



**#3167**  
**BEGINNING ASL**  
**VIDEOCOURSE #5:**  
**REVIEW AND PRACTICE**  
**(LESSONS 1-4)**

OPEN CAPTIONED SIGN ENHANCERS, INC., 1991  
Grade level: 4-13+  
38 mins.

**DESCRIPTION**

Reviews vocabulary, ASL practice sentences, and dialogue from Lessons 1-4. Instructor Billy Seago reviews and signs ASL questions about Deaf culture and grammar and also gives the answers. Concludes with a story. Partially captioned and narrated. The Beginning ASL Videocourse Series.

**INSTRUCTIONAL GOALS**

- ◆ To review the vocabulary from Lessons 1-4.
- ◆ To review the Bravo family's conversations from Lessons 1-4.
- ◆ To sign sentences in American Sign Language.
- ◆ To illustrate dialogue between two signers.
- ◆ To review some Cultural and Grammatical Notes.
- ◆ To perform a number story and a practice story.

**BEFORE SHOWING**

NOTE: The numbers displayed in the left-hand corner of the screen are referents for the commercially produced curriculum and are unrelated to this lesson guide.

1. Become familiar with the theme and target vocabulary listed in the VIDEO CONTENTS. These may be enlarged, copied, and distributed.
2. Discuss differences of dialogue between two nonsigners and that of two signers.

**DURING SHOWING**

1. View the video more than once, with one showing uninterrupted.
2. Facial/body expressions and mouth movements convey specific grammatical information. Pause and practice these.
3. Pause after each dialogue segment and write an English translation.

## AFTER SHOWING

### Discussion Items and Questions

1. Review and practice signing the vocabulary from Lesson 1-4.
2. Review the Cultural Notes and Grammatical Notes.
3. Given a list of learned ASL characteristics such as yes/no and "wh-" questions, topic-comment, and negation, identify them as they appear.

### Applications and Activities

1. Signs for some vocabulary may vary regionally. Check with local sources for commonly accepted signs for vocabulary in this video.
2. In pairs, write dialogues related to the themes presented in Lessons 1-4. Present these to the class.
3. Cut pictures from magazines showing vocabulary words from this video. Paste them on flash cards. Use as a drill or vocabulary game.

## VIDEO CONTENTS

### Vocabulary (Lesson 1)

- |                        |                      |
|------------------------|----------------------|
| 1. mom or mother       | 19. time             |
| 2. children            | 20. wake up          |
| 3. baby                | 21. school           |
| 4. good                | 22. breakfast        |
| 5. morning             | 23. past or before   |
| 6. coffee              | 24. go               |
| 7. hungry              | 25. dog              |
| 8. yes                 | 26. fool you         |
| 9. no                  | 27. shower           |
| 10. thank you          | 28. kitchen          |
| 11. where              | 29. son              |
| 12. love               | 30. daughter         |
| 13. deaf               | 31. scared or afraid |
| 14. hearing            | 32. bed              |
| 15. which              | 33. spider           |
| 16. want               | 34. almost           |
| 17. toilet or bathroom | 35. get dressed      |
| 18. brush teeth        |                      |

### Vocabulary (Lesson 2)

- |           |                 |
|-----------|-----------------|
| 1. cook   | 6. orange juice |
| 2. eat    | 7. banana       |
| 3. egg    | 8. milk         |
| 4. toast  | 9. one          |
| 5. cereal | 10. two         |

# C a p t i o n e d M e d i a P r o g r a m

- |                   |               |
|-------------------|---------------|
| 11. give          | 20. spoon     |
| 12. tell          | 21. napkin    |
| 13. waiter        | 22. work      |
| 14. gone          | 23. do what   |
| 15. set the table | 24. wash      |
| 16. plate         | 25. help      |
| 17. glass         | 26. my turn   |
| 18. fork          | 27. your turn |
| 19. knife         | 28. yesterday |

## Vocabulary (Lesson 3)

- |                   |                    |
|-------------------|--------------------|
| 1. remote control | 12. dresser        |
| 2. chair          | 13. upstairs       |
| 3. couch          | 14. oven           |
| 4. living room    | 15. refrigerator   |
| 5. TV             | 16. sink           |
| 6. on             | 17. TTY or TDD     |
| 7. under          | 18. telephone      |
| 8. behind         | 19. light          |
| 9. in             | 20. flashing light |
| 10. bedroom       | 21. bath           |
| 11. bed           |                    |

## Vocabulary (Lesson 4)

- |                |                             |
|----------------|-----------------------------|
| 1. soda or pop | 16. hamburger               |
| 2. all gone    | 17. turkey                  |
| 3. food        | 18. fish                    |
| 4. shopping    | 19. chicken                 |
| 5. banana      | 20. bread                   |
| 6. melon       | 21. popcorn                 |
| 7. plant       | 22. ketchup                 |
| 8. eggplant    | 23. soup                    |
| 9. lettuce     | 24. tomato                  |
| 10. onion      | 25. dog food                |
| 11. carrot     | 26. lobster                 |
| 12. cow        | 27. candy                   |
| 13. milk       | 28. cookies                 |
| 14. cheese     | 29. ice cream               |
| 15. hot dog    | 30. (practice numbers 1-10) |

## Cultural Notes Review

1. What are the three things all cultures have in common?
  - a. Common language.
  - b. Common customs.
  - c. Shared Values.

## C a p t i o n e d M e d i a P r o g r a m

2. How does one get a Deaf person's attention?
  - a. Wave hand.
  - b. Gently tap shoulder.
  - c. Stomp on floor.
  - d. Flash the light.
3. What are the two perspectives of deafness?
  - a. Deaf people as handicapped.
  - b. Deaf people as a cultural group.
4. What are some examples of visual orientation in Deaf people's homes?
  - a. Flashing lights.
  - b. TTY/TDD phone.
  - c. Captioned TV.

### **Grammatical Notes Review**

1. Identify the examples as yes/no or "wh-" questions by observing facial expressions.
  - a. Yes/no questions: eyebrows go up, head tilts, eye contact is direct, last sign of the sentence is held.
  - b. "Wh-" questions: eyebrows are furrowed, head tilts.
2. Identify the topic, and comment in several examples shown. Recall that ASL tends to introduce the subject first, then comment on the topic.