

## WHAT'S OUT THERE?

1. This activity involves opening an imaginary door and reacting to what you see. Begin by demonstrating a few of the reactions below. Then have students come up, stand in your place, and either imitate your reactions or create reactions of their own. Include the following reactions:

- act surprised
- act confused
- act happy
- act bored
- act disgusted
- act scared
- act sentimental ("oh how cute")
- act irritated
- look up at a tall man
- look down at a dog
- shake someone's hand
- look around—there's no one there
- act as if you were punched in the face
- act as if you were punched in the stomach
- act as if you were kicked in the knee
- act as if you were handed a tiny object
- act as if you were handed a heavy package
- act as if you were handed a huge package
- act as if you were handed something disgusting
- act as if you were handed something lovely

2. Write the following list on the board:

- stare
- take a quick glance
- examine an object carefully
- look up and down a street
- look up to the top of a skyscraper
- look down at money on the street
- look at something with difficulty
- look at something with skepticism
- look a person over that you like/dislike
- look for someone in a crowd
- look lovingly
- look with curiosity
- look around nervously
- look with terror
- look at something with hatred

Demonstrate the sign **LOOK-AT** accompanied by movement and facial expression for one of the situations described. Have students come up in turn and practice the sign LOOK-AT for the other situations.

## ASL Up Close



## Classifiers

One of the more challenging aspects of ASL is the concept of the **classifier** (CL), a handshape that reflects particular characteristics. This concept is perhaps the most visual element that is both **iconic** and **abstract** in nature, which often confuses ASL students. In its most basic form, a classifier is a handshape that conveys details contributing to the overall concept of a sign, in addition to the sign's meaning. For those fluent in ASL, using and understanding classifiers is nearly instinctual. As an ASL student, begin developing your classifier skills by closely observing why specific handshapes are used for signs and the meanings those handshapes suggest. Below are some signs that should be familiar, along with one that is unfamiliar. Based on the classifier concept, can you guess the unknown sign's meaning?

## Different Uses of CL: B



- Concept: Wide, flat surfaces on my body moving back and forth
- Meaning: I walk



- Concept: Four wide, flat surfaces in rectangular shape
- Meaning: Walls / room



- Concept: Wide, flat, vertical surface that swings open
- Meaning: Door / open



- Concept: Wide, flat, horizontal surface that moves in a wave-like fashion
- Meaning: ?

## Vocabulary

## Classifiers



Accident



Bus



Classifier



To dance



To line up



To look at



Motorcycle



To ride a horse

## CL: 1 An individual

CL: 1 generally represents an individual and its location, action, and manner. Manipulate the sign to reflect details such as walking slowly, hunched over, moving quickly, falling down, or other characteristics. CL: 1 depicts up to five individuals engaged in the same action simultaneously; for larger crowds, CL: 5 must be used (see Unit 6). CL: 1 also refers to cylindrical objects as well, including logs or poles.



CL: 1



The meaning of Example 1 can vary depending on the characteristics incorporated into the classifier. In this example, it is clear someone is going to the office in a hurry because the classifier is signed quickly. Compare this meaning with Example 2.



By signing the classifier slowly, a different meaning is conveyed. In Example 2, it is clear someone is going to the office slowly, or not in a rush.

**FYI** Use eye gaze to show the beginning and end points of the moving person.

### Eyes on ASL #11

Because classifiers have different meanings, it is important to identify the object being represented by a classifier.

Classifiers are noted with the abbreviation CL, followed by the sign, as in CL: 1.



## Classroom Exercise

### U

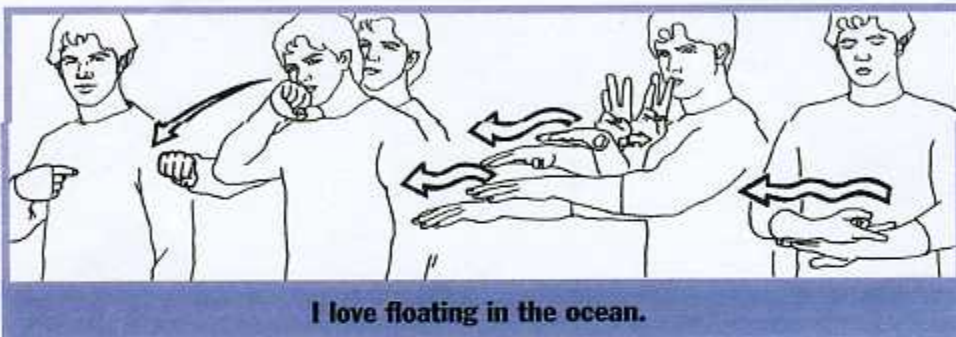
**1** CL: 1. Using only CL: 1, how would you sign each meaning below? Keep in mind that facial expressions are an important component as well.

1. *He's hunched over.*
2. *They ran that way!*
3. *She's moving at a snail's pace.*
4. *He turned around.*
5. *They went that way, then went in another direction.*
6. *He's in a rush!*
7. *She fell down.*
8. *He's walking very slowly.*
9. *The three of them are moving towards me.*
10. *The two people bowed to each other.*

**2** Using CL: 1. Sign several sentences using CL: 1 to a partner. How many different meanings can you make with the classifier?

## CL:Λ A person's legs or eyes

CL:Λ represents the actions of one individual's legs or eyes. Non-manual signals are especially important when using the classifier to depict the eyes, because facial expressions distinguish between a *dirty look*, *curiosity*, and other meanings. CL:Λ should be used when describing the body as a whole, as in *laying down*. Use this classifier to show others walking, but not yourself — use the sign *I walk*.



## Deaf Culture Minute



Classifiers play an important role in ASL literature, especially in classifier stories. A classifier story is one in which the signer only uses a specified classifier to tell an entire story, something that cannot be done in English.

## Classroom Exercise

### V

1. **CL:Λ** Using only CL:Λ for the words in bold, how would you sign each sentence below? Keep in mind that facial expressions are an important component as well.
  1. He gave me a **dirty look**.
  2. She's **walking** home.
  3. He was **walking** and fell on the ground.
  4. I like to **look** around.
  5. They're **standing** across from each other.
  6. I'm **watching** you like a hawk!
  7. I want to **lay** down.
  8. Children like to **play** hopscotch.
  9. He **keeps** looking at me and looking away.
  10. They're **staring** at each other.
2. **Using CL:Λ** Sign several sentences using CL:Λ to a partner. How many different sentences can you make with the classifier?
3. **Using CL:Λ & CL: 1.** Sign each sentence below using both CL: 1 and CL:Λ for the words in bold.
  1. Can you **walk** on a **balance** beam?
  2. The mother **examined** the boy **from** head to toe.
  3. He **walked** over to the man **laying** on the floor.
  6. **Don't** trip on that thing.
  5. I'm learning how to **logroll**.

“No written or spoken sentence can reach the mind as swiftly . . . as the thing seen . . . .”

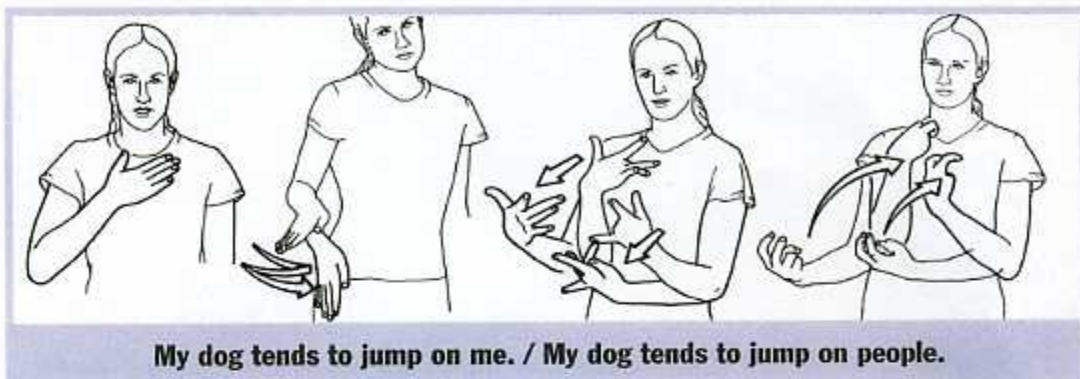
The language of images. ”

—Douglas Tilden, sculptor

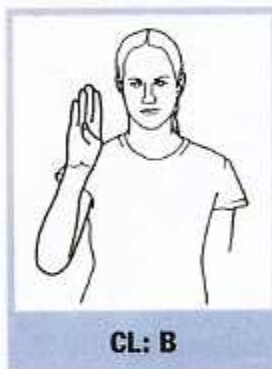
## CL: Bent V Seated Position



CL: Bent V represents a pair of human legs in a seated position, animals, and insects. When using CL: Bent V it is essential to remember Eyes on ASL #11 (see Page 194) because the classifier doesn't distinguish between sizes of animals or insects. Refer to Unit 10 for animal signs.



## CL: B & Base B Flat Objects



CL: B represents large, flat objects (see Page 193). When CL: B is used as a flat surface and another classifier placed on top, it becomes CL: Base B. In addition to flat objects, CL: B provides a bird's eye view of objects normally shown with CL: 3. Use CL: 3 when describing a vehicle in which you are not involved, but use CL: B if you were a passenger or driving the vehicle.

