answer questions about scheduling and the number of periods various subjects are studied.

At this point, you should stop reading until after you have attended class. After class, you should use Section 2 for review and further practice.



## SECTION 2. FOR REVIEW AFTER CLASS

### Part 1. Identifying Subjects Taught and Learned at School

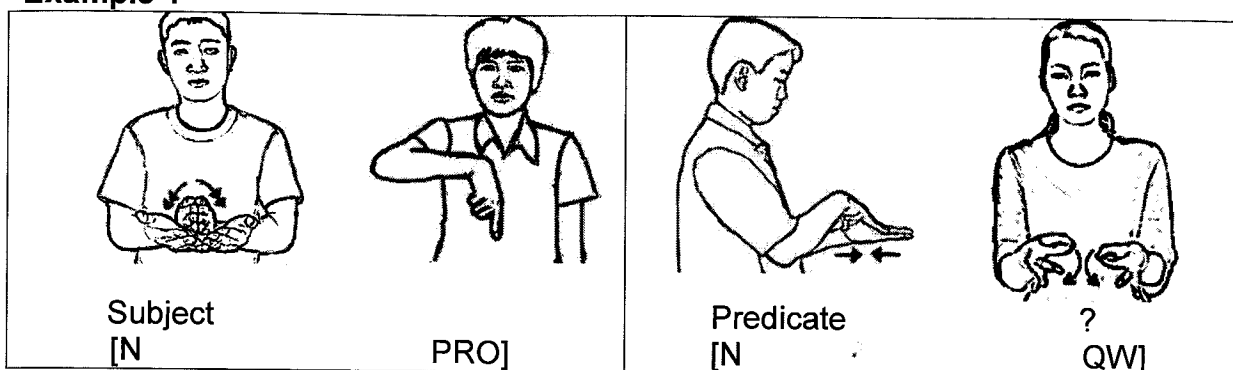
#### A. Vocabulary Already Presented During Class

##### Nouns

 <p>Biology</p>	 <p>Chemistry</p>	 <p>Civics</p>
 <p>English</p>	 <p>Geography</p>	 <p>History</p>
 <p>Literature</p>	 <p>Mathematics</p>	 <p>Physics</p>
 <p>Physical-Education</p>	 <p>Vietnamese (language, subject)</p>	 <p>subject (academic)</p>

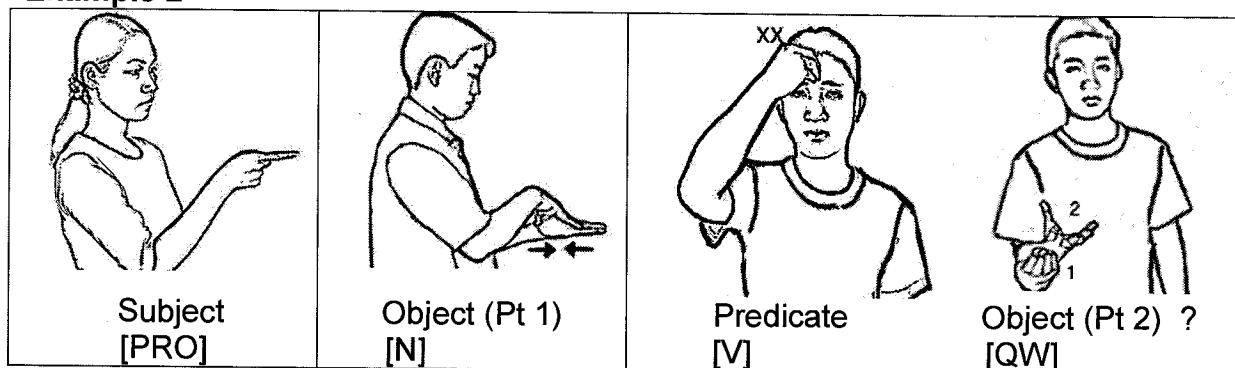
## B. Grammatical Examples and Patterns Already Presented During Class

### Example 1



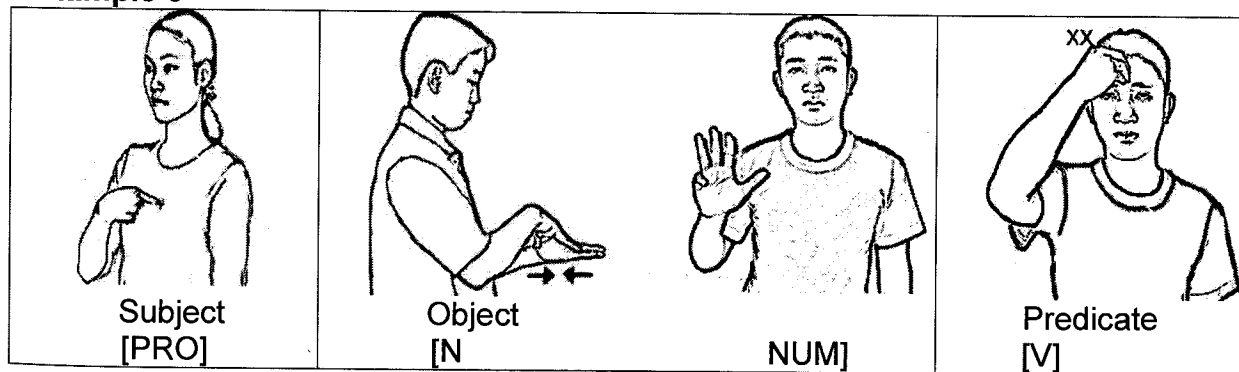
Best English Translation: "What subject is this book about?"

### Example 2



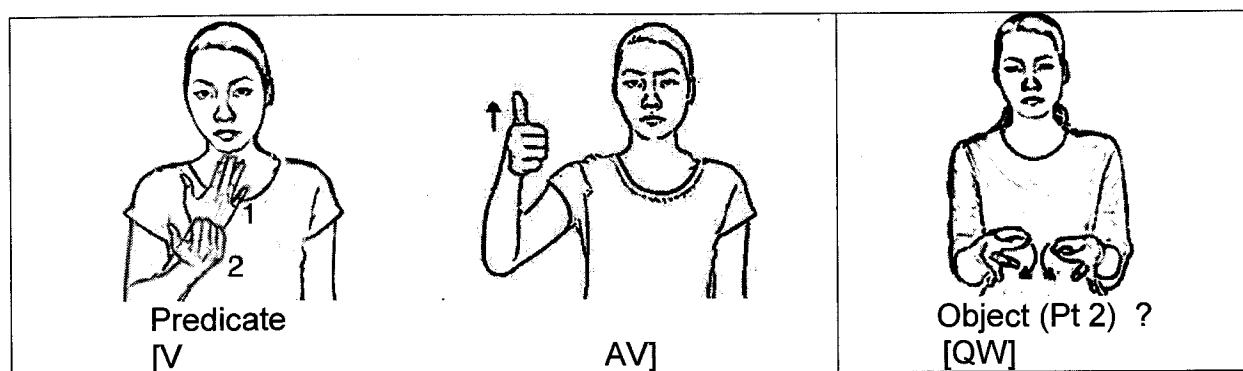
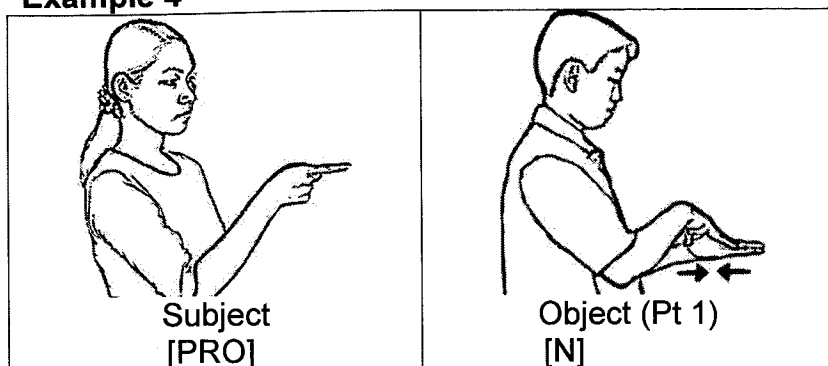
Best English Translation: "How many subjects do you study?"

### Example 3



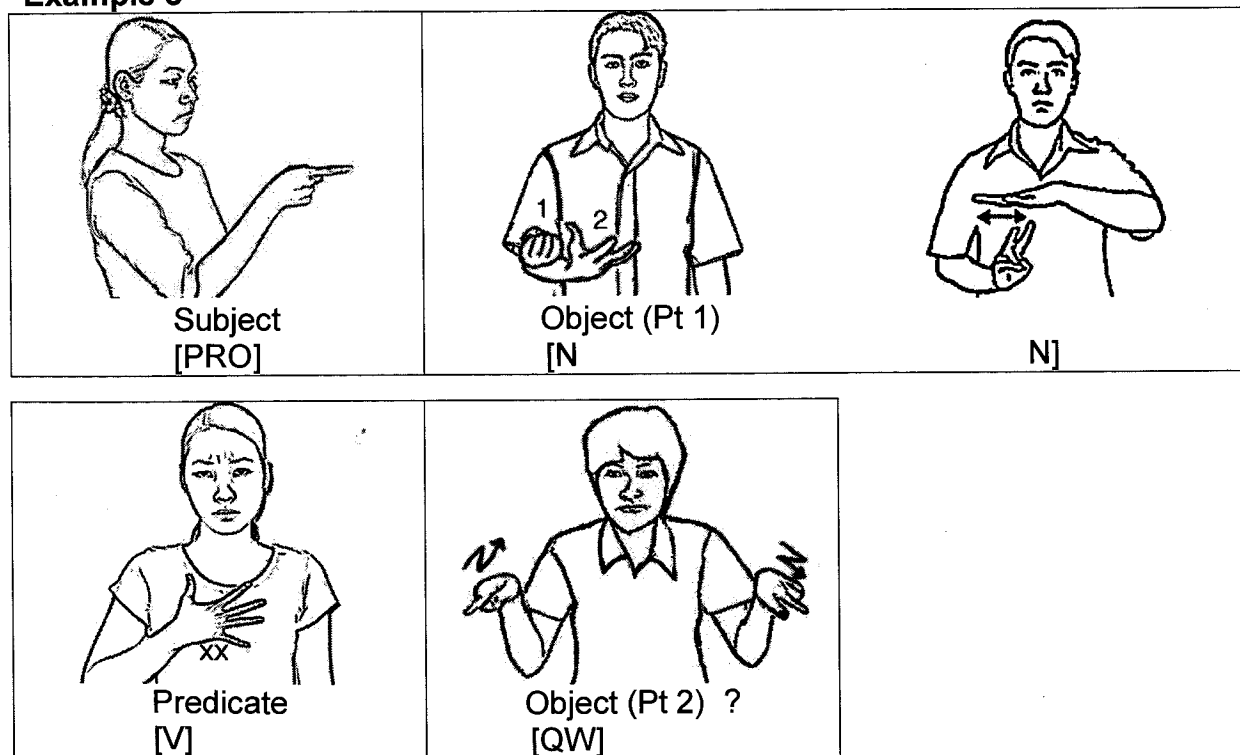
Best English Translation: "I study 9 subjects."

#### Example 4



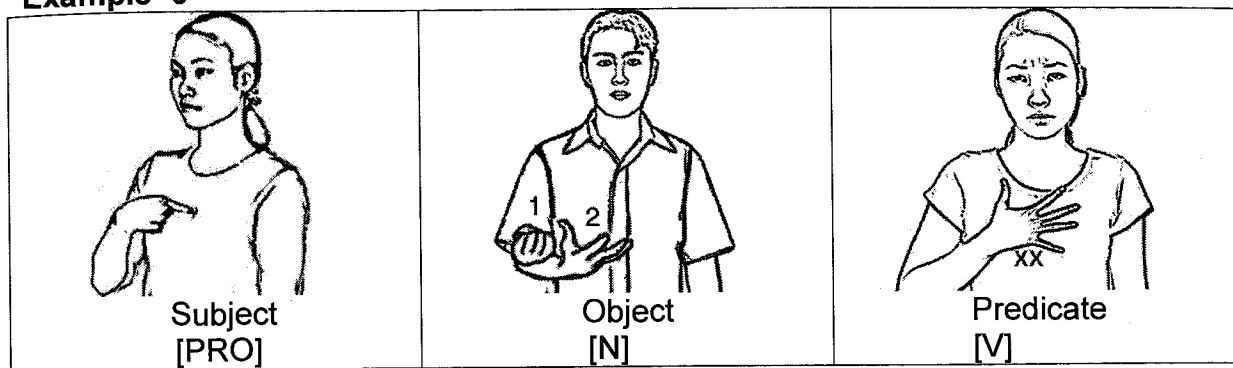
Best English Translation: "What subject do you like best?"

#### Example 5



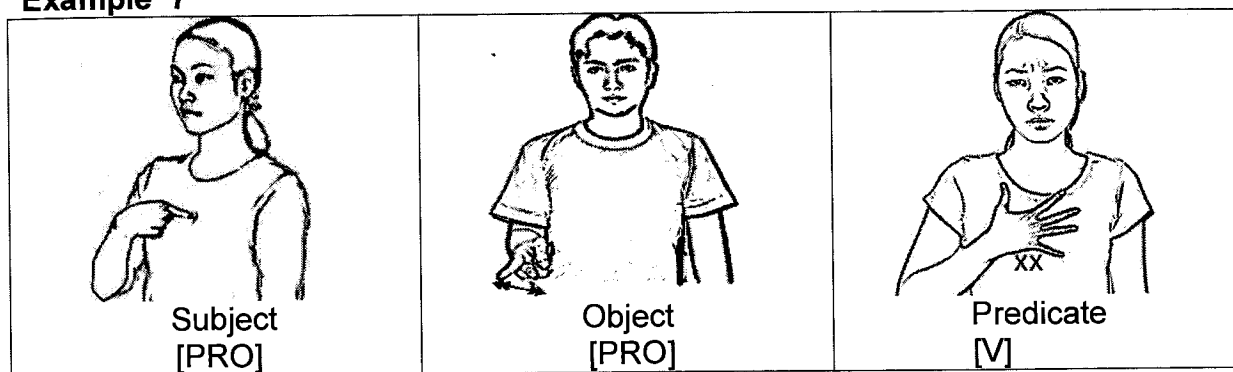
Best English Translation: "Between Literature and Math, which (subject) do you dislike?"

### Example 6



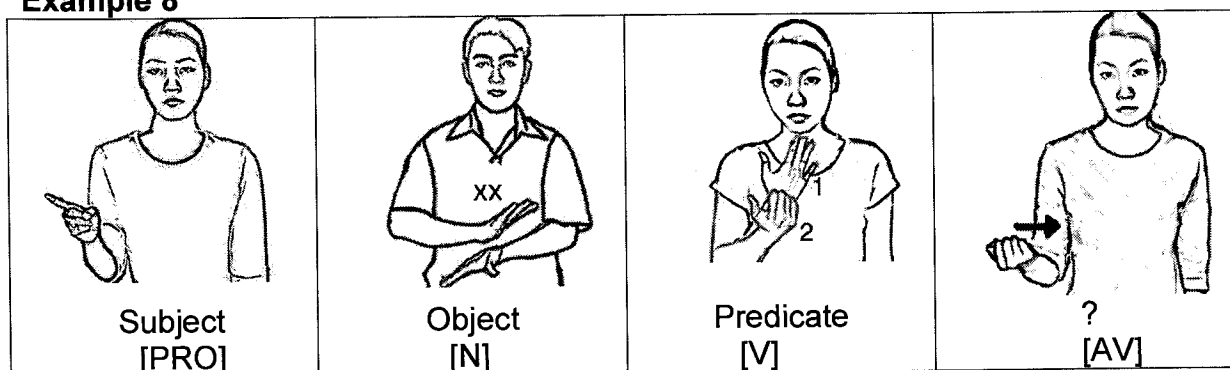
Best English Translation "I don't like Math."

### Example 7



Best English Translation "I don't like those two (subjects)."

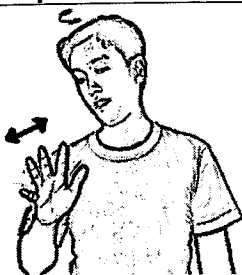
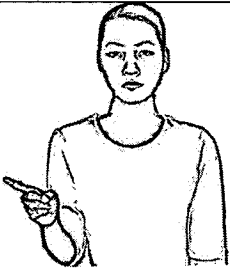
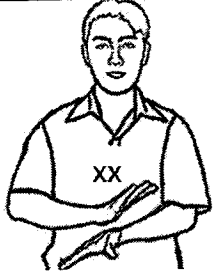
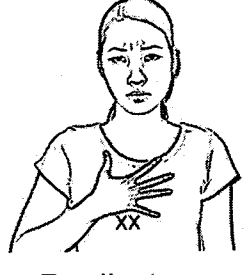
### Example 8



with Question on face

Best English Translation: "He/she likes Geography, doesn't he/she?"

### Example 9

 <p>Exclamation [NEG]</p>	 <p>Subject [PRO]</p>	 <p>Object [N]</p>	 <p>Predicate [V]</p>
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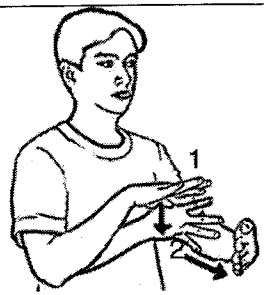
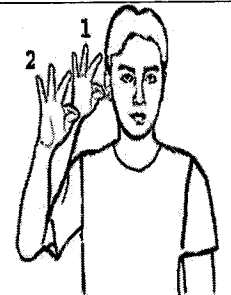
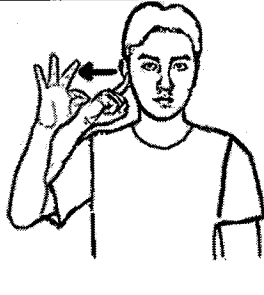
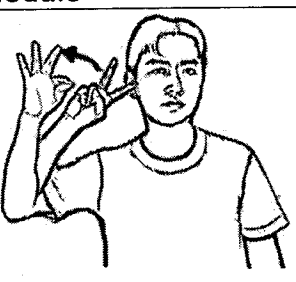
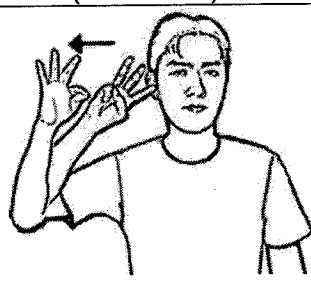
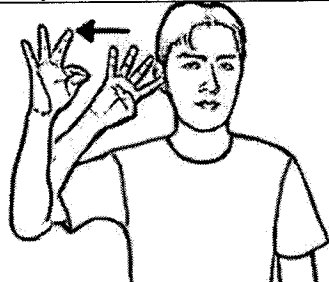
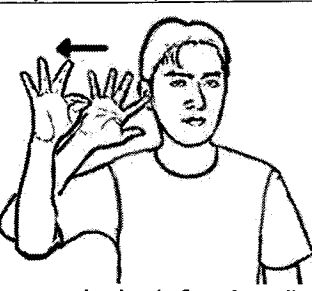
\*There is a pause after the exclamation.

Best English Translation: "No. He/she doesn't like Geography. "

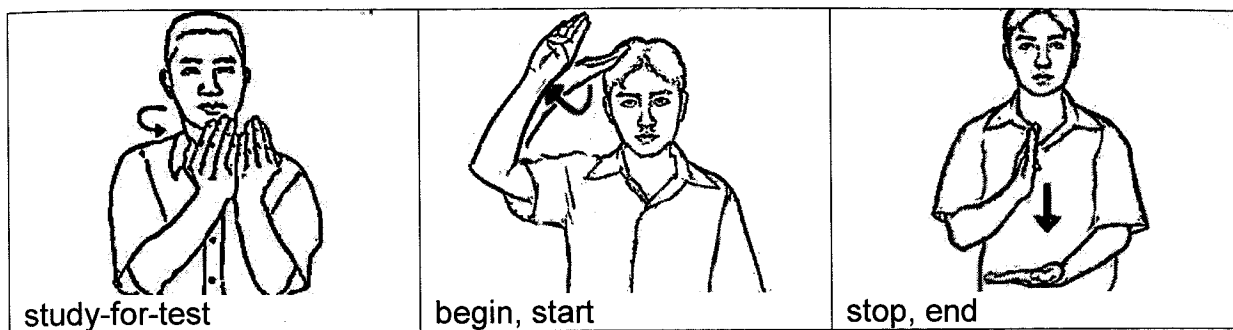
## Part 2. Talking About Subjects Taught and Learned at School

### A. Vocabulary Already Presented During Class

#### Nouns

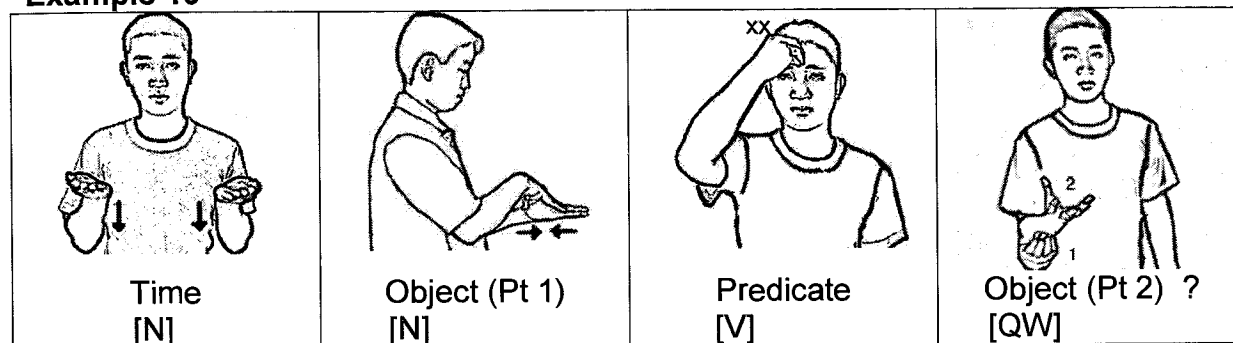
 <p>schedule</p>	 <p>period (of-school)</p>	 <p>one-period (of-school)</p>
 <p>two-periods (of-school)</p>	 <p>three-periods (of-school)</p>	 <p>four-periods (of-school)</p>
 <p>five-periods (of-school)</p>		

## Verbs



### B. Grammatical Examples and Patterns Already Presented During Class

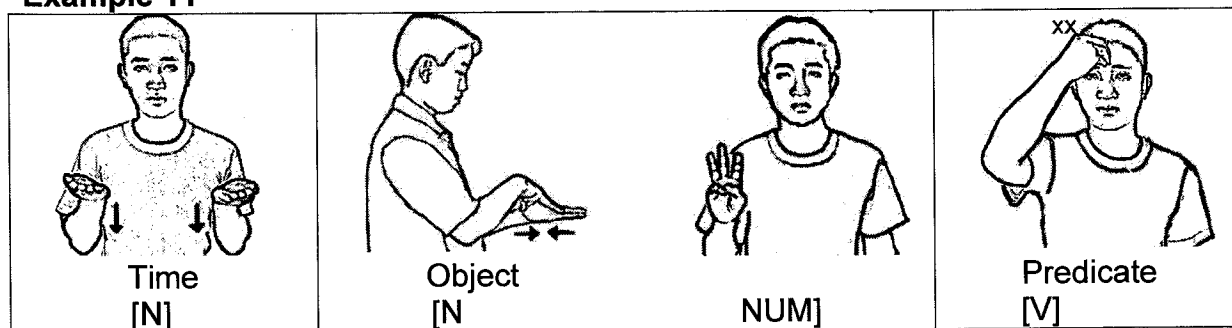
#### Example 10



(Subject "you" is deleted.)

Best English Translation "How many subjects do you study today?"

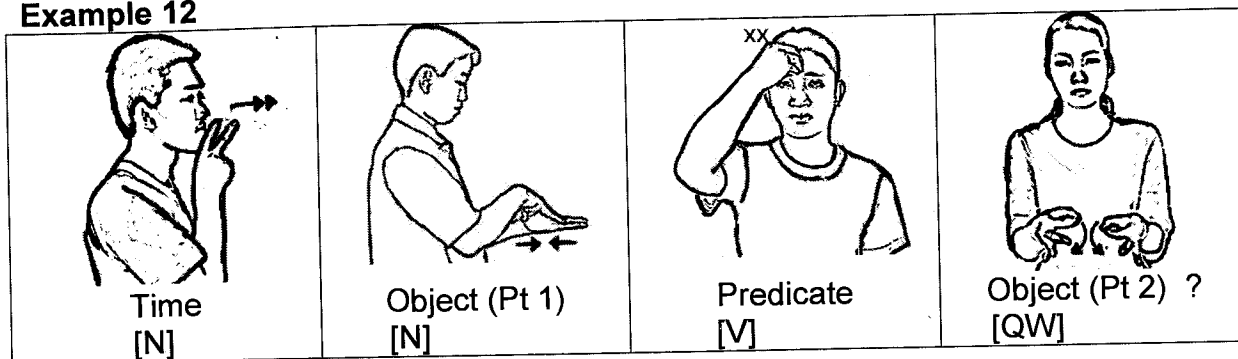
#### Example 11



(Subject "I" is deleted.)

Best English Translation "I study 3 subjects today."

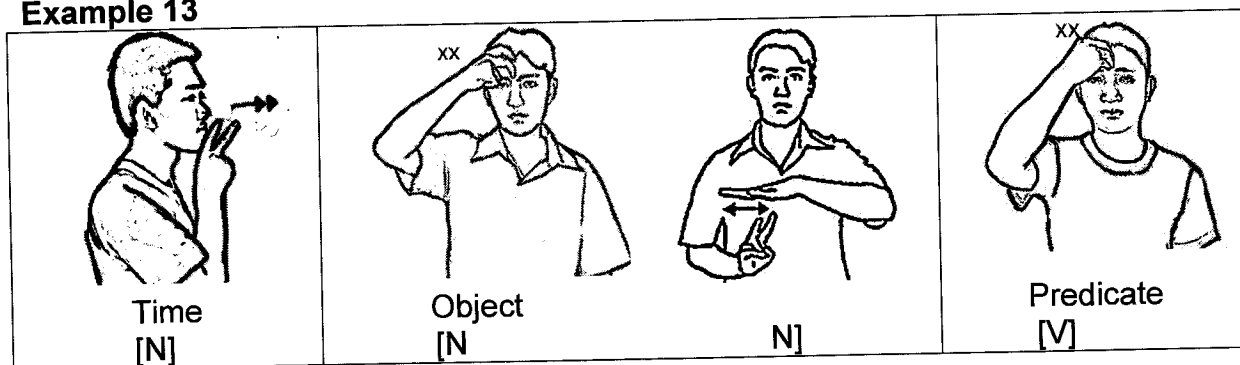
### Example 12



(Subject "you" is deleted.)

Best English Translation "What subjects do you study on Monday?"

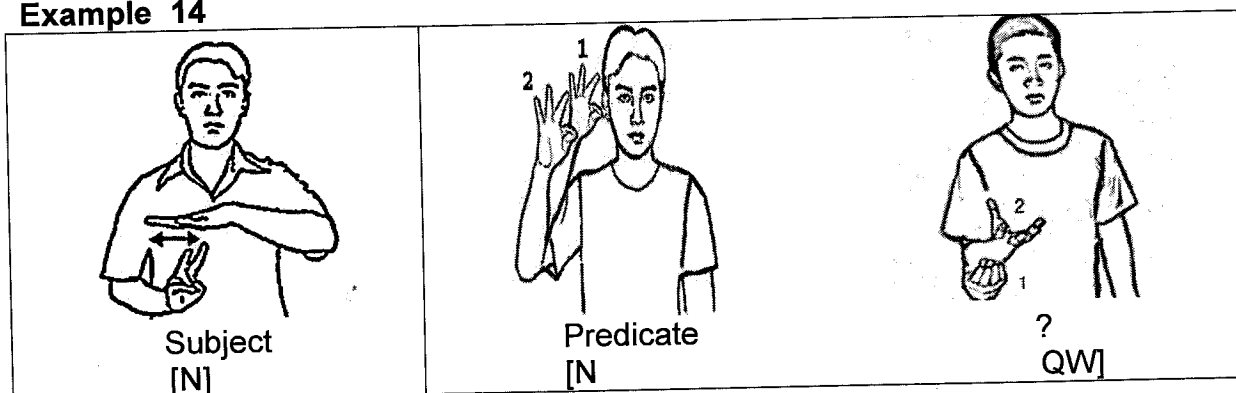
### Example 13



(Subject "I" is deleted.)

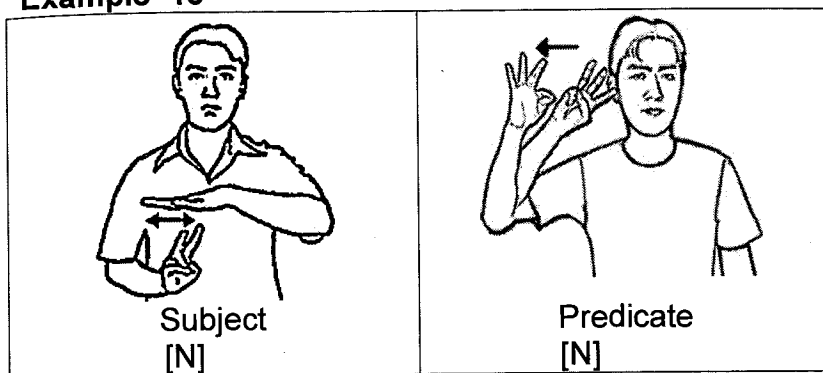
Best English Translation "I learn Biology and Literature on Monday."

### Example 14



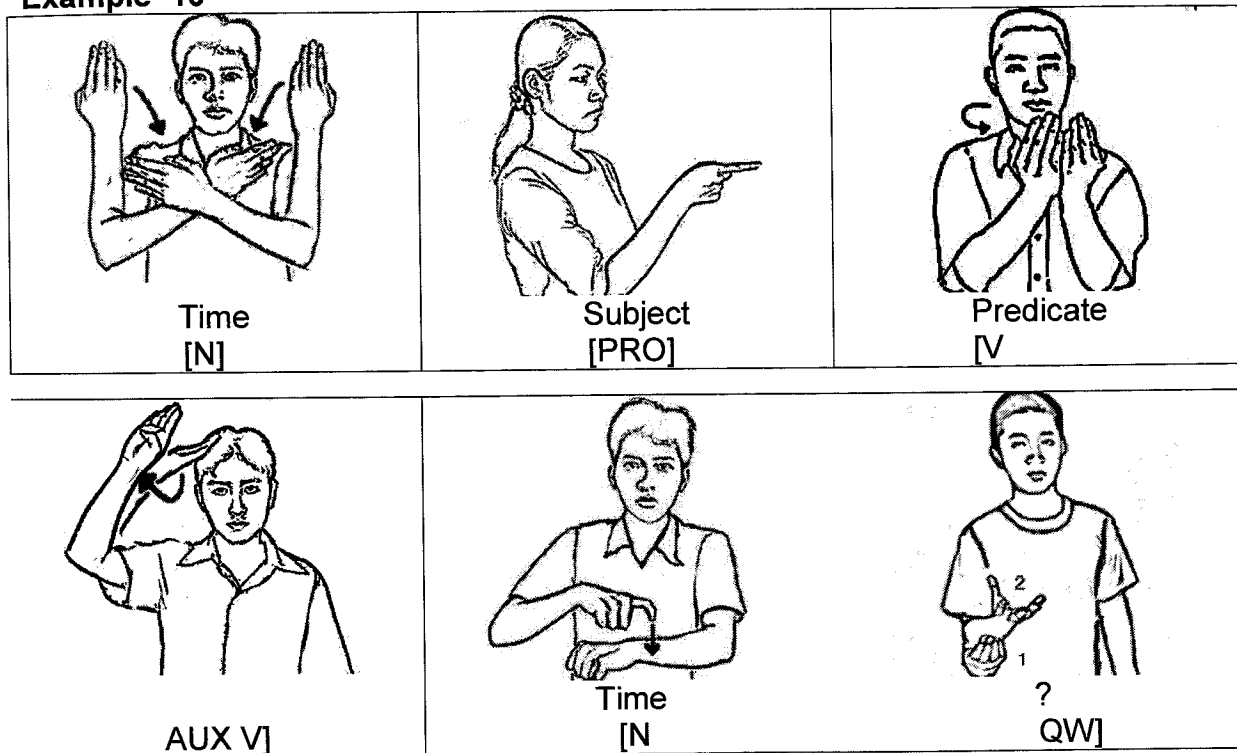
Best English Translation "How many periods is Literature?"

### Example 15



Best English Translation "Literature is three periods."

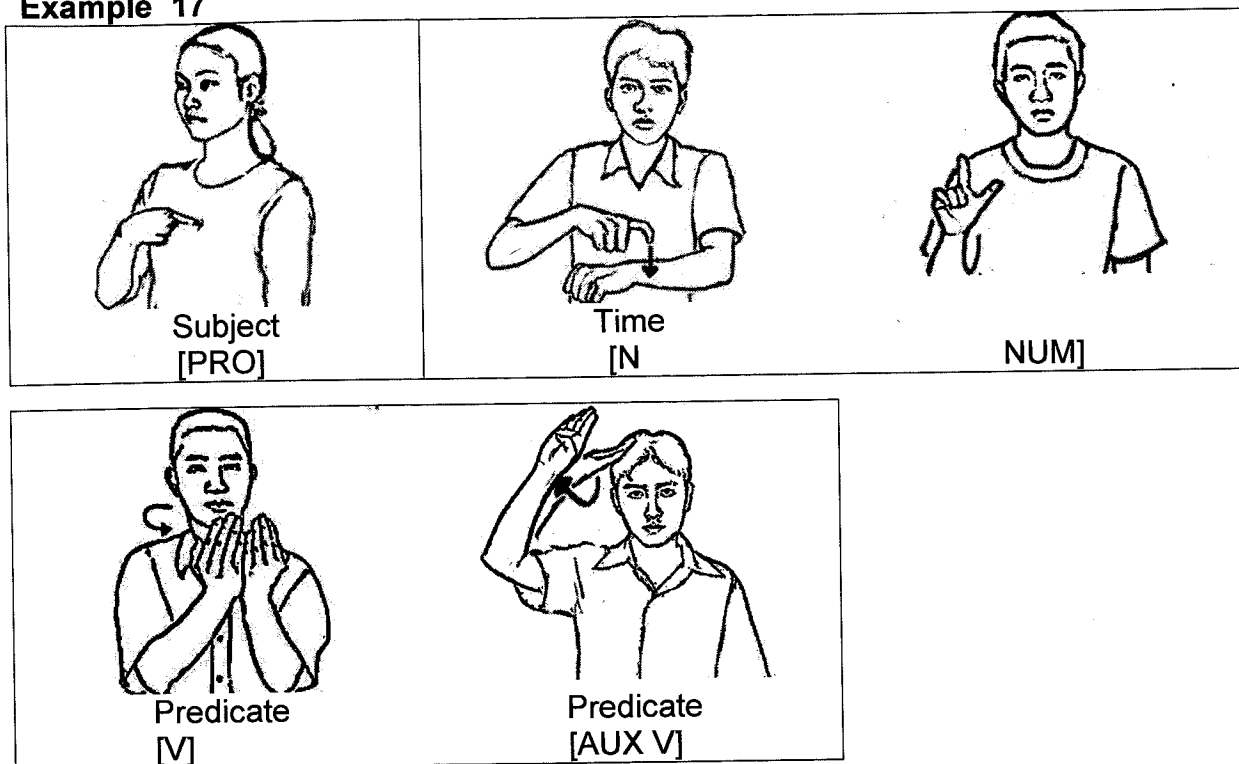
### Example 16



Best English Translation "What time you do you begin studying in the evening?"

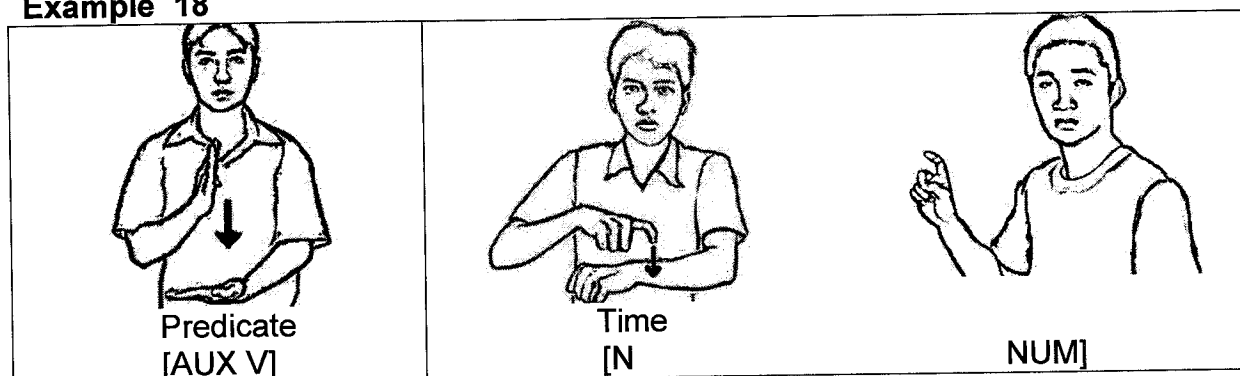


### Example 17



Best English Translation "I begin studying at 7:00 in the evening."

### Example 18



(Subject "I" and predicate "study" are deleted.)

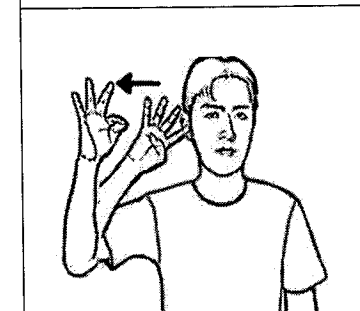
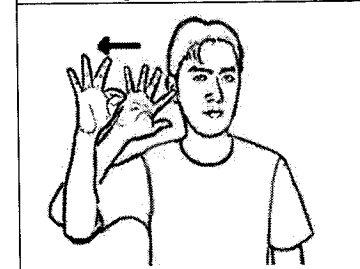
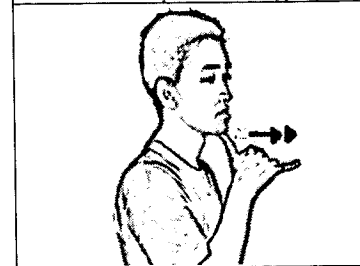
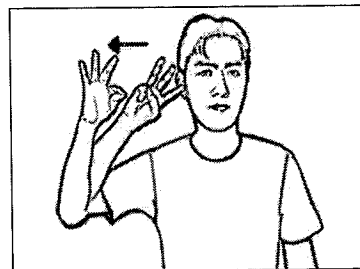
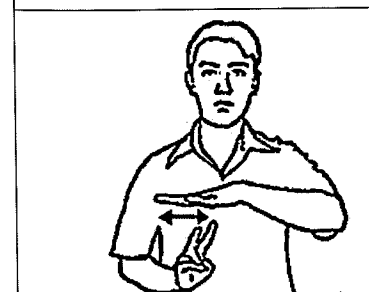
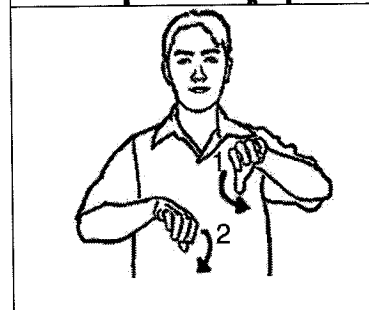
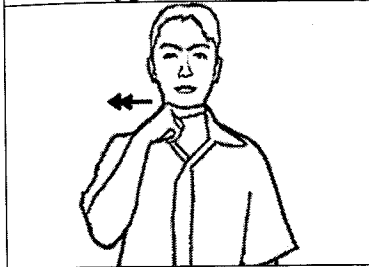
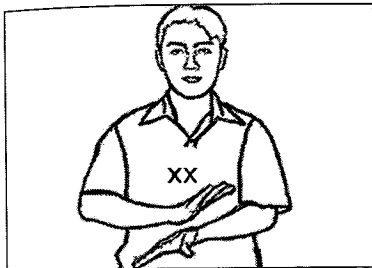
Best English Translation "(I) stop (studying) at 9."

### Part 3. Homework

#### 1. Sign these sentences.

- How many periods do you learn everyday?
- What subjects do you learn on Monday?
- How many periods do you learn Math? Which days?
- Which subject do you have for one period?
- Which day do you learn two subjects?
- Do you study on Saturday?

2. Match the two columns according to the schedule above.



3. Look at this schedule and then answer the questions above by signing.

<b>Period</b>	<b>Mon.</b>	<b>Tues.</b>	<b>Wed.</b>	<b>Thurs.</b>	<b>Fri.</b>
1 <sup>st</sup>	Biology	Physical Education	Physics	History	Literature
2 <sup>nd</sup>	Biology	Physical Education	Physics	Chemistry	Literature
3 <sup>rd</sup>	English	Literature	Geography	Chemistry	Civics
4 <sup>th</sup>	English	Literature	Math	English	Math
5 <sup>th</sup>	Chemistry	Literature	Mathe	English	Math

4. Make similar questions to those in question 1.

#### Part 4. Additional Linguistic and Cultural Information

Note that when a number is added to “periods (of-school)”, the number is added before the noun instead of following the regular order of noun+number. If the handshake for the specific number is used throughout the complete sign, the meaning of the sign changes to “hour(s)”. “Two-periods (of-school)” equal ninety minutes, while “two-hours” equal sixty minutes.

Note that auxiliary verbs normally follow the main verb in Ho Chi Minh City Sign Language.

# LESSON 15 MONTHS AND PERIODS OF TIME

## SECTION 1. READ BEFORE CLASS

This lesson is divided into two parts. The first part deals with the identification of time and the second part with using Ho Chi Minh City Sign Language to discuss how much time something takes or involves.

In the first part of the lesson related to identification of time, you will learn the signs for the 12 months of the year in Ho Chi Minh City Sign Language and 7 additional signs that can be used to identify time. In addition, you will review the use of numbers and learn how numbers are incorporated into signs for the months of the year. If you know the structure of spoken/written Vietnamese, you will see several examples of how the grammar of Ho Chi Minh City Sign Language differs from that of spoken/written Vietnamese, especially in relation to word order involving numbers and nouns.

In the second part of the lesson related to the use of Ho Chi Minh City Sign Language to discuss how much time something takes or involves, you will learn 11 new nouns related to time and you will learn new ways numbers are incorporated into expressions involving time. In addition, you will learn one new conjunction. If you know the structure of spoken/written Vietnamese, you will see several additional examples of how the grammar of Ho Chi Minh City Sign Language differs from that of spoken/written Vietnamese, especially in relation to word order involving numbers and nouns.

At this point, you should stop reading until after you have attended class. After class, you should use Section 2 for review and further practice.

## SECTION 2. FOR REVIEW AFTER CLASS

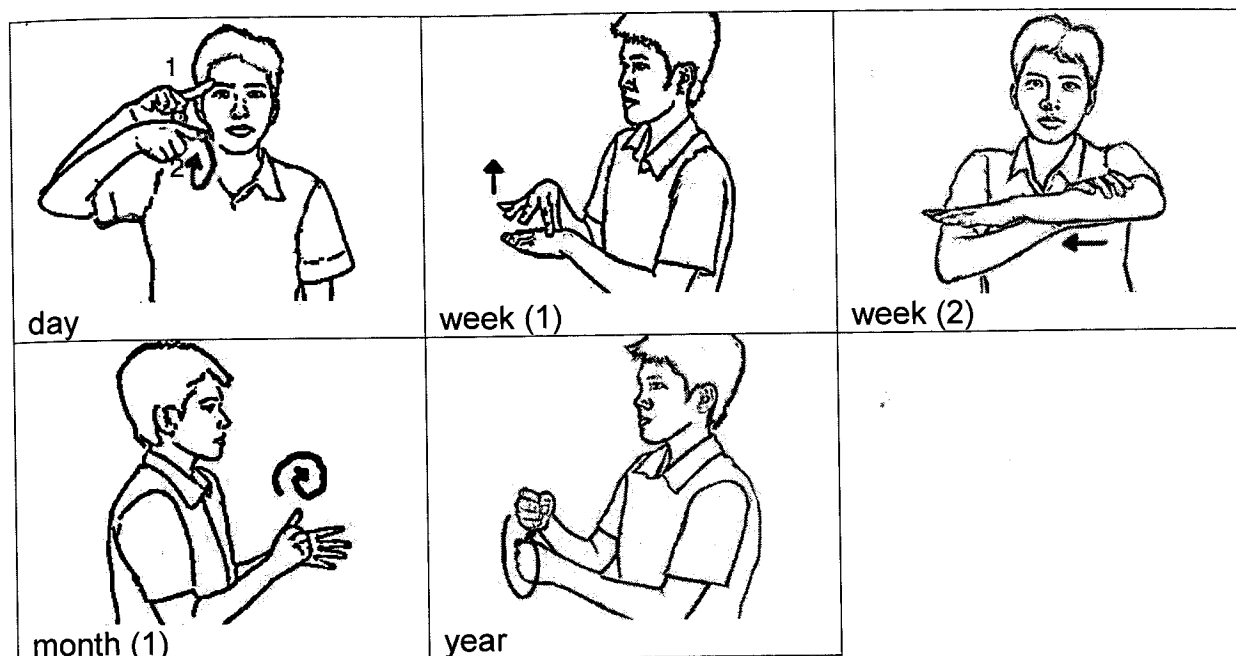
### Part 1. Identifying Periods of Time and Age

#### A. Vocabulary Already Presented During Class

##### Nouns

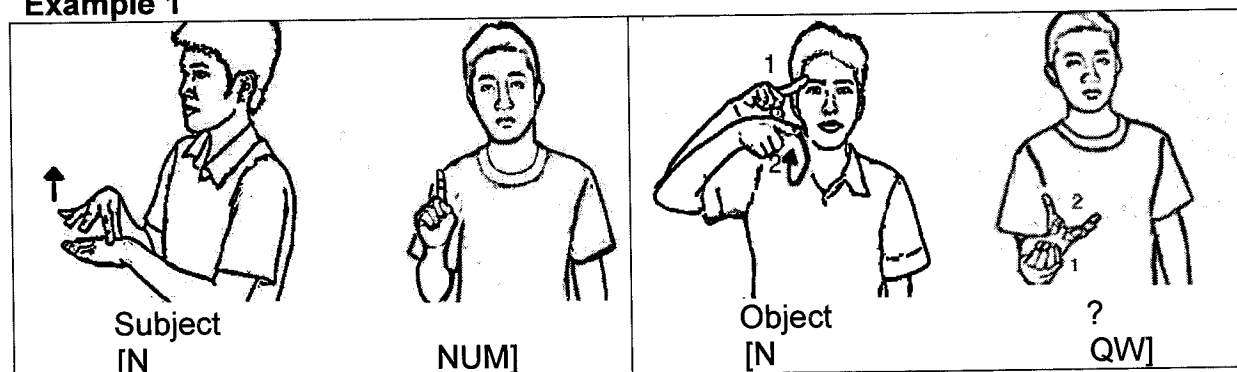
 January	 February	 March
 April	 May	 June
 July	 August	 September
 October	 November	 December

## Nouns



### B. Grammatical Examples and Patterns Already Presented in Class

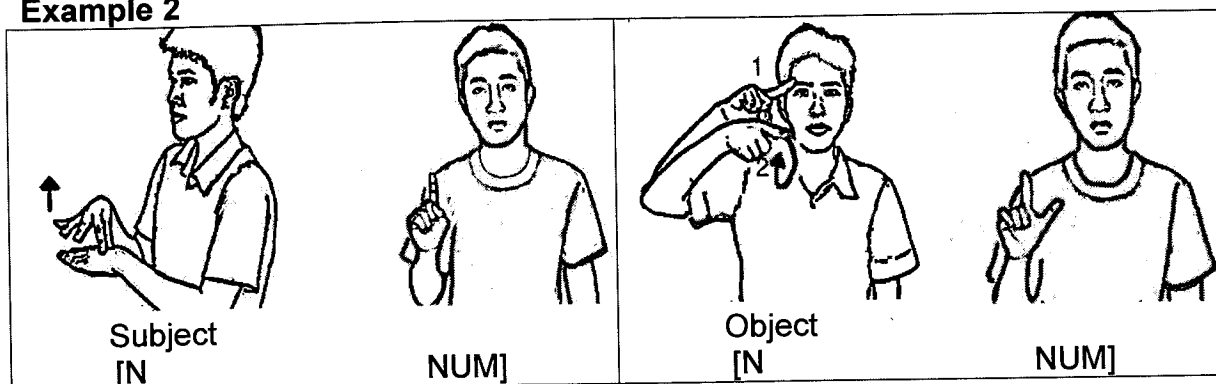
#### Example 1



(Predicate 'have' is deleted.)

Best English Translation: "How many days are there in one week?"

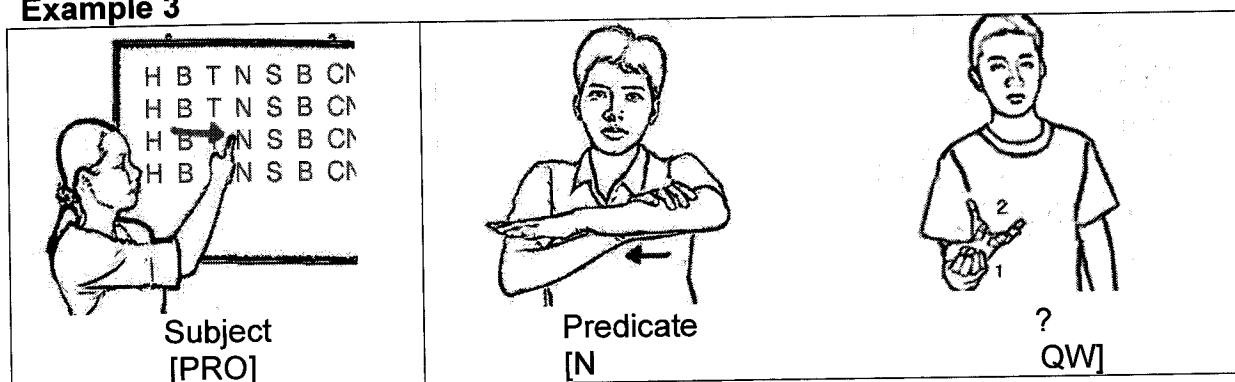
### Example 2



(Predicate 'have' is deleted.)

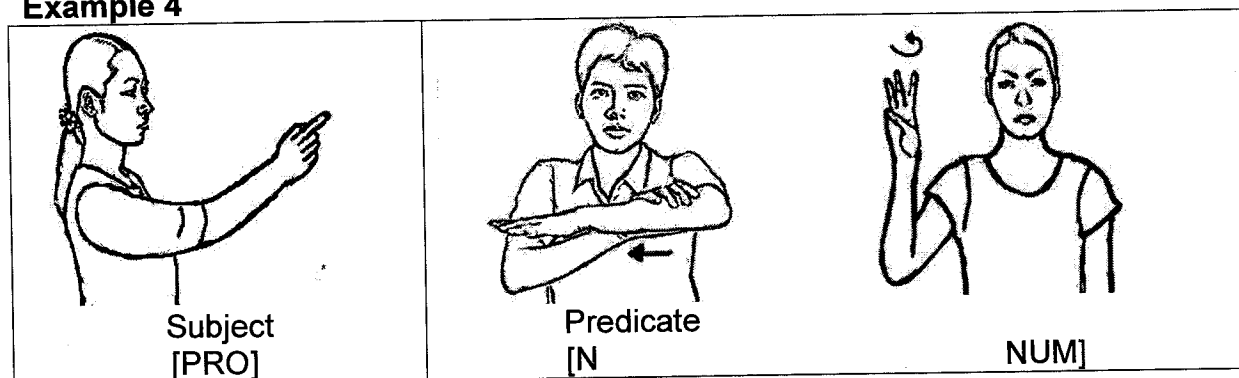
Best English Translation: "There are 7 days in one week."

### Example 3



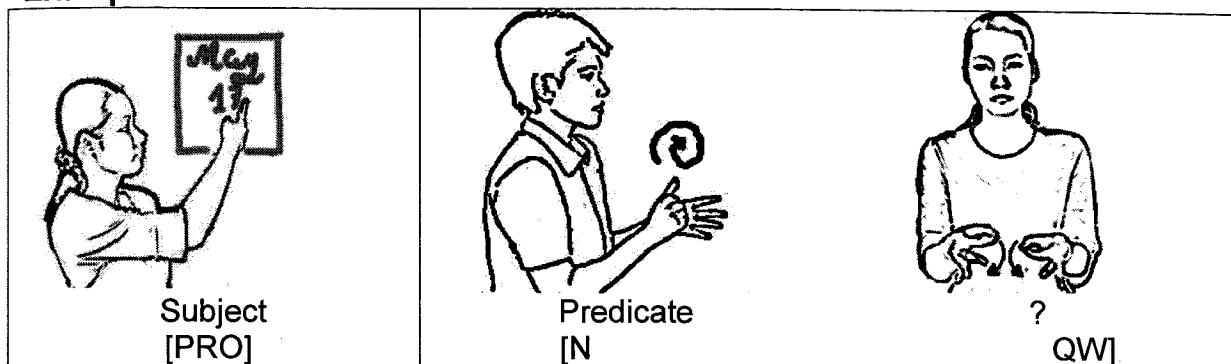
Best English Translation: "Which week of the month is this?"

### Example 4



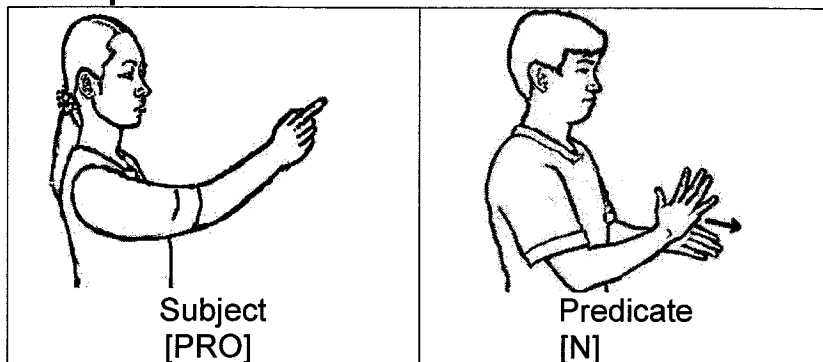
Best English Translation: "That is the third week of the month."

### Example 5



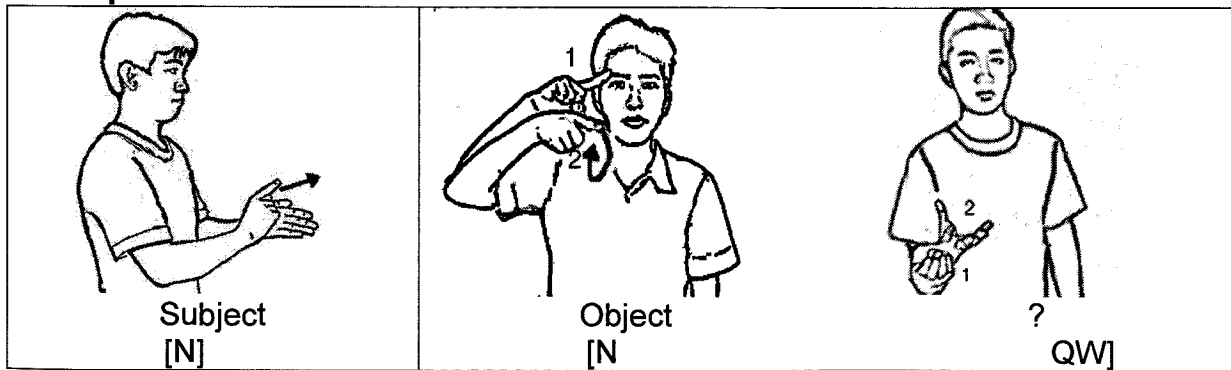
Best English Translation: "What month is this?"

### Example 6



Best English Translation: "That is May."

### Example 7

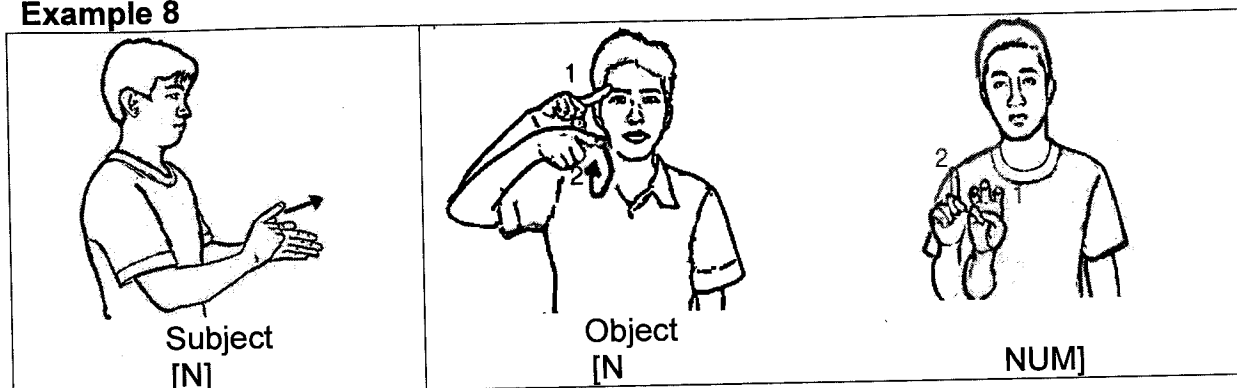


(Predicate 'have' is deleted.)

Best English Translation: "How many days are there in January?"  
"How many days does January have?"



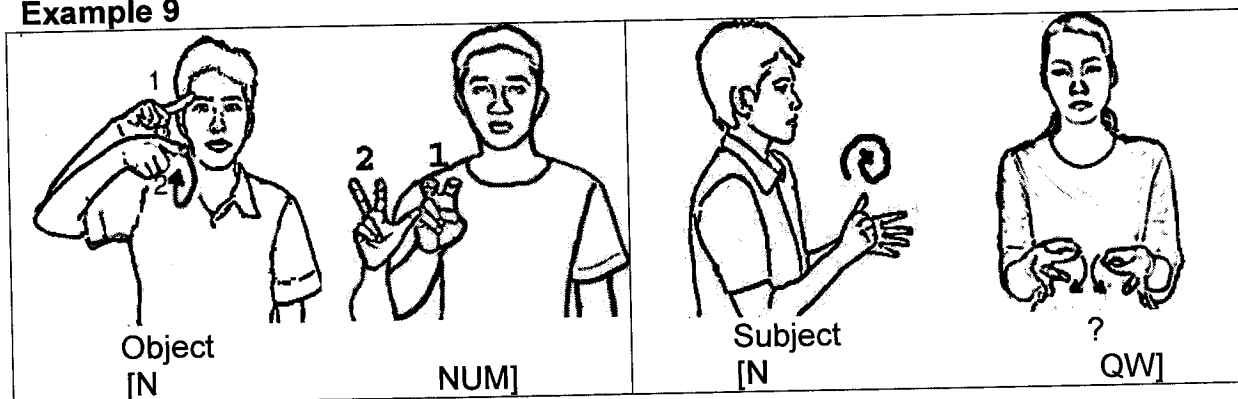
### Example 8



(Predicate 'have' is deleted.)

Best English Translation: "There are thirty-one days in January"  
 "January has thirty-one days."

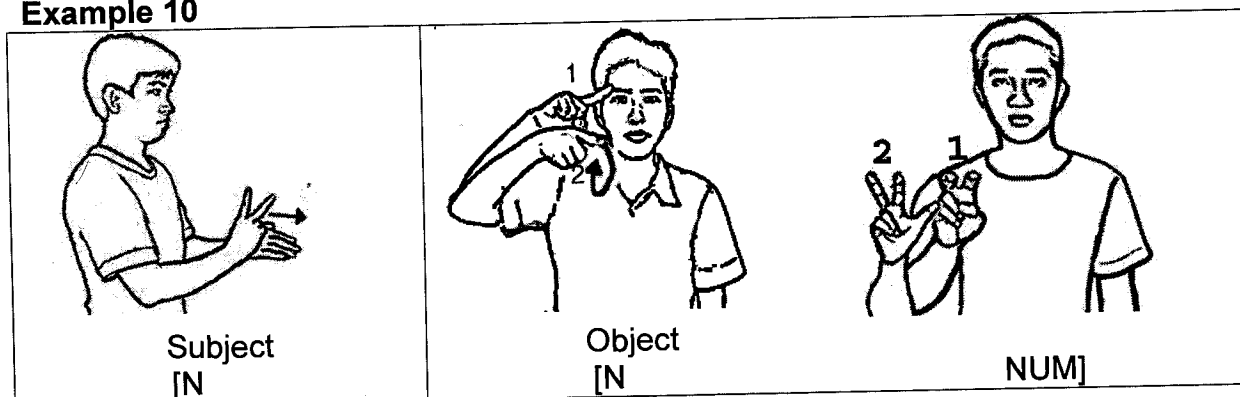
### Example 9



(Predicate 'have' is deleted.)

Best English Translation: "Which month has twenty-eight days?"

### Example 10



(Predicate 'have' is deleted.)

Best English Translation: "February has twenty-eight days."

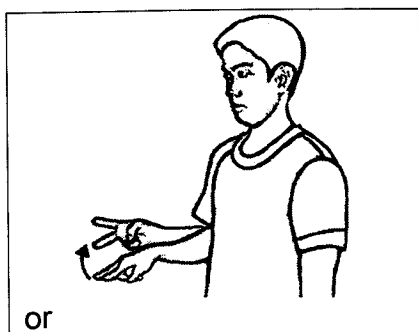
## Part 2. Talking About How Much Time

### A. Vocabulary Already Presented During Class

#### Nouns

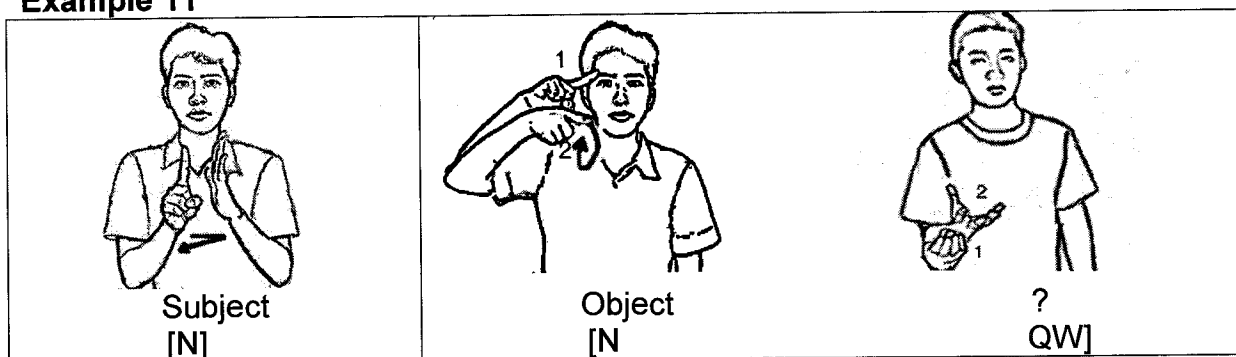
 one-month	 two-months	 three-months
 four-months	 five-months	 six-months
 seven-months	 eight-months	 nine-months
 month (2)	 one-year	

## Conjunctions



### B. Grammatical Examples and Patterns Already Presented During Class

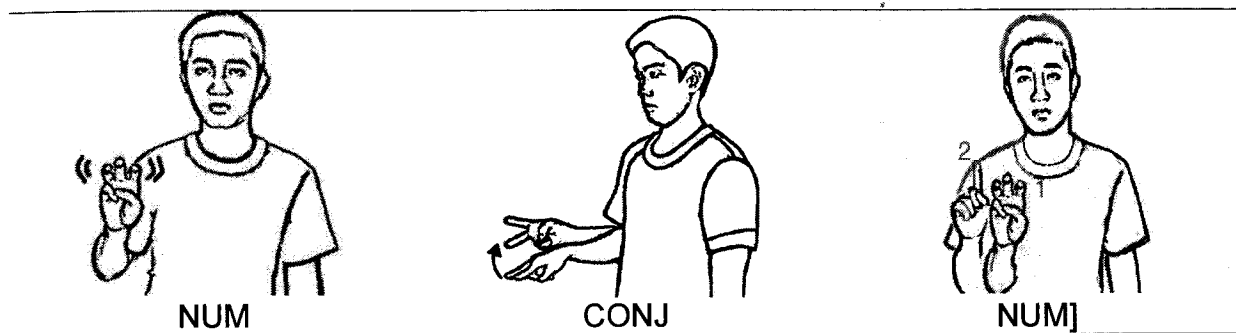
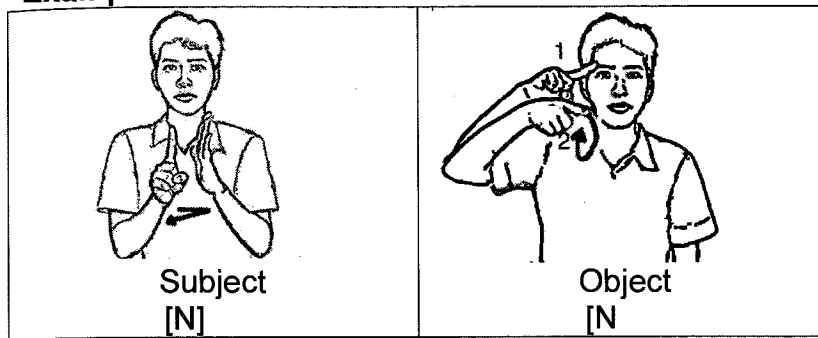
#### Example 11



(Predicate "have" is deleted).

Best English Translation: "How many days are there in a month?"  
"How many days does a month have?"

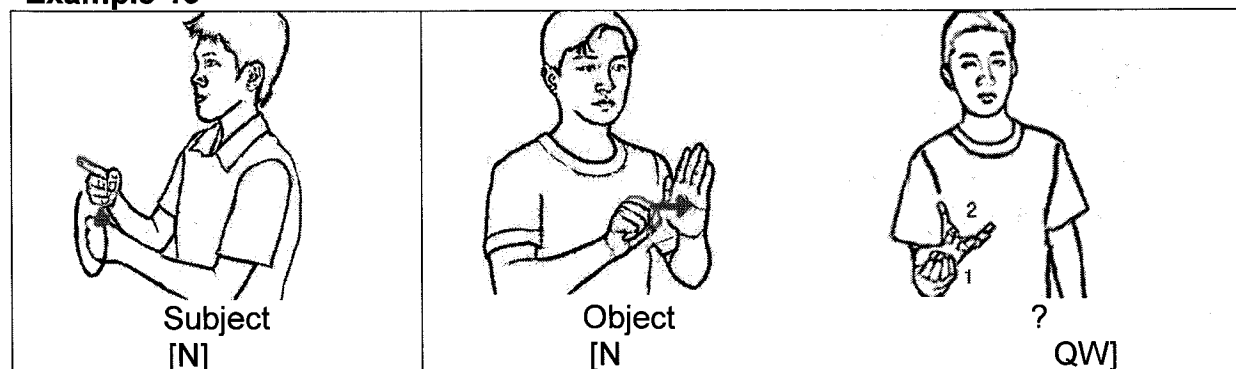
### Example 12



(Predicate "have" is deleted.)

Best English Translation: "There are thirty or thirty-one days in one month."  
"One month has thirty or thirty one days."

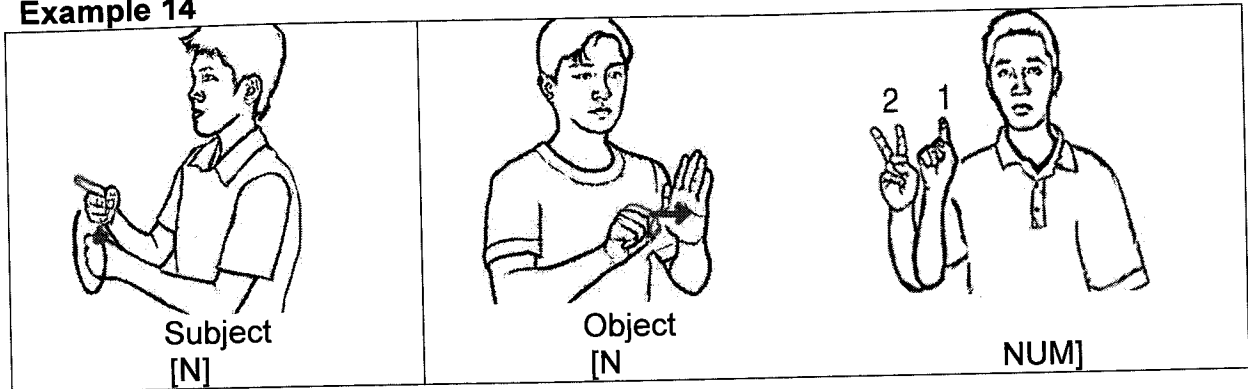
### Example 13



(Predicate "have" is deleted.)

Best English Translation: "How many months are there in a year?"  
"How many months does a year have?"

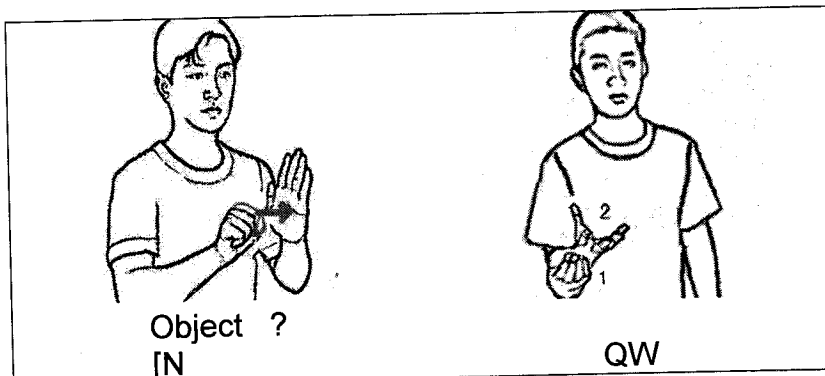
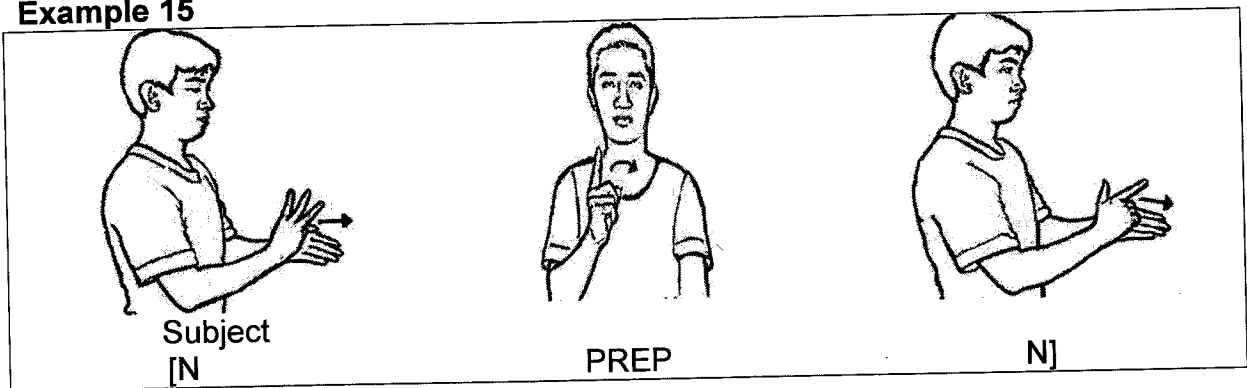
### Example 14



(Predicate "have" is deleted.)

Best English Translation: "There are twelve months in a year."  
"One year has twelve months."

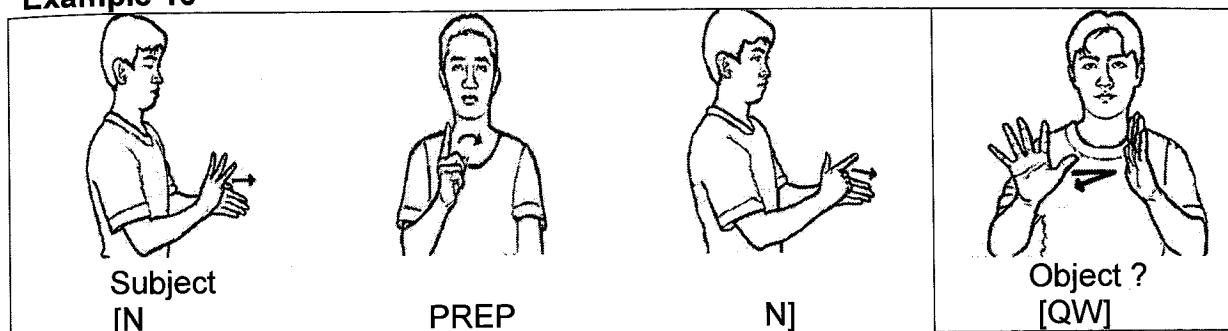
### Example 15



(Predicate "have" is deleted.)

Best English Translation: "How many months are there from March to July. "

### Example 16



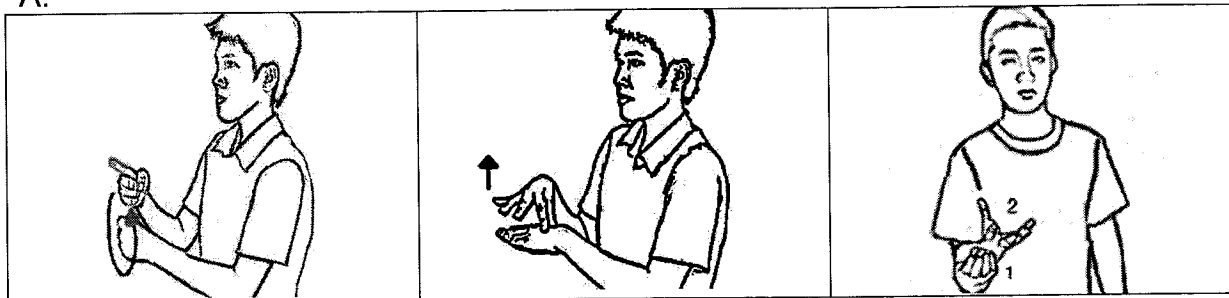
(Predicate "have" is deleted.)

Best English Translation: "There are 5 months from March to July."

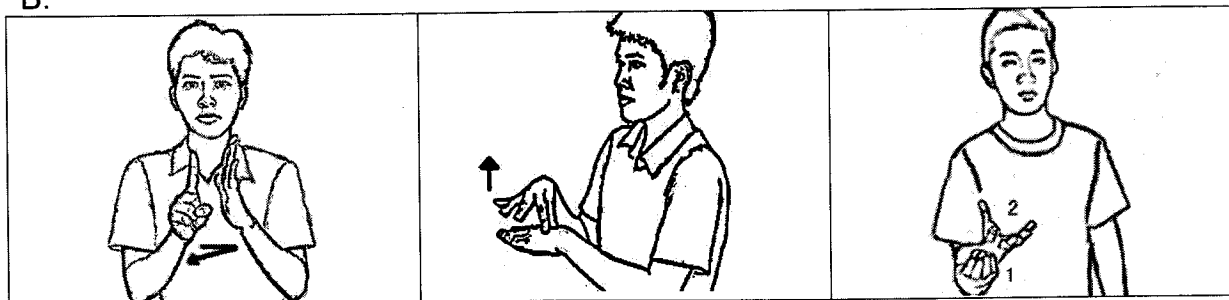
### Part 3. Homework

1. Answer the questions below.

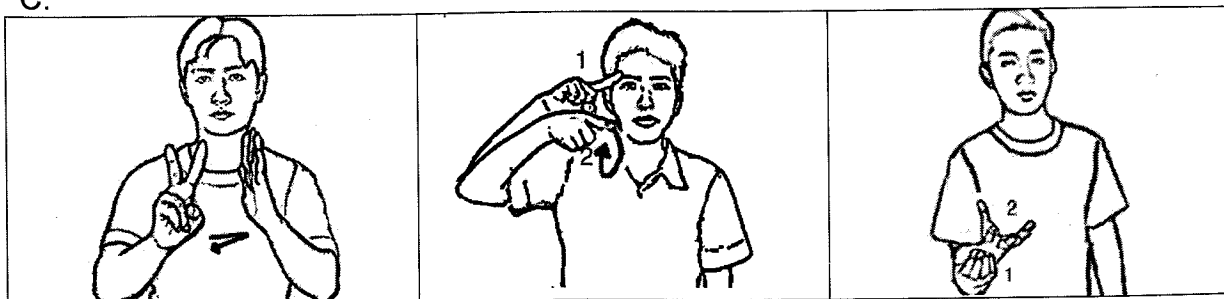
A.



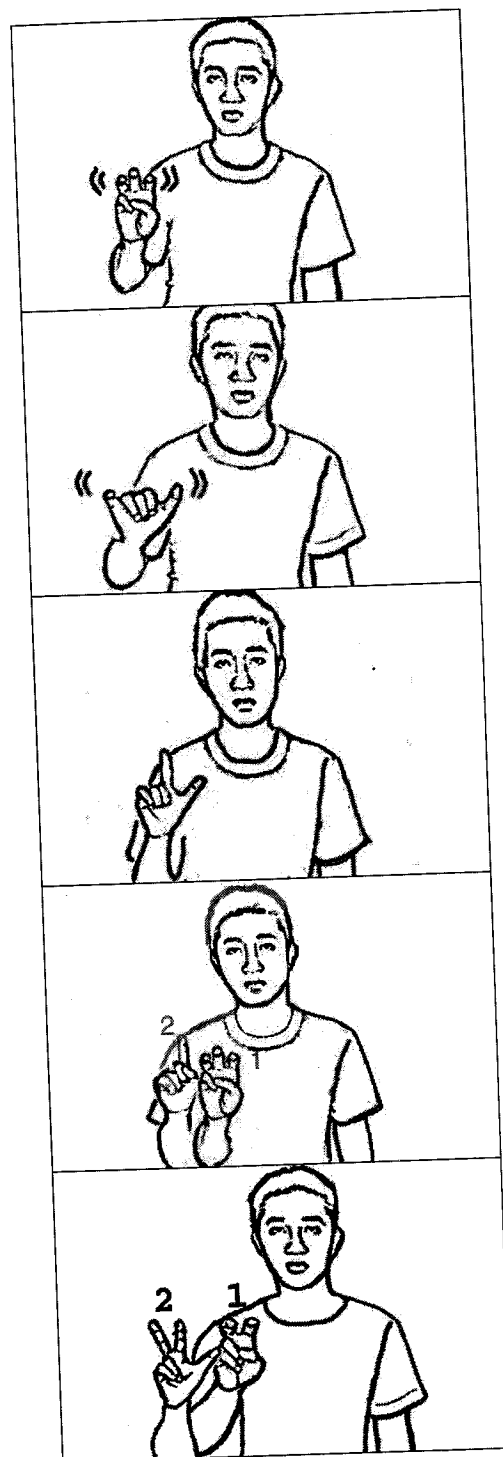
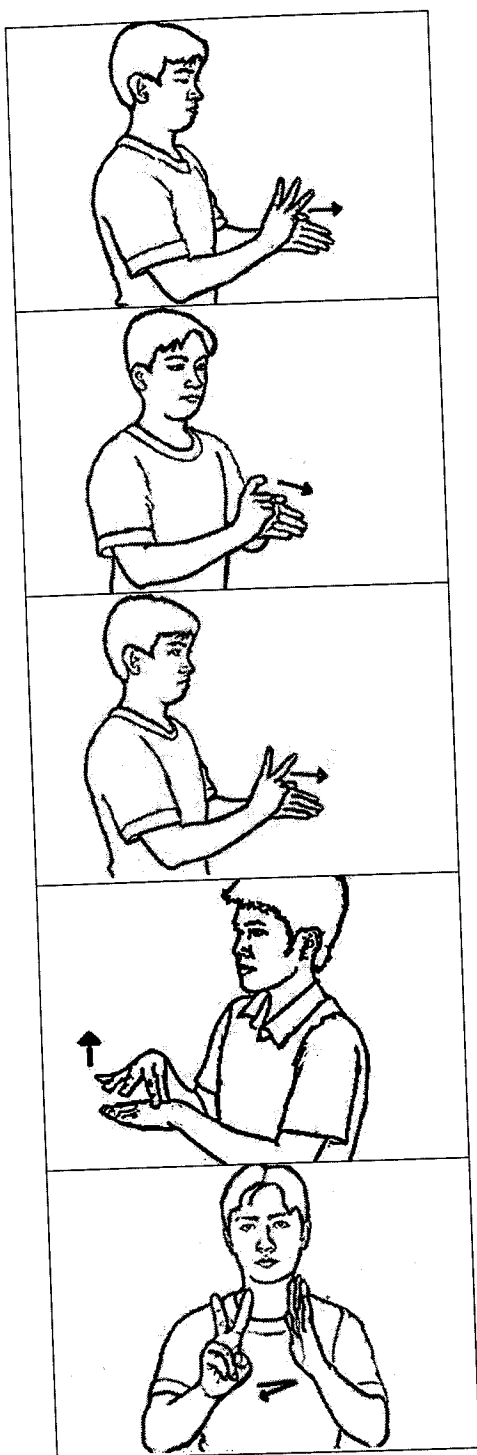
B.



C.



2. Match the signs of month, week with the number of days.



3. Sign these sentences

- A. What months have 30 days ?
- B. April, June, September, and November have 30 days .
- C. Does February have 30 days ?
- D. No. February has 28 days

## Part 4. Additional Linguistic and Cultural Information

Note that while the name for each month in Vietnamese requires two words, months from January through September in Ho Chi Minh City Sign Language require only one sign. (The numbers 1-9 are incorporated into the sign for month. Also note that while the sign for "month" requires a circular movement, the signs for January through September have a simple straight movement. This change in movement shows that these signs were originally compound signs.)

Note that spoken/written Vietnamese distinguishes the concepts of "February" and "two-months" by word order. "February" is month+two, while "two-months" is two+month. In contrast, Ho Chi Minh City Sign Language distinguishes these concepts by using different signs for month in the signs "February" and in "two-months". (In addition, it should be noted that the number "two" is incorporated into the HCMC signs "February" and "two-months".)

Note also that spoken/written Vietnamese distinguishes the concepts of "two weeks" and "the second week" by word order. "Two weeks" is two+week, while "the second week" is week+two. In contrast, Ho Chi Minh City Sign Language distinguishes these concepts by using different signs for week to express "two-weeks" and "the second week" and uses the same word order (noun + number) for both expressions.



# **LESSON 16 SEASONS OF THE YEAR/WEATHER**

## **SECTION 1. READ BEFORE CLASS**

This lesson is divided into two parts. The first part deals with the talking about seasons of the year and the second part with using Ho Chi Minh City Sign Language to discuss the weather.

In the first part of the lesson related to talking about seasons of the year, you will learn 7 new signs in Ho Chi Minh City Sign Language that can be used to identify and talk about seasons. In addition, you will review the use of months.

In the second part of the lesson related to the use of Ho Chi Minh City Sign Language to discuss weather, you will learn 4 new nouns and 6 new adjectives that you can use to discuss weather in the three major regions of Viet Nam.


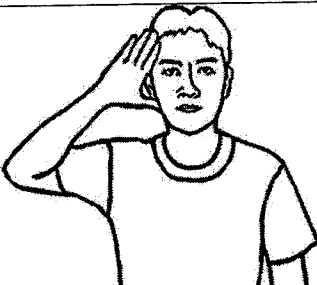
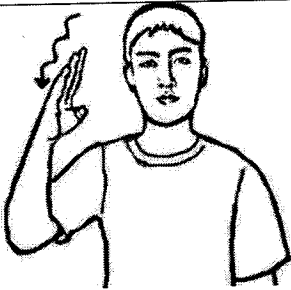
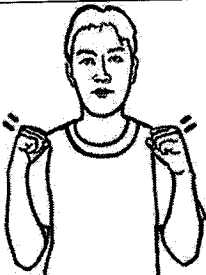


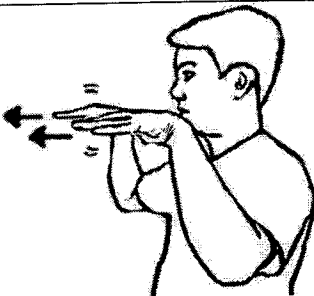
At this point, you should stop reading until after you have attended class. After class, you should use Section 2 for review and further practice.

## SECTION 2. FOR REVIEW AFTER CLASS

### Part 1. Talking About Seasons of the Year

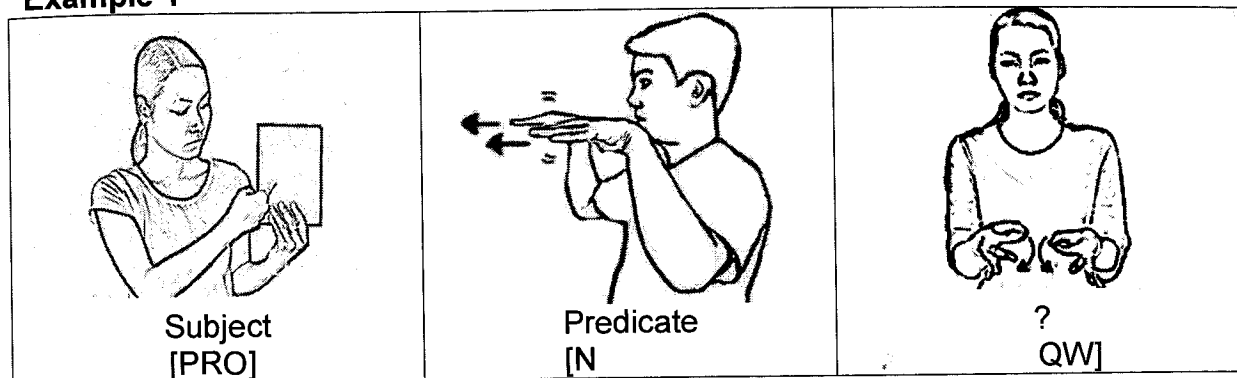
#### A. Vocabulary Already Presented During Class

##### Nouns

 Spring	 Summer	 Fall
 Winter	 Dry-season	 Wet-season
 season		

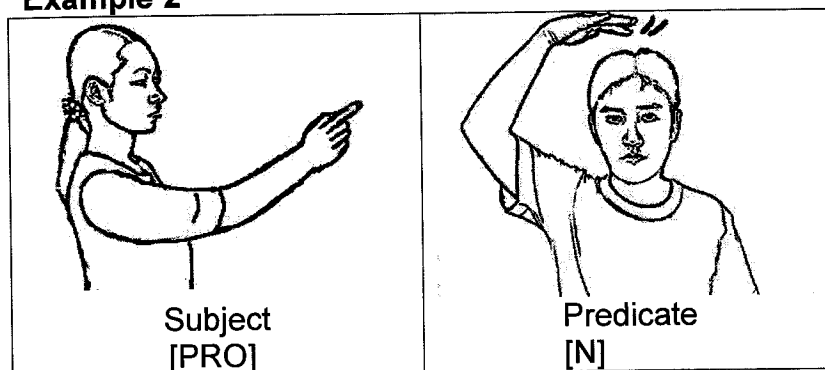
B. Grammatical Examples and Patterns Already Presented During Class

Example 1



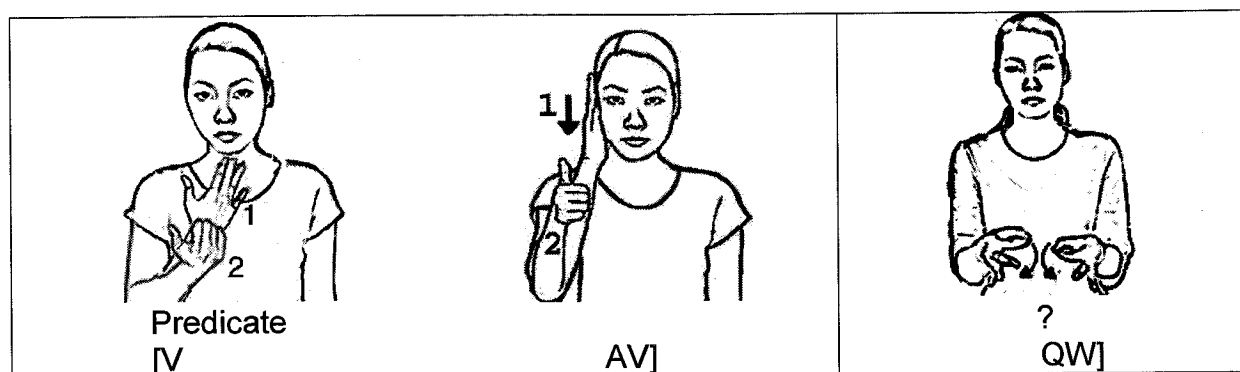
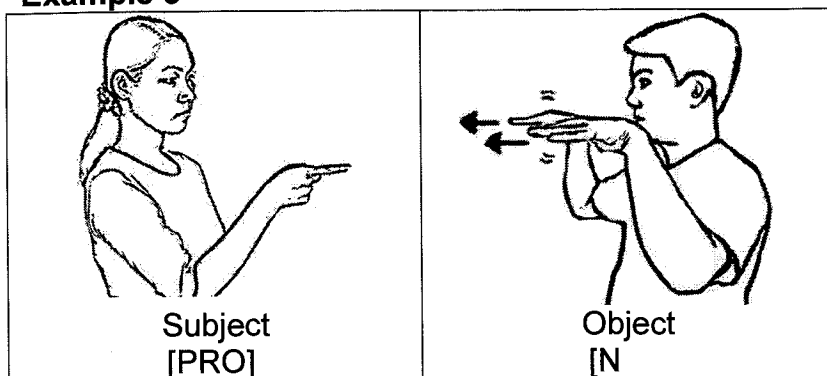
Best English Translation: "What is this season?"

Example 2



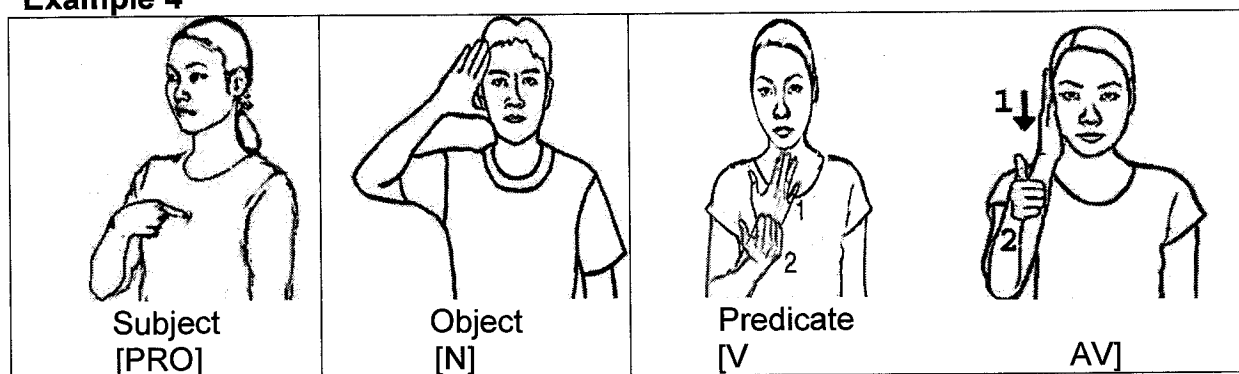
Best English Translation: "That is the wet-season."

### Example 3



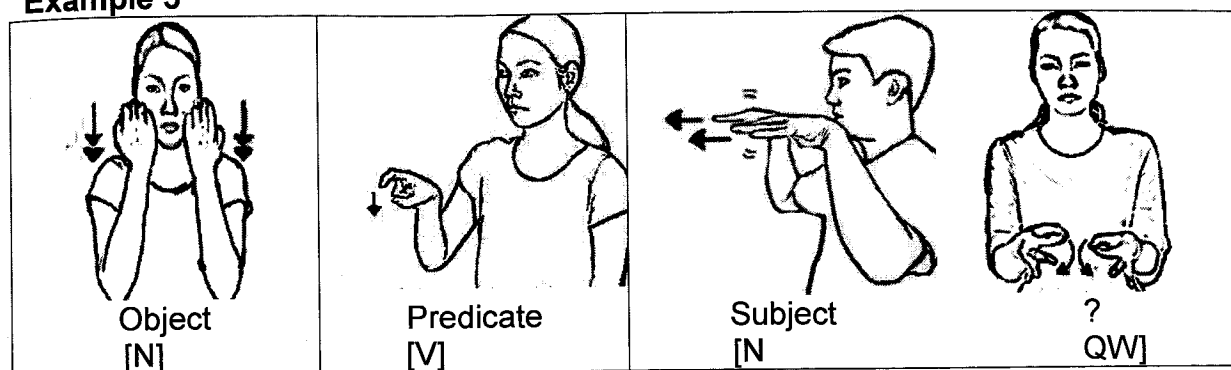
Best English Translation: "What season do you like best?"

### Example 4



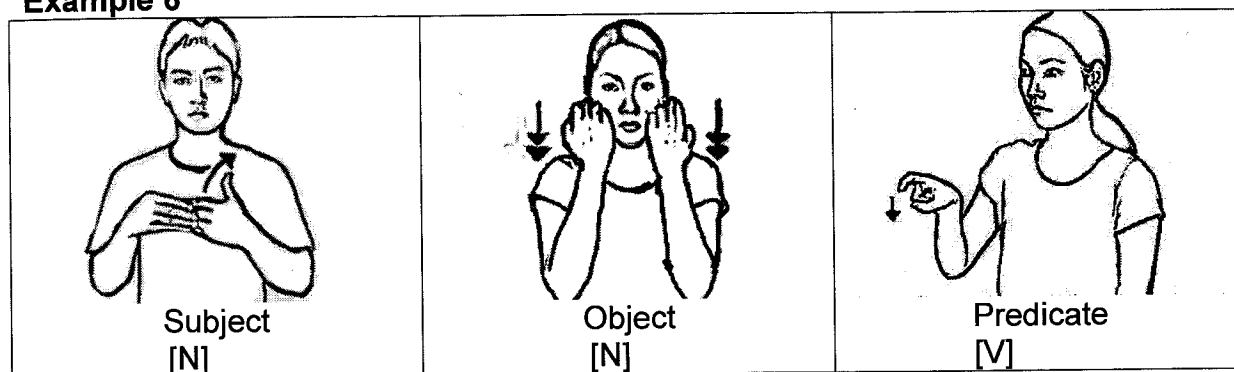
Best English Translation: "I like Summer best."

### Example 5



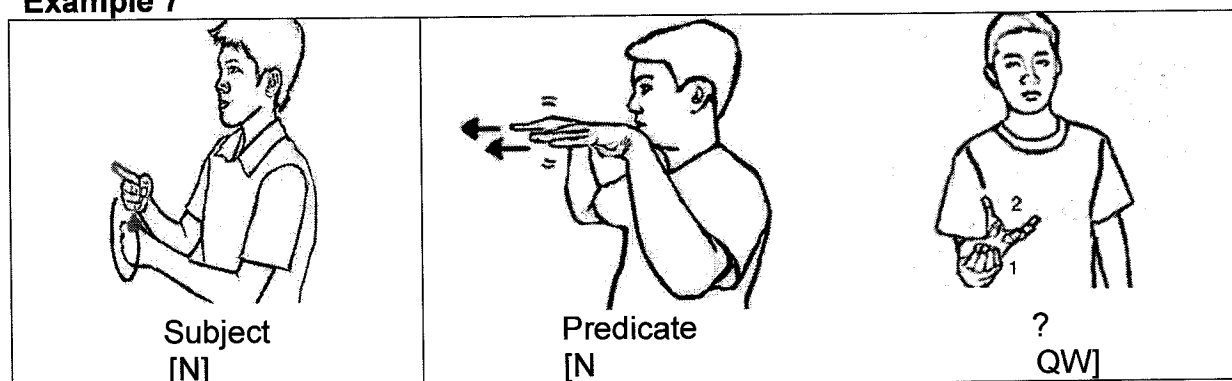
Best English Translation: "What season has watermelon?"

### Example 6



Best English Translation: "There is watermelon in Spring."

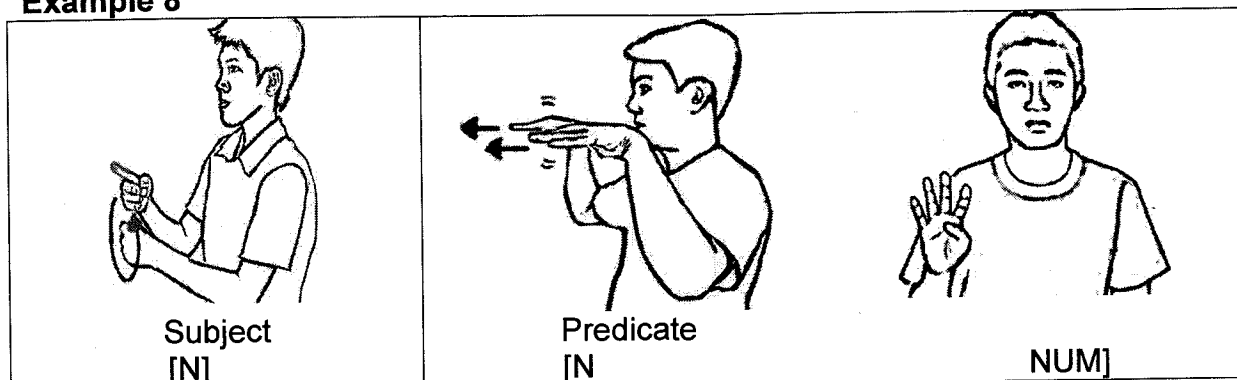
### Example 7



(Predicate "have" is deleted.)

Best English Translation: "How many seasons are there in one year?"

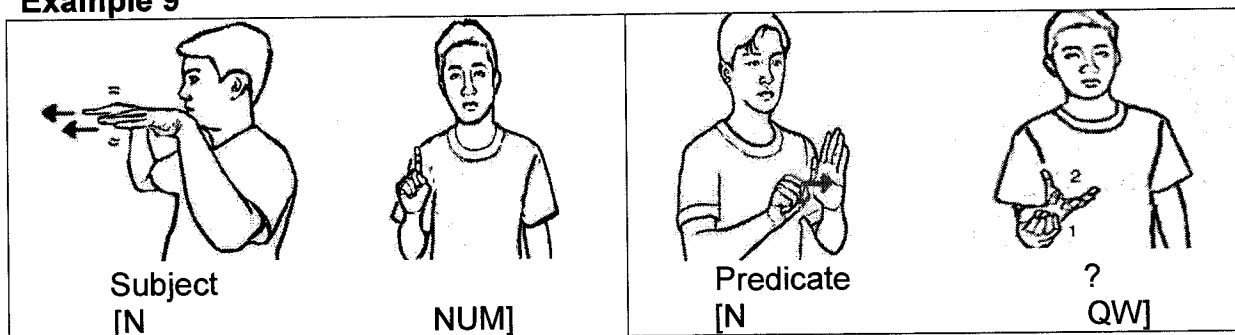
### Example 8



(Predicate "have" is deleted.)

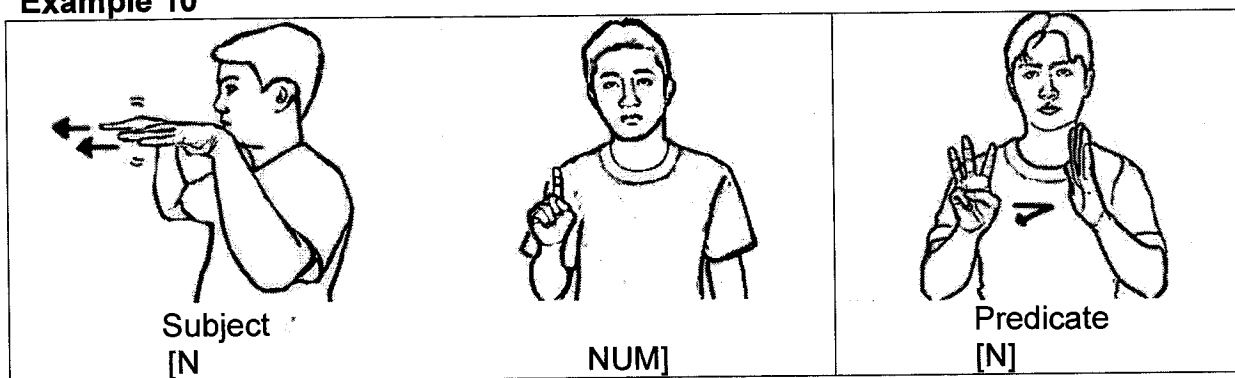
Best English Translation: "There are four seasons in one year."

### Example 9



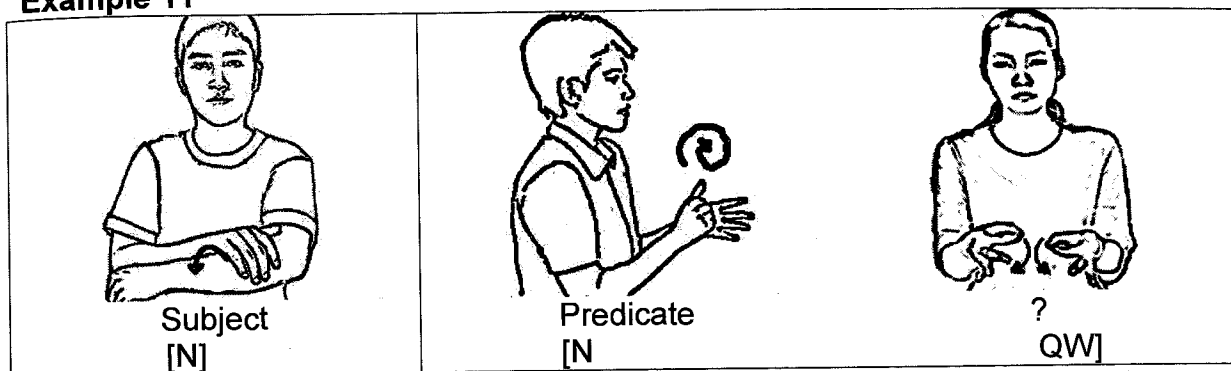
Best English Translation: "How many months are there in one season?"

### Example 10



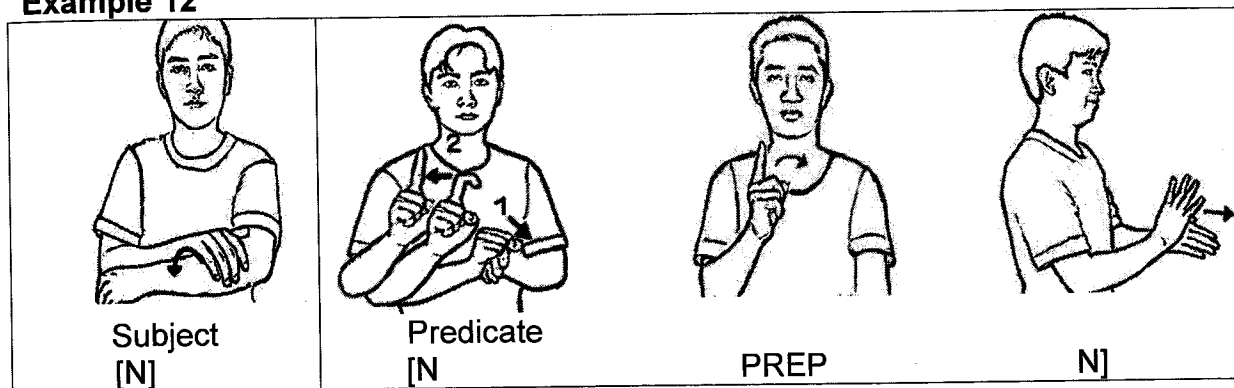
Best English Translation: "There are three months in one season."

### Example 11



Best English Translation: "What months are in the dry season?"

### Example 12

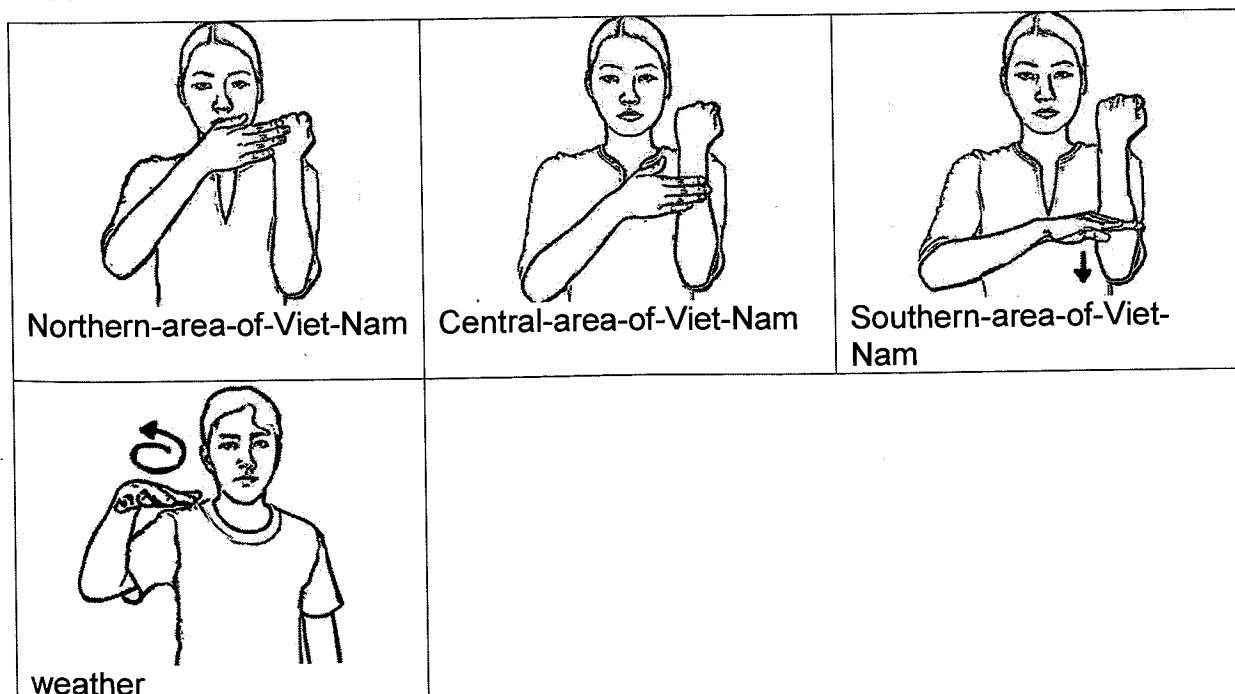


Best English Translation: "The dry-season is from November to April."

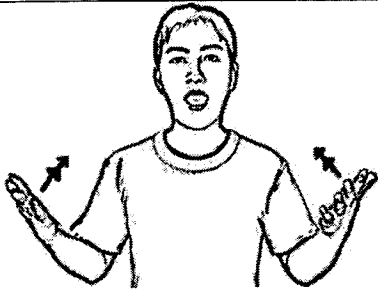
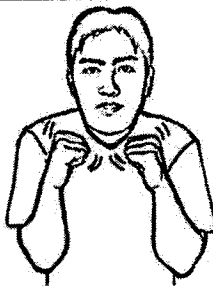



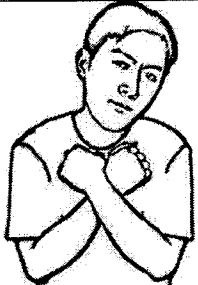
## Part 2. Talking About Months

### A. Vocabulary Already Presented During Class

#### Nouns

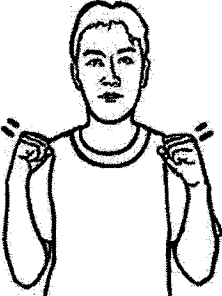
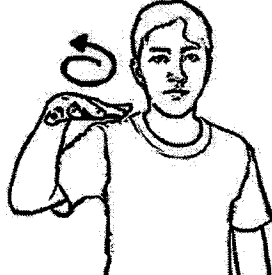
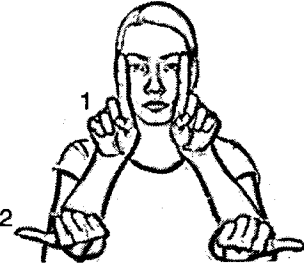


## Adjectives

 <p>cool</p>	 <p>cold</p>	 <p>hot (1)</p>
 <p>hot (2)</p>	 <p>hot (3)</p>	 <p>warm</p>

## B. Grammatical Examples and Patterns Already Presented During Class

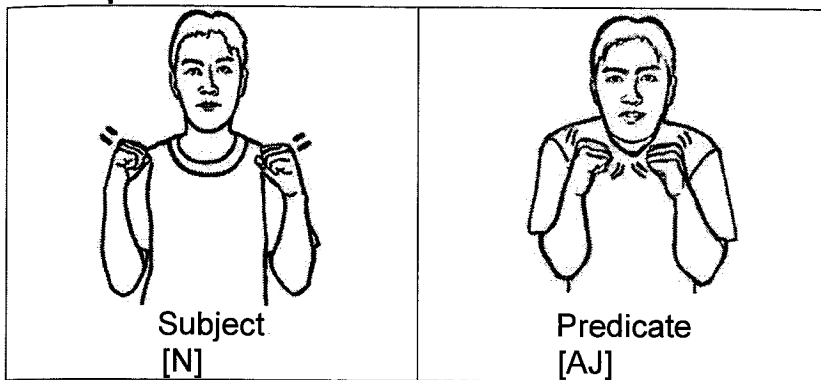
### Example 13

 <p>Time [N]</p>	 <p>Subject [N]</p>	 <p>Predicate ? [QW]</p>
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Best English Translation: "What is the weather like in Winter?"

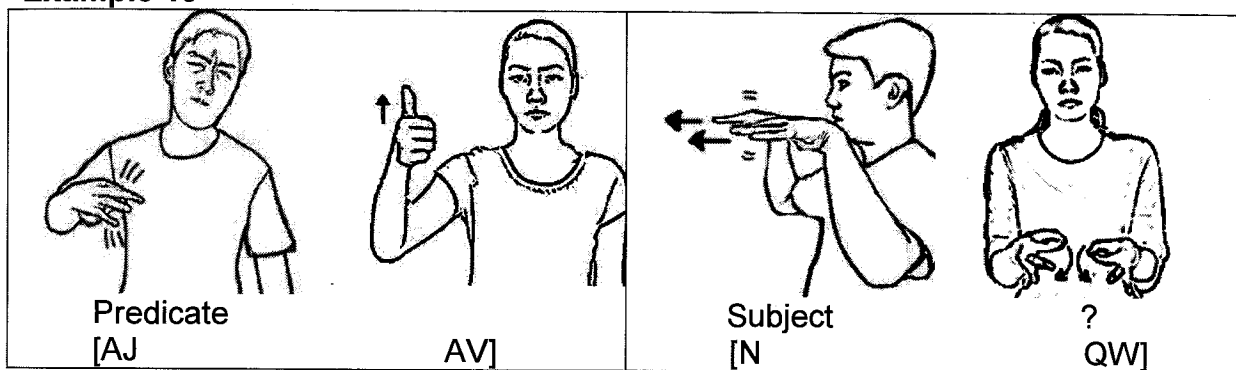


### Example 14



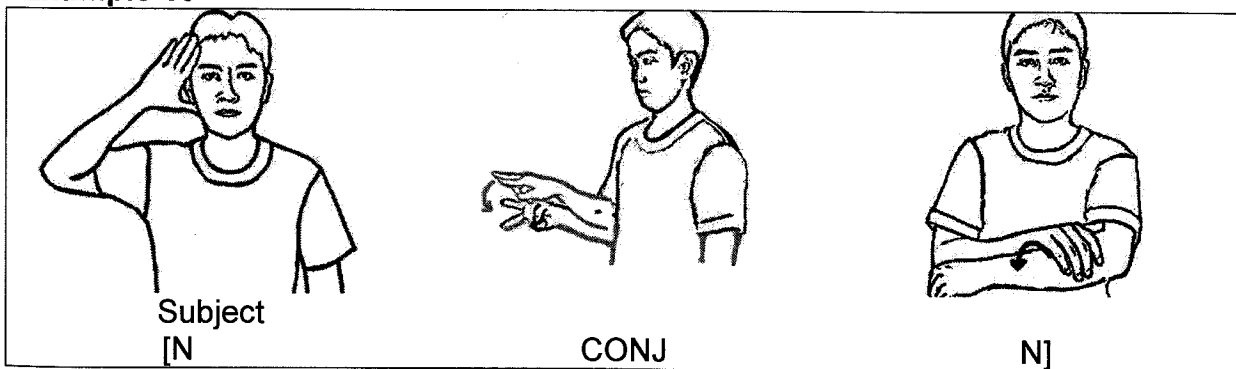
Best English Translation: "Winter is cold "

### Example 15



Best English Translation: "What season is the hottest?"

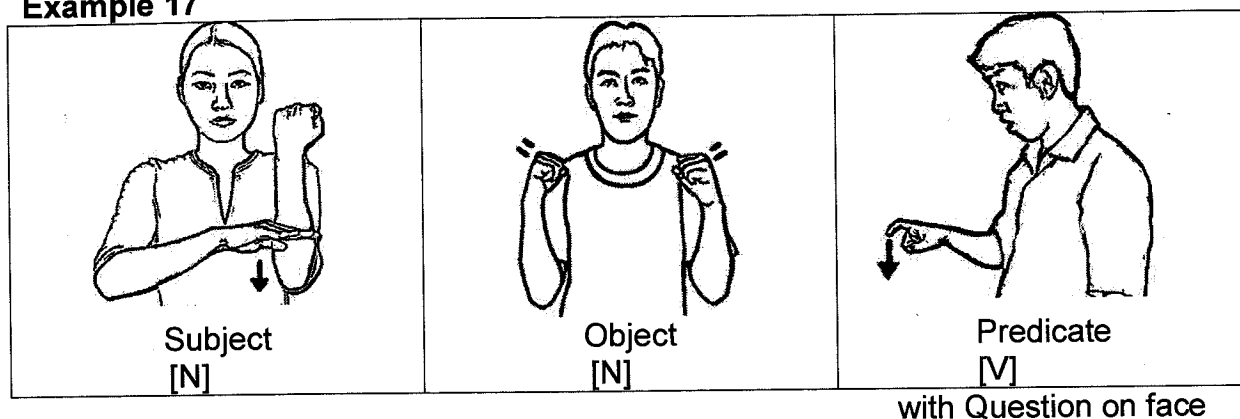
### Example 16



(Predicate "hottest" is deleted.)

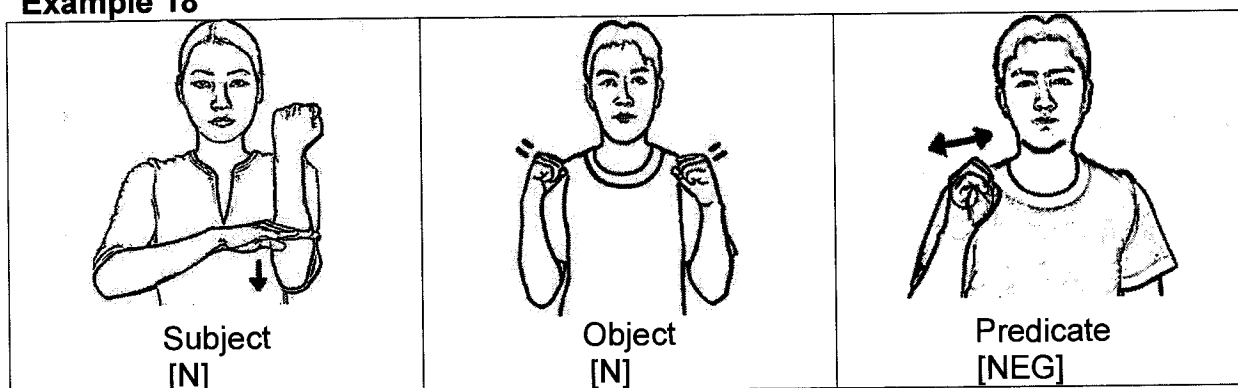
Best English Translation: "The Summer or dry-season."

### Example 17



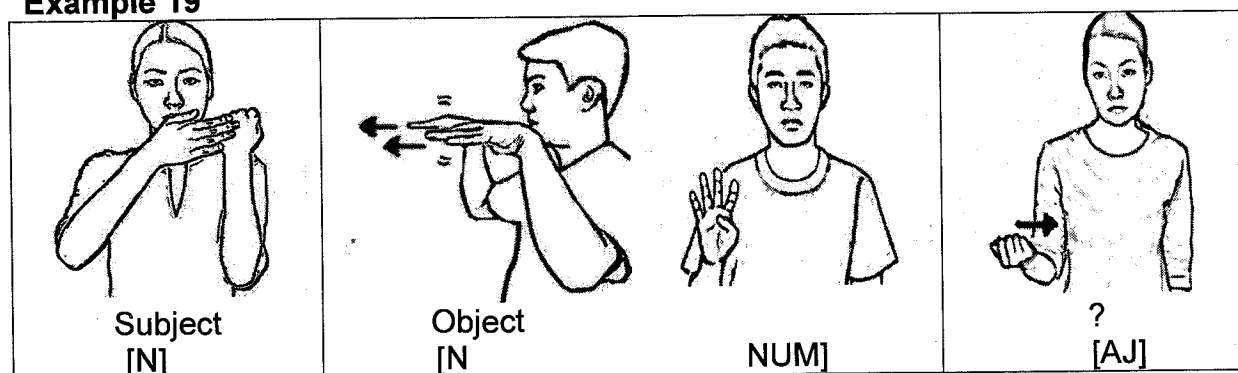
Best English Translation: "Is there a Winter in the Southern part of Viet Nam?"

### Example 18



Best English Translation: "There is no Winter in the Southern part of Viet Nam."

### Example 19



(Predicate "have" is deleted.)

with Question on face

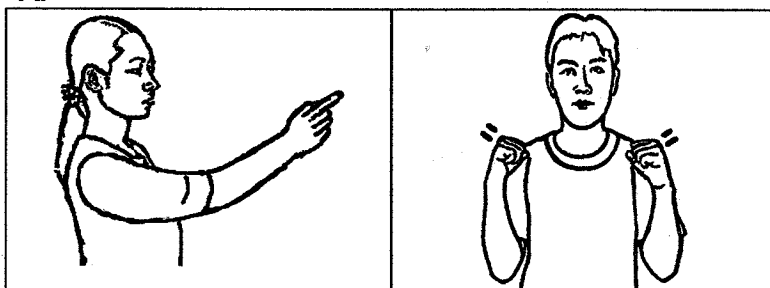
Best English Translation: "In the North of Viet Nam there are four seasons, right?"

### Part 3. Homework

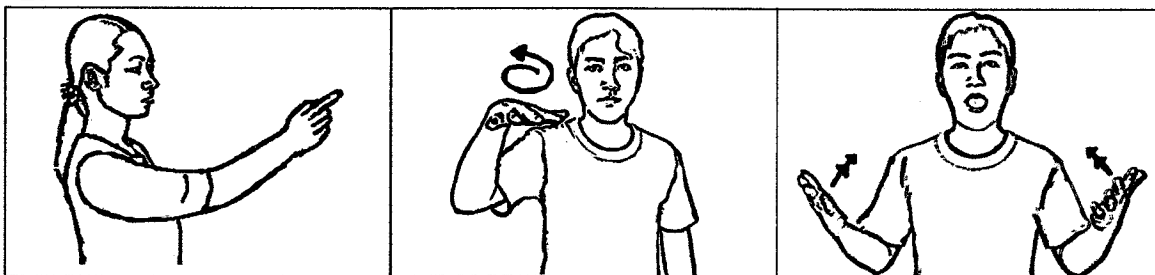
1. Look at this picture and identify which of the descriptions below is/are correct.



A.



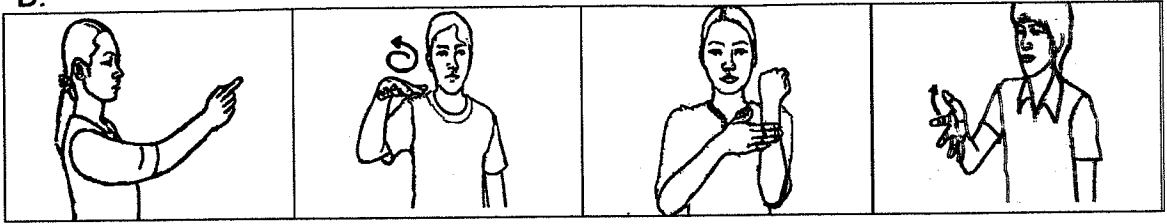
B.



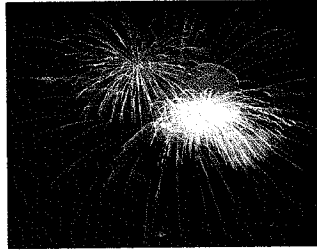
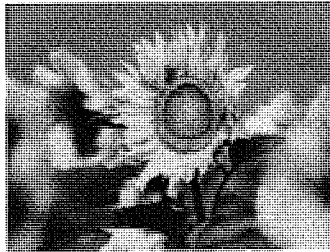
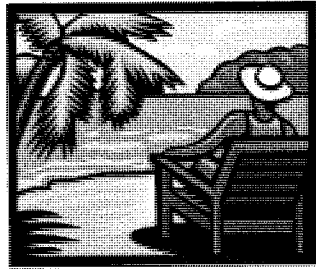
C.



D.



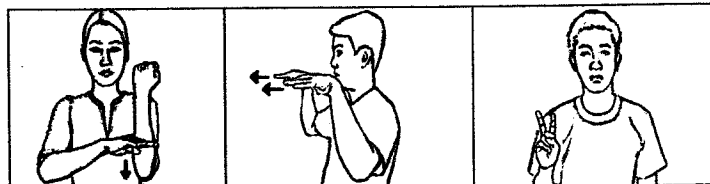
2. What seasons do the following pictured activities happen?

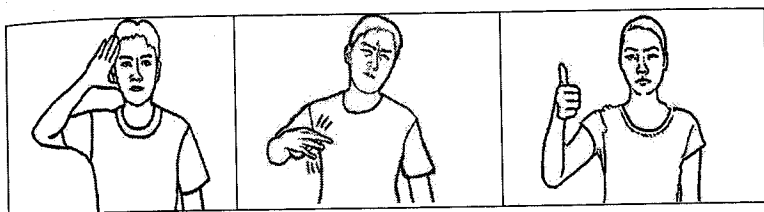
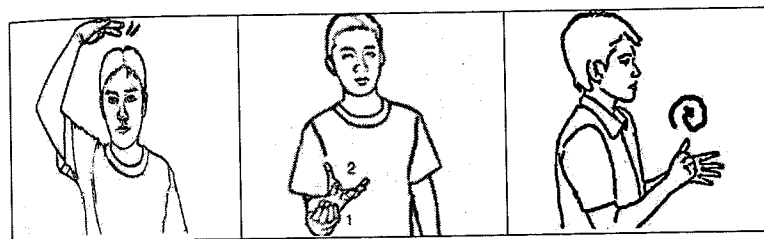


3. Indicate whether the following are true or false.

TRUE FALSE


☐
☐

☐
☐

☐
☐


☐ ☐

☐ ☐

4. Correct the incorrect sentences above.

#### Part 4. Additional Linguistic and Cultural Information

Note that by analogy with the signs "Northern-area-of-Viet-Nam", "Central-area-of-Viet-Nam", and "Southern-area-of-Viet-Nam", the location of any city in Viet Nam can be shown using the index finger of the dominant hand on the non-dominant arm.

# LESSON 17 NATURE AND NATURAL PHENOMENA

## SECTION 1. READ BEFORE CLASS

This lesson is divided into two parts. The first part deals with the identification of items found in nature and the second part with using Ho Chi Minh City Sign Language to discuss nature.

In the first part of the lesson related to the identification of items found in nature, you will learn 15 new signs in Ho Chi Minh City Sign Language for items found in nature. In addition, you will review how to ask and answer questions related to what people like and dislike and what animals are found in different natural settings.

In the second part of the lesson related to the use of Ho Chi Minh City Sign Language to discuss nature, you will learn 4 new nouns and 3 new adjectives related to discussing nature and natural settings. In addition, you will review using all vocabulary learned in this lesson.

At this point, you should stop reading until after you have attended class. After class, you should use Section 2 for review and further practice.

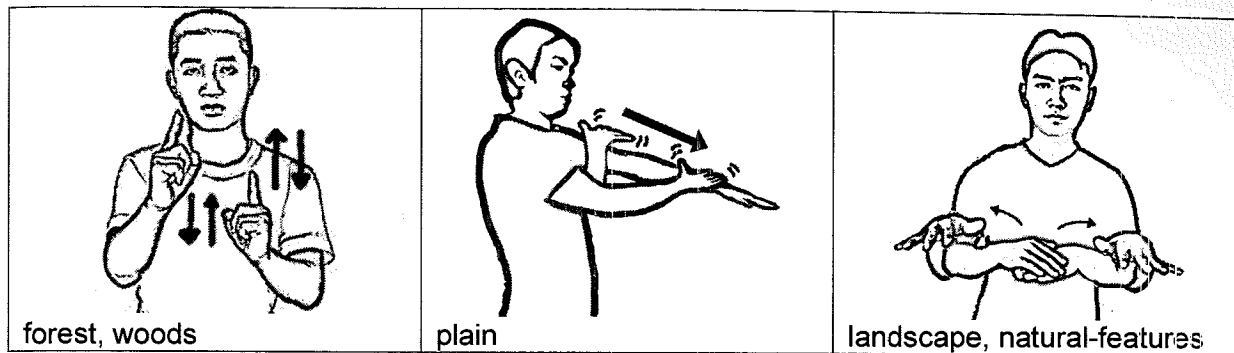
## SECTION 2. FOR REVIEW AFTER CLASS

### Part 1. Identifying Items in Nature

#### A. Vocabulary Already Presented During Class

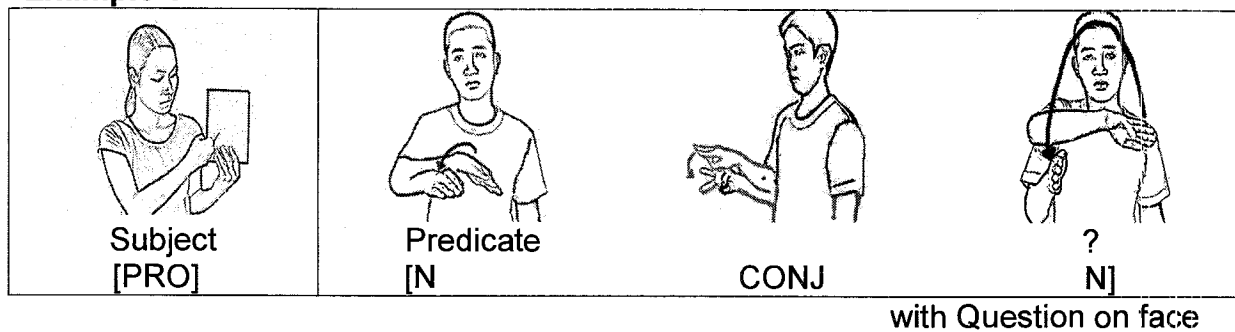
##### Nouns

 hill	 mountain	 valley
 ocean	 beach	 river (1)
 river (2)	 stream	 pond
 waterfall	 ice	 earth



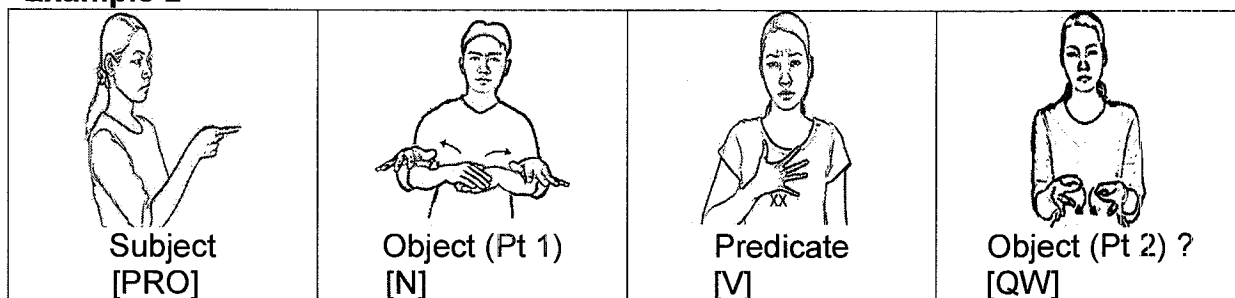
## B. Grammatical Examples and Patterns Already Presented in Class

### Example 1



Best English Translation: "Is this a mountain or hill? "

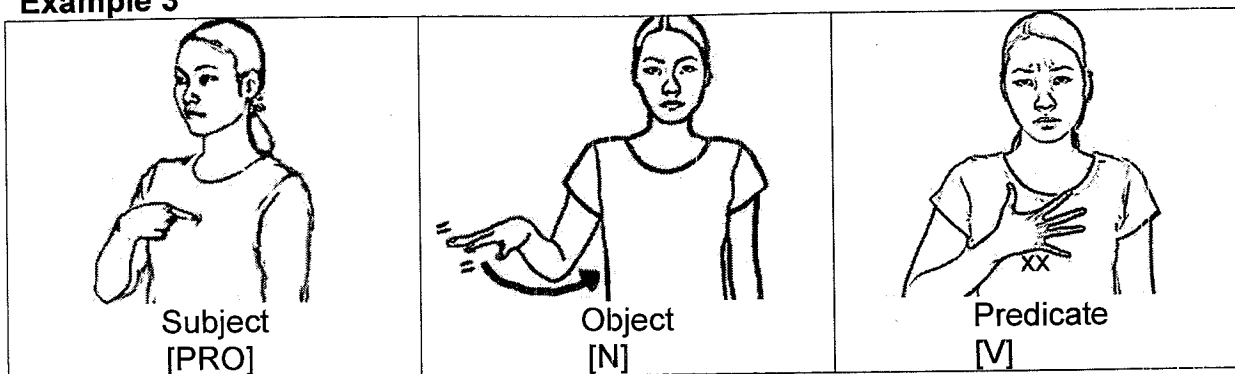
### Example 2



Best English Translation: "Which natural features do you dislike? "

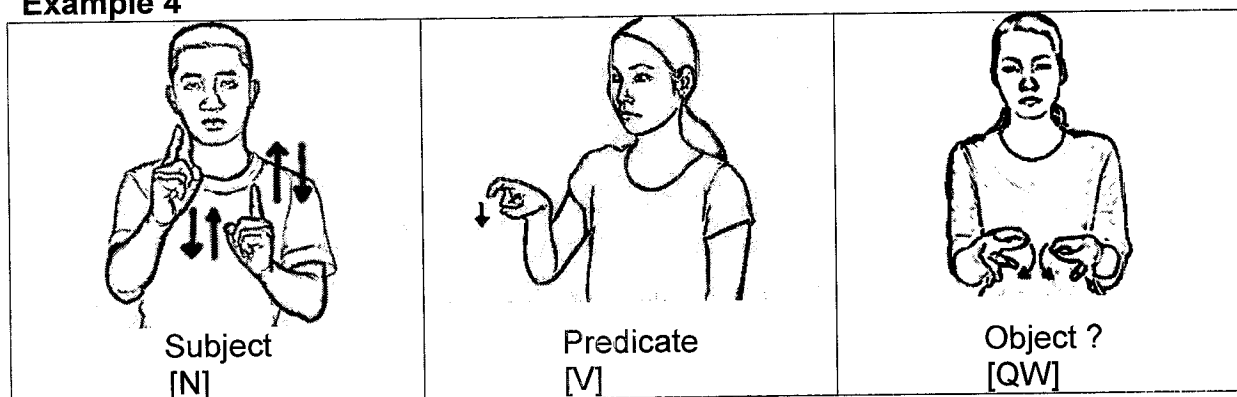


### Example 3



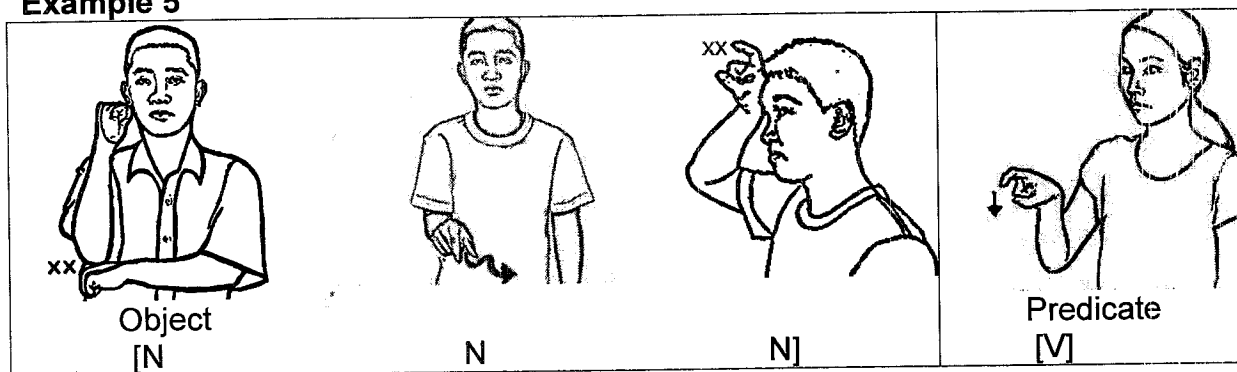
Best English Translation: "I don't like rivers."

### Example 4



Best English Translation: "What do forests have? "

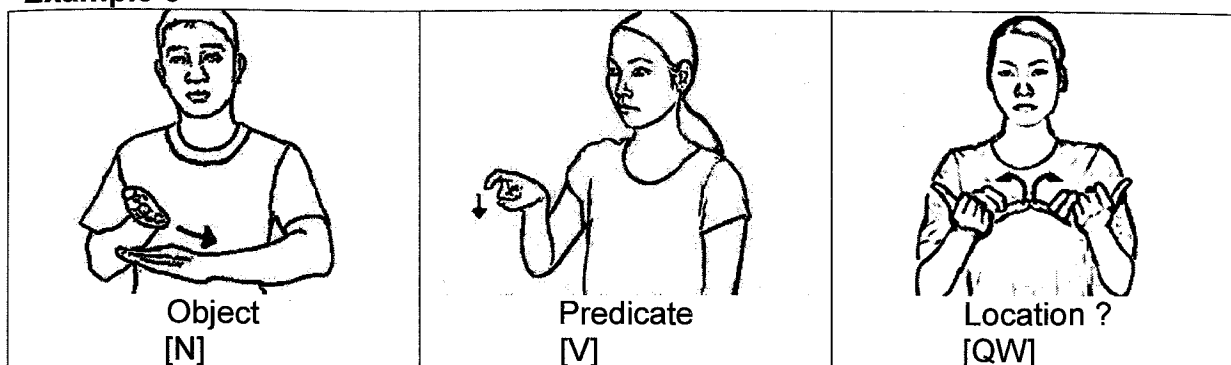
### Example 5



(Subject "forest" is deleted.)

Best English Translation: "Forests have trees, streams, and animals."

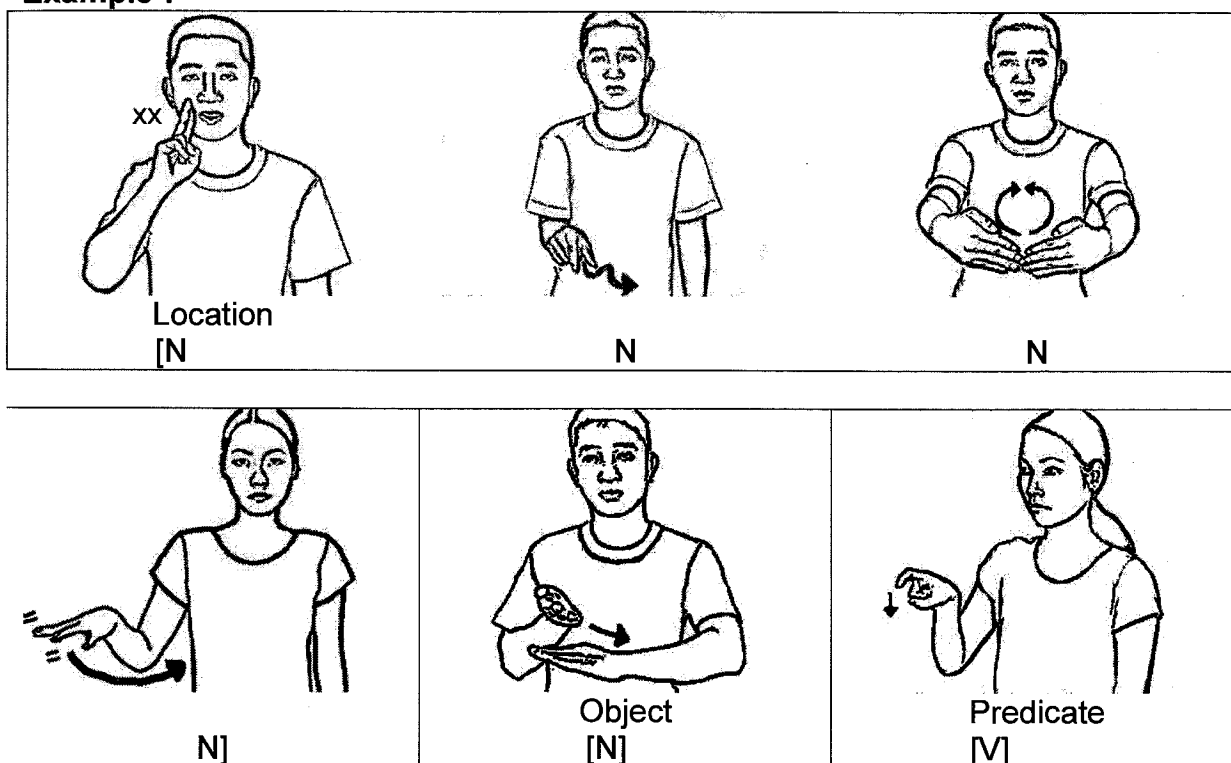
### Example 6



(Indefinite Subject is deleted.)

Best English Translation: "Where are there fish?/Where are fish found?"

### Example 7



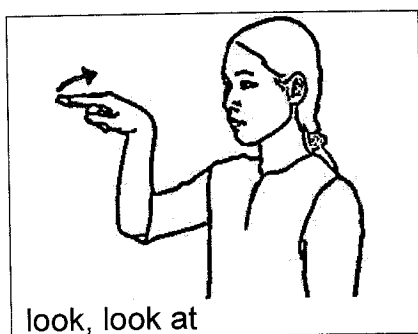
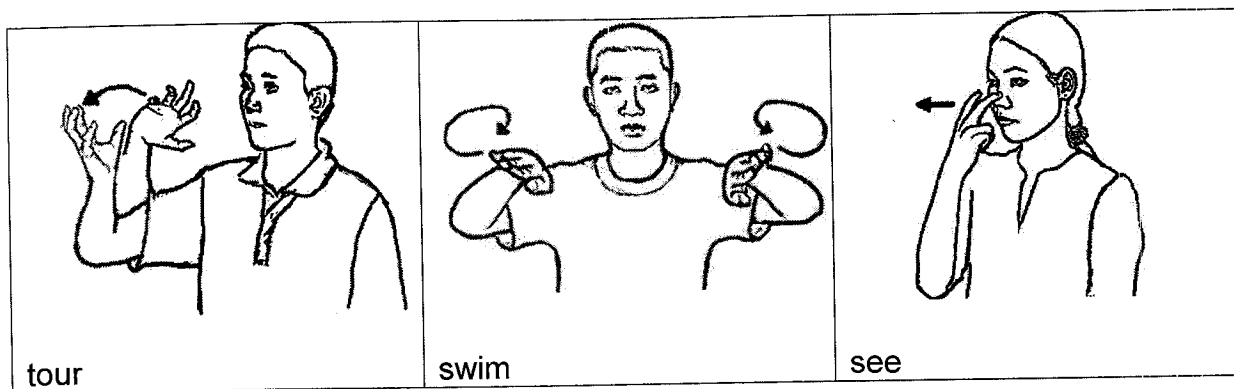
(Indefinite Subject is deleted.)

Best English Translation: "Oceans, streams, rivers, and ponds have fish."

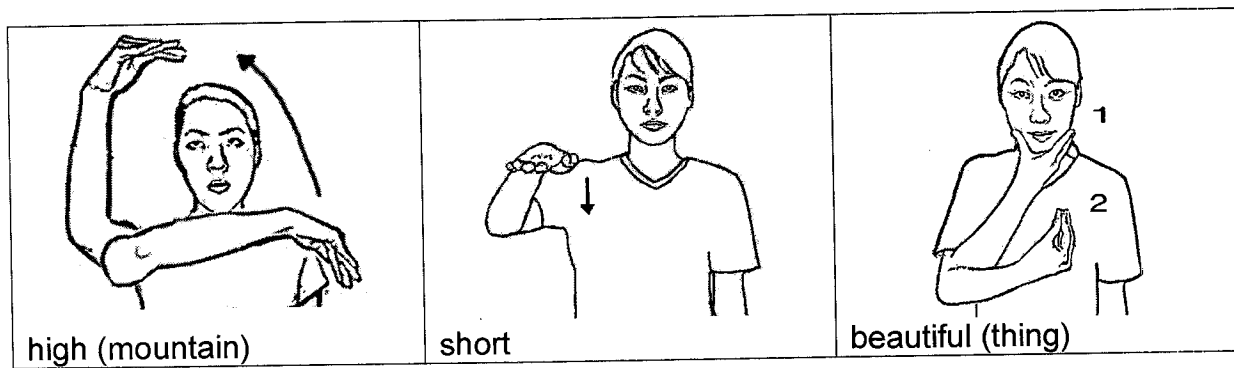
## Part 2. Talking About Nature

### A. Vocabulary Already Presented During Class

#### Verbs

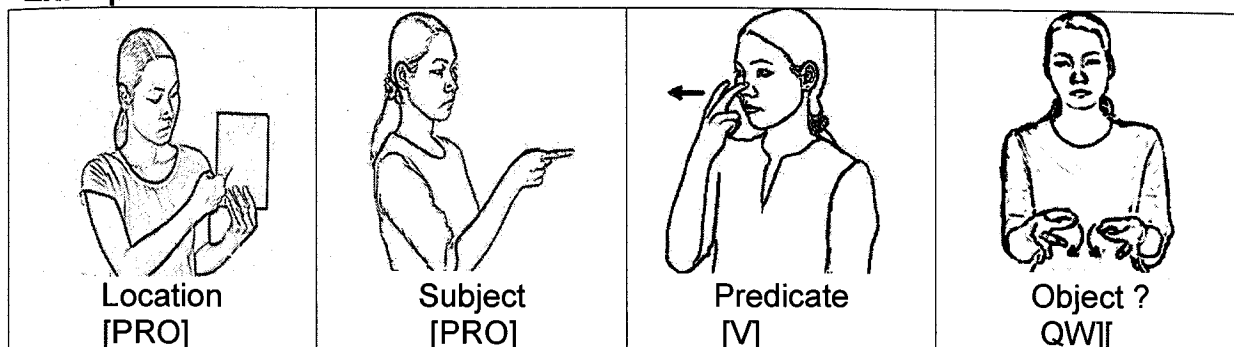


#### Adjectives



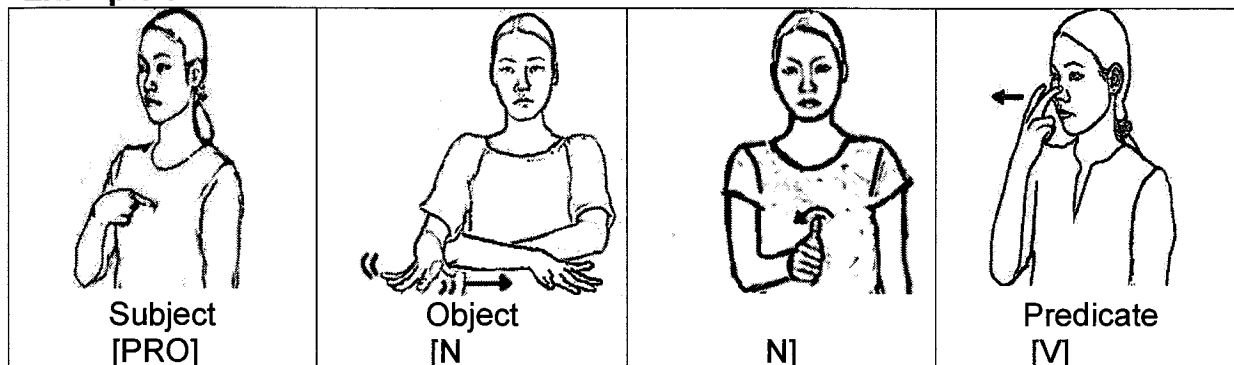
## B. Grammatical Examples and Patterns Already Presented During Class

### Example 8



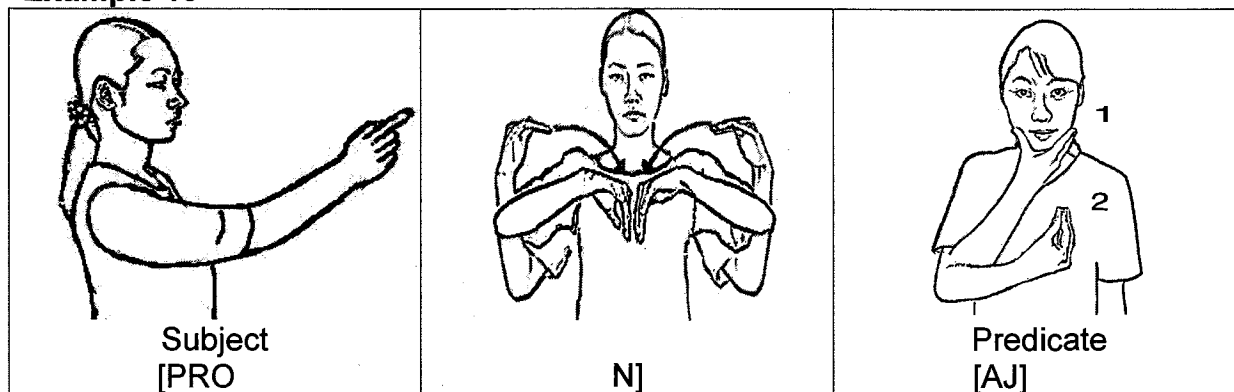
Best English Translation: "What do you see here?"

### Example 9



Best English Translation: "I see a beach and people."

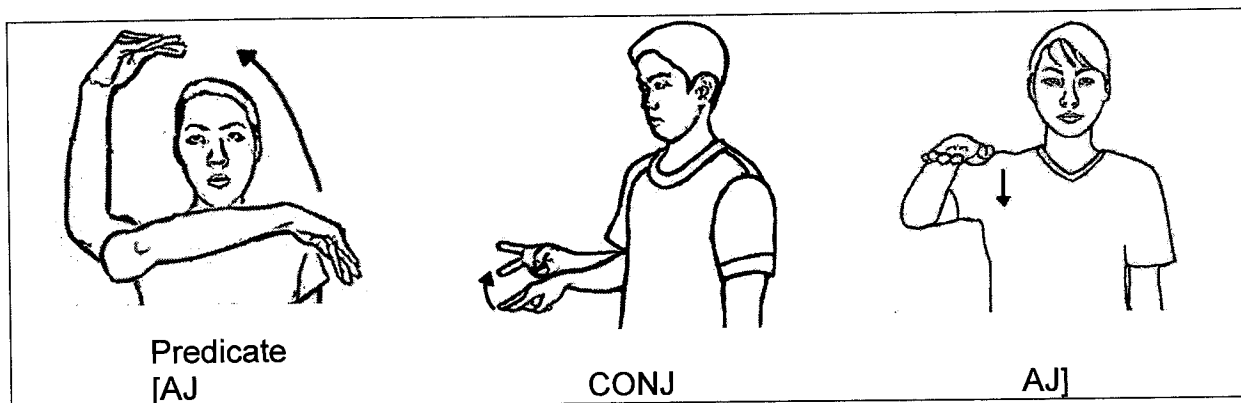
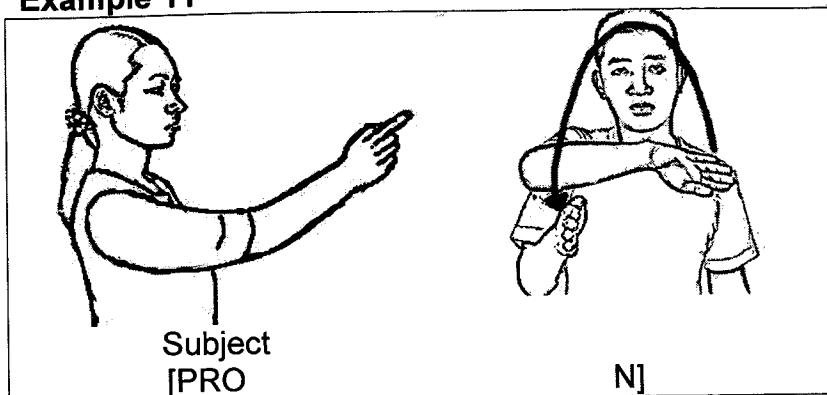
### Example 10



with Question on face

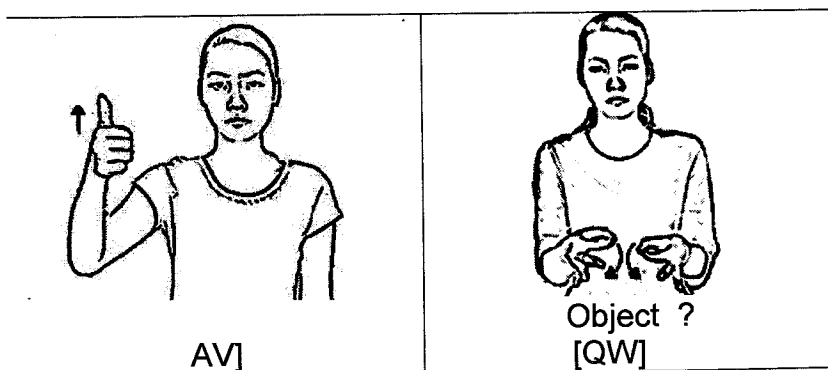
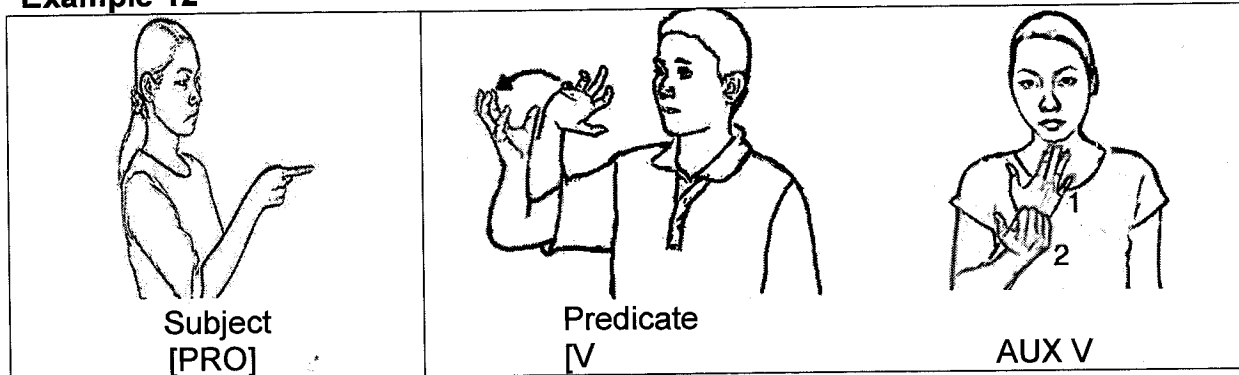
Best English Translation: "Is that valley pretty?"

### Example 11



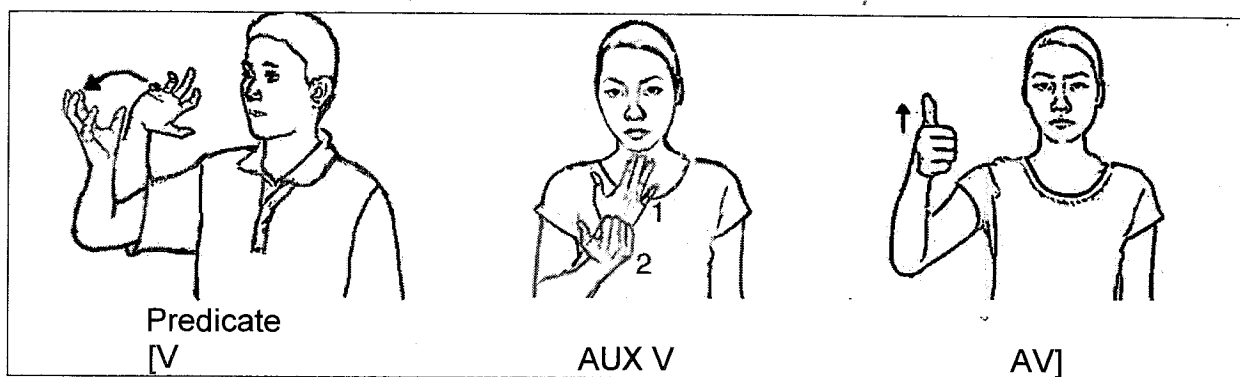
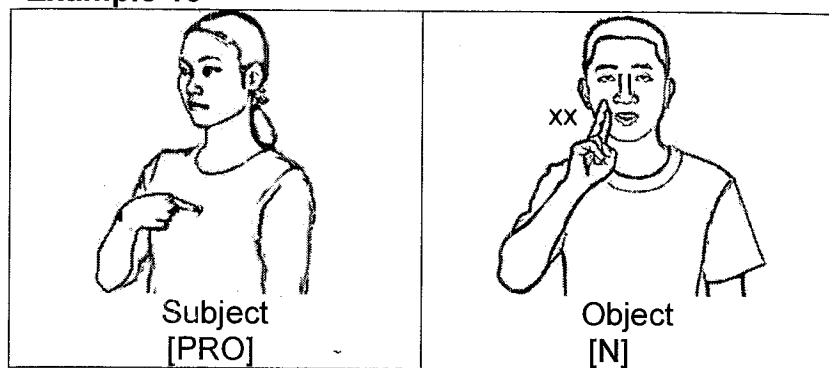
Best English Translation: "Is that mountain high or low?"

### Example 12



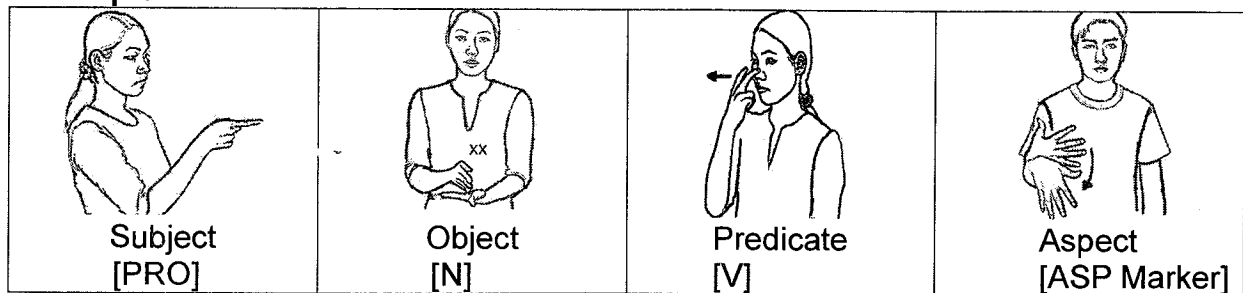
Best English Translation: "What do you like best about travelling?"

### Example 13



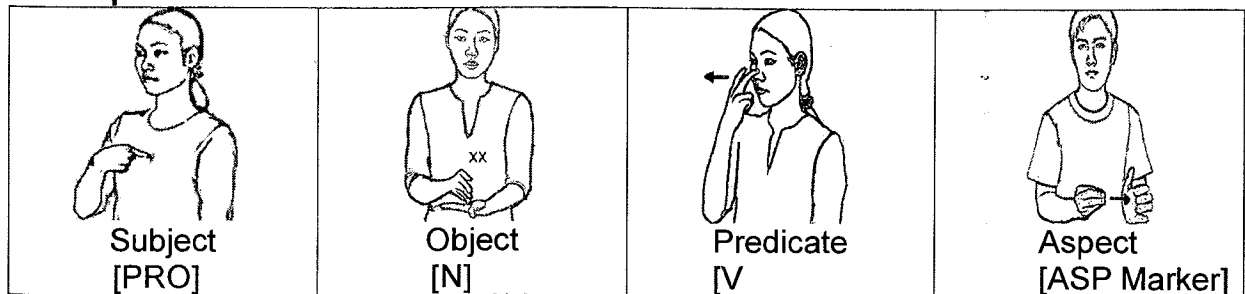
Best English Translation: "I like traveling to the ocean the best."

### Example 14




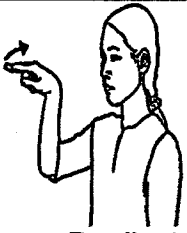


Best English Translation: "Have you ever seen ice?"

### Example 15



Best English Translation: "I haven't seen ice before."  
or "I've never seen ice before."

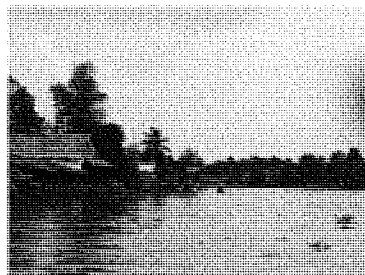
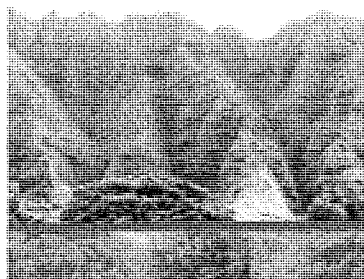
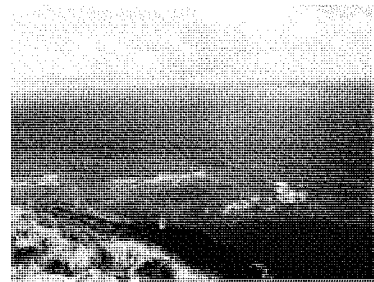
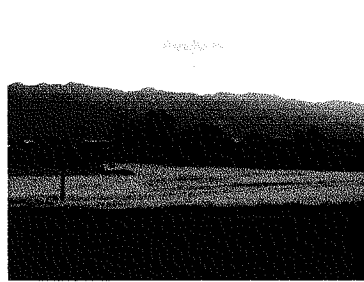
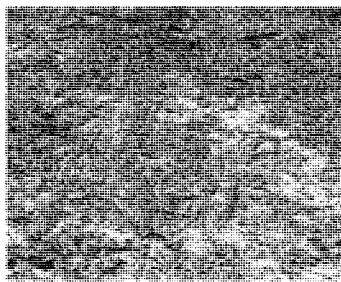
### Example 16

 <b>Object</b> <b>[N]</b>	 <b>Predicate</b> <b>[V]</b>	 <b>AUX]</b>	 <b>Subject ?</b> <b>[QW]</b>
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Best English Translation: "Who likes to look at waterfalls?"

### Part 3. Homework

1. Sign the name of the natural feature(s) shown in each picture.



2. Sign the following questions.

- a. How many views are there above?
- b. Which view do you like to look at?
- c. Have you seen these views before?
- d. What season do you travel in?
- e. What do you like to see when touring?
- f. Among mountains, sea, and land, what do you like best?

3. Sign your answers to the questions in question 2 using the pictures above as a guide.

4. Describe what you see in the picture below.



#### Part 4. Additional Linguistic and Cultural Information

Aspect in Ho Chi Minh City Sign Language is primarily associated with the entire sentence rather than the verb and normally occurs at the end of statement. In questions using a question word, aspect normally occurs directly before the question word, which occurs at the end of the sentence.



# **LESSON 18 PLACES IN VIET NAM**

## **SECTION 1. READ BEFORE CLASS**

This lesson is divided into two parts. The first part deals with signs in Ho Chi Minh City sign language for places in the South and in the Central Area of Viet Nam and the second part with signs in Ho Chi Minh City Sign Language for places in the North of Viet Nam.

In the first part of the lesson, you will learn 13 new signs in Ho Chi Minh City Sign Language for places in the South and in the Central Area of Viet Nam. In addition, you will review various vocabulary items and grammatical patterns you have previously learned.

In the second part of the lesson, you will learn the Ho Chi Minh City signs for 4 places in the North of Viet Nam and 8 other signs related to the discussion of places in Viet Nam. In addition, you will review various vocabulary items and grammatical patterns you have previously learned.

At this point, you should stop reading until after you have attended class. After class, you should use Section 2 for review and further practice.

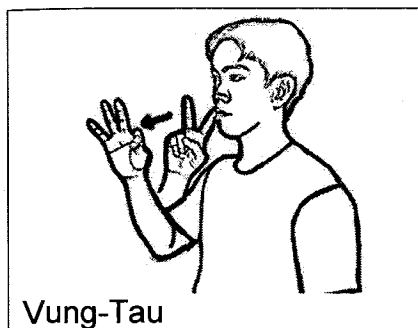
## SECTION 2. FOR REVIEW AFTER CLASS

### Part 1. Places in the South and in the Central Area of Viet Nam

#### A. Vocabulary Already Presented During Class

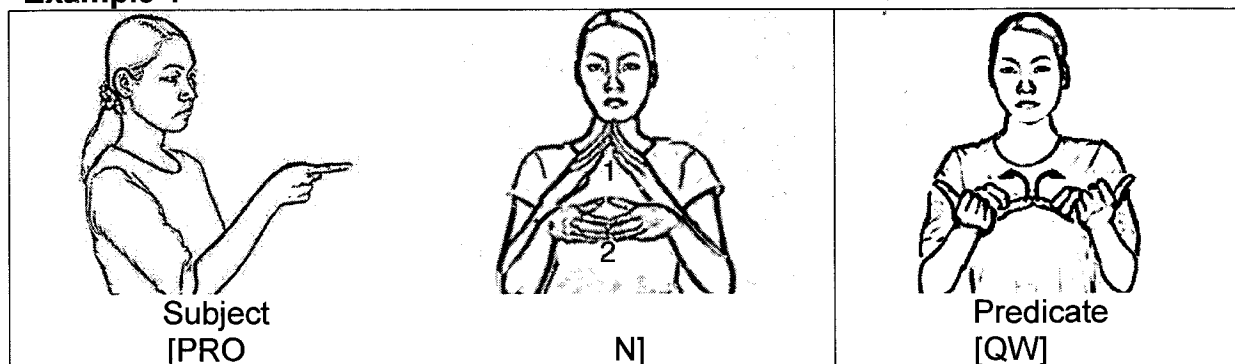
##### Nouns

 <p>Buon-Me-Thuot</p>	 <p>Can-Tho</p>	 <p>Con-Dao</p>
 <p>Da-Lat</p>	 <p>Da-Nang</p>	 <p>Dong-Nai</p>
 <p>Dong-Thap</p>	 <p>Ho-Chi-Minh-City</p>	 <p>Hue</p>
 <p>Nha-Trang</p>	 <p>Phan-Thiet</p>	 <p>Phu-Quoc</p>



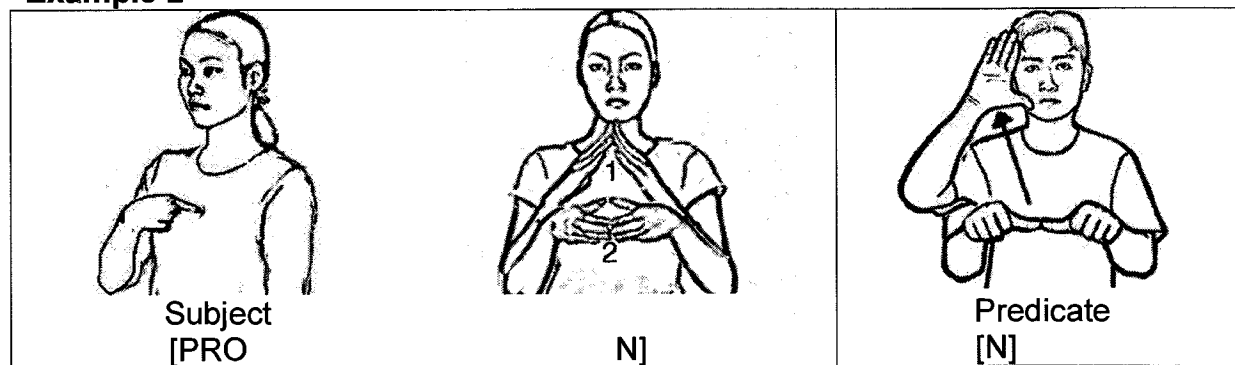
## B. Grammatical Examples and Patterns Already Presented in Class

### Example 1



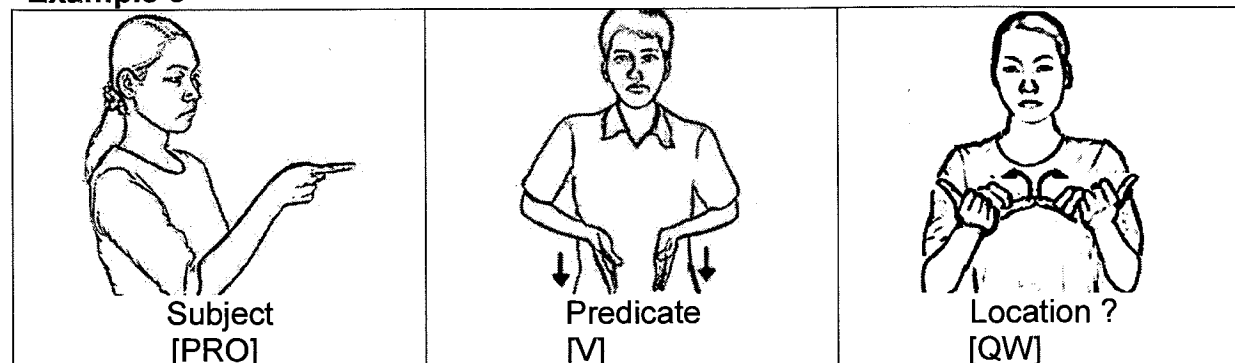
Best English Translation: "Where does your family live?"

### Example 2



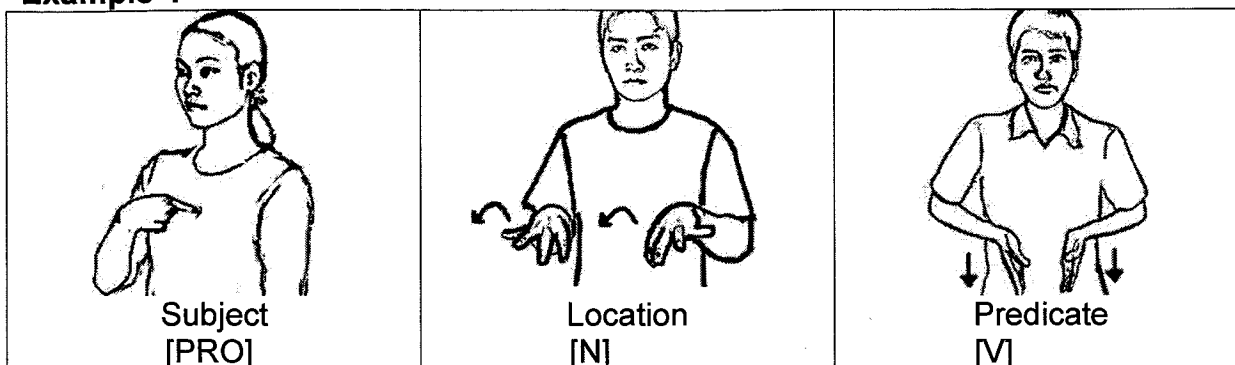
Best English Translation: "My family lives in Da Nang."

### Example 3



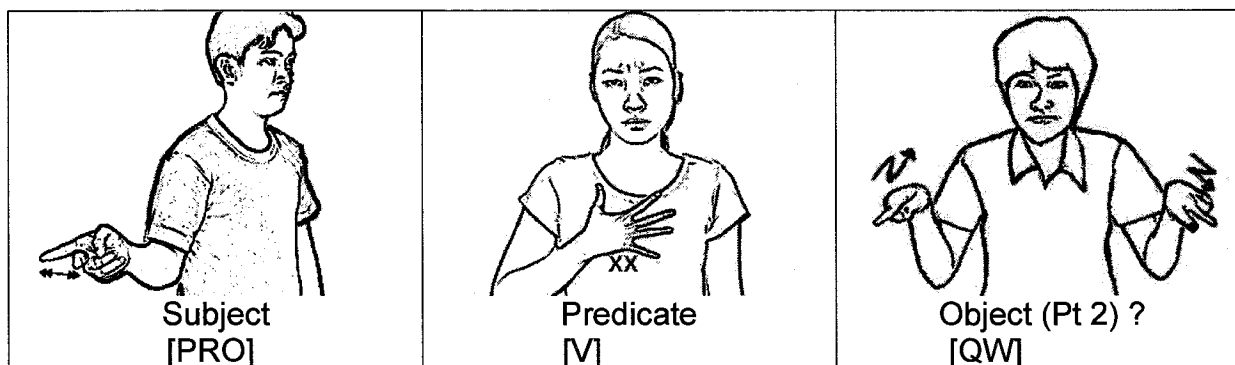
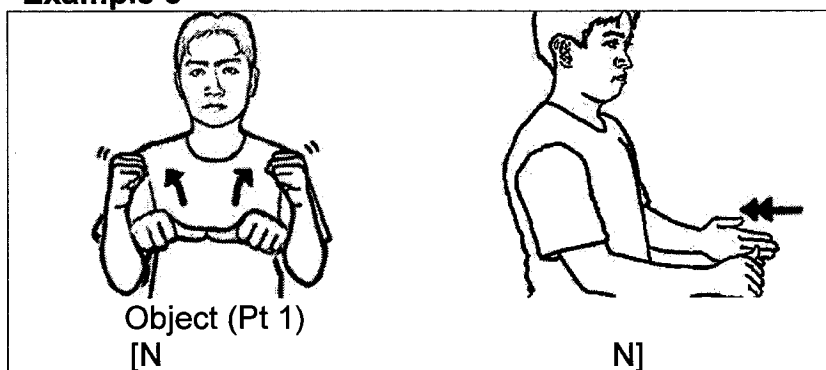
Best English Translation: "Where were you born?"

### Example 4



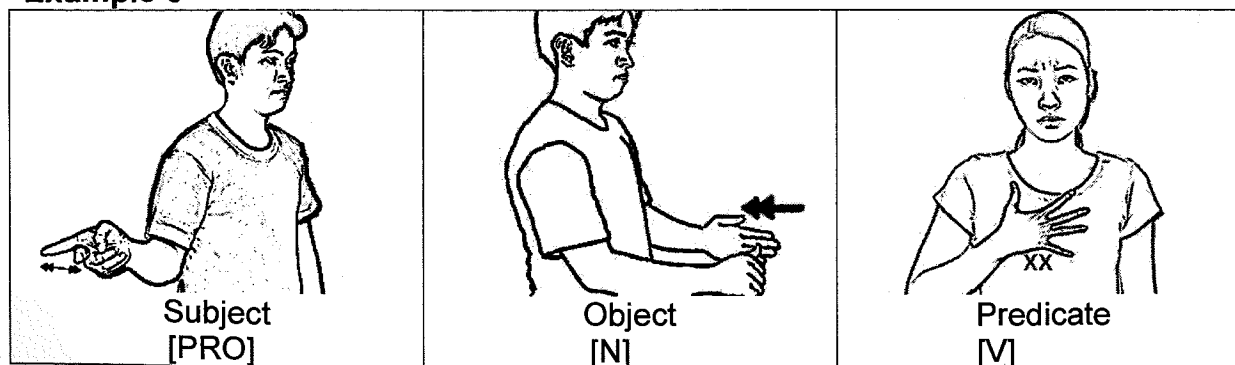
Best English Translation: "I was born in Ho Chi Minh city."

### Example 5



Best English Translation: "Of Da Lat and Nha trang which one do the two of them dislike?"

### Example 6

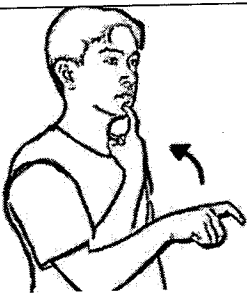


Best English Translation: "The two of them don't like Nha Trang."

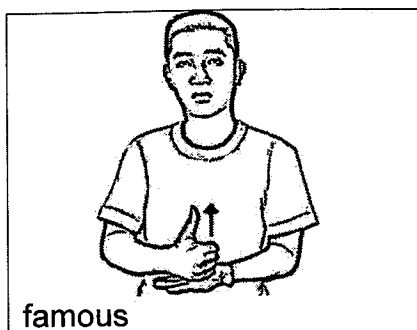
## Part 2. Places in the North, Regions, and Other Vocabulary

### A. Vocabulary Already Presented During Class

#### Nouns

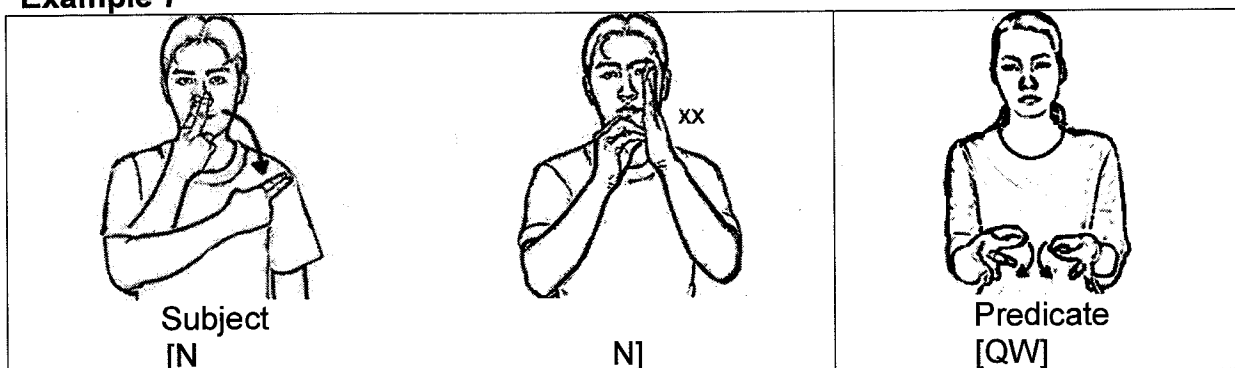
 <p>Ha-Noi</p>	 <p>Hai-Phong</p>	 <p>Nghe-An</p>
 <p>Vinh</p>	 <p>Viet-Nam</p>	 <p>North</p>
 <p>Central-area (of-a-location)</p>	 <p>South</p>	 <p>capital</p>
 <p>map</p>	 <p>city</p>	

## Adjectives



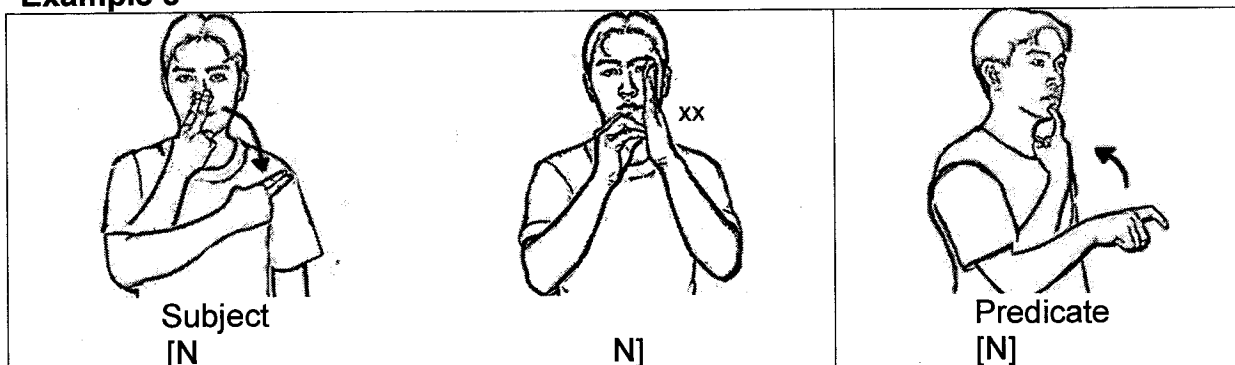
### B. Grammatical Examples and Patterns Already Presented During Class

#### Example 7



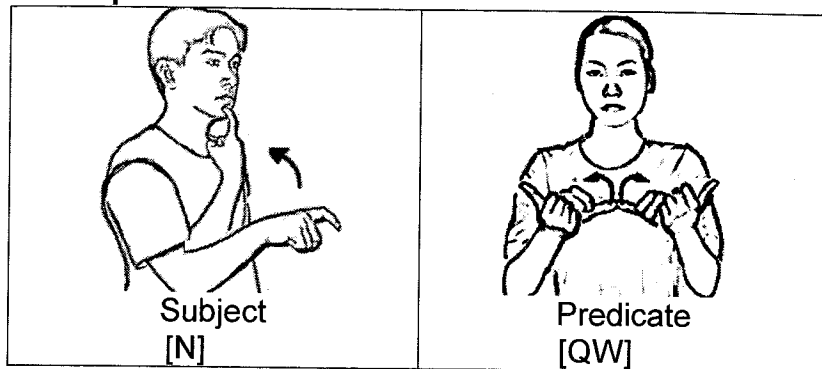
Best English Translation: "What is the capital of Viet Nam?"

#### Example 8



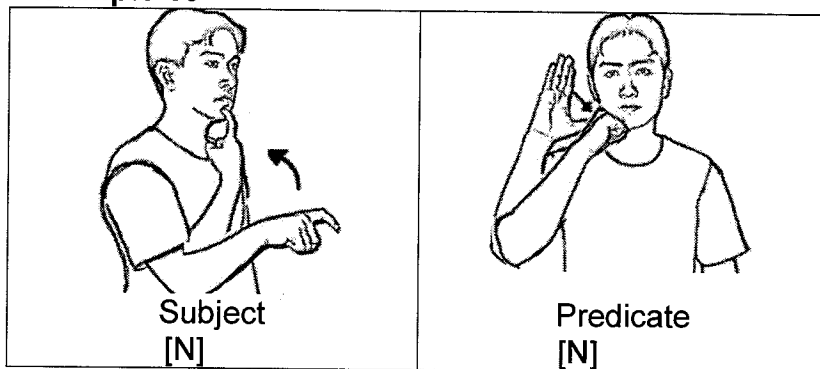
Best English Translation: "Ha Noi is the capital of Viet Nam."

### Example 9



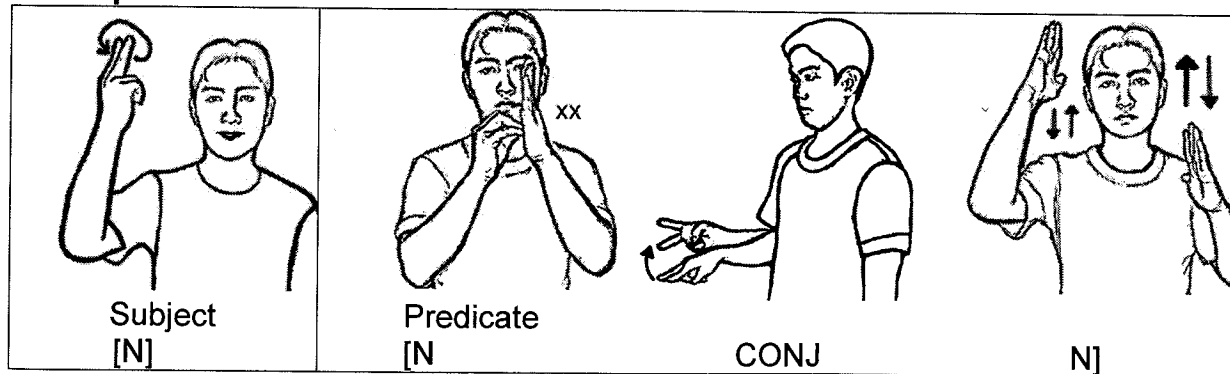
Best English Translation: "Where is Ha Noi?"

### Example 10



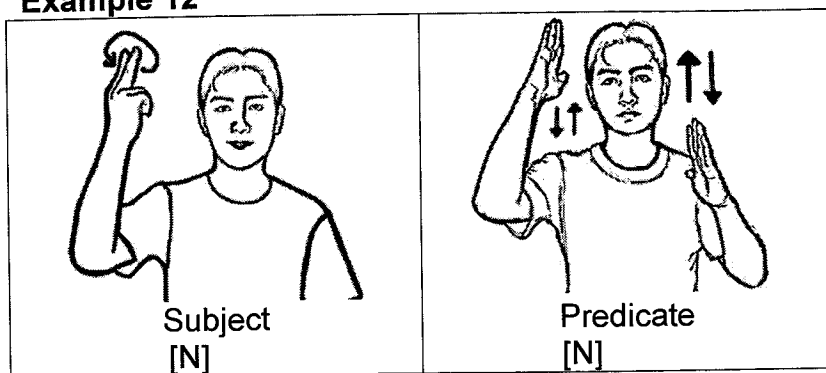
Best English Translation: "Ha Noi is in the North."

### Example 11



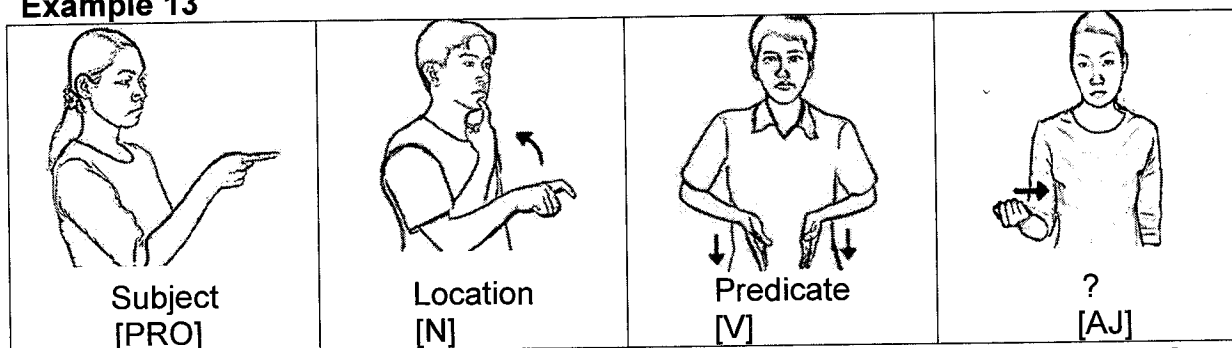
Best English Translation: "Is Hai Phong the capital or (just) a city?"

### Example 12



Best English Translation: "Hai Phong is a city."

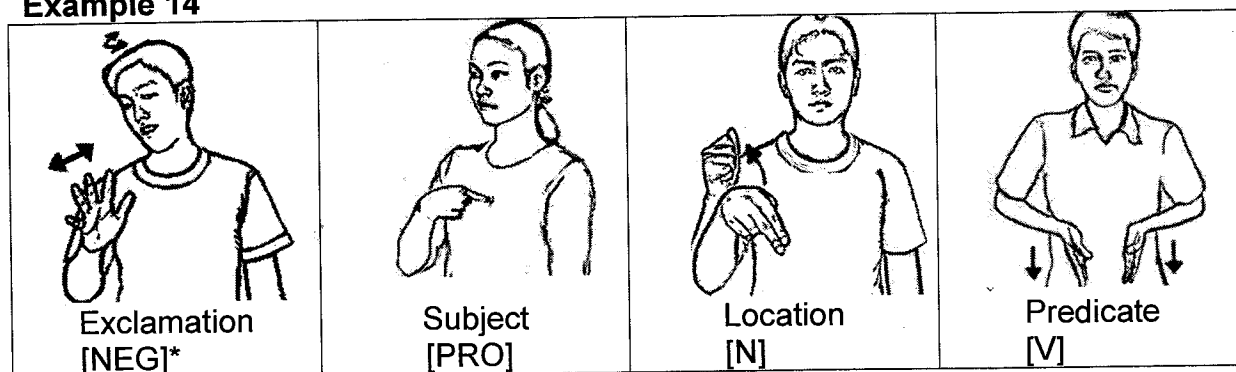
### Example 13



with Question on face

Best English Translation: "You were born in Ha Noi, right?"

### Example 14

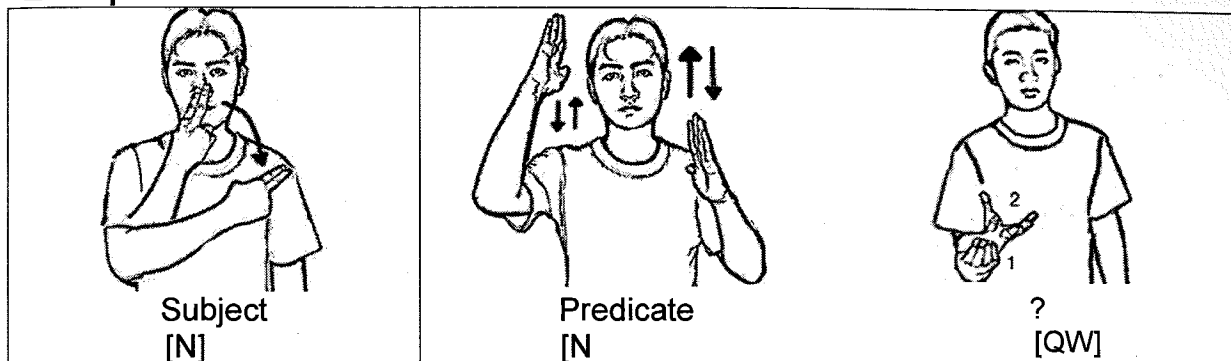


\*There is a pause after the exclamation.

Best English Translation: "No, I was born in Nghe An."

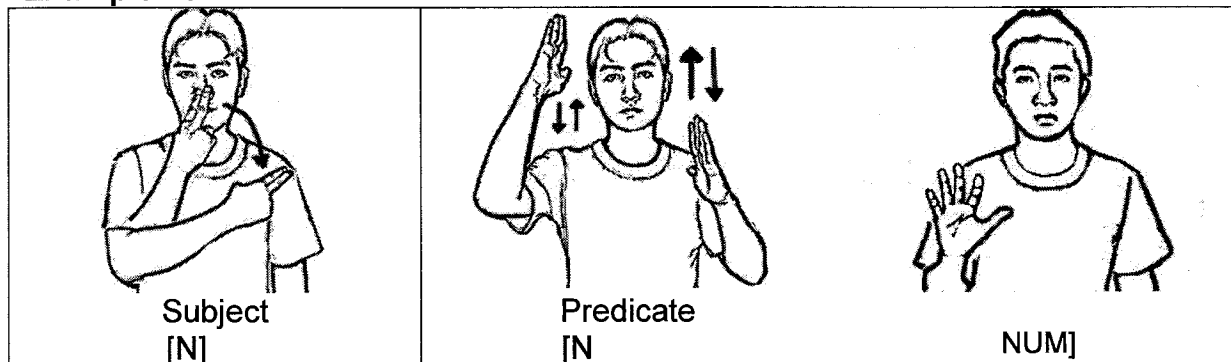


### Example 15



Best English Translation: "How many (major) cities does Viet Nam have?"

### Example 16



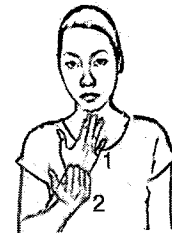
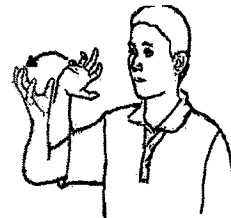
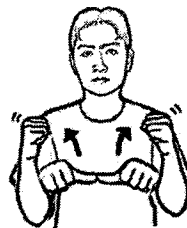
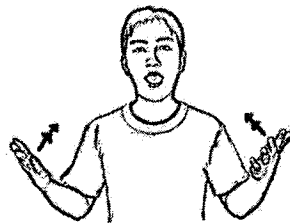
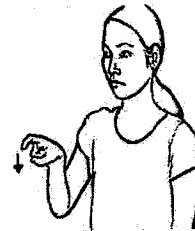
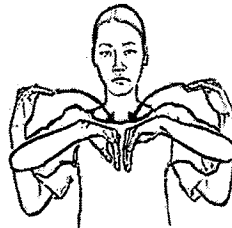
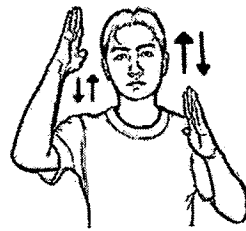
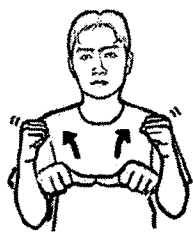
Best English Translation: "Viet Nam has five (major) cities."

### Part 3. Homework

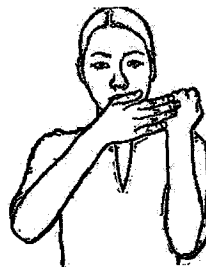
1. Sign the paragraph below.

My family is in Nha Trang . My parents were born in Ha Noi. My older brothers, my older sisters, and my younger brothers and sisters where all born in Nha Trang . Nha Trang is hot. I don't like Nha Trang .

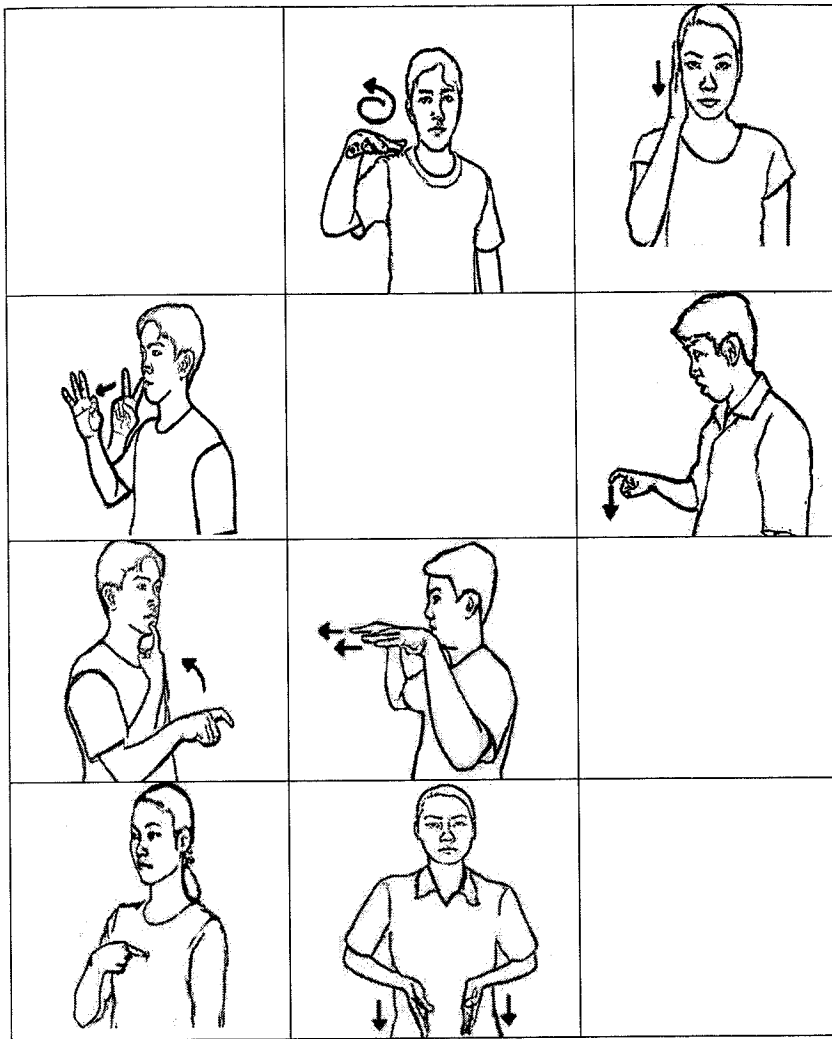
2. Translate the following signed sentences into English.



3. Sign the names of the places you know in these three areas.



4. Fill in the blanks with a correct sign.



#### Part 4. Additional Linguistic and Cultural Information

Note that signs for more commonly referred to areas rarely have an initialized handshape from fingerspelling, while signs for less commonly referred to areas are more likely to have an initialized handshape from fingerspelling.

# LESSON 19 VEHICLES AND TRANSPORTATION

## SECTION 1. READ BEFORE CLASS

This lesson is divided into two parts. The first part deals identifying different types of vehicles and the second part with using Ho Chi Minh City Sign Language to talk about vehicles and transportation.

In the first part of the lesson related to identifying different types of vehicles, you will learn 12 new signs in Ho Chi Minh City Sign Language for different kinds of vehicles. In addition, you will review various vocabulary items and grammatical patterns you have previously learned.

In the second part of the lesson related to using Ho Chi Minh City Sign Language to talk about vehicles and transportation, you will learn 2 new noun signs and 10 new verb signs related to the different ways various vehicles travel. You will be introduced to classifier verbs of movement and learn that you must use different verb signs to indicate movement of a four-wheeled vehicle as compared with a two-wheeled vehicle. In addition, you will learn how to incorporate manner adverbs of speed (slow/fast) into some selected classifier verbs.

At this point, you should stop reading until after you have attended class. After class, you should use Section 2 for review and further practice.

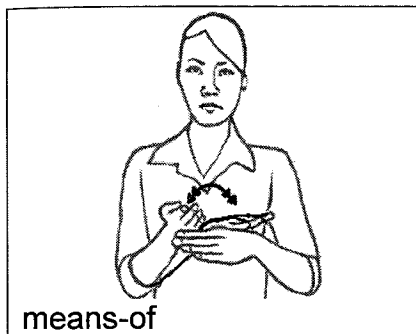
## SECTION 2. FOR REVIEW AFTER CLASS

### Part 1. Identifying Vehicles

#### A. Vocabulary Already Presented During Class

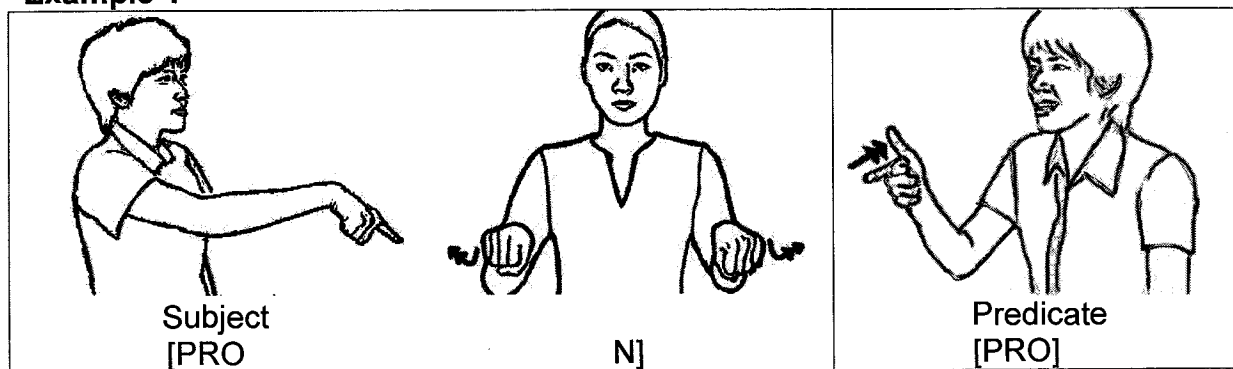
##### Nouns

 <p>bicycle</p>	 <p>motorcycle</p>	 <p>car</p>
 <p>taxi</p>	 <p>van</p>	 <p>bus</p>
 <p>cyclo</p>	 <p>train</p>	 <p>ship</p>
 <p>sail-boat</p>	 <p>airplane</p>	 <p>helicopter</p>



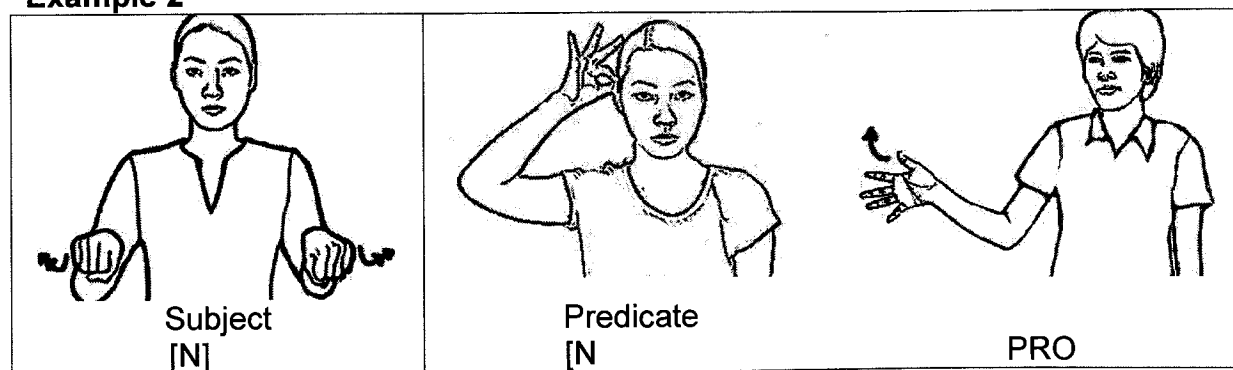
## B. Grammatical Examples and Patterns Already Presented in Class

### Example 1



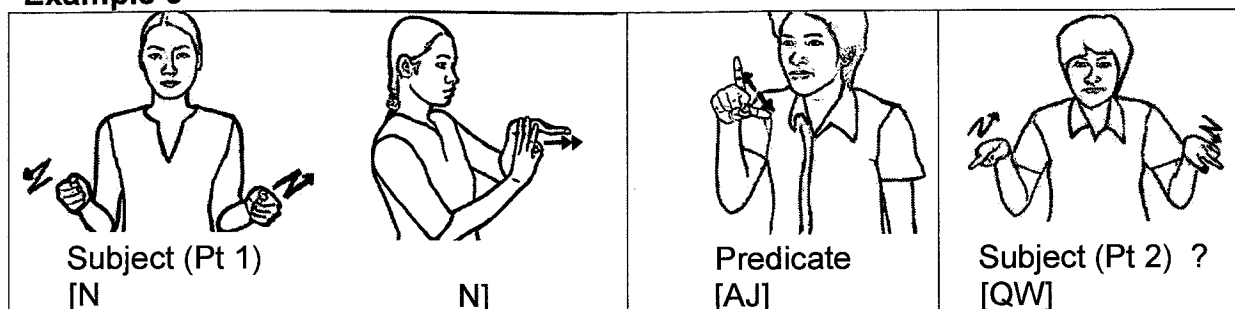
Best English Translation: "Whose motorcycle is that?"

### Example 2



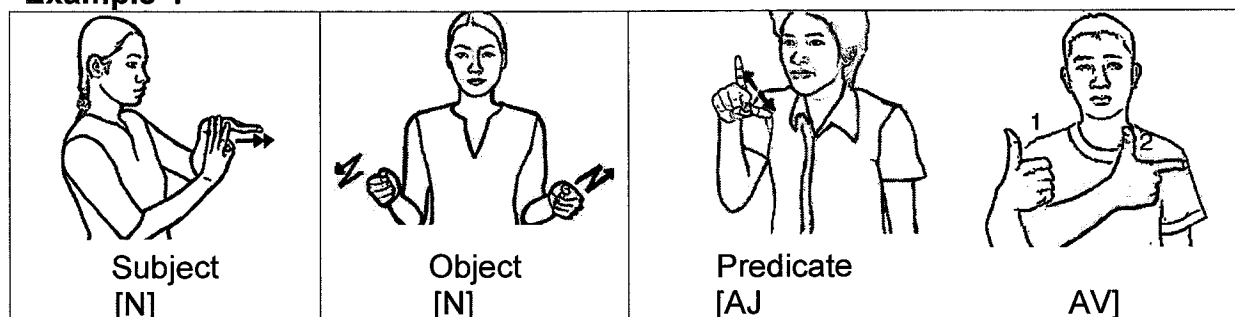
Best English Translation: "The motorcycle is Tu's."

### Example 3



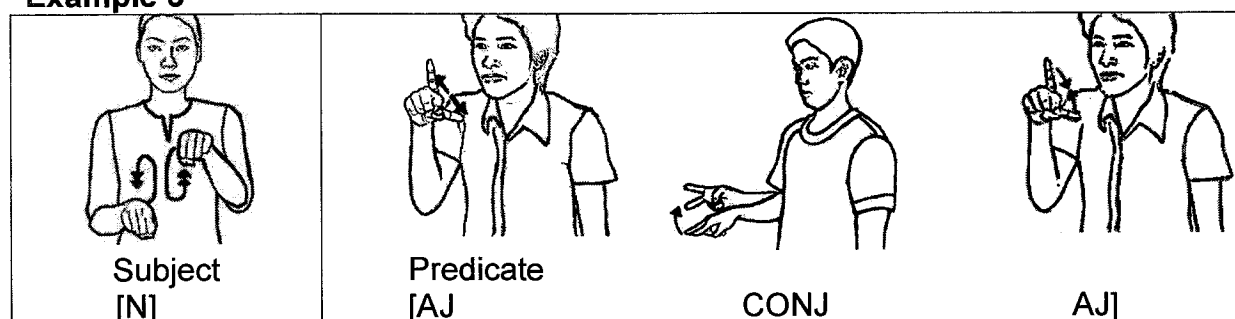
Best English Translation: "Which is expensive, cars or vans?"

### Example 4



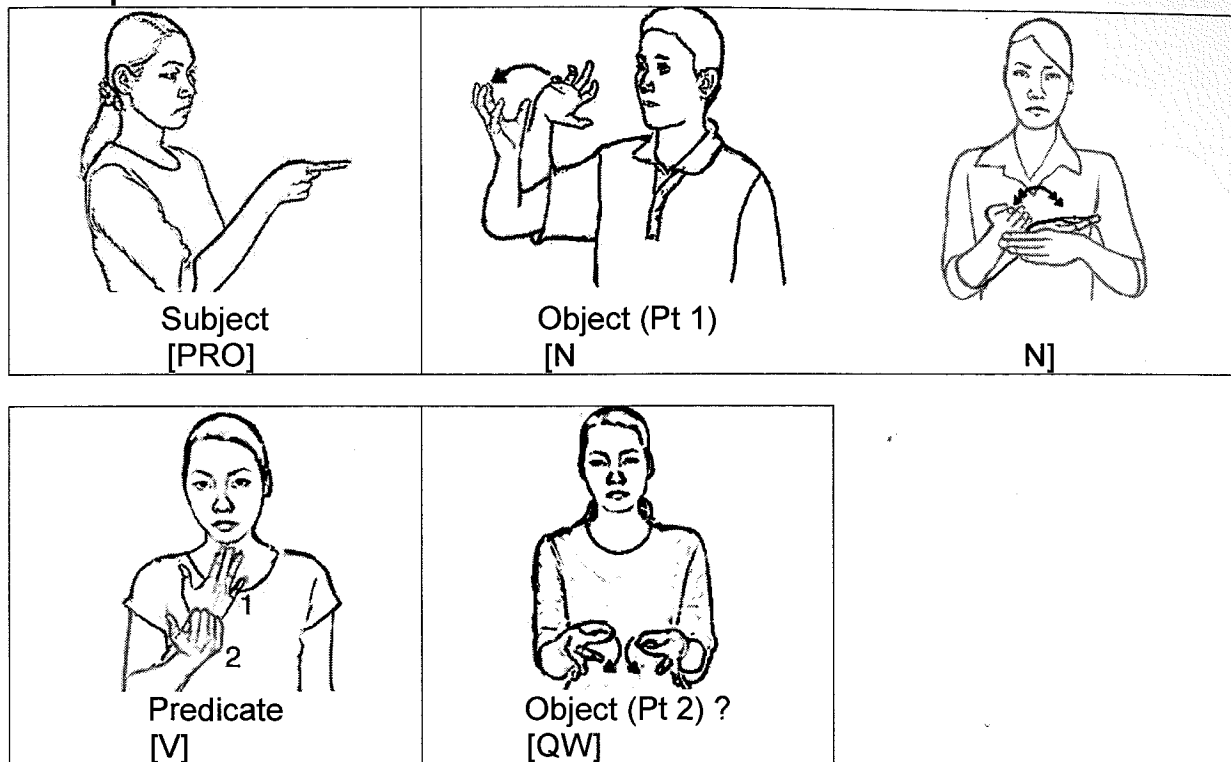
Best English Translation: "Vans are more expensive than cars."

### Example 5



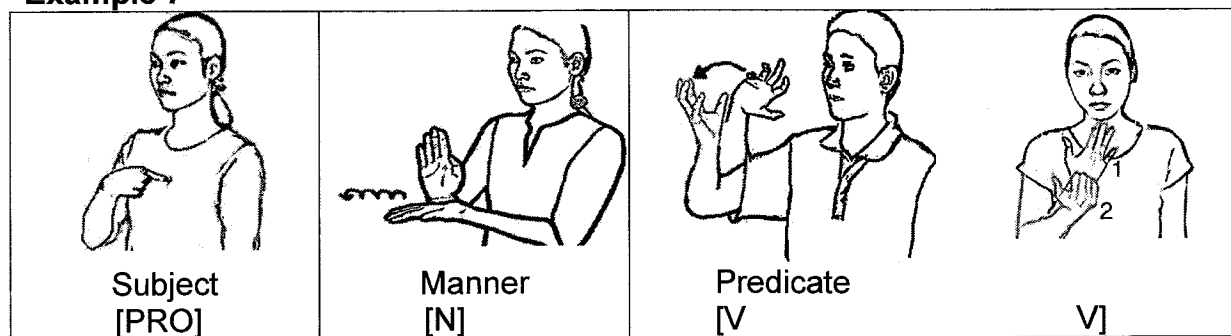
Best English Translation: "Are bicycles expensive or cheap?"

### Example 6



Best English Translation: "What means of touring do you like?"

### Example 7



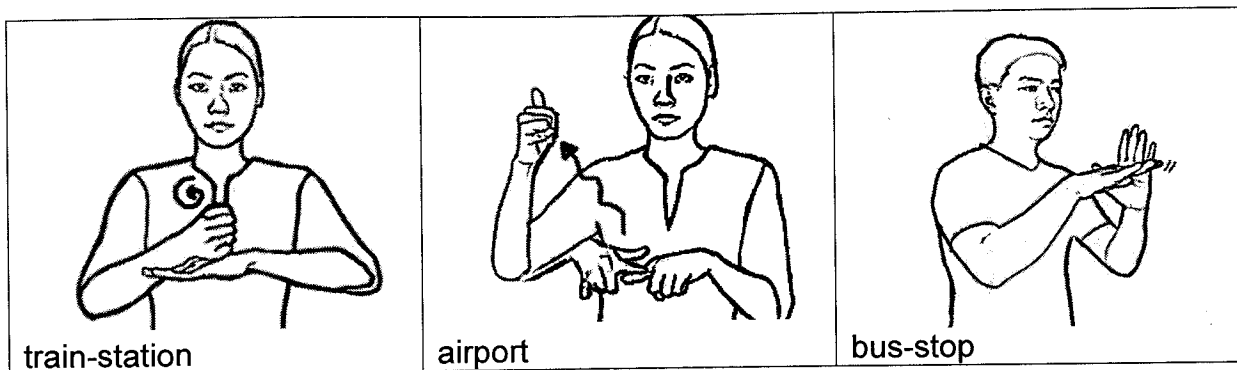
Best English Translation: "I like to travel in sailboats."



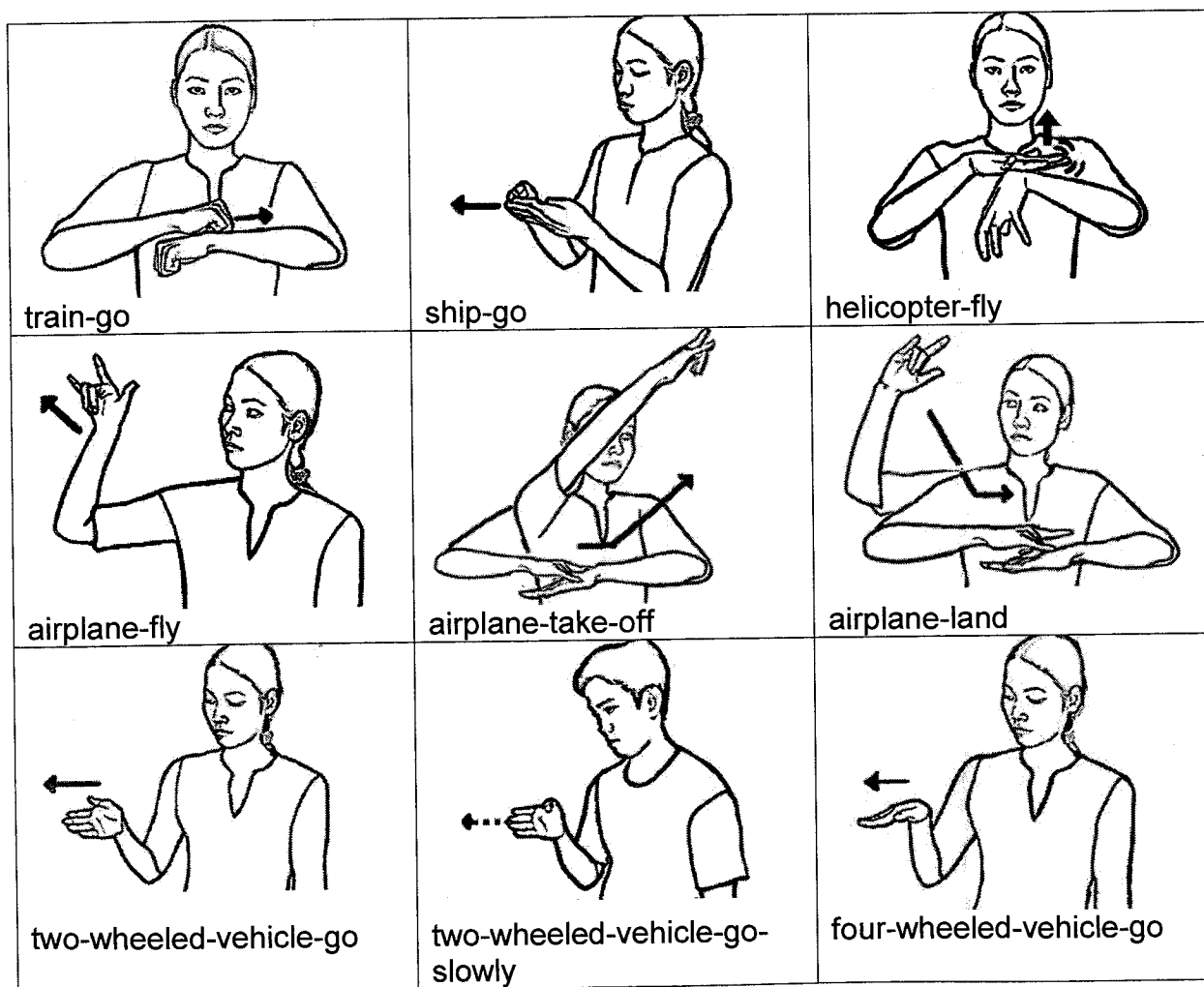
## Part 2. Talking About Vehicles and Transportation

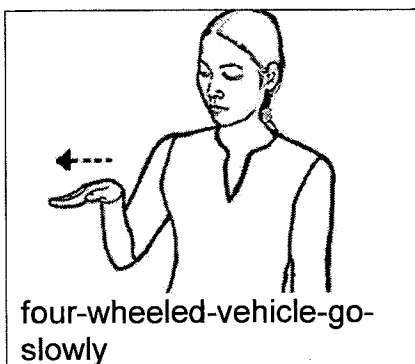
### A. Vocabulary Already Presented During Class

#### Nouns

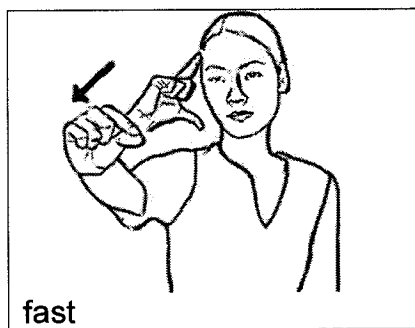


#### Verbs and Verbs With Adverbs



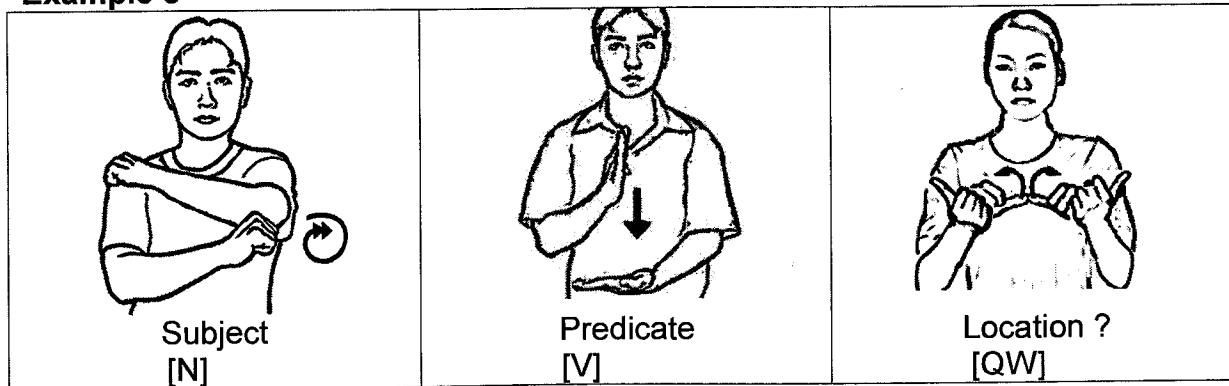


Adjectives and Adverbs



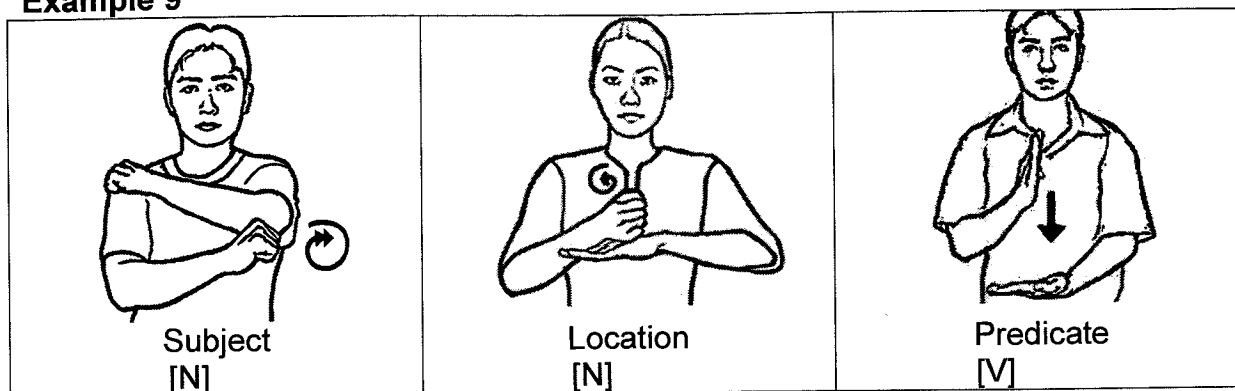
## B. Grammatical Examples and Patterns Already Presented During Class

### Example 8



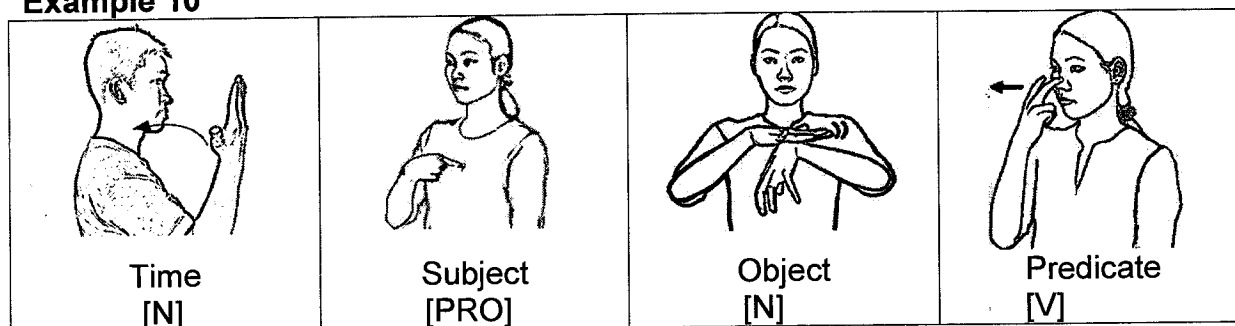
Best English Translation: "Where does the train stop?"

### Example 9



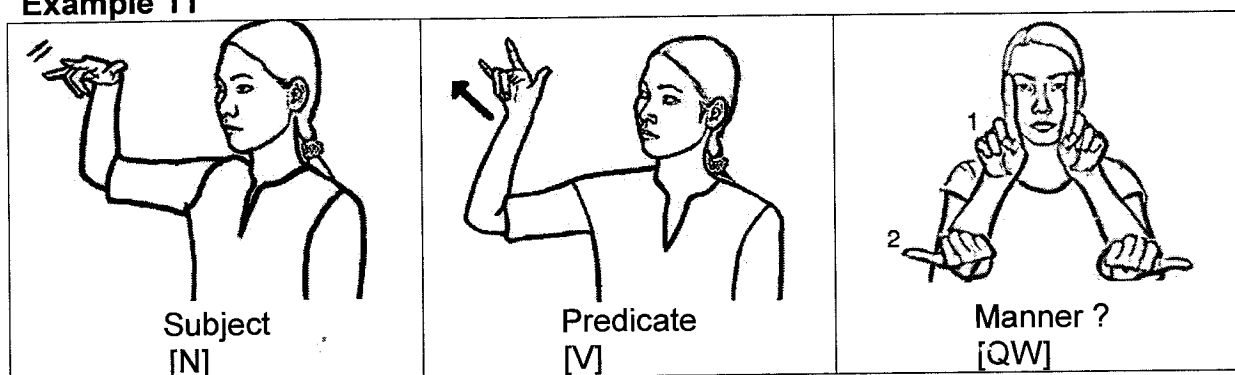
Best English Translation: "The train stops at the train station."

### Example 10



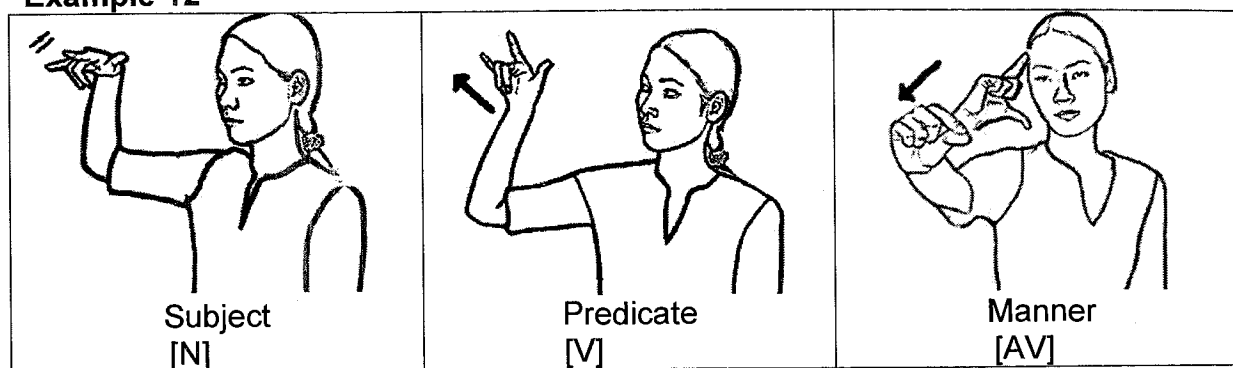
Best English Translation: "Yesterday I saw a helicopter."

### Example 11



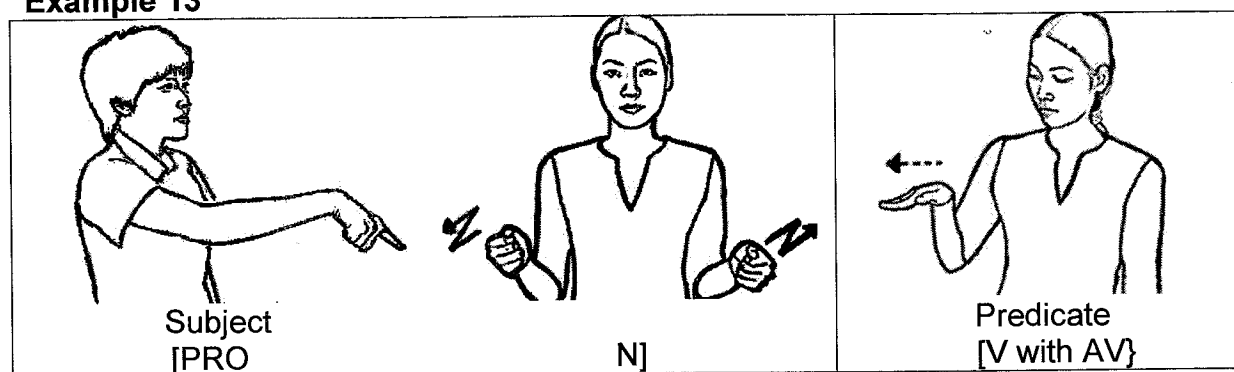
Best English Translation: "How do airplanes fly?"

### Example 12



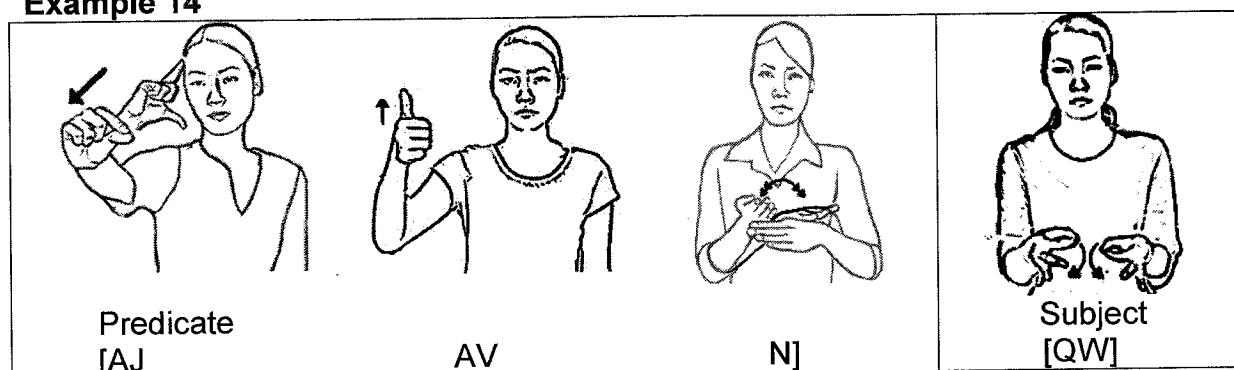
Best English Translation: "Airplanes fly fast."

### Example 13



Best English Translation: "That car is going slowly."

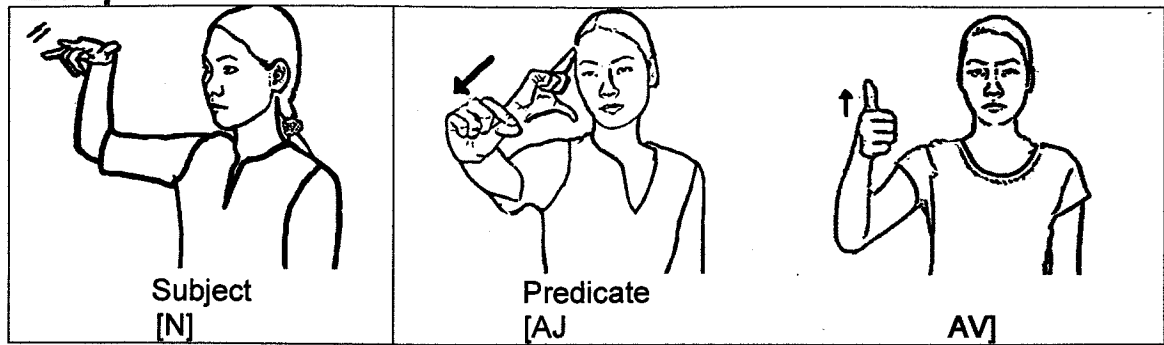
### Example 14



("Transportation" in Predicate is deleted.)

Best English Translation: "What is the fastest means of transportation?"

### Example 15



Best English Translation: "Airplanes are the fastest (means of transportation)"

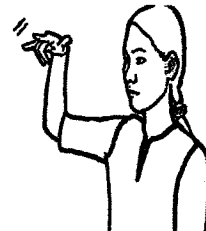
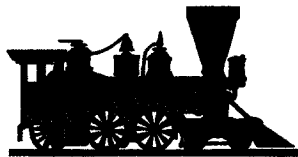
### Part 3. Homework

1. Match the numbers of the pictures and the signs.

1

2

3



4

5

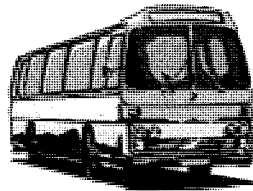
6



7

8

9



10

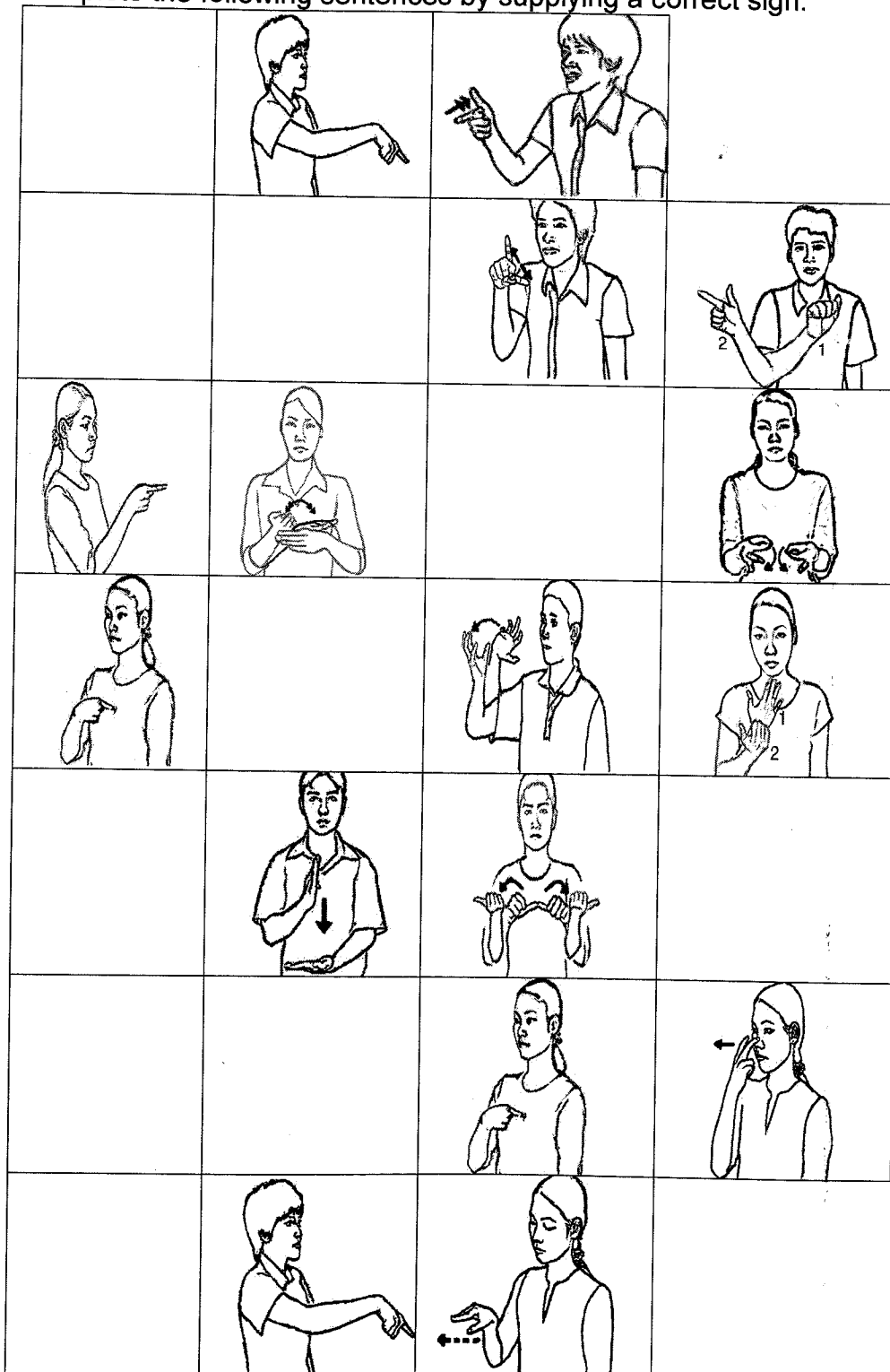
11

12



2. Translate the following sentences into Ho Chi Minh City Sign Language.
- My father likes motorcycles.
  - Bicycles are cheaper than motorcycles.
  - I have never been sailing.
  - My family likes to travel by van.
  - Airplanes are faster than trains.

3. Complete the following sentences by supplying a correct sign.



## Part 4. Additional Linguistic and Cultural Information

Note that there are different verbs to describe the movement of four-wheeled vehicles as compared with two-wheeled vehicles. These verbs are called classifier verbs and they have a specific handshape or orientation which indicates the type of vehicle, for example bus/car versus motorcycle/bicycle. Note also that some adverbs of manner (slowly) can be incorporated into the classifier verb through facial expression and changes in movement. In later lessons you will learn classifier verbs for other vehicles and other ways in which classifier verbs can be used to indicate grammatical relationships and meaning.

These verbs are very important in Ho Chi Minh City Sign Language and allow the signer to express many complex grammatical relationships inside of one sign. Such verbs do not occur in spoken/written Vietnamese which requires the use of several words to express the full meaning of one sign in Ho Chi Minh City Sign Language. This will become clearer in later lessons.

## **LESSON 20 FAMILY, PART 2**

### **SECTION 1. READ BEFORE CLASS**

This lesson is divided into two parts. The first part deals with how to use Ho Chi Minh City Language to identify extended family members and the second part deals with how to use Ho Chi Minh City Sign Language to talk about visiting extended family members.

In the first part of the lesson related how to use Ho Chi Minh City Sign Language to identify extended family members, you will learn 16 new signs for extended family members. In addition, you will review several grammatical patterns previously learned.

In the second part of the lesson related to how to use Ho Chi Minh City Sign Language to talk about visiting extended family members, you will learn to ask and answer questions related to such issues as if extended family members are alive or dead, whether they live in urban or rural areas, whether they live near or far away, and how often people their extended family members, among others.

At this point, you should stop reading until after you have attended class. After class, you should use Section 2 for review and further practice.



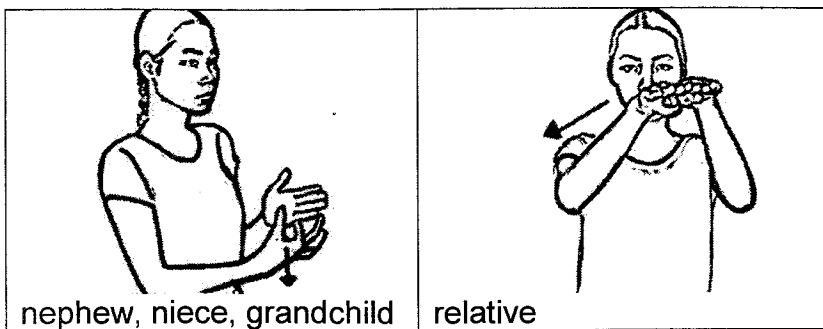
## SECTION 2. FOR REVIEW AFTER CLASS

### Part 1. Identifying and Extended Family Members

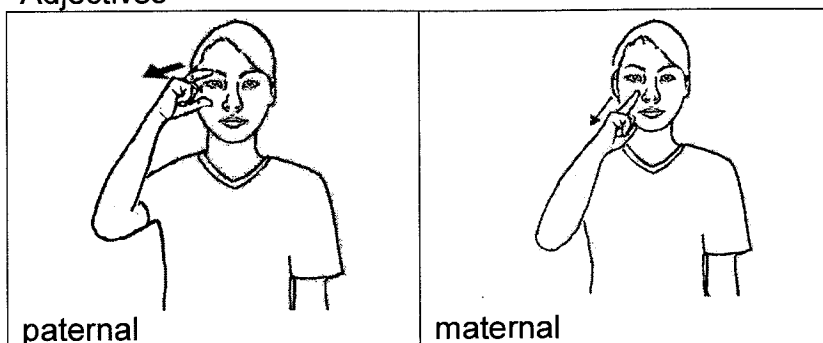
#### A. Vocabulary Already Presented During Class

##### Nouns

		
grandfather	grandfather (paternal)	grandfather (maternal)
		
grandmother	grandmother (paternal)	grandmother (maternal)
		
uncle (paternal, older than father), (1)	uncle (paternal, older than father), (2)	uncle (paternal, younger than father)
		
uncle (maternal)	aunt (paternal)	aunt (maternal)

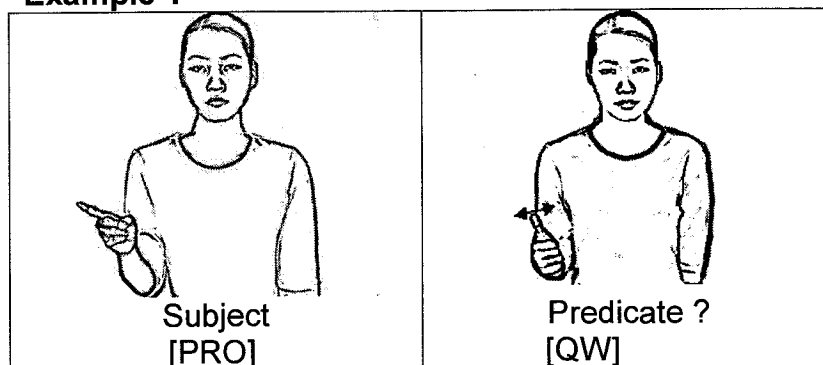


### Adjectives



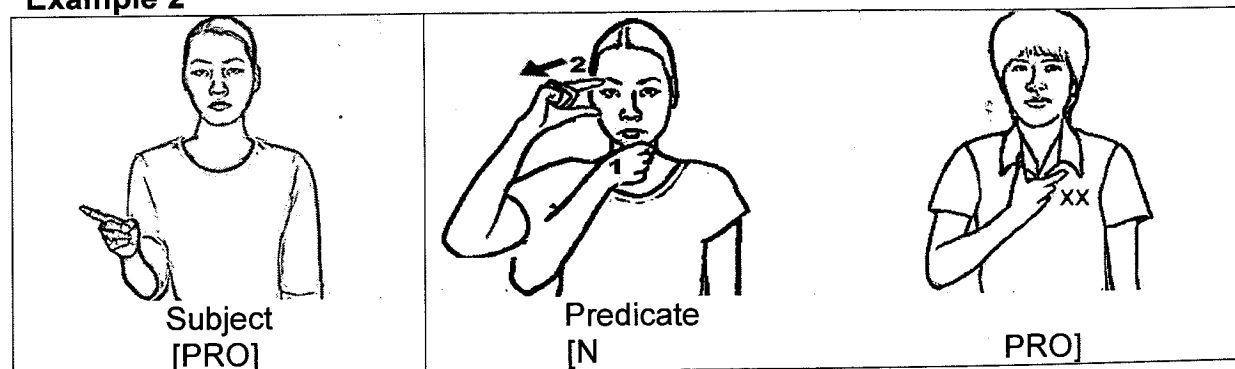
## B. Grammatical Examples and Patterns Already Presented in Class

### Example 1



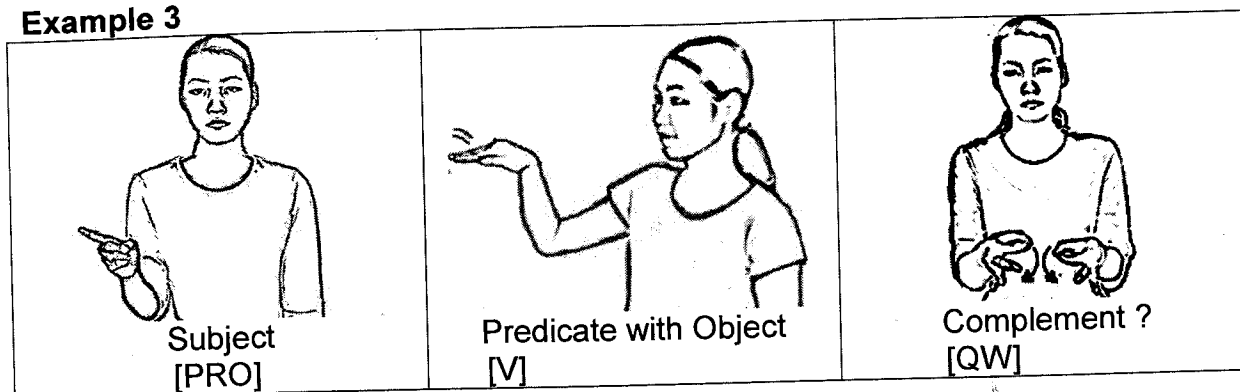
Best English Translation: "Who is he?"

### Example 2



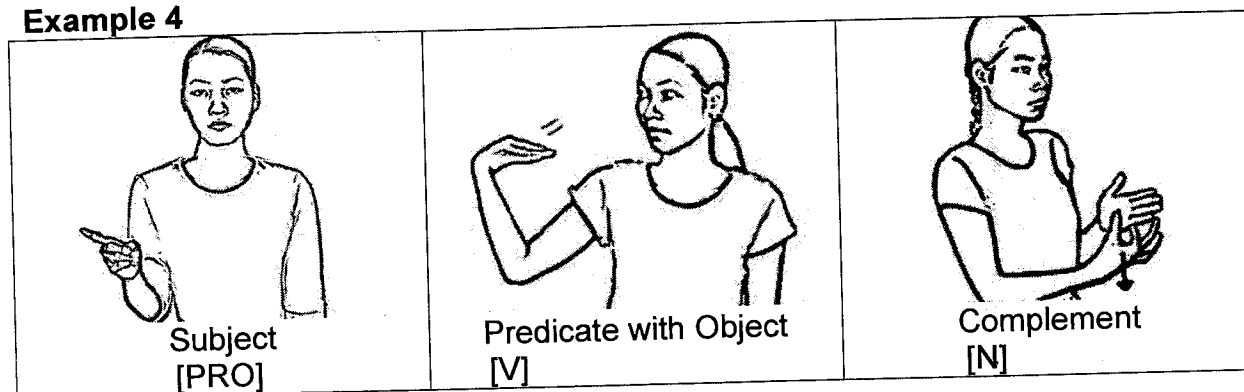
Best English Translation: "He is my paternal grandfather."

### Example 3



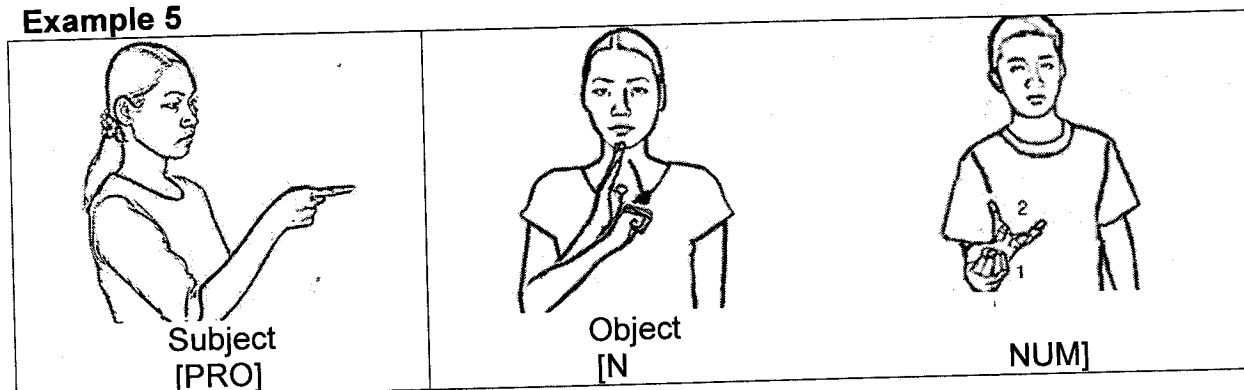
Best English Translation: "What does he address you as?"  
"How does he address you?"

### Example 4



Best English Translation: "He addresses me as grandchild."

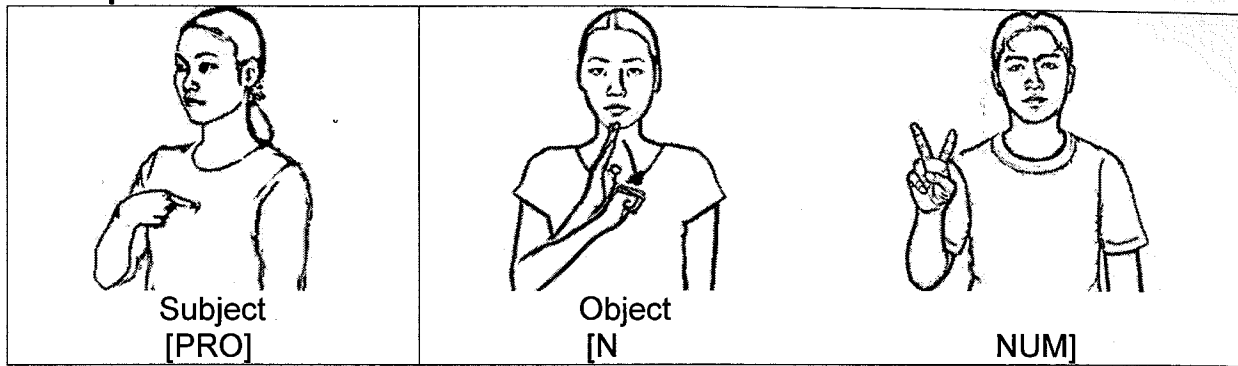
### Example 5



(Predicate "have" is deleted.)

Best English Translation: "How many older paternal uncles do you have?"

### Example 6

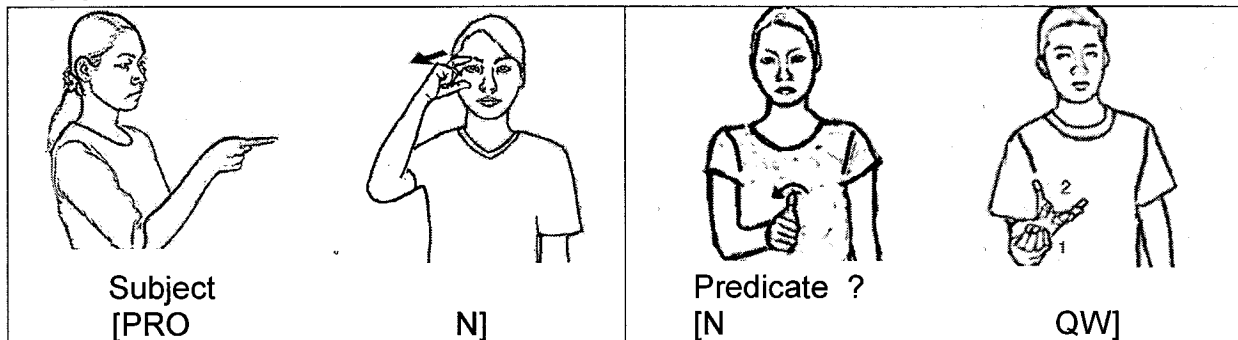


(Predicate "have" is deleted.)

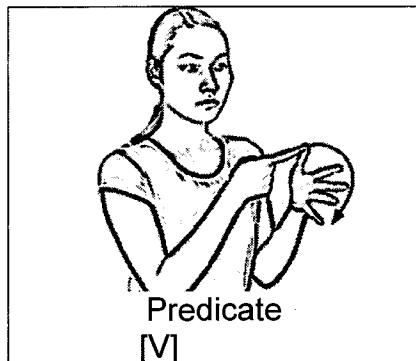
Best English Translation: "I have two older paternal uncles."

### Example 7

Sent 1



Sent 2

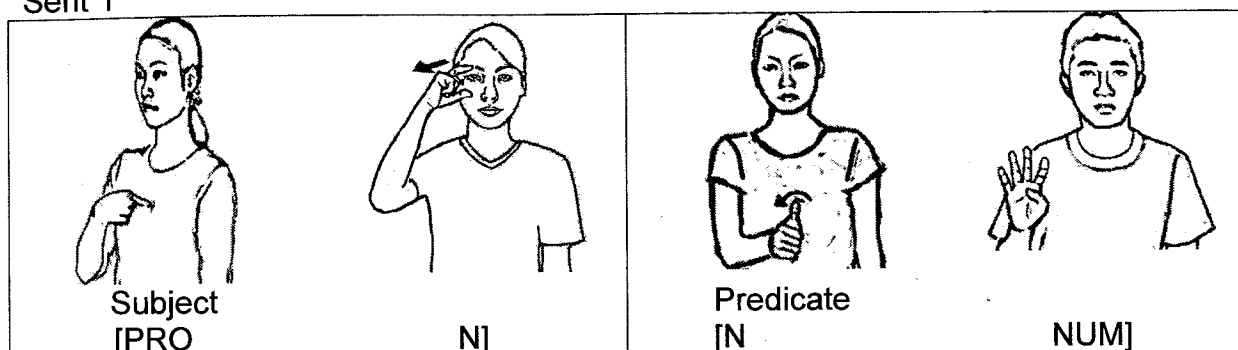


(Predicate "have" in the first sentence is deleted.)

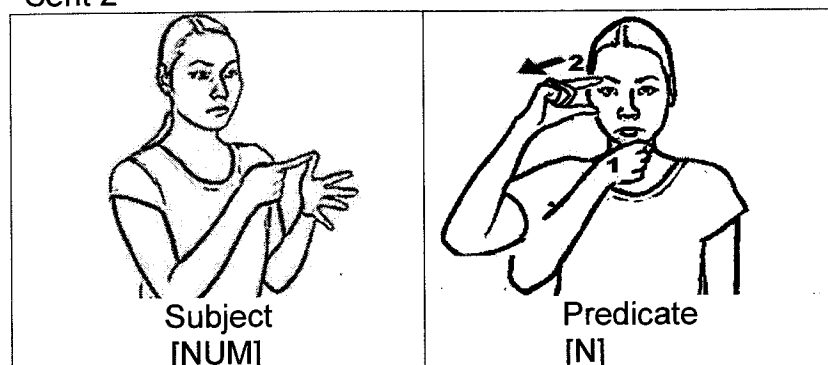
Best English Translation: "How many people are there on your paternal side? List them."

# Example 8

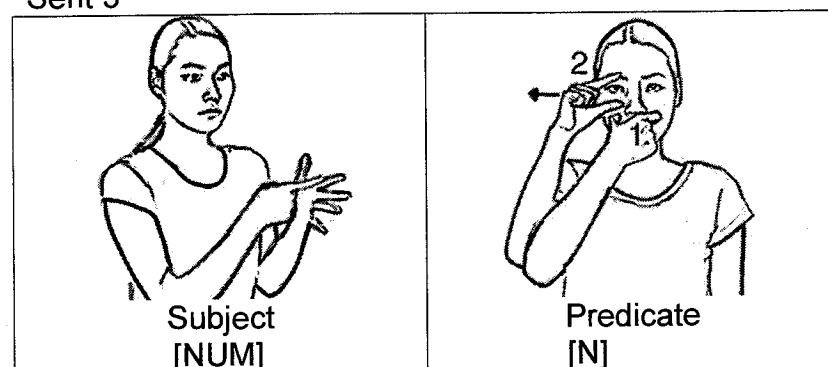
Sent 1



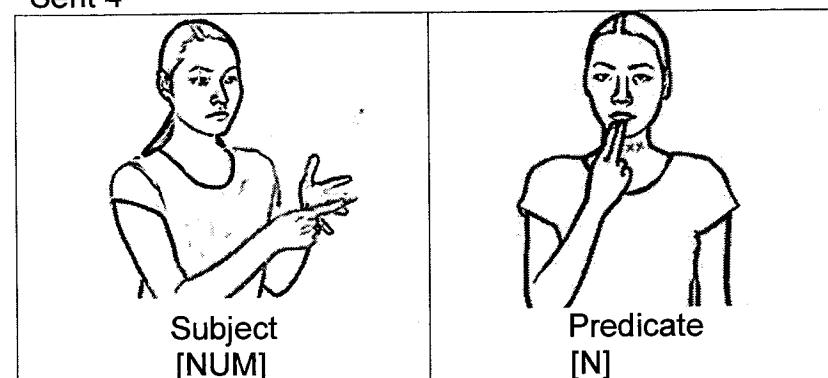
Sent 2



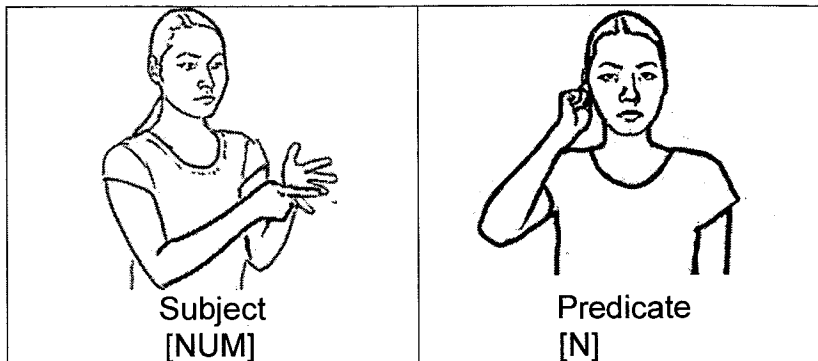
Sent 3



Sent 4



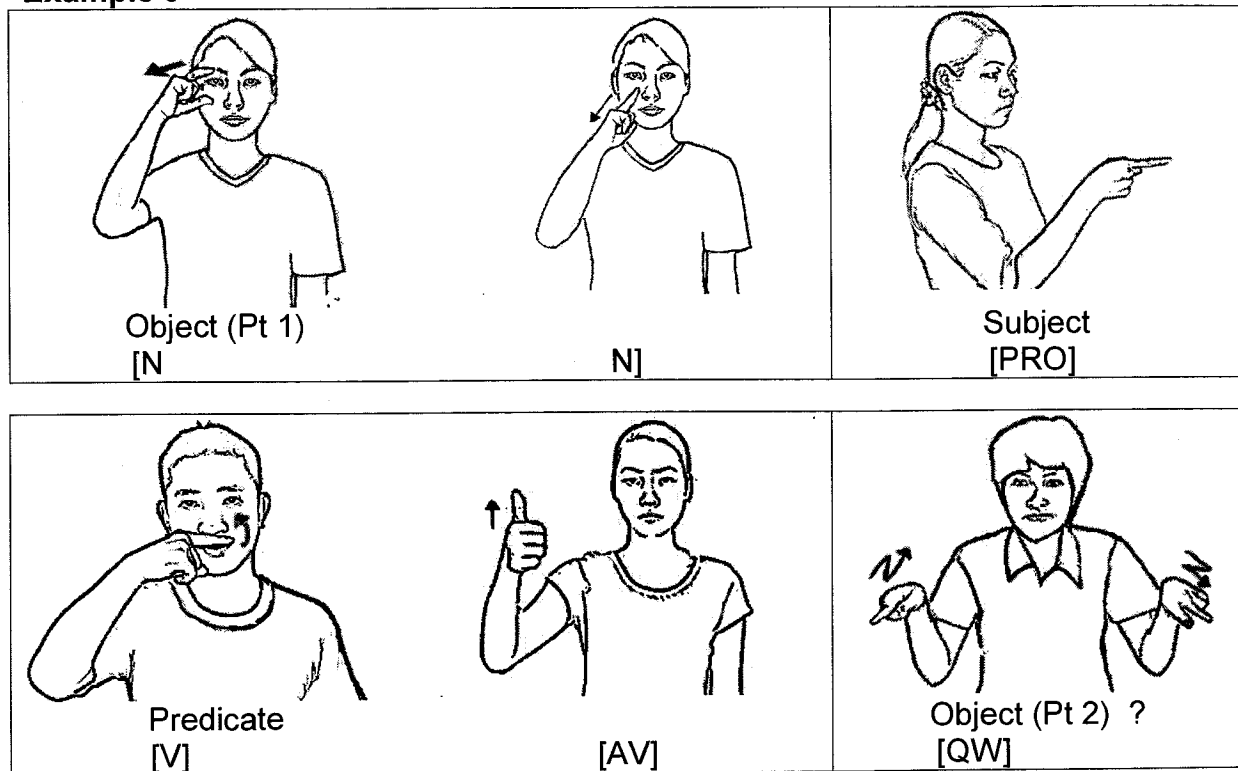
Sent 5



(Predicate "have" in the first sentence is deleted.)

Best English Translation: "As for my paternal-side, there are four people: first there is my paternal grandfather, second there is my paternal grandmother; third there is my younger paternal uncle, and fourth there is my paternal aunt.."

Example 9

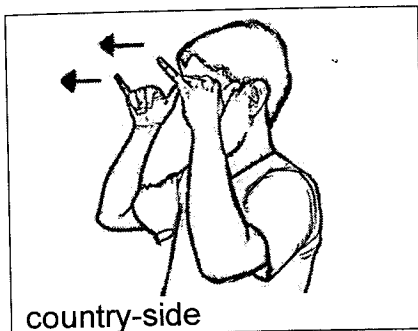


Best English Translation: "Which do you love the most (the relatives on) your paternal side or your maternal side?"

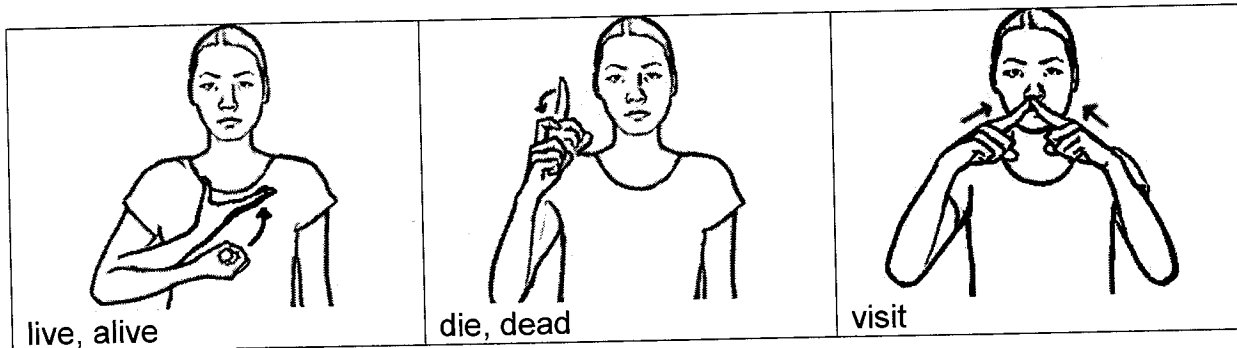
## Part 2. Talking About Visiting Extended Family Members

### A. Vocabulary Already Presented During Class

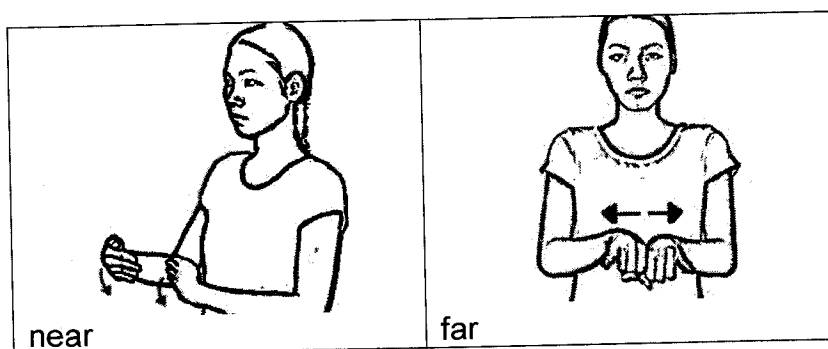
#### Nouns



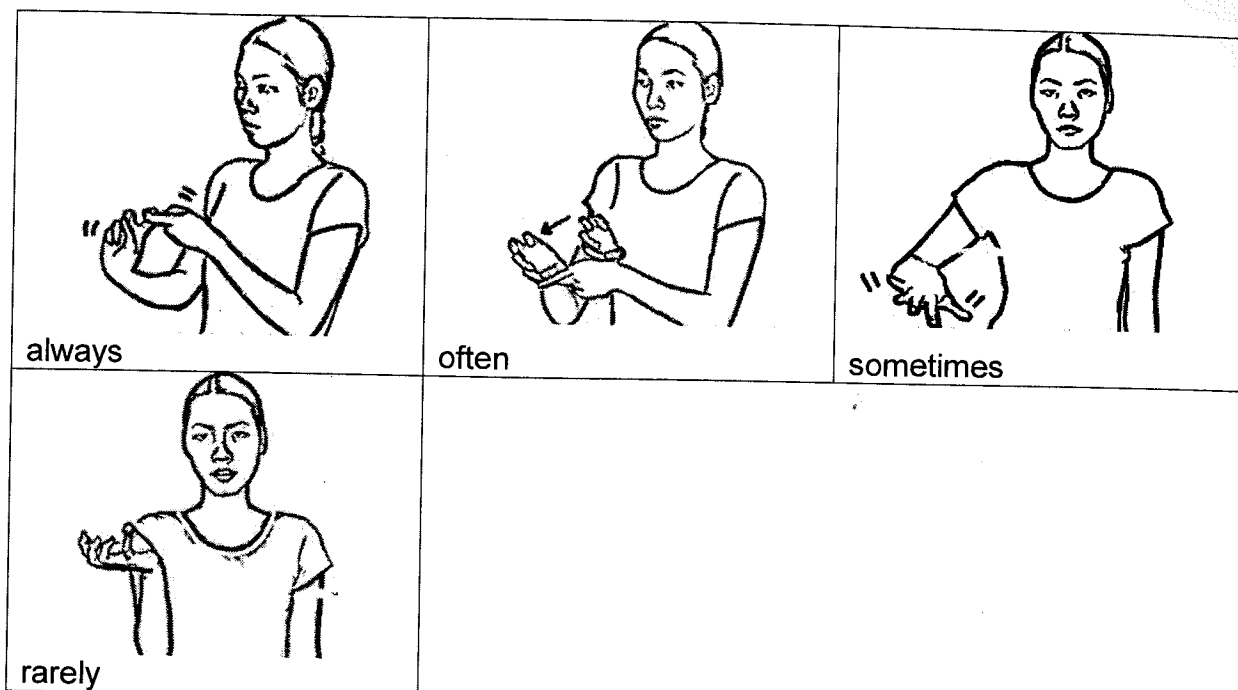
#### Verbs



#### Adjectives

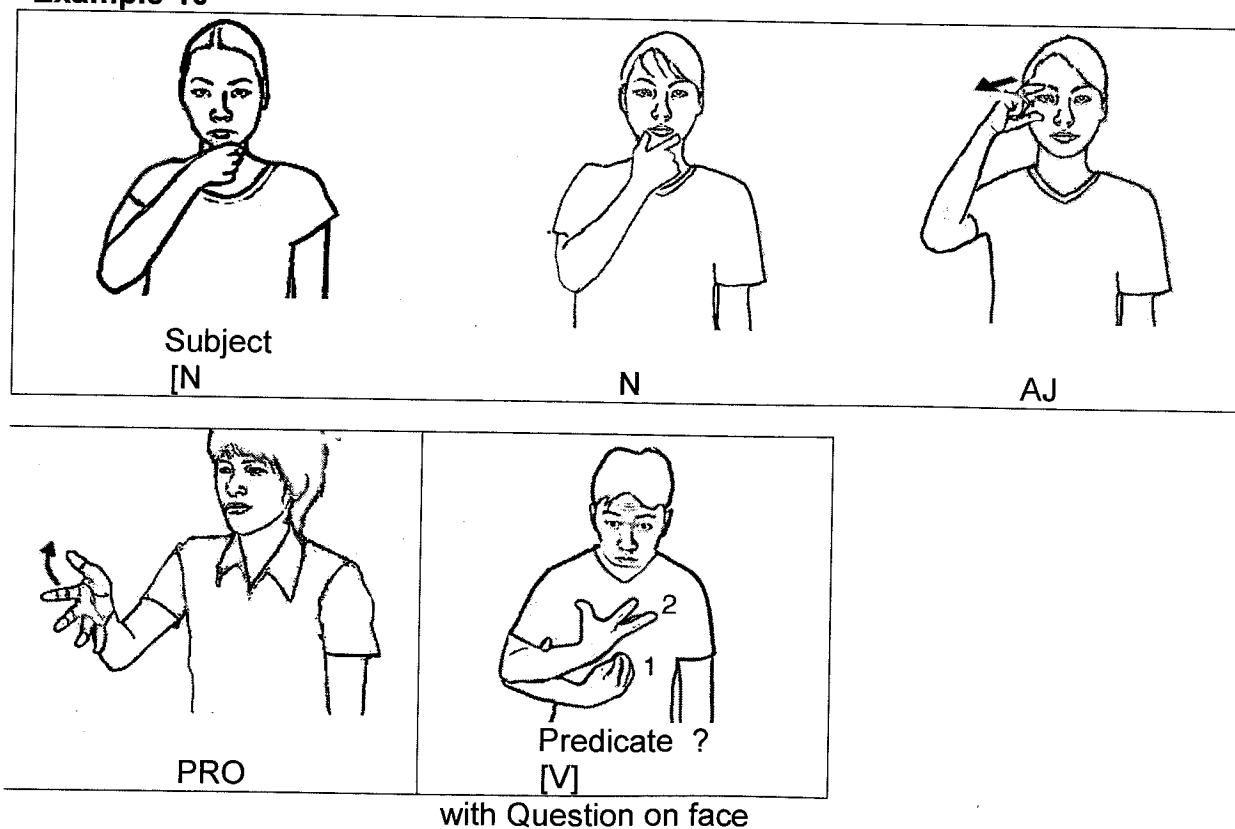


## Adverbs



## B. Grammatical Examples and Patterns Already Presented During Class

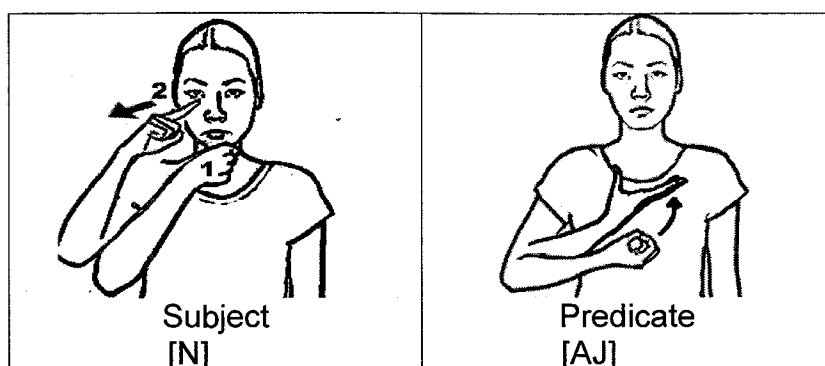
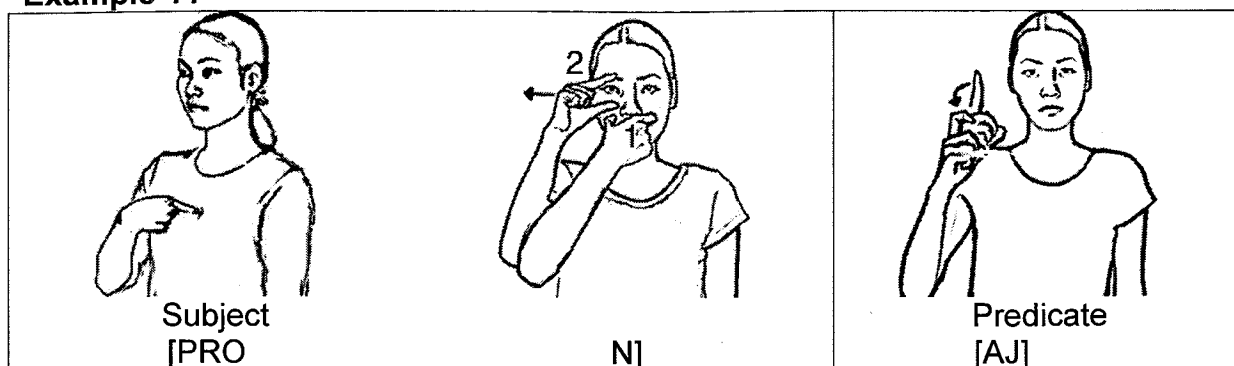
### Example 10



Best English Translation: "Are your paternal grandparents alive?"

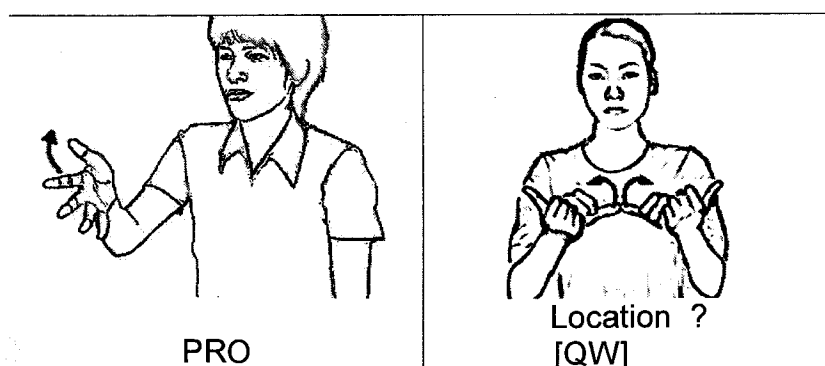
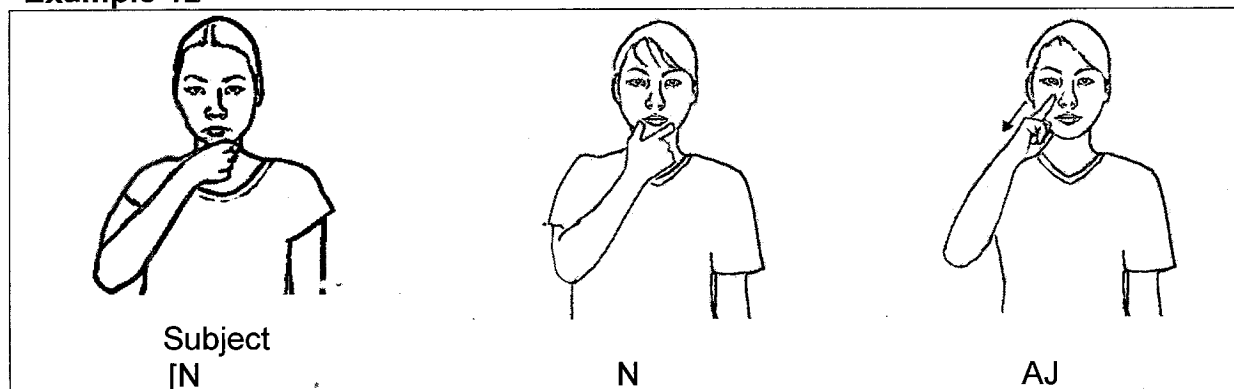


### Example 11



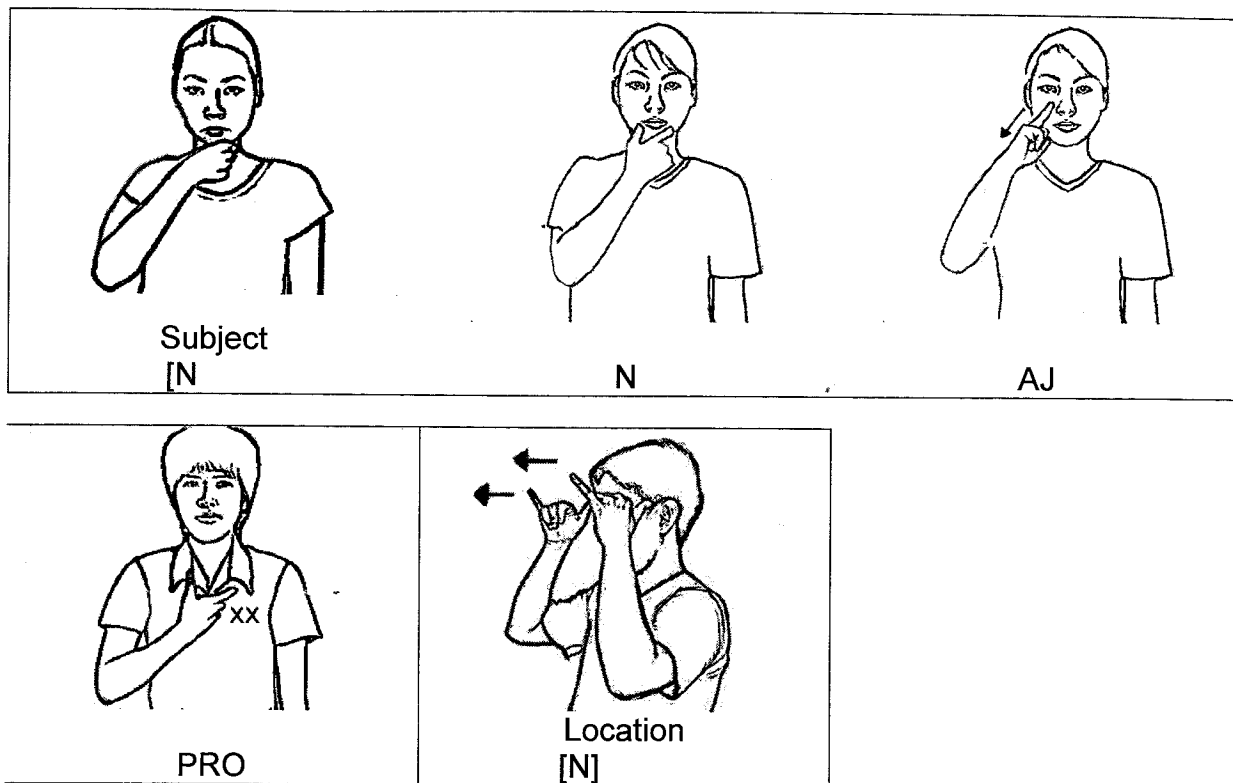
Best English Translation: "My paternal grandfather is dead, but my paternal grandmother is alive."

### Example 12



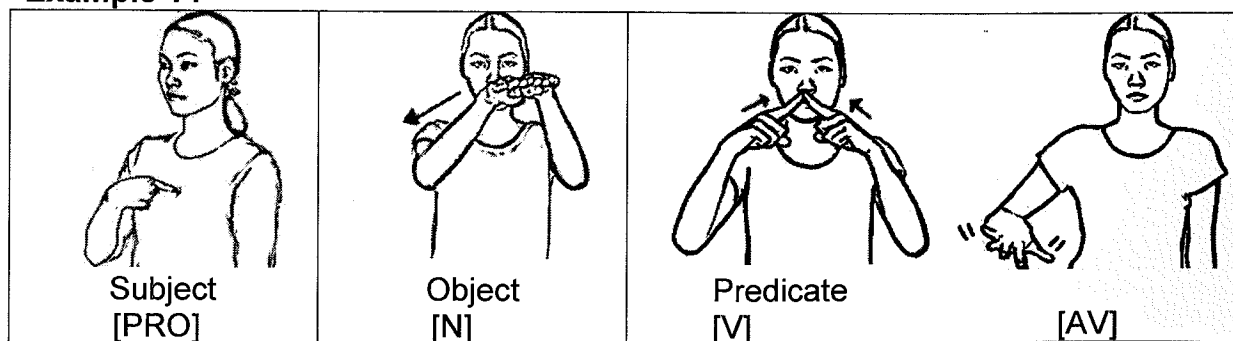
Best English Translation: "Where are your maternal grandparents?"

### Example 13



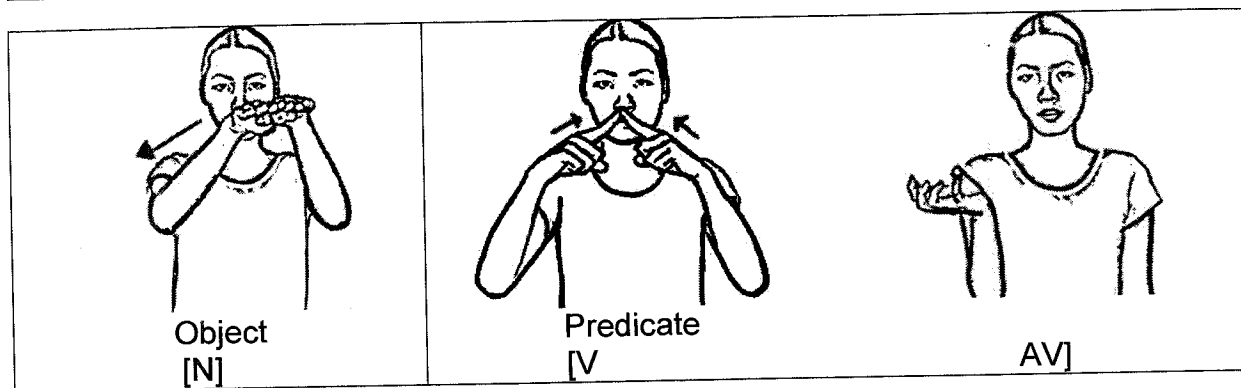
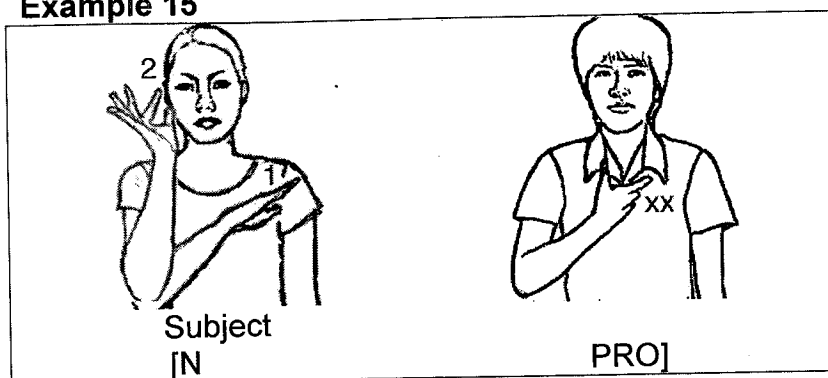
Best English Translation: "My maternal grandparents are in the countryside."

### Example 14



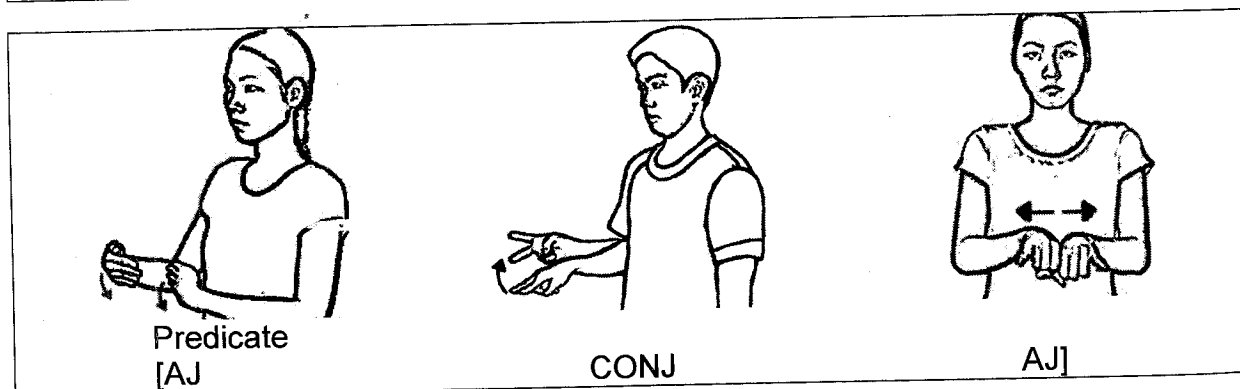
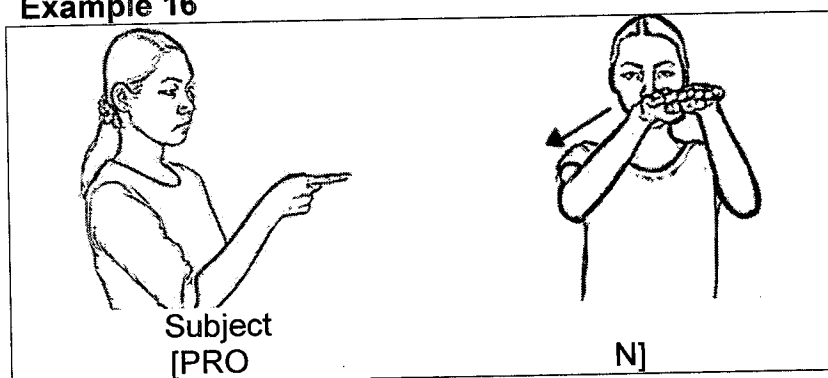
Best English Translation: "I sometimes visit my relatives."

### Example 15



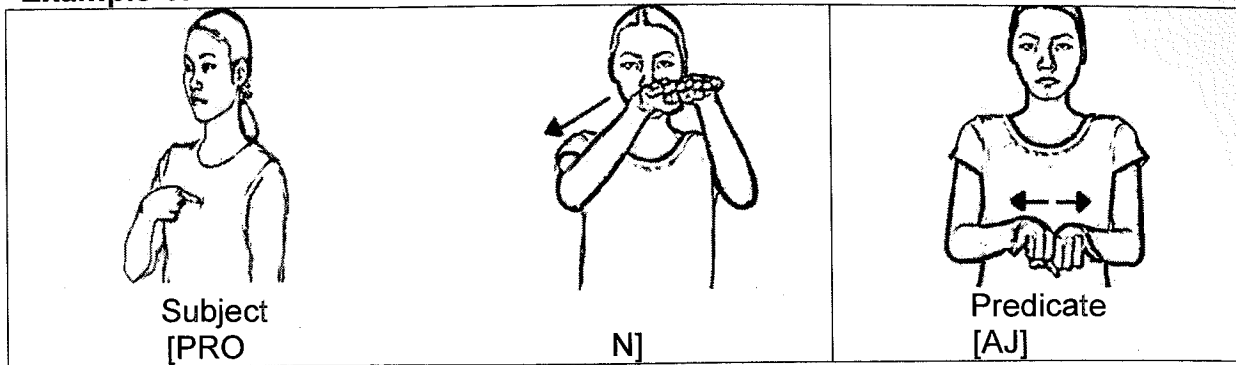
Best English Translation: "My younger sister rarely visits our relatives."

### Example 16



Best English Translation: "Are your relatives near or far away?"

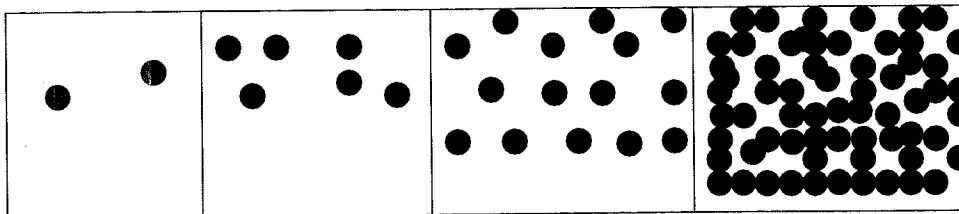
### Example 17



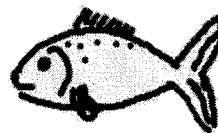
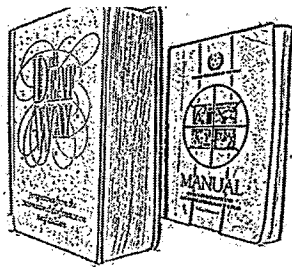
Best English Translation: "My relatives are far away."

### Part 3. Homework

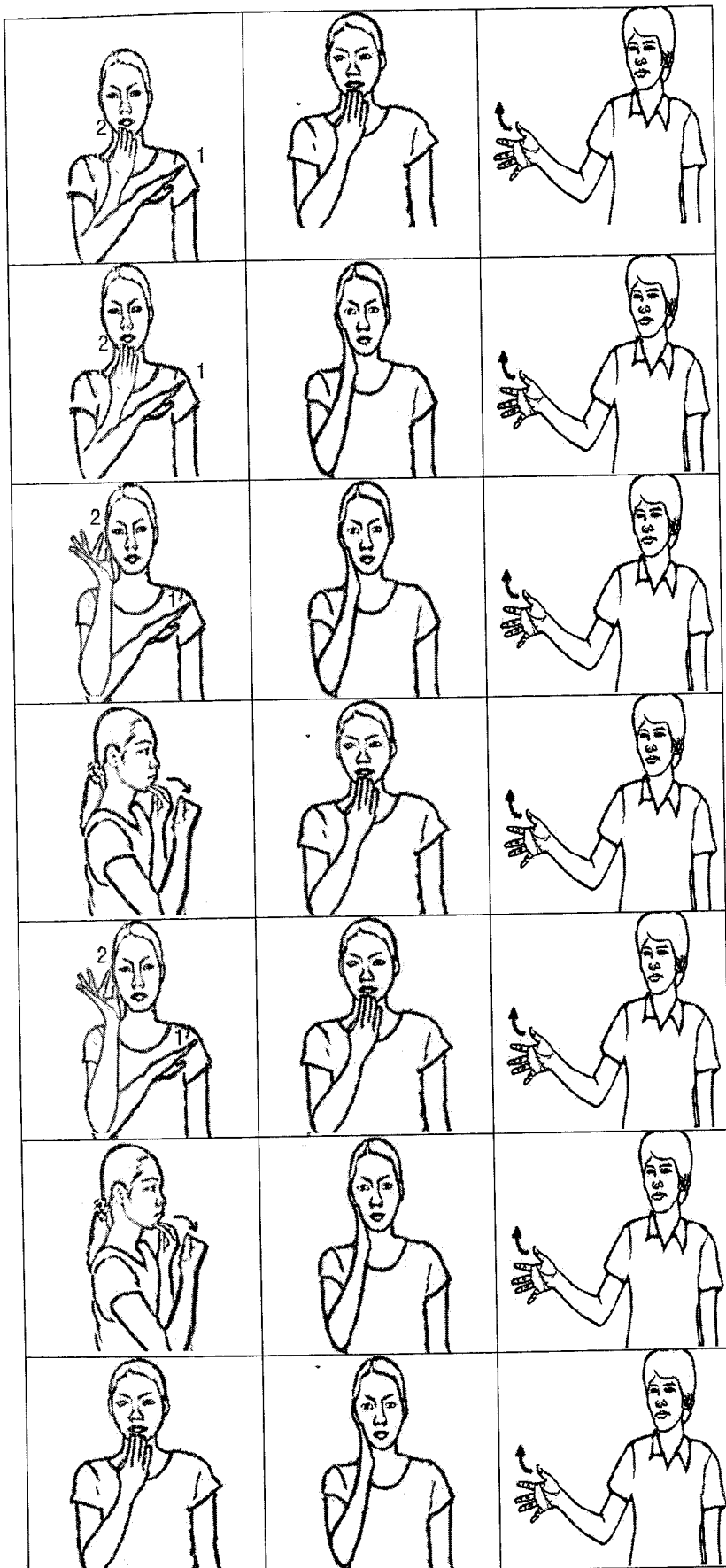
1. Sign the adverb of frequency that best describes each picture of dots below.

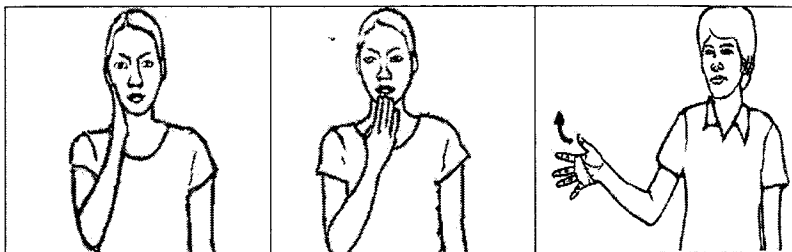


2. Look at the two sets of pictures below and sign the adjective that best describes the spatial relationship of the objects in each set.



3. Give the sign for each relative described in each set of pictures below.





4. Sign the following dialogue.

**A :** How many relatives do you have on your mother's side.

**B :** I have six relatives on my mother's side.

**A :** Who are they?

**B :** My grandfather, my grandmother, an uncle, two aunts, and three nephews and nieces.

**A :** I don't have any maternal relatives. My maternal grandparents only had one child.

**B :** Would you like to have relatives?

**A :** Yes, I would.

#### Part 4. Additional Linguistic and Cultural Information

Note that the sign "live, alive" can be used as a verb or as an adjective. Note that the sign "die, dead" can also be used as verb or as an adjective.

Note also that adverbs of frequency occur after the verb.

# ENGLISH INDEX

## A

airplane (N, L 19 )  
airplane-fly (V, L 19)  
airplane-land (V, L 19)  
airplane-take-off (V, L 19)  
airport (N, L 19)  
alive (AJ, L 20)  
always (AV, L 20)  
apple (N, L 11)  
April (N, L 15)  
August (N, L 15)  
aunt (maternal), (N, L 20)  
aunt (paternal), (N, L 20)

## B

beach (N, L 17)  
beautiful (thing), (AJ, L 18)  
begin (V, L 14)  
bicycle (N, L 19)  
big (building), (AJ, L 12)  
big (person), (AJ, L 13)  
Biology (N, L 14)  
building (N, L 12)  
Buon-Me-Thuot (N, L 18)  
bus (N, L 19)  
bus-stop (N, L 19)

## C

Can-Tho (N, L 18)  
canteen (for-eating), (N, L 12)  
capital (N, L 18)  
car (N, L 19)  
Central-area-of-a-location, (N, L 18)  
Central-area-of-Viet Nam (N, L 16)  
charming (AJ, L 13)  
Chemistry (N, L 14)  
cherry (fruit), (N, L 11)  
city, (N, L 18)  
Civics (N, L 14)  
class (N, L 12)  
classmate (N, L 13)  
coc (fruit), (N, L 11)  
cold, (AJ, L 16)  
colleague (N, L 13)  
Con-Dao, (N, L 18)  
cool, (AJ, L 16)  
cooperate (V, L 13)  
country-side (N, L 20)  
cyclo, (N, L 19)

## D

Da-Lat (N, L 18)  
Da-Nang (N, L 18)

day, (N, L 15)  
dead (AJ, L 20)  
December (N, L 15)  
die (V, L 20)  
Dong-Nai (N, L 18)  
Dong-Thap (N, L 18)  
dormitory (N, L 12)  
Dry-season, (N, L 16)  
durian (N, L 11)

## E

earth (N, L 17)  
eat-apple (V, L 11)  
eat-coc (V, L 11)  
eat-guava (V, L 11)  
eat-star-apple (1), (V, L 11)  
eat-star-apple (2), (V, L 11)  
eight-months (N, L 15)  
end (V, L 14)  
English (N, L 14)

## F

Fall (N, L 16)  
famous (AJ, L 18)  
far (AJ, L 20)  
fast (AJ/AV, L 19)  
February (N, L 15)  
fence (N, L 12)  
first-floor (of-three-floors), (N, L 12)  
first-floor (of-two-floors), (N, L 12)  
five-months (N, L 15)

five-periods (of-school), (N, L 14)  
flag-on-a-pole (N, L 12)  
floor (N, L 12)  
forest (N, L 17)  
four-months (N, L 15)  
four-periods (of-school), (N, L 14)  
four-wheeled-vehicle-go (V, L 19)  
4-wheeled-vehicle-go-slow (V, L 19)  
fragrant (AJ, L 11)

## G

Geography (N, L 14)  
grade (N, L 12)  
grandchild (N, L 20)  
grandfather (N, L 20)  
grandfather (maternal), (N, L 20)  
grandfather (paternal), (N, L 20)  
grandmother, (N, L 20)  
grandmother (maternal), (N, L 20)  
grandmother (paternal), (N, L 20)  
guard (N, L 13)  
guava (N, L 11)

## H

Ha-Noi (N, L 18)  
Hai-Phong (N, L 18)  
hard-working (AJ, L 13)  
helicopter (N, L 19)  
helicopter-fly (V, L 19)  
help (V, L 13)  
high (mountain), (AJ, L 17)



hill (N, L 17)  
History (N, L 14)  
Ho-Chi-Minh-City (N, L 18)  
hot (1), (AJ, L 16)  
hot (2), (AJ, L 16)  
hot (3), (AJ, L 16)  
Hue (N, L 18)

## I

ice (N, L 17)

## J

January (N, L 15)  
July (N, L 15)  
June (N, L 15)

## K

## L

landscape (N, L 17)  
lazy (AJ, L 13)  
leader (of-a-class), (N, L 13)  
learn (V, L 13)  
lichee (N, L 11)  
Literature (N, L 14)  
live (V, L 20)  
look, look-at (V, L 17)

## M

map (N, L 18)

March (N, L 15)  
maternal (AJ, L 20)

Mathematics (N, L 14)  
May (N, L 15)  
means-of (N, L 19)  
month (1), (N, L 15)  
month (2), (N, L 15)  
motorcycle (N, L 19)  
mountain (N, L 17)

## N

narrow (AJ, L 12)  
natural-features (N, L 17)  
near (AJ, L 20)  
nephew (N, L 20)  
Nghe-An (N, L 18)  
Nha-Trang (N, L 18)  
niece (N, L 20)  
nine-months (N, L 15)  
North (N, L 18)  
Northern-area-of-Viet-Nam (N, L 16)  
November (N, L 15)

## O

obey (V, L 13)  
ocean (N, L 17)  
October (N, L 15)  
one-period (of-school), (N, L 14)  
one-year (N, L 15)  
or (CONJ, L 15)

## P

paternal (AJ, L 20)  
pear (N, L 11)

period (of-school), (N, L 14)  
Phan-Thiet (N, L 18)  
Phu-Quoc (N, L 18)  
Physical-Education (N, L 14)  
Physics (N, L 14)  
pineapple (N, L 11)  
plain (N, L 17)  
plum (N, L 11)  
polite (AJ, L 13)  
pond (N, L 17)  
principal (N, L 13)  
pupil (N, L 13)

## Q

## R

rarely (AV, L 20)  
relative (N, L 20)  
river (1), (N, L 17)  
river (2), (N, L 17)

## S

sail-boat (N, L 19)  
schedule (N, L 14)  
school (N, L 12)  
season (N, L 16)  
second-floor (of-3-floors), (N, L 12)  
second-floor (of-2-floors), (N, L 12)  
secretary (N, L 13)  
see (V, L 17)

September (N, L 15)  
seven-months (N, L 15)  
ship (N, L 19)  
ship-go (V, L 19)  
short (AJ, L 17)  
six-months (N, L 15)  
small (building), (AJ, L 12)  
small (person), (AJ, L 13)  
smell (N, L 11)  
smell (V, L 11)  
sometimes (AV, L 20)  
sour (AJ, L 11)  
South (N, L 18)  
Southern-area-of-Viet-Nam (N, L 16)  
Spring (N, L 16)  
star-apple (N, L 11)  
star-fruit (N, L 11)  
start (V, L 14)  
stop (V, L 14)  
stream (N, L 17)  
student (N, L 13)  
study (V, L 13)  
study-for-test (V, L 14)  
subject (academic), (N, L 14)  
Summer (N, L 16)  
sweet (AJ, L 11)  
swim (V, L 17)

## T

tall (building), (AJ, L 12)

taste (N, L 11)  
 taxi (N, L 19)  
 teach (V, L 13)  
 teacher (N, L 13)  
 third-floor (of-three-floors), (N, L 12)  
 three-months (N, L 15)  
 three-periods (of-school), (N, L 14)  
 three-storey (AJ, L 12)  
 toilet (N, L 12)  
 tour (V, L 17)  
 train (N, L 19)  
 train-go (V, L 19)  
 train-station (N, L 19)  
 tree (N, L 12)  
 two-months (N, L 15)  
 two-periods (of-school), (N, L 14)  
 two-storey (AJ, L 12)  
 two-wheeled-vehicle-go (V, L 19)  
 2-wheeled-vehicle-go-slow (V, L 19)

## U

uncle (maternal), (N, L 20)  
 uncle (paternal, older), (1), (N, L 20)  
 uncle (paternal, older), (2) (N, L 20)  
 uncle (paternal, younger), (N, L 20)

## V

valley (N, L 17)  
 van (N, L 19)  
 vice-leader (of-a-class), (N, L 13)

vice-principal (N, L 13)  
 Viet-Nam (N, L 18)  
 Vietnamese (subject), (N, L 14)  
 Vinh (N, L 18)  
 visit (V, L 20)  
 Vung-Tau (N, L 18)

## W

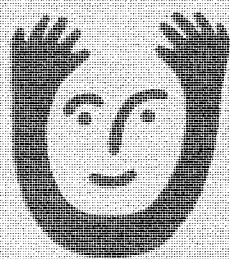
warm (AJ, L 16)  
 waterfall (N, L 17)  
 weather (N, L 16)  
 week (1), (N, L 15)  
 week (2), (N, L 15)  
 Wet-season, (N, L 16)  
 wide (AJ, L 12)  
 Winter (N, L 16)  
 woods (N, L 17)

## X

## Y

yard (N, L 12)  
 year (N, L 15)

## Z



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