

AUSLAN

AT A BASIC USER LEVEL



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Auslan at a Basic User Level

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With video performances by Dylan Beasley, Wendy Devlin, Adrian Doyle, Walter Kadiki, Fiona Marke, Charlie Stathis, Jennie Kadiki, and Joe Sabolec.



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ISBN: 978-0-6455310-0-8

The writing of this book was funded by the Australian Research Council and Melbourne Polytechnic through the Linkage Project “Bridging the theory-practice gap in the teaching of sign languages” (LP 150101101). We gratefully acknowledge the contribution made by our co-researchers Adam Schembri, Cathy Clark, Ramas McRae, Cathy Sell, Joe Sabolec and Meredith Bartlett: their underlying research is the foundation on which this book rests. We are also indebted to the Auslan teachers of Melbourne Polytechnic, who have generously given of their time throughout the research and development process and have provided much helpful feedback on ideas that have shaped the drafting of this book.

Cover and header photography: iStock.

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Acknowledgements

Welcome to Auslan! We hope you enjoy using this book and its accompanying videos and other online resources. This book would not have been possible without the contributions of many people. In particular, we would like to thank the teachers of Melbourne Polytechnic who have so generously helped to shape, improve, and trial the contents of this book: Dylan Beasley, Lynne Callaghan, Wendy Devlin, Raquel Fasano, Lauren Fox, Ben Hatchard, Jennie Kadiki, Walter Kadiki, Fiona Marke, Dermott May, Justin May, Rachel Miers, Heather Mills, Katrina Mynard, Paul Nordheim, Lee Tomkins, Kai Vijayanandam, and Sara Weir. Many of the activities in this book are inspired by these teachers' years of expertise and experience with students. We are also indebted to Joe Sabolec from Deaf ConnectED, Jenny Leahy and Tracy Pearman (Auslan Department). We would also like to thank the actors who bring this book to life in the accompanying videos: Wendy Devlin, Dylan Beasley, Jennie Kadiki, Walter Kadiki, Fiona Marke, Joe Sabolec, Adrian Doyle and Charlie Stathis. We hope you enjoy these videos as much as we enjoyed developing and shooting them!

We are also indebted to the educators and authors of previously published Auslan materials, specifically the LaTrobe University National Institute for Deaf Studies *Introduction to Auslan Level 1* written by Branson, Bernal, Hutchins, Linder, Beasley, Miller, Peters, and Bernal, as well as the NZSL resources *TeachSign* and *ThumbsUp!*, the ASL textbook *Signing Naturally*, the BSL website british-sign.co.uk, and the LSF textbook *Langue des signes Française - A1*.

Finally, we wish to thank the amazing community of content creators, educators, organisations, users and students of Auslan and other sign languages around the world whose works are featured in this volume: Will at Ai-Media, AlphaAcademy, ASL Rochelle, ASL University, Asphyxia, Auslan Anywhere, Auslan Resources, Auslan Space, Trudy Fraser and James Blyth at Auslan Storybooks, Aussie Deaf Kids, the Australian Broadcasting Corporation, Australian Human Rights Commission, H-Dirksen L. Bauman, Katharine F. Bedsole, Louise de Beuzeville, Anne Bremmer, BSL Zone, Can:Do Classroom, Communication Republic, Cranbourne East Primary School, Deaf Australia, Deaf Children Australia, Deaf Club Film Competition, Deaf History Australia, Deaf Lonely Planet, Deaf Movies, Deaf Santener, Deaf Services, the Deaf Society, Deaf Sports and Recreation Queensland, Deaf Sports Australia, DeafTV, Deaf Victoria, Deaf Women in Film, Deafblind Information Australia, deafConnectEd, the Deaflympics, DeafNav, the Department of Communities and Justice NSW, Discovering Deaf Worlds, the Endangered Languages Archive, the European Centre for Modern Languages, Expression Australia, the Family Project, Flying Colours, Jane Frost, Handspeak, Hear Me Out!, Hearing Australia, Hello Auslan, Hey Dee Ho Educational Services, Berna Hutchins, Jan Kanda Humphrey, Iltyem-iltyem, Ipswich Central State School, Jaycob Campbell (@gonketa), Job Access, Trevor Johnston, Jennie Kadiki, Kangan Batman TAFE, Kingston Libraries, Darren Kirkegard, Drisana Levitzke-Gray, the Limping Chicken, Stef Linder, Maggie Moo Music, Howie Manns, Meecca, the Auslan Team at Melbourne Polytechnic, Karli Michelsson, Lisa Mills and family, Joseph M. Murray, Music: Count Us In, National Accreditation Authority for Translators and Interpreters, National Institute for the Deaf, ProSign, Queensland Department of Education Deaf/Hard of Hearing Services, Queensland Government Early Childhood Education and Care, Rob Roy, Royal Institute for Deaf and Blind Children, Adam Schembri, Cathy Sell, Tia Semi, the Special Broadcasting Service, Sign and Cook, the Sign Language Forum, the Sign Language Research Unit at the University of Wellington, Signbank, SignPlanet, SignTeach, Silent Voice, Sally Strobridge, Medina Sumovic, Rachel Tamehana, Rose Tasci, Visual Mathematics, the WA Association of the Deaf, Emma Watkins, WeatherZone, the Wiggles, Louisa Willoughby, Woodworking Masterclass, the World Federation of the Deaf, Sue Jo Wright, and Calvin Young. We hope you will enjoy this introduction to the exciting and constantly evolving world of Auslan!

Welcome

What is Auslan?

Auslan (**A**ustralian **S**ign **L**anguage) is the majority sign language of the Australian Deaf community. According to the 2016 census, around 10,000 Australians use Auslan as a first language. While the majority of users are Deaf adults and children who use Auslan as their main mode of communication, many hearing people also find Auslan useful - including family, friends, and people in various professions. Watch [What is Auslan?](#) to see Auslan in action.

As a visual-gestural language, Auslan is expressed via signs, facial expressions, body language, and lip patterns. Auslan has its own grammar, which is different from English. If you simply translate English into Auslan using signs in the same order as an English sentence, it is likely your meaning will be lost.

Take the Can:Do Classroom [What is Auslan? Quiz](#) to see how much you already know.

Auslan and sign languages around the world

Auslan is unique to Australia, not a universal sign language. Just as hearing people in different countries speak hundreds of different languages, Deaf people around the world sign many different languages. You may be aware that, for example, English and German share certain similarities because they have a common ancestor (consider *wasser*/water, *haus*/house, *kreativ*/creative). Likewise, Auslan is related to British Sign Language (BSL) and New Zealand Sign Language (NZSL) because they share a common ancestor (Old British Sign Language). Irish Sign Language (ISL) has also influenced the development of Auslan, and in recent years, a significant amount of borrowing from American Sign Language (ASL) has occurred.

While Auslan, BSL and NZSL may be considered varieties or dialects of the same language¹, Auslan and ASL are not mutually intelligible². In fact, ASL is more closely related to French Sign Language (FSL). Thus, while an American English speaker would likely require an interpreter to converse with a French speaker, though not with a speaker of Australian English, an American ASL user may be better able to understand FSL than Auslan.

When looking for resources to help you learn Auslan, it is therefore vital that you search for “Auslan” or “Australian Sign Language” (using quotation marks) rather than simply “sign language”. Many books and videos labelled “sign language” actually teach ASL, which won’t help you to learn Auslan.

¹ Johnston, T. (2003). BSL, Auslan and NZSL: three signed languages or one? In A. Baker, B. van den Bogaerde, & O. Crasborn (Eds.), *Cross-linguistic perspectives in sign language research: selected papers from TISLR 2000* (pp. 47-69). (International studies on sign language and the communication of the deaf). Signum.

² Johnston, T. & Schembri, A. (2007). *Australian Sign Language (Auslan): An introduction to sign language linguistics*. Cambridge: Cambridge University Press.

Auslan variation in Australia

In addition to the different sign languages used in different countries, just as in spoken languages, there are variations within countries too. In Auslan, you will often find that there are two signs with the same meaning. Sometimes, which sign to use is simply a matter of personal preference. Other times, a particular sign may be more common in one part of Australia than another - just as “bathers” are called “swimmers” or “togs” the further north you go, and a “milk bar” is more likely to be called a “corner shop” in the northern states. These types of differences are known as regional variations.

Auslan is typically divided into two major dialects, Southern (Victoria, Tasmania, South Australia and Western Australia), and Northern (Queensland and New South Wales), although many Auslan users can identify even more precise regional varieties (e.g. Melbourne Sign or Sydney Sign). For the most part, regional variations do not usually cause significant communication difficulties, but you should be aware of what variety is typically used in the region in which you live. Fortunately, most Auslan dictionaries, websites, and apps provide guidance on which signs are used where - just look for the map!

What to expect from this course

This book combines teachers’ expertise and students’ experiences with the latest research in sign language linguistics and language acquisition.

Auslan is at the heart of Deaf culture in Australia, and is the language of the Deaf community. Spelled with a capital ‘D’, Deaf denotes a culture and community of people who are deaf, use Auslan (or another signed language) as their first or preferred language, and identify with the Deaf community and culture. Like all cultures, Deaf culture incorporates a rich history of customs, mannerisms, humour, and art. Accordingly, Auslan is a language rich in imagery, poetry, wit, and drama. It is alive, growing, and changing, and gaining increased visibility.

As you learn Auslan, you will learn more about Deaf culture, home life, and how Deaf people relate to each other. Auslan may be a new language to you, but it is not a “foreign” language. By learning Auslan, you will gain a new perspective on the world - and on Australia.

We hope you will enjoy learning Auslan!

You can learn more about Auslan in the [Introduction to Auslan](#) video.

Which hand do I use to sign?

Most people are either right or left-handed.

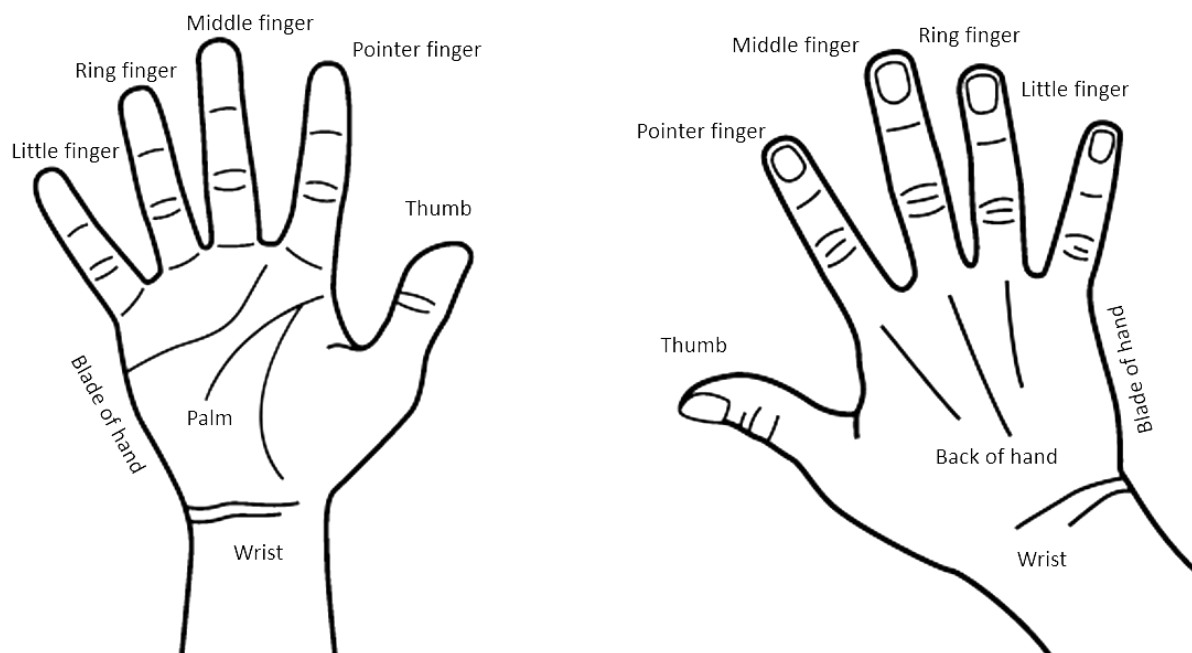
If you write with your right hand, you should sign using your right hand as your dominant hand.

If you write with your left hand, you should sign using your left hand as your dominant hand.

You can learn more about handedness in the [Which Hand Do I Use?](#) Video.



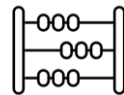

Parts of the hand



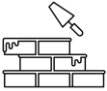




Before you learn to sign Auslan, it's a good idea to get to know the different parts of the hand. In this book, we'll be using the following terms:

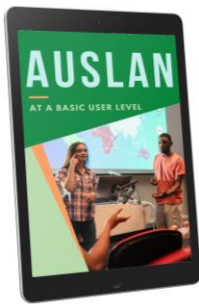


Using this book

Throughout this book's chapters, you will come across symbols designed to guide you through its contents. Take a moment to become familiar with the following icons:

	Learning Objectives Each chapter begins with a short list of goals. Reading each item carefully will help you understand what you should be able to do by the end of the chapter, and enable you to focus your study.
	Fingerspelling Auslan has its own alphabet, and it is important that you become confident in its use. You'll be introduced to the entire alphabet in chapter one. In every chapter after that, look out for this symbol for more opportunities to practice fingerspelling.
	Numbers Likewise, Auslan has its own numbering system. While you might already know how to count on your hands, Auslan has a full and sophisticated number system that will allow you to express any number through sign. We'll introduce numbers a bit at a time, along with the different contexts in which you'll use them.
	Vocabulary Like most language textbooks, you'll find that each chapter contains a list of key vocabulary for you to become familiar with. Sometimes, one sign may have several English equivalents, so we'll give you all meanings that are relevant. Make sure to follow the links for each vocab item so you can see them in action.

	<p>Conversation</p> <p>At the core of each chapter is a conversation. Look for this symbol in each chapter for notes and activities to support that chapter's conversation. We recommend that you watch each video multiple times so that you have a chance to focus on different aspects of the conversation.</p>
	<p>Grammar</p> <p>When you see an exclamation point, you know there are some grammar points coming up! Here, we will explain key aspects of grammar related to the conversation and the activities for each chapter.</p>
	<p>Skill Building</p> <p>Learning any language involves developing new skills, but there are some skills that are particular to signed languages. Whenever you see this icon, you will find tips from teachers, researchers, and students of Auslan on how you can get the most out of your course, both in terms of general expressive and receptive skills, and fine-tuning your visual and manual skills.</p>
	<p>Culture Note</p> <p>All languages are influenced by (and influence) the cultures to which they belong, and Auslan is no exception. Language and culture are best understood together, and whenever you see this symbol, you'll find cultural notes relevant to the language you are learning.</p>
	<p>Activities</p> <p>Of course, the best way for you to learn any language is to use it! This symbol represents Auslan in use. You'll find over a hundred different ways to practice Auslan at home, online, or in the classroom, alone, in pairs, or in groups. Watch your teacher sign the activity numbers carefully, and try to practice any unassigned activities outside of class to get the most out of your learning experience.</p>
	<p>Learning Outcomes</p> <p>At the end of each chapter, you'll find a list that looks very much like the learning objectives at the beginning. This time, however, it's a checklist. Check off each of the items you feel confident in, and if there are any unchecked boxes, make sure to practice those items before moving on to the next chapter. Language learning is an iterative process, and future chapters will build upon the contents of the ones before it.</p>
	<p>Revision</p> <p>At the start of the following chapter, you'll find another checklist, containing items that are particularly relevant to the material you're about to study. Not all will be from the previous chapter - some items you might have studied two or three (or more!) chapters ago. Even if you were pretty confident when you first learned them, if you're a little rusty now, you'll find suggested activities to get back into the swing of things.</p>



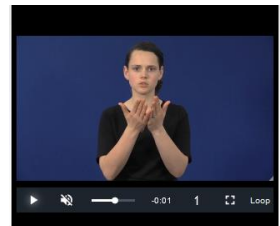
This book is designed to be used as a digital textbook. As an inherently visual language, Auslan is best learned by watching, rather than just looking at small, often black-and-white drawings.

Distributing each chapter as a PDF has allowed us to include the following features:



- **Colour-coding** - each module is colour-coded for easy reference, and you'll find full-colour photographs in each of the chapters, as well as coloured text in explaining certain grammar points.

- **Full-video vocab lists** - the vocabulary lists for each chapter contain links to SignBank videos so you can practice signs anytime, anywhere.



- **Video-based grammar supplements** - full sentence examples are included in most grammar sections, so you can see how signs are used in context.

- **All-new drama series** - every chapter contains a linked conversation in Auslan, scripted and filmed especially for this book.



- **Online resources** - expand your knowledge of Auslan and Deaf culture with links to hundreds of other resources recommended by experienced teachers and successful students.

- **Annotate with ease** - use FREE software like Adobe Acrobat Reader or

similar to take notes on each chapter. Answer questions, make notes of what to revise, and add your own bookmarks.

3.6 What Colour?
Watch carefully as your teacher describes each of the following people.
Either colour in their hair and clothing as described, or write the colours next to each image.

KAREN Hair: <u>Brown</u> Jumper: <u>Yellow</u> Trousers: <u>Blue</u>	DARREN Hair: <u>Grey</u> Jacket: <u>Green</u> Trousers: <u>Orange</u>	SHARON Hair: <u>White</u> Jacket: <u>Red</u> Trousers: <u>Purple</u>

Note to self: practice signs for colours

Using this book on your computer

This book is designed for use on a **laptop or tablet computer, using a PDF viewer** like [Adobe Acrobat Reader](#) or [PDF XChange Viewer](#). This software allows you to make notes (either by typing or, if you have a stylus, drawing or writing on the screen), create bookmarks, and place “sticky notes” to remind yourself to practice certain parts.

3.6 What Colour?

Watch carefully as your teacher describes each of the following people.
Either colour in their hair and clothing as described, or write the colours next to each image.

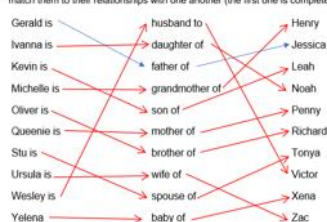
		
KAREN Hair: <u>Brown</u> Jumper: <u>Yellow</u> Trousers: <u>Blue</u>	DARREN Hair: <u>Grey</u> Jacket: <u>Green</u> Trousers: <u>Orange</u>	

4.9 Spot the difference!
In pairs, or as a whole class, examine the following pictures carefully. When you have found a difference between them, sign what that difference is to your partner/the group.



2.6 Match the Family Members!

Watch carefully as your teacher describes the relationship between the following people, and match them to their relationships with one another (the first one is completed for you).



Activities

3.1 Who?

Watch closely as your teacher describes three people from the photo below, and circle who they are referring to.

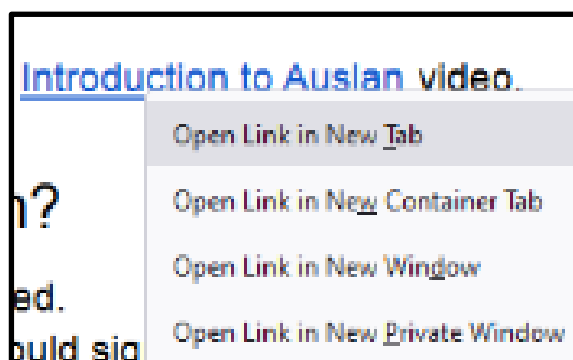


You'll find a tutorial for [PDF XChange Viewer at this link](#).

If necessary (e.g. you need to quickly check something) you can also open these files on a smartphone, or in your computer's browser (e.g. Firefox, Chrome, etc.)



Please note that, if you open the book in your browser and click on a link, your browser may open the link in the same tab, and you will lose your place in the textbook. If you would like to open a link in a new tab, please **middle-mouse click**, or **right-click** and then select 'Open in New Tab'.



Although the accompanying videos and other resources are an integral part of this book, some students may prefer a printed version of this book. You are **welcome to print a copy for your own personal use**.

The book is organised into two main parts, Part A, which focuses on you and your daily life, and Part B, which explores life beyond your neighbourhood. Each part consists of three colour-coded and themed modules, and each module contains three chapters, each designed to be studied over approximately 1 week.

Contents

Module 1: Getting to Know You

- Chapter 1. Introductions
- Chapter 2. Family
- Chapter 3. People

Module 2: My Neighbourhood

- Chapter 4. Home
- Chapter 5. Shopping
- Chapter 6. Food

Module 3: Daily Routines

- Chapter 7. Technology
- Chapter 8. Chores
- Chapter 9. Leisure

Module 4: Out and About

- Chapter 10. Nature
- Chapter 11. Travel
- Chapter 12. Directions

Module 5: School and Work

- Chapter 13. Education
- Chapter 14. Occupations
- Chapter 15. Health

Module 6: Special Events

- Chapter 16. Celebrations
- Chapter 17. News
- (Chapter 18. Revision



1. Introductions



Learning Objectives

After completing this unit, you will be able to...

- Fingerspell your name
- Recognise others' names
- Count from 0-9 in Auslan
- Understand some of the differences between Auslan and English
- Recognise and sign basic vocabulary to introduce yourself
- Exchange greetings
- Ask for repetition
- Use non-manual features in Auslan
- Ask basic WH-questions

A→Z Fingerspelling: The Alphabet

Fingerspelling, or using your hands to represent the letters of the alphabet is an important part of Auslan. It can be used to 'borrow' words from a spoken language, such as English, into sign language.

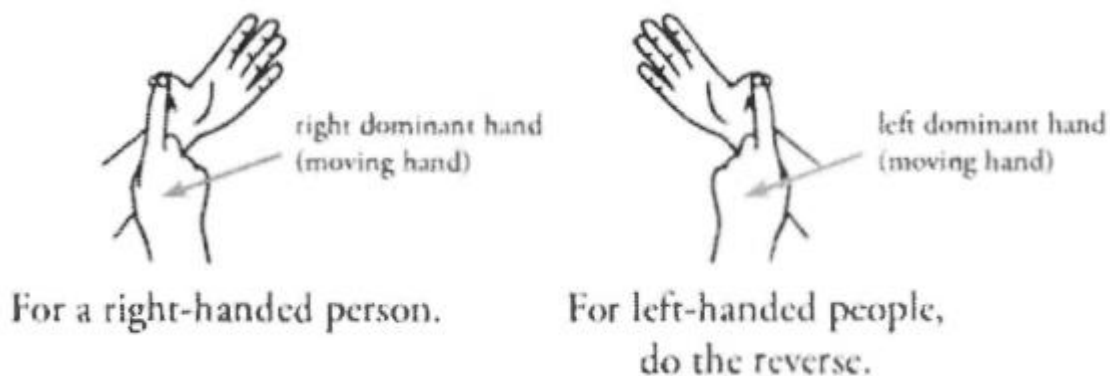
Auslan uses the two-handed British manual alphabet for fingerspelling (a system which is also used in New Zealand, and is sometimes called the BANZSL Two-handed Manual Alphabet). A 'manual alphabet' means one which is formed using the hands:



([Image from Signbank, click to watch videos](#))

Take some time to become familiar with the signs for each letter. As you look at the chart, practice making the shapes with your hands.

Use your dominant hand as your working hand for movement of fingerspelling:



(Image from NZSL workbook)

Remember that 'dominant' generally means the hand you write with, your strongest hand.

Look for patterns. For example, consider the vowels, A, E, I O, U.

You might notice that they each involve pointing to one of the five fingers, in turn (starting with A on the thumb, through to U on the little finger).



(Image from [AlphaAcademy](#))

Note that "E" may be produced in the same way as the other vowels (as shown above), or with only the pointer fingers touching (as shown in the colour table of the whole alphabet).

Take care to bring your non-dominant fingers towards your dominant pointing hand, rather than pushing your fingers back.

While it might seem easy to run through them in order, vowels can be confusing without a lot of practice.


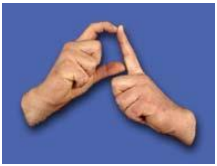

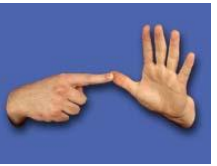

Have a go at signing the following vowels:

A E O I O U A E U I U O I A E U

Notice also that some of the letters look similar to their written counterparts.







For example, "B" looks like a sideways B, or a Batman mask. "C" looks like a C (from the front, for a right-handed signer), while "D" is the same thing with the addition of a pointer finger to form the line down the side (and appears like a D to the right-handed signer).






Write the English letters under each of the following signs:

Note that “C” is the only one-handed sign in the otherwise two-handed manual alphabet. It should be formed using your dominant hand. (For right-handed signers, this means it will look backwards to you, but the right way around to the person watching)

Other letters bear a semblance to their written versions, too - even if it's not as easy to pick up at first. Try matching the following signs to their descriptions, using the chart if you need:

	Represents the two horizontal lines poking out of F.
	Fists in a similar shape to the classic font g
	One index finger functions as the line, the other as the two legs of the K.
	Thumb and index finger make the circle, and the other index finger makes the upright line of the P.
	Thumb and index finger make the circle, while the other index finger makes the line that crosses the Q.
	A crooked index finger forms a lowercase r shape, typed on the page of the other hand's flat palm.

	Two crooked pinkies make an 'S' shape like two S hooks.
	One hand forms the cross-bar at the top while an index finger forms the upright line of the T.
	Intertwined fingers mimic a 'W' shape
	Crossed fingers mimic an 'X' shape
	The thumb and index finger form the arms, and the index finger on the back of the hand acts as the upright line of the 'Y'.

Now, take a look at the middle of the alphabet. Can you find three similar-looking signs? 'L', 'M' and 'N' each vary by just one finger, but they're easy to remember since the number of fingers corresponds to the number of 'legs' each lowercase letter has:

Now, can you find two other letters which are formed by making shapes against the palm?

Imagine a crooked index finger as a lower-case 'r' stamped on the 'page' of a flat palm. And, 'V' is the same as 'n', but with the fingers spread apart in a 'V' sign.

In each case, you should use your dominant hand to form the 'letters' and your non-dominant hand as the 'paper' they are 'printed' on.

Write the English letters underneath the following signs:

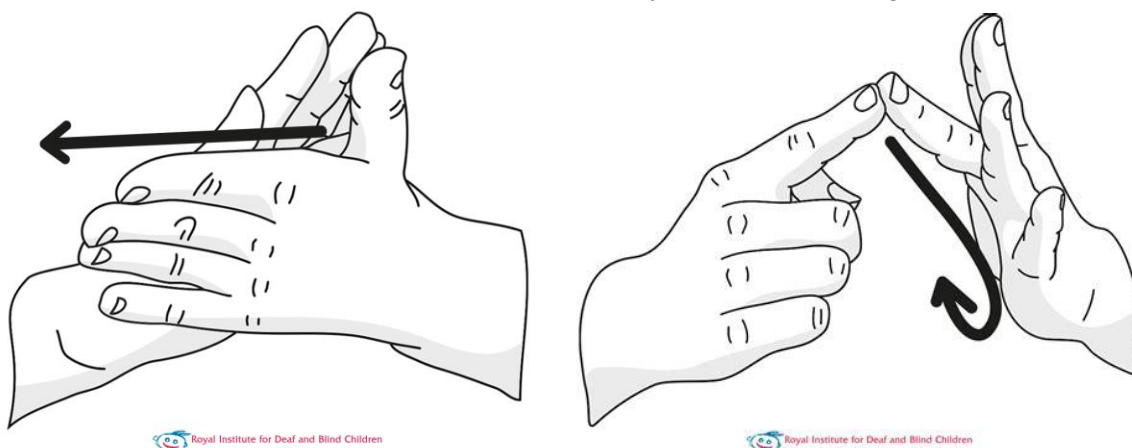


While most of the manual alphabet is static (that is, it doesn't move), there are a couple of signs that need extra attention.

If you've studied the fingerspelling chart carefully, you might have noticed that two of the signs look identical: I and J start off the same, but J is formed by 'drawing' a J shape with the pointing index finger. You can think of the sign for I as merely pointing to a finger which looks like an I, while the sign for J adds the rounded tail at the end.

The other alphabet sign with movement is H, which looks like brushing something off your hands.

[You can watch both of them in action here.](#) Hit 'replay' to watch them again.



(Image from Royal Institute for Deaf and Blind Children)

Finally, the last letter of the alphabet is, of course, Z. Think of this one hand butting up against the wall of the other as the end of the alphabet.

Now, watch the [Which Hand Do I Use?](#) video again. Look out for the signs 'A, B, C'. Can you recognise the left- and right-handed versions? Take care not to switch hands when signing.

When is Fingerspelling used?

In general, fingerspelling is used for

- Names of people and places
- Titles of movies or books
- Brand names of cars, appliances, and foods
- Months of the year and some weekdays

Fingerspelling is also used where it is necessary to borrow an English word, in much the same way that English borrows words like '*croissant*' or '*kimono*' from other languages. Borrowing commonly occurs in occupational, educational, or technological fields in which Auslan signs are not yet developed or commonly used.

Using the chart, try fingerspelling the following:

- A-M-Y, J-I-M, T-O-M, E-V-A
- I-T, U-P, S-P-Y, J-F-K
- B-M-W, V-W, K-I-A, A-U-D-I
- M-A-Y, J-U-N-E, J-U-L-Y, M-A-R-C-H

Remember! Although fingerspelling is very important (research suggests that around 10% of Auslan is fingerspelled³), it isn't a replacement for signing. If you don't know a word, try to point, describe, act out, gesture, or draw in the air instead.

There are also times when fingerspelling is used even though there is a sign for that concept. Just as in English speech, people may use borrowed words to impress each other (think of that restaurant which advertises a *soupe du jour* instead of a 'soup of the day'). Or, just as adults may verbally spell out words they don't want their children to understand, parents may choose to fingerspell a word their child would otherwise recognise. Additionally, fingerspelling may be used to emphasise a word, just as may be written or verbalised in English: 'N-O!'

Here are some words which have been borrowed into Auslan from English and are commonly fingerspelled:

- B-U-S
- S-O-N
- L-A-W
- C-L-U-B
- J-O-B

Note that dashes are used between the letters to indicate that a word is fingerspelled. Capitalised words without the dashes indicates that the word is a gloss for an Auslan sign. Some glosses are translations of the sign into English, while others may be an abbreviation of the sign's grammatical function. We'll learn more about glosses in later chapters - for now,

³ Schembri, Adam; Johnston, Trevor (2006). "Sociolinguistic variation in the use of fingerspelling in Australian Sign Language : a pilot study". *Sign language studies*. **7** (3). Gallaudet University Press: 319–347.

all you need to remember is that capitalised words are SIGNS, and dashed capitalised words are F-I-N-G-E-R-S-P-E-L-L-E-D.

Fingerspelling Tips

1. When you see a fingerspelled word, try to watch the shape and movement pattern of the word rather than trying to see each individual letter. This will be difficult at first, but just as you progressed from learning to read one letter at a time, if you practice enough you will be able to 'read' whole words in Auslan, just as you would a printed word.
2. Look at the person you are communicating with while fingerspelling, not at your hands. Again, you will need to practice a lot. Try spelling the words above again, while looking in the mirror, keeping your eyes on your face instead of your hands.
3. Keep your hands at chest level while fingerspelling.
4. Try to spell at a comfortable speed so the person reading your fingerspelling can follow it.

Fingerspelling Practice:

The Alphabet

Try signing the entire alphabet:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Now, backwards!

Z Y X W V U T S R Q P O N M L K J I H G F E D C B A

Random Letter Production

Try signing the following letters:

U A E O I J H C D P Q K R M N L V X W B F G S T Y Z

Now, focus on the consonants:

B C D F G H J K L M N P Q R S T V W X Y Z

And the vowels:

A E I O U

Random Word Recognition

Practice your fingerspelling recognition with [randomly generated words on the Signbank website](#).

The Top 5!

Here are the five most commonly fingerspelled words, according to research on Auslan⁴.

Try spelling them!

1. S-O
2. T-O
3. I-F
4. B-U-T
5. D-O

My Name

Fingerspell your first name and last name. If you have a middle name, fingerspell that, too!

Tip: When you fingerspell your first and last names together, it is a good idea to briefly pause between them so the other person can distinguish between them.

NOTE: More than one alphabet?

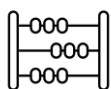
You already know that there is more than one sign language used across majority English-speaking countries. But it may surprise you to know that there is also more than one way to represent the English alphabet in these places!

The two-handed alphabet which originated in Britain and is introduced in this book is by far the most widely known in Australia. But some signers may know a one-handed variation as well:

- The Irish one-handed alphabet was taught in Australia between 1875 and the 1950s. It may still be recognised by some older members of the signing population.
- The American one-handed alphabet is increasingly understood by deaf Australians, especially younger people who watch ASL media, those who travel overseas, or who attended Gallaudet University (where students from 40 different countries study in ASL and English). Importantly, a version of the American manual alphabet is used in [International Sign](#), a highly variable type of signed communication used between signers who do not share a common language, often at events like the World Federation of the Deaf congress, or the Deaflympics (which you'll learn more about in Chapter 9).

You do not need to learn either of these alphabets to communicate in Auslan. However, you may be interested to note the similarities and differences between these methods of fingerspelling. (There is a lot of overlap between ASL and ISL fingerspelling). Additionally, some signs which have been borrowed into Auslan from ASL, for example, make use of ASL letters. You'll find them easier to recognise and remember if you have at least a passing familiarity with ASL fingerspelling. You can find a comparison chart in the Appendix.

⁴ Schembri, Adam; Johnston, Trevor (2006). "Sociolinguistic variation in the use of fingerspelling in Australian Sign Language : a pilot study". *Sign language studies*. **7** (3). Gallaudet University Press: 319–347.



Numbers: 0-9

Have you ever wondered why the word 'digit' means both finger and number?

When humans first started counting, it is almost certain that they used their hands. And since most people have 10 fingers, it made sense to count in tens... this is how the modern decimal system began (*deci* is Latin for 'ten'). Yet sign languages such as Auslan have developed sophisticated ways of counting far higher than 10.

In English, there are only two categories of numbers: **cardinal** (eg. 1, 2, 3...) and **ordinal** (e.g. 1st, 2nd, 3rd...).

Auslan has even more ways to express numbers. Movement, hand shape, location, and /or palm orientation indicates what is being counted or referred to, in terms of relative position or sequence. Using the correct system clarifies what you are talking about.

This book will focus on the most commonly used numbering systems, beginning with the cardinal numbers (1, 2, 3) presented in the chart below.



[\(Image from Signbank, click to watch videos\)](#)

Take some time to become familiar with the signs for each number. As you look at the chart, practice making the shapes with your hands.

Note that, contrary to Auslan fingerspelling, all of the numbers up to 20 use only one hand. Use your dominant hand to sign numbers.

The first five numbers are easy: simply hold up the number of fingers you want to indicate, starting with your pointer or index finger.



But be careful!

It is common in English-speaking settings to indicate numbers with a gesture: “I’ll have two beers, please!” might be accompanied by a gesture like this:



If you look carefully at the Auslan sign for ‘two’, however, you’ll see that the nails and knuckles should face the viewer. That is, to sign ‘two’, you need to rotate your hand to the point that *you* see your thumb and other fingers.

Of course, (most of us!) only have five fingers on each hand. So, to count to ten (let alone up to twenty!) using just one hand requires some creativity.

The sign for ‘six’ looks like a thumbs up, with a crooked thumb. You can even see that it looks a bit like a six from the front:



The numbers after six follow suit - to sign 7, 8, and 9, simply add an additional finger to the thumb in order, keeping your hand in the horizontal position:



While it might seem easy to run through them in order, even the basic numbers can be confusing without a lot of practice.

Have a go at signing the following random numbers:

9 7 5 6 1 3 8 2 4

You need to be especially careful when dealing with numbers that look similar, e.g. seven and eight, or eight and nine, which differ only by one finger.

Write the numbers under each of the following signs:

Zero

Chances are, you already know how to sign [ZERO](#) in Auslan - simply make a circle with your hand.



Numbers Practice:

Odds and Evens

Using the chart, sign the odd numbers, and even numbers from 0-9:

1, 3, 5, 7, 9

0, 2, 4, 6, 8

Now, Backwards!

Sign all of the numbers from 0-9... and then, do it in reverse!

Number Drill

Quick! Sign the numbers below as quickly as you can!

9 4 5 2 0 6 3 1 6 10

Random Number Practice

Roll a dice and practice signing the numbers that come up as quickly as you can.

Or, use an online [random number generator](#) set to the numbers 0-9 for practice.

Lucky Numbers

Do you have a “lucky” number?

Different cultures around the world consider different numbers “lucky”.

Try signing the following numbers:

4	The number of leaves on a lucky clover leaf
3	Because of the famous saying ‘all good things come in threes’
9	Sacred in Norse mythology
7	Considered a heavenly number in much of Europe, associated with the week
8	Considered lucky in Chinese, because the word for eight sounds similar to “prosperity”
2, 4, 6, 8...	Even numbers are considered lucky in Russia

Unlucky Numbers

Likewise, different cultures around the world consider different numbers “unlucky” - and there is some overlap between the lists!

4	Sounds like the word for “death” in many East Asian languages
3, 5, 7...	Odd numbers are considered unlucky in Russia
9	Sounds like the word for ‘suffering’ in Japanese
7	Considered ghostly in China

Number Match!

Connect the number sign to the song title which features that number:

	Back to Zero - The Rolling Stones
	One - Metallica
	Song 2 - Blur
	3 AM (Matchbox Twenty)
	4 Broken Hearts (Norah Jones)
	Five (Machine Head)
	Six Months In A Leaky Boat (Split Enz)
	The Magnificent Seven (The Clash)
	Eight Days a Week (The Beatles)
	Nine In The Afternoon (Panic! At The Disco)

Missing Number

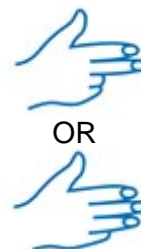
Look carefully at the following 3 sequences of numbers, and circle the correct missing sign:

A.



--	--	--	--	--

B.



--	--	--	--	--

Now, write the correct numbers underneath each sign, and practice signing these sequences.

Sally and Possum

Children's media provide a great opportunity to practice your Auslan counting skills. Try watching the first half (8 minutes) of the ['Possum Counts'](#) episode of Sally and Possum, and see how much you can understand.

- How does possum count the carrots?
- How many steps are there to the door? Although we've only learned 0-9 so far, you should be able to work this one out!
- When Possum counts the tally marks, what similarities do you notice between the signs for 5, 10 and 15?
- What two words are fingerspelled, and can you repeat them?
- And finally - do you notice the sign Possum uses to thank Sally? We'll learn it in this chapter's vocabulary list!



Vocabulary

Greetings

1. [Hello](#)
2. [Bye](#)
3. [Repeat](#)
4. [Please](#)
5. [Thank you](#)
6. [Good morning](#)
7. [Good afternoon](#)
8. [How are you? / Well](#)
9. [Good](#)
10. (You) [okay](#)?
11. [Welcome](#)
12. [Congratulations](#)

Introductions

13. [Introduce](#)
14. [Name](#)
15. [Meet](#)
16. [Nice/Lovely](#) (to [meet you](#))
17. [Deaf](#)
18. [Hearing](#)
19. [Sign](#), [Auslan](#)

Questions and Answers

20. [Who?](#)
21. [What?](#)
22. [Where?](#)
23. [Yes](#)
24. [No](#)
25. [Same](#)
26. [Different](#)
27. [Repeat](#)

Pronouns

28. [I/Me](#)
29. [You](#)
30. [Us/We](#)
31. [They/Them](#)
32. [My/Mine](#)
33. [Your/Yours](#)
34. [Our/Ours](#)
35. [Their/Theirs](#)
36. [Here/This](#)
37. [He/She/It/There/That](#)
38. [His/Hers](#)

So Many Signs!

It's easy to feel overwhelmed when looking at a new list of signs to learn. One way to make it a bit easier is to split a long list up into several smaller lists. We've done this above, dividing the signs in this chapter's list by their **function** in conversation. In other chapters, you might find words listed according to **theme** (e.g. type of animal, or category of food).

Another way to categorise signs is according to how they are signed. As mentioned in the introductory chapter, all signers have a dominant and non-dominant or 'subordinate' hand.

Some signs use only **one hand** and should be signed using your dominant hand. Examples from the above list include HELLO, NAME, WHO and I/ME.

What others can you identify? Write a 1 next to them, or make a list on a separate piece of paper.

Other signs use **two hands**, and are **symmetrical** - that is, both hands are active, and mirror each other. Examples from the above list include WELCOME, INTRODUCE, DIFFERENT, and OUR.

What others can you identify? Write a 2 next to them, or make a list on a separate piece of paper.

Finally, there are two-handed **asymmetrical** signs - those in which the dominant hand moves, while the non-dominant hand is less active or is still, acting as a 'base' hand. In these signs, the dominant and subordinate hand may have different handshapes.

Typically, these signs are the most challenging for students to learn, so we will introduce them slowly over the coming chapters. When you find an asymmetrical sign, it might pay to give it special attention (and extra practice!)



Conversation 1: Fingerspelling Names

In upcoming chapters, you'll meet our 'Auslan Family', and get to watch some conversations between the characters. For now, we'll just say HELLO - and see if you can identify the names of each of the characters:

[Video 1](#) | [Video 2](#) | [Video 3](#) | [Video 4](#) | [Video 5](#) | [Video 6](#)




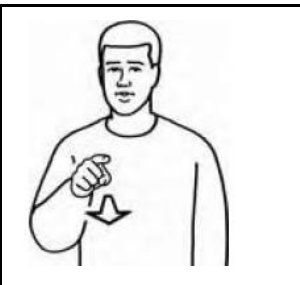
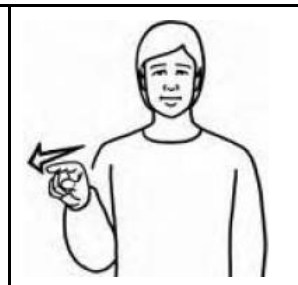
Pronouns

Just like English, Auslan contains 'pronouns', or words that are used in place of names, like 'you' or 'me'. In English, we might refer to someone called Alex as 'he' or 'she' or 'they'. Or, we might refer to a computer or a pencil or a tree as 'it'. These are all examples of pronouns.

Although you've probably been told that it's rude to point, that isn't true in Auslan! In fact, pronouns in Auslan *require* pointing! Take a look at this video on [Auslan pronouns](#) and note how pointing is used.



The handshake for personal pronouns is a pointing index finger:

- First person singular (**PRO-1**) 'I' / 'me' is a finger pointing at your own chest.
- Second person singular (**PRO-2**) 'you' is a finger pointing at another person directly in front of you (physically present, or imagined to be present).
- Third person singular (**PRO-3**) 'she' / 'he' / 'they' / 'it' is a finger pointing further away from yourself towards some third person (physically present, or imagined).

		
1st person singular PRO-1 <i>I / me</i>	2nd person singular PRO-2 <i>You</i>	3rd person singular PRO-3 <i>She / He / They / It</i>

Plural personal pronouns are similar, but with additional movement:

- First person plural (**PRO-1+PL**) 'we' / 'us' uses the same pointing finger near the speaker's chest, but drawing a circle to include the others in the group.
- Second person plural (**PRO-2+PL**) 'you' also points at another person (present or imagined to be present), but this time swipes from one side to the other to include more than one person in front of the signer. Its meaning is similar to 'y'all'.
- Third person plural (**PRO-3+PL**) 'they' / 'them' also points to someone further away, but involves a more complete extension of the arm to encompass more people than just one.

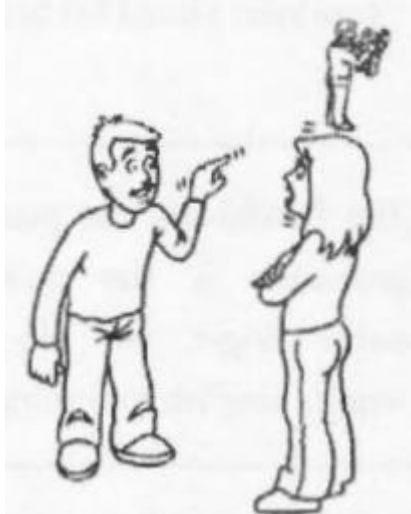
		
1st person plural PRO-1+PL <i>We / Us</i>	2nd person plural PRO-2+PL <i>You all / The lot of you</i>	3rd person plural PRO-3+PL <i>They / Them</i> (also: there/that)

(Images from Johnston & Schembri, 2007)

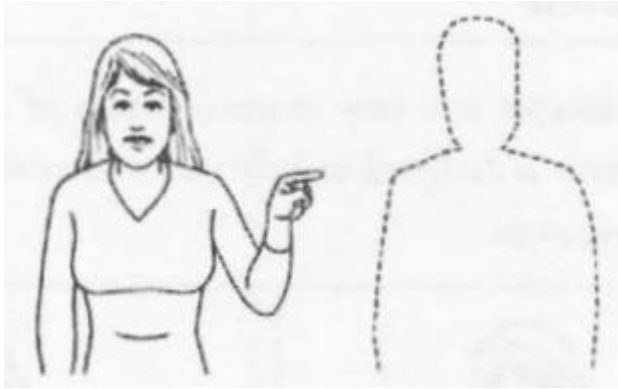
Note that Auslan pronouns do not distinguish between genders, or even people/animals vs. objects in the way that English pronouns do. The same 3rd person singular pronoun (which you may see shortened to PRO-3) is used in all cases where English would use 'she', 'he', 'they' (singular) or 'it'.



To refer to someone **nearby**, simply point directly at them.



To refer to someone **at a distance**, point to the location, and describe the person.



(images from McKee & McKee, 2001)

To refer to someone **not present**, first, indicate who, and then choose a space either to your right or your left to represent that person. Then, every time you point to that space, it functions like 'he' or 'she' or 'them'. (Note that Auslan does not distinguish between genders for pronouns).

Nouns (the names of people and things) and pronouns (that stand in for nouns) typically occur at the beginning of a sentence in Auslan:

BABY CRY (*the baby is crying*) ([Video 7.41](#))⁵ - click on chapter 7, then select video 7.41
(noun)

PRO-3 DANCE (*she is dancing*) ([Video 7.42](#))
(pronoun)

However, signers may also include a pronoun at the end of the sentence:

BABY CRY PRO-3 (*the baby is crying, she is*) ([Video 7.43](#))

PRO-3 DANCE PRO-3 (*she is dancing, she is*) ([Video 7.44](#))

This may be done for emphasis.

Particularly where the subject has already been introduced, the noun or pronoun may also be repeated at the end, often with a head nod:

BUY CAR PRO-3 (*she is buying a car*)

Unlike English, it is not necessary to use nouns or pronouns in sign when who is being referred to is obvious. Research on ASL shows that 65% of plain verbs are used without a noun or pronoun to represent who was undertaking the action, and the same appears true of Auslan.⁶

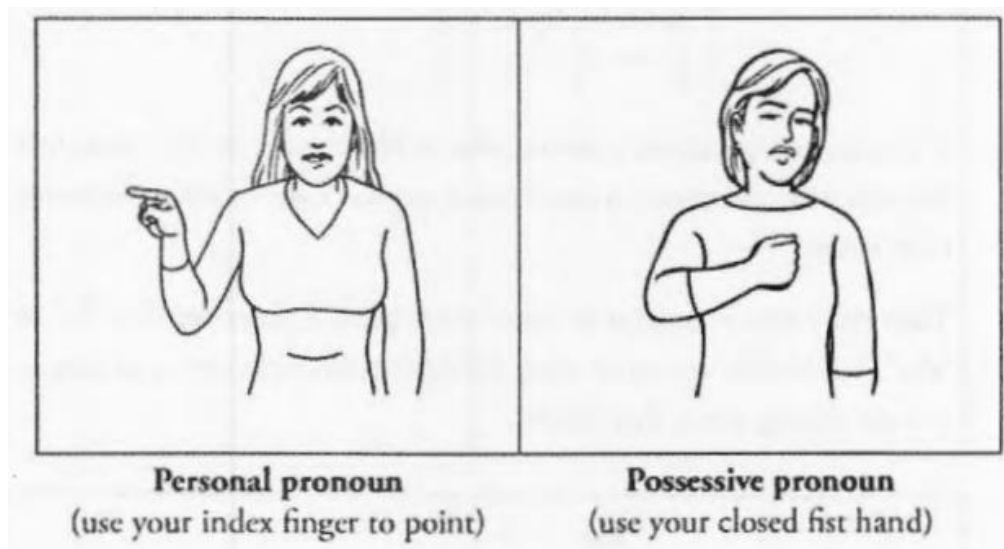
⁵ These examples, and others presented throughout this book, are from Johnston & Schembri (2007) *Australian Sign Language* published by Cambridge University Press. The videos were produced by [deafConnectEd](#) (Melbourne Polytechnic) with support by the Victorian Government, building on earlier work by Della Goswell (Macquarie University).

⁶ Johnston & Schembri (2007), Wulf et al (2002).

Possessive Pronouns

Possessive pronouns are used to indicate who something belongs to. E.g. instead of Alex's computer, in English we might say her computer, his computer, or their computer.

The handshape for possessive pronouns is a closed fist, like you're grabbing something you own:



To make any pronoun possessive, simply use the same movement but change the pointing finger to a closed fist.

Questions

There are two main types of questions in both Auslan and English:

- **Yes/No questions**, and
- **Wh-questions**

Asking Yes/No Questions

Yes/No Questions are so named because they are often answered with either 'yes' or 'no' in English, but it's important to remember that they might be answered in other ways in other languages, including Auslan. For example, when asked 'WANT TEA' (*Do you want tea?*) a common response might be WANT.

In English, there are two ways to form a yes/no question:

1. Through rising intonation (and perhaps facial expression)
(*'She is okay.'* vs. *'She is **okay?***), and
2. Through changing the word order (combined with tone of voice)
(*'She is okay.'* vs. *'**Is she** studying Auslan?')*

Asking a question in Auslan is much easier: the word order doesn't change.

Instead of using a 'questioning' tone of voice, you use a 'questioning' facial expression, such as raised eyebrows, or tilting your head forwards.

Answering 'Yes' and 'No'

'Yes', 'no', and even 'I don't know' can be conveyed using non-manual signs (that is, signs which use other parts of the body instead of the hands).

The head nod or shake for 'yes' and 'no', and the shoulder shrug for 'I don't know' appear identical to the gestures also used by the non-signing community.

There are also manual signs for yes and no - essentially, your hand doing the work of nodding or shaking.

Tia Semi is a model and designer who was born deaf, with Cerebral Palsy, Epilepsy, and other disabilities. In addition to her work in Pacific Island fashion, she produces a series of short Auslan videos on YouTube called *Auslan with Tia*. Take a look at her ["Yes" and "No" in Auslan](#) video. Notice how Tia combines manual and non-manual features.

Content Questions: Who, What, Where...

Wh-questions are so named because they often begin with 'wh' in English: who, what, why, where, when, etc. But there are some question words that start with other letters, like 'how'.

In this chapter, we'll start with three very basic question words, WHO, WHAT, and WHERE.

Content questions are often produced with furrowed eyebrows, and, as for yes/no questions, with the head tilting forward. Imagine leaning in, waiting to find out what the other person has to say.

As you will learn over the coming chapters, Auslan grammar is different from English.

When asking a question in Auslan, the question word (e.g. who, what, where) usually comes *last*.

YOU LIVE **WHERE?** (*where do you live?*)

You may also see the question word used both first and last:

E.g. **WHO** WASH-DISHES **WHO?** (*who washed the dishes?*)

Watch this video of [Auslan question words](#) by the author of *Future Girl*, Asphyxia, and the Ipswich Central State School video [Auslan Questions](#).

Pay particular attention to how both signers use body language to convey that they are asking a question – raised or furrowed eyebrows. This is particularly important when asking YES/NO questions.

Topicalisation and Sentence Structure

You may have noticed that sentences in Auslan typically begin with the topic, which is then followed by the question or comment about that topic.

In the English sentence "What is **your name?**" the topic is **your name**.

In the Auslan equivalent, this topic comes at the start: **YOUR NAME** WHAT?

Over the coming chapters, you will have many opportunities to practice sentences in Auslan. For now, it is enough to understand these basic differences between Auslan and English.

Watch this video about [Auslan's Grammar Structure](#) to see these aspects of Auslan in action.

Asking for Repetition

Whenever you are learning a new language - or even just learning about a new topic in a language you know quite well - it is easy to become overwhelmed. When learning a spoken language, it can take a while for a learner's ears and brain to become attuned to the new language - sounds which are meaningful in one may not be in another. But when learning a sign language for the first time, you have to learn to "listen" in an entirely new way - by looking.

It's completely expected that sometimes, you won't catch everything that is being signed. Sometimes, this might be because you are unfamiliar with the signs being used. Other times, there might be something getting in the way of you seeing everything that is signed. Just as noise can obscure what someone says verbally, poor lighting conditions or room layout can make it difficult to see what everyone is signing - especially when there are many people in a conversation. Even a "loud" shirt can make it difficult to keep track of what a person's hands are doing (which is one of the reasons you may have noticed Auslan interpreters on TV often wear dark, plain clothes).

Even "native" signers who have been signing from birth sometimes have trouble understanding one another - just like "native" speakers of English must also ask one another for clarification and repetition at times.

The sign [REPEAT](#) can be used to mean 'Pardon?' or 'Can you repeat that?'.

If you don't understand something, it is much better to ask for repetition or for someone to sign more slowly than it is to pretend that you understand. While it can be embarrassing to admit you don't understand, it is much better to seek clarification early on than to pretend everything is okay... and then the conversation continues in a direction you have no idea about!



Culture Note

As a student of Auslan, you will learn how to interact with the Australian Deaf Community by becoming more familiar with Deaf cultural behaviours, which may be different from the way you are used to doing things if you are a hearing person.

The Deaf Community

The Deaf community is considered a linguistic and cultural minority group. Just as the names of ethnic communities in Australia are capitalised (e.g. the Greek or Vietnamese communities), the word 'Deaf' is capitalised when referring to the community and culture. Since not all people who are physically deaf use Auslan and identify with the Deaf community, the word is not capitalised to refer to all deaf people, or the physical condition.

All cultural groups have their own ways of communicating. For example, when greeting, Americans may shake hands, Chinese people may bow, French people may kiss, and Deaf people may hug. Of course, there are exceptions to all of these rules!

Maintaining eye contact is especially important when communicating with Deaf people. Not only may you miss something important if you look away, but breaking eye contact without explanation is considered rude. Imagine if someone stuck their fingers in their ears while you were talking to them! If you are distracted by a noise or someone calling out to you, make sure to explain why you looked away.

Introductions

Introductions in Auslan are largely based around a person's connections to the Deaf community. If you are Deaf, you might exchange background information about where you went to school. If you are hearing, you will be introduced as a hearing person who knows, or who is learning, Auslan. Exchanging this information helps everyone understand where each person is coming from, and can reduce cultural misunderstandings.

Questions

In this chapter, you'll learn how to ask - and answer - some basic questions in Auslan. But hearing students might have some questions about what it's like to be deaf - some which you can't ask yet, and some which you might not feel you can ask at all!

The ABC series [You Can't Ask That](#) has a "Deaf" episode which includes perspectives from a diverse group of deaf people. It's well worth watching not only to understand more about some deaf people's experiences, but to see some of the interviewees asking and answering questions using naturalistic Auslan. What does Bec Stewart describe as the difference between asking questions in English vs. sign language? (See around the 7 min 15 mark)

Warming Up - Gesture Games

What did you do before class today?

Pick three routines from the image below, and see if you can describe - using only gestures - what you did to the person next to you. Your partner should point to the image they think you are representing.



What will you do after class today?

This time, think about what you will do after class, or what you typically do at home. Try conveying this to your partner using gesture only.

Wait a minute! Why are we practising gestures? Isn't Auslan much more than that?

Yes - Auslan is a discrete set of movements with specific meanings tied to each specific hand gesture and body posture. Signs are combined in particular ways to make grammatical sentences. Just like spoken English is a discrete set of sounds with specific meanings tied to each specific combination of sounds.

Gesture is one of the fundamental building blocks of communication. Babies and toddlers - regardless of whether they are learning a manual or a spoken language - use gesture to communicate before they have the ability to use signed or spoken words or phrases. And just as babies who are acquiring spoken English babble verbally, it appears that babies exposed to sign languages babble using their hands.

If you have grown up using spoken language, you probably haven't had much experience communicating using your hands, face, and body - at least when compared to someone who has grown up using a signed language like Auslan.

You might use gestures to *supplement* your speaking, but this is an entirely different experience to using gesture (and later signs) to *communicate*.

Likewise, if you have grown up paying attention to spoken language, you probably haven't had much opportunity (or incentive) to practice active observation in the way that is necessary when watching someone sign. How often do you turn on the TV while doing housework, or listen to a friend while watching your kids play at the playground, or half-watch something on YouTube while working from home? Even though gestures and facial expressions are likely to be used in each of these cases, chances are, you're relying on the speaker's voice both to understand the content, and the emotional impact of what they are saying, via volume or tone of voice.

Different speech communities use gesture and body language to different extents, but it is not unusual to feel self-conscious when first learning to sign.

These gesture activities are designed to help you learn to communicate non-verbally, and pay better attention to non-verbal communication. They're also intended to help gain confidence in communicating non-verbally, without the stress of having to produce signs just yet. Think of it as babbling!

[Read more about the difference between gesture and sign language](#)
[Watch a baby babbling in ASL](#) (American Sign Language)

Gesture Challenge!

In the previous gesture activity, you needed to describe something you have done, or will do. This time, you need to ask someone else to do something!

In pairs, take turns making one of the requests below using *only gestures*. Think about how you will get your partner's attention, and how you will convey what you want them to do. If they perform the task correctly, nod, and then switch roles. If they get it wrong, shake your head, and try again.

- Stand up, then sit down
- Read page 5
- Open your book
- Write the number 2
- Walk in a circle
- Put (some object) in your bag
- Take (some object) from me
- Shake hands with the teacher
- Wave to someone in the room



Activities

1.1 Introduce Yourself!

Using the template below, practice introducing yourself to someone new in the class.

Hi/Good morning/Good afternoon.
My name is...
Nice to meet you!

When someone introduces themselves to you, fingerspell their name back to make sure you have it right, and tell them 'Nice to meet you!'

1.2 Fingerspelled Names

Watch carefully as your teacher fingerspells the names of the following people.





Match each person to the correct name.

SANDY	YUMI	KEN	SONYA	CHIN	BEN	PATCH	ALEX	ANNA	KOJI

1.3 More Names!

Watch as your teacher fingerspells the following people's names, and write them down:

	1. _ _ _ _		2. _ _ _ _
	3. _ _ _ _		4. _ _ _ _
	5. _ _ _ _		6. _ _ _ _

	7. _____		8. _____
	9. _____		10. _____

1.4 Bingo!

Choose any numbers from 1-20 that don't already appear in the grid to fill in the blanks.







Then watch carefully as your teacher signs, and cross off each number as you see it.

If you cross off 4 numbers in a row (horizontally, vertically, or diagonally) don't shout 'Bingo' - raise your hand!

1		12	
	9		
14			15
	20		3

1.5 Dice Name Game

Alone, or taking turns in pairs, roll the dice (or use a [dice app](#)). Sign the number on the dice, and then the corresponding name.

					
ALI	SUE	TIM	ZOE	GUY	JAN

1.6 Popular Baby Names

Here are the most popular baby names in Victoria for the year 2020. How many of them can you sign?

1. Oliver
2. Noah
3. Charlotte
4. William
5. Jack
6. Amelia
7. Olivia
8. Mia
9. Isla
10. Charlie

1.7 'Multicultural' Baby Names

Even though one in four people living in Australia were born overseas, the popular baby names list is dominated by names of European origin.

Here are the most popular names without an English, Scottish or Irish origin. How many of them can you sign?

1. Sofia
2. Luca
3. Milla
4. Kai
5. Ayla
6. Muhammad
7. Aisha

1.8 Variations on Names

Many names have multiple spellings, like Catherine/Katherine/Katharine/Kathryn. Watch your teacher carefully and circle or highlight the name they spell:

1	Elizabeth	Elisabeth
2	Isobel	Isabelle
3	Alice	Alys
4	Vivian	Vivienne
5	Elinor	Eleanor
6	Amy	Aimee
7	Claire	Clare
8	Emilie	Emily
9	Lia	Leah
10	Stephanie	Stefanie

1.9 Goodbye Game

Non-manual features, including facial expressions, are very important in Auslan. With a partner, practice how you would sign 'Goodbye' differently in the following situations:

	Person A	Person B	Situation
1	Parent	Child	Drop-off for first day of school
2	(Adult) child	Parent	Adult child is moving overseas
3	Prisoner	Cell mate	Prisoner is being released from jail
4	Australian PM	President of USA	End of an important meeting
5	Boy/girlfriend	Boy/girlfriend	Person A has broken up with Person B.


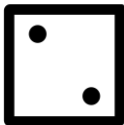










Now, with your partner, choose one of the five scenarios to present to the class (but don't tell anyone else which you chose!)

When your teacher invites you to, present your farewell.

Your classmates will try to guess which scenario you selected, by voting using the corresponding numbers (in Auslan!)

1.10 Greetings Game

Alone, or taking turns in pairs, roll two dice (or one twice): the first number for the name, and the second for the situation. Greet each person with an appropriate greeting (good morning / good afternoon / nice to meet you) + their name:

					
ZAC	AMY	TAM	AVA	RON	STU
					

1.11 Skip!

Form a circle in the classroom (or, use the gallery order in an online classroom).

Watch carefully as your teacher signs which number you should skip.

Now, take it in turns to sign the numbers from 1-20. Once you hit 20, the next person starts again at 1. But be careful! If you sign the 'skip' number, you're out (and have to sit down)!

1.12 What's Your Name?

It's time to get to know your classmates! Try to talk to each person at least once.

Ask "YOUR NAME, WHAT?" and write down their answer. Fingerspell it back to make sure you have it right.

Make a little note to remember who each name belongs to (e.g. red jumper, black hair).

You'll need this for the next activity!

1.13 Who is That?

In pairs, try to name everyone you just met. Take turns pointing to other students and asking who it is. Check your partner's response by looking at your own notes from activity 1.12.

Now, watch as your teacher asks questions like 'WHO NAME START P, WHO?'

Using your notes, can you answer?

1.14 Tag!

You and a friend promised to upload your photos from a recent party to Facebook, and tag everyone in them. But you only know around half the people at the party. Pointing, ask who the people are that you don't know the names of, and fingerspell the names of the people your friend asks you about. Make sure to write their names in the tag clouds!

Person A:



(Person B, skip to the following page)

Person B:



1.15 Instagram

Now, you need to upload the same photos to Instagram. But, many of your friends have unusual usernames on Instagram!

Person A: Looking at the photo you just filled in with real names, ask your partner “(Agatha) name, what?” Watch carefully, writing down the usernames, and then fingerspell them back to confirm.

Person B: Check the Facebook profiles of your friends for their Instagram usernames, and fingerspell these to your partner, who will fill them in on the photo.

Be careful! These usernames may include numbers!

Person A:



(Person B, skip to the following page)

Person B:



Agatha Zabek Works at: K-Mart Studied at: Melbourne Polytechnic Lives in: Box Hill In a relationship with: Benita Yaca Instagram: @agathaaa21	Derek Williams Works at: Woolworths Studied at: University of Melbourne Lives in: Sunshine In a relationship with: No status Instagram: @dezza85abs
 Benita Yaca Works at: Optus Studied at: Monash University Lives in: Box Hill In a relationship with: Agatha Zabek Instagram: @beni23flowers	 Eliza Vaccaro Works at: Crystal's Natural Healing Studied at: Coburg High Lives in: Ferntree Gully In a relationship with: Francis Uberti Instagram: @freenaturalspirit72
 Calvin Xanthopoulos Works at: Frankston Hospital Studied at: Coburg High Lives in: Carnegie In a relationship with: Derek Williams Instagram: @xanman1999	 Francis Uberti Works at: ANZ Bank Studied at: RMIT Lives in: Carlton In a relationship with: Single Instagram: @frank8340



Extras!

Finding materials pitched at the right level can be a challenge for learners of any language. One great place to look, however, is children's media. Videos designed for kids may not have the most intriguing content for adult learners, but they can be extremely valuable learning materials, thanks to the focus on clear language production, repetition, and simple phrases.

You may know that Emma from the Wiggles has incorporated Auslan into many of her performances. Check out [The Handwashing Song](#) to practice counting to 20.

Search for 'Auslan songs' on YouTube, and you'll find plenty. You should be able to recognise some of the greeting signs in videos like [Mind How You Go](#) already.

You might also try watching some more of the children's program [Sally and Possum](#), which you can stream on iView, or watch on the [Queensland Government's Early Childhood Education](#) site (where you'll also find transcripts). Try watching the introduction of the first episode (with the sound and captions off!) to see how much you understand.

What greeting do the characters use? Can you recognise their fingerspelled names? What do you think Sally is trying to get Possum to do?

Challenge yourself! Watch the rest of the episode.

- There are two fingerspelled words - what are they?
- What does Sally use instead of a doorbell to let Possum know she's arrived?
- How many items does Sally list off to use in making glue? (And do you notice anything different about how she forms the numbers? - we'll learn more about lists in the next chapter!)
- How does Possum indicate that he's joking?
- What greeting do they end the episode with?

Secrets of Successful Students

Did you know? You don't need to find Auslan-specific resources to practice signing!

You may find resources designed to help kids learn to spell and count in English useful for practicing Auslan.

Previous students of Auslan have reported, for example, signing along to the Alphabet Song to practice fingerspelling. (Here's the [classic version](#), or [try this one](#)). If you find it too fast at first, don't forget you can slow down the player.

You can use children's [counting songs](#) to practice the number signs in Auslan, too.

Finally, you may find that you can use resources designed to help children learn to spell and count in English helpful to practice - even if they have no Auslan content!



Skill Building

Many videos in Auslan also have closed captions, or audio narration.

Here are some suggestions on how to get the most out of your video viewing:

1. **Right level.** Look for videos that are pitched at the right level. In the early stages of your Auslan journey, you'll get more out of watching videos made for kids than you will from more complex videos aimed at an adult audience. See the 'Extras' above for suggestions. Later on, you'll want to challenge yourself a little more: the best learning comes when we move just slightly beyond our current level of competence.
2. **Captions off.** Try to find videos with captions that can be turned off. The first time you watch a video, you should do so without using the captions. See how much you can understand. Then watch again with captions on.

3. **Sound off.** If a video has audio narration, make sure you have the sound off, too. If you're listening to what is being said, you won't get an accurate picture of how much Auslan you've learned. Later, you can re-watch the video with the sound on, and compare the signed vs. spoken message.
4. **Slow it down.** You can adjust the speed of many videos streamed online. Try 0.5x speed (or 0.25x if you really want to break something down), and then speed it up as you become more confident.
5. **Quality up.** Auslan is a visual language. Try to watch videos on as large a screen as possible, with the quality turned up as high as possible, so that you don't miss any details.
6. **Watch more than once.** Try to watch each video multiple times:
 - Without sound/captions
 - With sound/captions,
 - And then again without.

See how much your understanding grows with each viewing.

Create a playlist on YouTube so that you can easily revise videos - and to share with your classmates.

Finally, always double-check to make sure the video you are watching is in Auslan, not American Sign Language. Some websites and even books claim that ASL is the 'universal' language of Deaf people - this simply isn't true! If a resource is described only as "sign language", chances are, it's actually ASL. (If you want to see just how different Auslan and ASL are, check out Deaf Santener's excellent video "[Auslan vs ASL](#)")

The one exception to this rule is when it comes to **fingerspelling**: since BSL and NZSL use the same alphabet as Auslan, you may find resources designed for these languages useful for practising fingerspelling. ([Sign Language Forum](#) has a fingerspelling game, the ability to create fingerspelled animations or printed word displays, and you can even make your own word search)

Here's a great video to cap off everything you've learned in this chapter: a video of Sally Strobridge (of *Sally and Possum!*) presenting some [common Auslan phrases](#). How many do you know? And what new ones can you pick up?



Learning Outcomes

I can...

- Fingerspell my **name**
- **Recognise** others' names
- **Count** to 9 in Auslan
- **Understand** some of the differences between Auslan and English
- **Recognise** and **sign** all of the vocabulary for this unit
- **Greet** others
- Ask for **repetition**
- Use **non-manual features** in Auslan
- Ask **WH-questions**



2. Family



Revision

Before starting this unit, make sure you can do the following...

- Fingerspell the whole alphabet
- Count to 20 in Auslan
- Understand and sign personal and possessive pronouns (me, my, you, your etc.)
- Ask WH-questions
- Introduce yourself

Secrets of Successful Students

Did you know? Learning a language is an iterative process. Think of it as building a wall. If you're trying to lay bricks on top of an existing row that has gaps, holes, and spots where the mortar hasn't dried yet, no matter how hard you try, you won't achieve a great wall! That's why revision is so important - to make sure you're building upon a solid foundation.

Even though revision is crucial, almost half of students report not revising each week. The easiest way to supercharge your Auslan learning is simply to go through the revision checklist above and revisit anything you're not completely confident in.

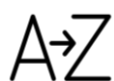
Each chapter, we'll choose the most relevant topics for you to practice from previously covered content. All you have to do is spend a couple of minutes looking over the list to boost your learning!



Learning Objectives

After completing this unit, you will be able to...

- Identify family members using appropriate signs
- Describe your family and understand descriptions of others' families
- Show possession in Auslan
- Count to 99
- Make use of space and indicating verbs



Fingerspelling: Practice

In Chapter 1, you learned to sign the alphabet.

Regular practice of fingerspelling is important, so every chapter will include some practice, both in the activities, and in the form of special fingerspelling drills in this section. We will begin with general fingerspelling practice, before moving on to specific skills - all the while using words that are relevant to the current chapter's theme.

Secrets of Successful Students

Did you know? Past students report fingerspelling as one of the major challenges of learning Auslan - but many do not practice, in spite of the fact that fingerspelling is one of the easiest aspects of Auslan to practice. You don't need a conversational partner or any special materials to practice fingerspelling.

Next time you're waiting somewhere, look around. Can you see any letters?

You can fingerspell

- items on a menu when you're waiting to order food
- numberplates of the cars around you when you're waiting in traffic
- destinations on the arrivals/departures board when you're waiting to board a bus, train, or plane
- brand names of the chocolates at the checkout when you're waiting at the supermarket
- ... literally anything else you can see!

Family Names

In Chapter 1, you learned some of the most popular baby names in Victoria. How many can you remember? Try fingerspelling them now!

(If you don't remember any, go back to Activity 1.5 now and choose three to practice)

Now, here are the ten most common family names in Australia. Try signing each of them:

1. Smith (11.5 million)
2. Jones (56 thousand)
3. Williams (55 thousand)
4. Brown (54 thousand)
5. Wilson (46 thousand)
6. Taylor (45 thousand)
7. Johnson (33 thousand)
8. White (32 thousand)
9. Martin (31 thousand)
10. Anderson (30 thousand)

Surname Challenge!

According to the genealogy website Forebears, the longest surname in the world, at 48 characters, is from India:

Enraejakavarapantiyacuppiramaniyakattepammutuair

Can you spell it?

The longest surname which isn't composed of several surnames compressed into one, however, is reportedly from Hawaii:

Keihanaikukauakahihuliheekahaunaele

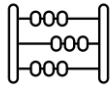
A woman with this surname petitioned the state Department of Transport to have her whole name displayed on her driver's licence.

My Family's Names

Do you remember how to fingerspell your last name?

Practice it a few times now, until you can spell it smoothly and clearly.

Now, practice spelling the names of your immediate family members: parents, partner, children, siblings, etc.



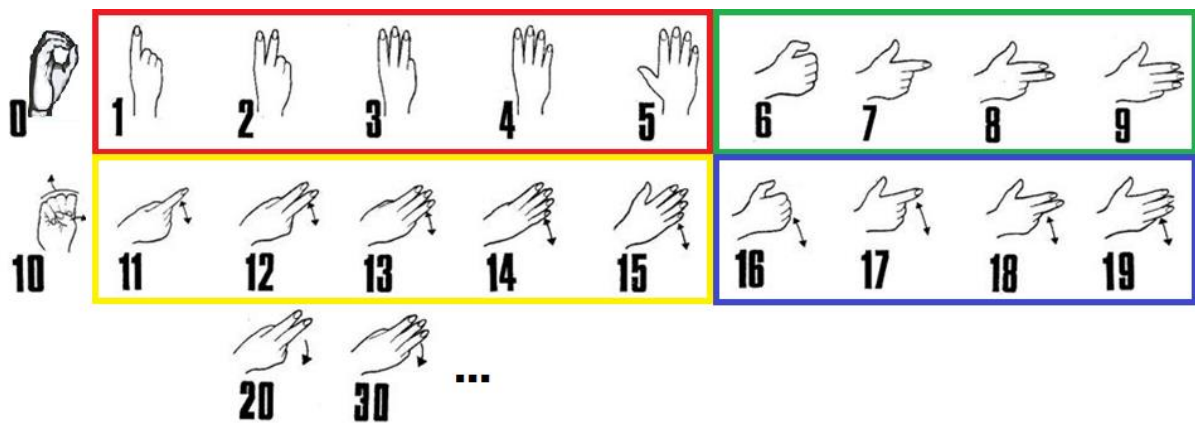
Numbers: 10-99

In Chapter 1, you learned to sign the numbers 0-9.

Before we move on to larger numbers, make sure you feel confident signing the numbers you already know first. Quickly sign the numbers 0-9. Now, try signing the following random numbers:

3 7 8 2 9 0 5 1 2 9 4 3 5

Now, take some time to compare the numbers you already know (in the first line of the chart below) with the second line. As you look at the chart, practice making the shapes with your hands.



(Modified from *The Dictionary of Australasian Signs*, Victorian School for Deaf Children, Melbourne 1982)

While zero and the first nine numbers are static, the numbers above 10 involve movement.

Since all of the numbers we will learn in this chapter involve movement, it is best to learn them via [video](#).

The number 10 begins as a closed fist, and moves to an open hand:



Now, take a look at the numbers from 11-19. Don't they look familiar?

In fact, they're exactly the same as the numbers from 1-9... with the addition of a double up-and-down shake. [You can watch them all in action here](#). Hit 'replay' to watch the video again.

You may remember from Chapter 1 that the first five numbers (those in the red group) are formed simply by holding up the required number of fingers. Likewise, 11-15 (in the yellow group) are formed by holding up the required number of fingers for the units (e.g. four fingers for **four**teen), and performing an up-and-down shake to indicate the "teen". Remember: ten = movement!

The numbers from 16-19 (in the blue group) are even more similar to their counterparts (in the green group). Unlike 11-15, which are slightly more horizontal than 1-5, 16-19 are performed at the same angle as 6-9 - although once more, with the up-and-down shake to indicate the "teen".

Have a go at signing the following random numbers:

19 17 15 16 11 13 18 12 14



You need to be especially careful when dealing with numbers such as 2 and 12, or 5 and 15, which are identical except for their movement.

General Rules: Cardinal Numbers 1-20

	Palm Orientation	Movement
1-9	Facing signer	Unmarked
10	Away from signer	Open hand outward
11-20	Facing signer	Double movement

Variation in Numbers

Sometimes, you may come across differences in how numbers are signed. For example, you might see the number 10 signed with just 1 finger against the thumb flicking open, instead of the whole hand moving from closed to open. Or, you may come across variations of the numbers 11 and 12, where the pointer (and, in the case of 12, middle finger) are tapped against the thumb.

	
Eleven	Twelve

Variation in Auslan signs occurs for a number of reasons - including geographical location, age, and other factors relating to the signer and context. While this may seem confusing, it's important to remember that counting in English isn't simple either! We might say there are a 'dozen' eggs instead of using the number 12. And a pair of jeans (1) is very different to a pair of doves (2)! Meanwhile, two singers might be called a 'duo', and a menu might refer to a 'trio' of ice cream flavours.

Search on YouTube for 'Auslan numbers' and see which variations you come across.



[Number Signs on SignBank](#)

Round Numbers

The numbers 20, 30, 40, 50, 60, 70, 80, and 90 should be easy for you to learn. Simply begin with the number 2, 3, 4, 5, 6, 7, 8 or 9 which you already know, and sweep outwards.

Tens and Units

For numbers like 21, 22, 23 etc. simply sign the round tens number with its outward sweep (20), then add the unit (1 or 2 or 3 etc.).

Although there are many videos which teach Auslan numbers 1-10, and the round tens, there aren't many which demonstrate all of the numbers in between 21 and 100.

Ipswich Central State School has produced a couple of videos which demonstrate all of the numbers from 1-100: [Counting with DJ Count](#), and [Welcome to the Zoo](#).

In the next chapter, we'll practice the numbers you've learned in Module 1, before moving onto larger numbers in Module 2, culminating with another practice session in Chapter 6.



Vocabulary

Hidden Letters!

Before you study this chapter's vocabulary, take a look at this [Family Vocab video](#), and see if you can spot anything familiar.

Did you notice any familiar letters? F? M? D? G? C?

Some Auslan signs incorporate letters. For example, the words FAMILY and FATHER both incorporate the fingerspelling sign for F.

FAMILY looks like the sign for F, drawing a ring to indicate a circle of relatives.
FATHER is F twice. (Mother is M three times)

Family Members (For Production)

(You should learn to understand and produce these signs)

1. [Family](#)
2. [Mother](#) ('M' thrice)
3. [Father](#) ('F' twice)
4. [Son](#) (fingerspelled) or, as in [this video](#), 'S' twice
5. [Daughter](#) ('D' twice)
6. [Spouse \(Wife/Husband\)](#)
7. [Child](#) / [Children](#)
8. [Baby](#)
9. [Sister](#)
10. [Brother](#)

People (For Production)

11. [People](#)
12. [Person](#)
13. [Girl](#)
14. [Boy](#)
15. [Friend](#)
16. [Man](#)
17. [Woman](#) / [Lady](#)
18. [Group](#)

Responses (For Production)

19. [Relate\(d\)](#)
20. [Have](#)
21. [Have none](#)
22. [Age](#)

Note: SPOUSE is your first asymmetric two-handed sign - that is, your dominant hand does most of the work, while your non-dominant hand stays relatively still (go back to the previous chapter if you need a refresher).

Although asymmetric signs are often harder to produce than one-handed or symmetric two-handed signs, this one should be pretty easy to remember - it looks like putting a wedding ring onto the ring finger.



You may have noticed that, just as Auslan does not have gendered pronouns (Chapter 1), there is no gender distinction when talking about one's marriage or romantic partner in Auslan. Expression Australia has an excellent video on [LGBTIQ+ terminology](#) in Auslan.

More Family (For Reception)

(You should learn to understand these signs. If they are relevant to your family situation, you should learn to produce them, too)

- 23. [Auntie](#)
- 24. [Uncle](#)
- 25. [Niece](#)
- 26. [Nephew](#)
- 27. [Cousin](#)
- 28. [Fiance\(e\)](#)

Indicating Verbs (For Production)

- 29. [Give](#)
- 30. [Help](#)
- 31. [Look](#)
- 32. [Visit](#)
- 33. [Bring](#)
- 34. [Post](#)
- 35. [Ask](#)
- 36. [Pay](#)
- 37. [Tell](#)
- 38. [Say](#)
- 39. [Show](#)
- 40. [Blame](#)
- 41. [Ignore](#)
- 42. [Scold](#)
- 43. [Send](#)
- 44. [Tease](#)
- 45. [Yell / Scream](#)

Secrets of Successful Students:

Did you know? Not all words are created equal!

All languages use some words more than others. The Oxford English Dictionary defines over 600,000 words, but nobody uses anywhere near this many. Most “native speakers” of English know between 10-25,000 words (an exceptional wordsmith, like Shakespeare, is estimated to have had a vocabulary of around 30,000). Obviously, if everyone knew a *different* 20,000 words, communication would be impossible – so it’s easy to show that there are some words which are used a lot (often called the “core” vocabulary), and others which are used far less frequently. The same is true of any language, including Auslan. Learning some words provides a massive payoff, as you will see them again and again, while others provide very little value – you will encounter or need to use them infrequently, if ever.

In fact, the 100 most frequently-used words in English are estimated to account for around half of all conversation. Think of words like “I”, “have”, “not”, “this”, “my”, “time”, “think”, etc. All of the words in the phrase “I do not have any time” are in the top 100.

The top 100 of any language may be thought of as the most ‘valuable’ list in a sense. Expanding your vocabulary ten-fold, by learning the top 1,000 words, will help you to understand an additional 30% of the conversation. And learning another 1,000 words after that, will help you to understand up to 10% more. In other words, those first 100 words are *fifteen times* more likely to come up in conversation than the rest of the top 1,000, and *fifty times* more likely to come up in conversation than the next 1,000.

Although there is less research on Auslan than on English, this pattern appears to hold true. Research suggests that the top 10 most frequent signs occur around 21% of the time, and the top 100 for almost 53%. The top 300 most frequent signs account for 71% of

all tokens⁷. (You already know all of the lexical signs in the top 10: ME, WELL, YOU, DEAF, LOOK, BOY, HAVE, SAME, the others are pointing, and indicating movement⁸).

One of the fastest ways to build towards fluency in a language, then, is to prioritise studying the most frequently-used lexical items first. Fortunately, we've put in a lot of the hard work for you! The vocabulary lists in this book have been carefully constructed to include the 100 most frequently-used signs, plus the most important signs you'll need to fulfil the learning outcomes at the start of each chapter, as selected by an experienced Auslan teacher. By studying these lists, you'll automatically learn the most important signs in Auslan.

Of course, just as no English speaker's vocabulary is an exact match for another's, Auslan signers have different vocabularies, too. A person who works in IT, for instance, might have a very different vocabulary to a person who works in forestry. A child might have a very different vocabulary to a graduate student. And a person who loves gourmet cooking will know a different set of signs to someone who prefers wood working. Most Auslan users (like most English speakers) share essentially the same "core" vocabulary, but the signs or words they know in more specialised areas are often different. And everyone can recognise more lexical items than they can remember how to sign, say, or spell.

For this reason, we've included some items in the vocab list above (and in future chapters) which are marked "**For Reception**" - meaning that you should learn to recognise them, but, unless they are relevant to your own situation, you don't need to remember how to produce them. For example, you should understand that someone is talking about their nephew – but if you don't have a nephew, it's not crucial for you to memorise this sign at this stage in your learning. One of the secrets of successful students is, after all, prioritising the signs which will give you the biggest reward for your efforts!



Conversation 2: Family Introductions

In the previous chapter, you saw each of the characters from our 'Auslan Family' drama fingerspell their names. Now, read the questions below, then watch closely as each character introduces themselves.

1. [Video 1](#) | What is the first character's name? DAN / PAM / SAM / DANIEL
Are they DEAF or HEARING? What about their family?
2. [Video 2](#) | What is the second character's name?
CAROL / CARL / CARLOS / CARLA How old are they?
3. [Video 3](#) | What is the third character's name? ROB / JOB / RON / MORGAN
How many children do they have?

⁷ Johnston, 2012. *Lexical Frequency in Sign Languages*.

⁸ Schembri & Johnston, *Usage-based Grammars and Sign Languages: Evidence from Auslan, BSL and NZSL*.

4. [Video 4](#) | What is the fourth character's name?
BRENT / BRENDAN / BRETT / BRENDA Are they from a DEAF /HEARING family?
5. [Video 5](#) | What is the fifth character's name? MATT / MEG / MORGAN / MICHAEL
Circle who they live with: MUM, DAD, BROTHER, SISTER, AUNT, UNCLE
6. [Video 6](#) | What is the sixth character's name? EMMA / ANNA / ANA / EMILY
What is their relationship to the third character?
MUM, DAD, BROTHER, SISTER, AUNT, UNCLE

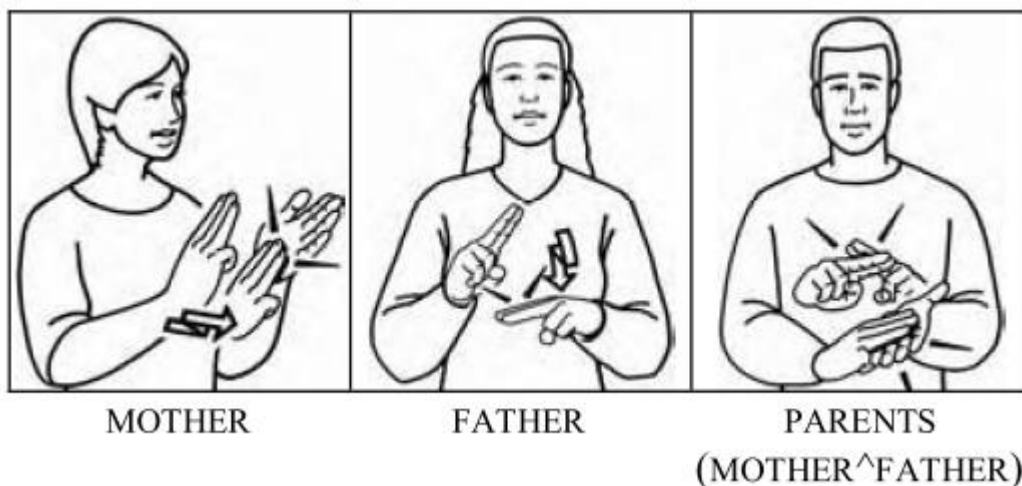
NOTE: The aim of these Conversation videos is for you to get used to attending to conversations in Auslan. You are not expected to understand every sign or grammatical structure. Rather, you should read about the scenario and the questions before watching to give you an idea of the context, and *then* try watching. It's fine to watch the video more than once - in fact, it's recommended, just as in a real-life conversation, it is recommended to ask people to repeat themselves.

! Grammar

Compound Signs

Compounds are formed when two words (or two signs) are combined to form one. In English, examples include 'football' (foot + ball) and 'blackboard' (black + board). Just as two distinct words are combined into one word in English, with no space in writing or pause in speaking, two distinct signs may be combined in Auslan to form one smooth, fluid sign.

Compounding is a fairly common way for new signs to develop in Auslan. Some of these signs are similar to English words, such as BOYFRIEND (BOY + FRIEND) or GIRLFRIEND (GIRL + FRIEND). Other words are unique to Auslan. For example, the word [PARENTS](#) is derived from the combination of the signs MOTHER and FATHER.



(Images from Johnston, 2007)

To sign [GRANDMOTHER](#), combine the sign for G with the sign for MOTHER. Likewise, [GRANDFATHER](#) is the sign for G followed by the sign for FATHER.

It's not only nouns that can become compounds - verbs and adjectives can form compounds also. Keep an eye out for them in future vocab lists!

Possession

To show that something belongs to someone, you can use a genitive (or "possessive") suffix in Auslan. Essentially, this is similar to adding 's to a word in English:

e.g your uncle is your mother's sister's husband.

In fact, this appears to be a borrowing from English, and resembles the fingerspelled S, although its upward movement is distinct from the downward contacting movement of the manual letter S.



MOTHER'S (MOTHER+gen)

Age

One of the most important signs in this chapter's vocab list is the sign for AGE.

This sign can also be used to mean 'How old are you?'

Pay close attention to the location of this sign - it is produced near the nose.

Now that you know the numbers up to 99, you should be able to express your age in Auslan (unless of course, you're a hundred or more years old... in which case, congratulations on being a lifelong learner, and please skip ahead to chapter 7 to discover how to sign the hundreds!)

To tell someone how old you are, sign the number near your nose. Using location to indicate that you are talking about age, there is no need to add 'years old' or similar, as is done in English. If you are 30 years old, simply sign '30' in the same location as you would produce the sign for age - in front of the face, near the nose.

Jennie Kadiki has produced a wonderful series of videos, including one on ages in Auslan. Watch her [Age video](#), and follow along with the signs for various ages, making sure to watch closely as she performs the signs from different angles.

What is linguistics - and why does it matter for Auslan learning and teaching?

Linguistics is the scientific study of language, and those who study it are called linguists.

While a language teacher's job is to guide students on how to sign or speak a language, a linguist's job is to objectively study and describe how language works. Sociolinguists research how a language is used in society, while applied linguists examine how best we can learn and teach language.

[*The Limping Chicken*](#) - described as "the world's most popular deaf blog" - explains that how communities actually use a language can be quite different from what people believe about how language should work. But it is important to understand both actual variations in use, and attitudes about these varieties. Sociolinguists document variation in languages, and teachers guide students in learning the variety which is used locally. Many Auslan teachers also actively participate in or contribute to research on Auslan, and the collaboration between linguists and teachers is of primary importance in the field of applied linguistics.

This book uses insights from expert language teachers and past students of Auslan, as well as research from both sociolinguistic studies on how Auslan is actually used, and findings from applied linguistics to help you learn effectively.

Space in Auslan

As a visual language, Auslan signers make use of the space around them to communicate in various ways. The placement of entities like people and objects in the signing space is not random, but logically arranged, in order to provide information about them.

Read or listen to Trevor Johnston and Louise de Beuzeville talking about [the nature of space in Auslan](#) on ABC Radio's Lingua Franca.

As Louise explains, signers can use the space around them to:

- Describe **space**. While in English, prepositions like 'under' or 'in front of' are used to describe the location of things, in Auslan, they aren't used very often. It is more common to locate signs within the space around you. Sign a sign to the left, and later in the conversation, you can use that location to refer to that concept again.
- Represent **people**. Particular spaces around the speaker are used to represent different people. From then on, you can refer back to that person by pointing to that location, or by signing in that space to show who did some action.
- Create **buoys**: a handshape such as an upright finger is located near the signer to represent something, like a person. When the signer points back to that handshape, they are talking about that referent.
- Place different events in **time**.

Let's look at one of these uses of space, buoys, in more detail.



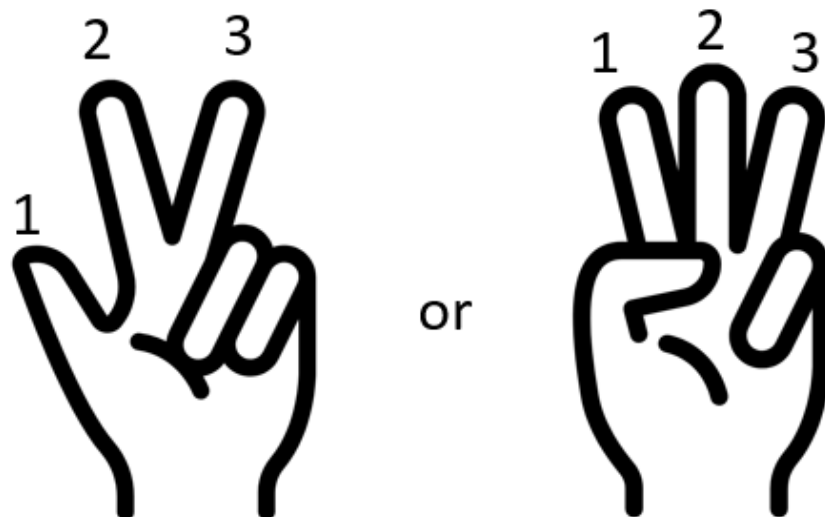
List Buoys

You might be familiar with the term 'buoy' in a nautical sense: a floating object anchored to the bottom of an ocean or lake to mark a channel or something lying underwater.

A buoy in Auslan plays a similar role: the subordinate hand floats like a buoy to mark something important, such as people or things referred to in the conversation.

One common type of buoy in Auslan is the *list buoy*, generally used to keep track of 1-5 entities. For example, a signer may use a list buoy to refer to their three brothers. If the

thumb is associated with the first brother, then the index finger will be associated with the second, and the middle finger with the third. (It is also acceptable to start with the index finger - just be sure to be consistent).



Note: these are diagrams of the left hand, as seen by the person being signed to. You should count on whichever is your subordinate hand, using your dominant hand to tap your fingers as necessary. Always start counting from the thumb, or the finger closest to your thumb.

To associate each finger with each entity, the signer will touch the tip of the appropriate finger and then sign the name of the person (or describe the thing) they are assigning to that finger. For brief descriptions that only require one hand, the list buoy will continue to be held on the subordinate hand while the referent is described.

Here's an example:

	FIRST-OF-LIST	SECOND-OF-LIST
PRO-3 HAVE TWO DAUGHTER	AGE-FOURTEEN	AGE-TEN
<i>She has two daughters. One is 14 years old and the other is 10. (Video 9.39)</i>		

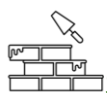


Using the fingers of one hand to list items is a common gesture in English. When making several points, you might count them off on the fingers of your subordinate hand. Or, you might be familiar with the game for infants, '[This Little Piggy Went to Market](#)', in which each of baby's five fingers (or toes!) represents a pig (that went to market, that stayed home, etc.).

Auslan list buoys, however, are uniquely useful in that when you want to come back to a point you are making, or a person you are talking about, etc. it isn't necessary to sign their name or summarise the point again. You can simply hold up or touch the tip of that finger again - a little

like saying 'he' or 'she' in English when you have already established who that pronoun refers to.

James Blyth at Auslan Storybooks tells the story of '[The Three Little Pigs](#)' in Auslan. Watch how he uses list buoys and space to establish and refer back to the three pigs and their three houses. (If you're familiar with this story, you should be able to understand much of what James is signing even though the signs will be new to you. If you don't know it (or have forgotten!) you can read *The Three Little Pigs* in [The Nursery Rhymes of England](#))



Skill Building

Even if you've studied a language before, you may be wondering how to practice Auslan vocabulary. Many students of foreign languages rely on flashcards as a key tool in memorising vocab... but that seems impossible with Auslan. ...Or is it?

Free, electronic flashcard programs (like [Anki](#)) allow you to make flashcards with pictures or even videos, making reviewing vocabulary easy.

Best of all, you can download existing sets of flashcards and customise them for your own needs - like this [Auslan Signbank](#) set.

Note: The easiest way to use Anki is to install the program on your computer so that you can edit or create flashcards, and then use the app or web version on your phone or tablet so you can review vocabulary on-the-go.

Secrets of Successful Students

Did you know? Monash University linguist Louisa Willoughby has produced a video of [top tips for learning vocabulary](#) in any language. While some of the tips may seem more relevant to spoken/written languages (such as the advice to study from flashcards), with a little creativity, you'll discover they can all be applied to Auslan study, too. In fact, learning *how best to learn* is one of the most important things successful students do, and that often involves learning to adapt study techniques from one language or subject area to another.

Here are the tips Louisa presents. Think about how you could apply these tips to learning Auslan vocab:

Rule 1: Studying vocabulary off flash cards is much more effective than a fixed order list.

Rule 2: Spacing study over numerous days is much more effective than cramming.

Decide now *how* you will learn the vocab for this chapter, and *when* you will do so - make a plan: what tools will you need to find or create? Schedule some time in your calendar over the next week to concentrate on practicing the above signs (remembering that small chunks of time are more effective than cramming it all into one day). You can do this in a paper diary or calendar if you prefer, but it might be even more effective to use an online calendar that can send you reminders!



Culture Note

Name Signs

In the previous chapter, you learned how to fingerspell your name, and in this chapter, you've learned to spell the names of family members and friends. But fingerspelling isn't the only way to refer to people in Auslan. Deaf communities worldwide often use visual names known as 'name signs'.⁹

In a series of [Expression Australia videos](#), LaTrobe University lecturer Anne Bremmer explains how people get their name sign.

Watch as she fingerspells her name, and that of the university.

What is the name of the VicDeaf edition she fingerspells? _____

Don't worry - you're not expected to be able to follow along just yet! It is enough to just recognise a few of the letters used - perhaps by playing the video at a slower speed.

It's fine to read the subtitles at this stage in your learning - in fact, it's a great way to pick up more Auslan!

1. School Name Signs

Anne describes name signs as personal names for Deaf people which easily identify a person without having to spell their name out in full. Historically, name signs around the world originated in schools, where they were based on students' locker or registration numbers.

In [Part 2](#), Anne explains that in Melbourne, name signs began as a combination of a student's locker number + gender, with the number signed in the location corresponding to the sign for 'girl' or 'boy'.

Watch carefully as Anne demonstrates the location of gendered name signs.

here does she indicate a girl's name sign would be signed? _____

A boy's? _____

How does this compare to the sign for GIRL and BOY you learned earlier in this chapter?

Following Anne's production of sign names for a girl with locker 22, and a boy with locker 8, try the following:

GIRL	3	BOY	6
GIRL	19	BOY	27

⁹ Historically, only deaf people had name signs, but in recent years, some hearing people who have a deep connection to the Deaf community have been given name signs.

2. Initialised Name Signs

The second group of name signs, common to signed languages around the world, are initialised name signs. These name signs use the handshape of the starting letter or initial of a person's name to form a sign to refer to them.

Watch as Anne gives examples from Auslan, American Sign Language (ASL) and Irish Sign Language (ISL). Using the Appendix in the back of this book, can you figure out what initials these names start with in ASL and ISL?

ASL: _____ ISL: _____

3. Descriptive Signs

The third group, descriptive signs, reference something distinctive about a person's appearance or habitual behaviour.

What examples are included in the video?

How would you feel about having a name sign like those demonstrated?

What physical aspects or habits of yours might be turned into a name sign?

4. Corresponding Meaning

The fourth group of name signs adopt the English word (where one exists) and use the corresponding sign. For instance, the sign for ANGEL might be used for the girl's name Angela, or the sign for FISH might be used for the surname Fisher.

What other surnames does Anne demonstrate? _____

5. Lip Patterns

The fifth group of name signs rely on a similarity between a name and a lipread word. For instance, the pattern a speaker's lips make when saying the surname 'Walsh' resembles the lip pattern for 'walrus'. So the surname Walsh might be represented with the sign for WALRUS.

What characteristic of a walrus does the sign depict? _____

In [Part 3](#), Anne explains that Deaf parents historically gave their children sign names that used their initials, like JJ. But research has shown that a large number of kids receive their sign names at school, from other students, or even their teacher.

True or false:

1. When signing an initialised name sign, you should mouth the full name, not just the abbreviated initials. TRUE / FALSE
2. A person can only have one name sign which they will keep for life. TRUE / FALSE
3. Name signs are used when talking about people, not directly to them. TRUE / FALSE
4. All Deaf people are comfortable with everyone knowing their name sign.
TRUE / FALSE
5. Numbered name signs are going extinct because of the closure of residential schools. TRUE / FALSE
6. A name sign is something special to members of the Deaf community, not something one has a right to receive.
TRUE / FALSE

Although Deaf people sometimes give hearing people or even Auslan students sign names, sign names are not something you simply make up on your own. Watch as Will, a captioner at Ai-Media and Certificate II Auslan student, explains how he received his [sign name](#).

Secrets of Successful Students

Did you know? Learning a language involves learning about a culture which may be different to your own in unexpected ways, and this can involve a sense of discomfort. Successful students learn from this discomfort, rather than trying to avoid it. For example, some students feel uncomfortable using signs which describe a person's physical attributes or mannerisms in a way they consider unflattering. It can feel a bit like stereotyping a person - or even creating a caricature of them, like a political cartoon.


It's important to remember that what you find offensive or flattering isn't necessarily what another person will. What is considered attractive also differs between cultures (as we'll see in Chapter 3). A description you consider insulting may be considered neutral - or even flattering - by someone else. Think of the five-year-old boy who objects to being called "cute" anymore, or the girl who is self-conscious about being tall.

In English, some people feel cared for when their partner calls them "baby", while others find it infantilising. One person might be happy to be called "Big Ears" as a term of endearment, while another, who feels insecure about their ears may find it upsetting.

English employs a lot of euphemisms - words or phrases designed to sound less negative than their alternatives. You might call someone "big boned" rather than "fat", or "vertically challenged" instead of "short", but the meaning remains the same. Sometimes, English borrows from other languages as a form of euphemism - "abattoir" sounds more polite than "slaughter-house" (unless you understand French, in which case it retains its violent meaning "a place for beating down"). Languages which use Chinese characters, such as Mandarin or Japanese, often borrow euphemisms from English. Many Chinese characters were originally based on pictures, and the visual impact of these characters in writing is somewhat similar to the visual impact of indicating big ears or fat cheeks in Auslan¹⁰ - potentially jarring for

¹⁰ In recent years, the English words "husband" and "wife" have gained popularity in Japan, in preference to "*shujin*" and "*okusan*". While these words may not sound discriminatory, the characters used to write them literally mean "lord/master" and "person out the back". Of course, the English words have a similar history ("husband" meaning "householder/steward", and "wife" possibly

newcomers, yet often unremarkable to regular users of the language.

It's also useful to consider visual symbols such as the floppy-disk save icon, the hourglass waiting icon, the gears used to represent settings, or the email envelope. As cultural YouTuber and artist [J.J. McCollough](#) explains, these are 'old-fashioned' symbols we've come to view through 'modern eyes'. When you tap  you are likely thinking 'I want to answer this call', rather than 'this is a stylised rotary phone receiver used as an analogy for modern phones'. As McCollough explains, technology changes too quickly for symbols to keep up. Yet such anachronisms can be found outside of technology, too - McCollough gives the example of the icons for 'male' and 'female' toilets, which, in addition to depicting maleness as the default, are also increasingly inaccurate, with the stereotyped depiction of females wearing 1960s-style A-line dresses very unusual in typical 2020s settings. While such symbols can certainly be read as politically incorrect and even sexist, they are also a case study in how symbols remain in widespread use due to convenience. The same is true of words in English, or Chinese, and of course, signs in Auslan, or ASL.

During your Auslan studies, it's likely you'll come across signs you may feel uncomfortable about using. This is not because Auslan is a less polite language than English, but because of a difference in how Auslan and English users show politeness.

In Auslan, politeness (and impoliteness!) tends to be demonstrated using non-manual features, such as facial expression. In English, (im)politeness is often expressed via word choice. Yet, English is fairly unusual in its wide selection of words on offer¹¹. Other languages have yet other ways of indicating politeness – such as via grammar.

In English, it might be more acceptable to describe a friend or family member as “chubby” rather than “fat”. A doctor would be more likely to use clinical words such as “overweight” or “obese”. In Auslan, there is one sign for fat/overweight/chubby/obese. *How* you sign it indicates how you mean it. Likewise, there is one sign which may be variously translated as “faeces”, “poo”, “shit”, or “crap”. In English, word choice would indicate what the speaker intended. In Auslan, context and associated NMFs indicate intention.¹²

It's also important to remember that common English names aren't always flattering either. Cameron, for instance, means “Bent Nose”. The Irish name Kenadie means “Ugly Head”, while Mara means “Bitter”. When you talk about a friend named Cameron, however, you're not using the word in its original, literal meaning, to describe Cameron as having a bent nose - you're using it to refer to the person (and chances are, not thinking about his nose at all!) In the same way, name signs are used as a convenient shorthand.

originating in the words for “veiled” or “shame”), but because of the lack of visual depiction in English, these meanings are often lost.

¹¹ Having borrowed so many words from other languages, English is often considered the language with the most words in the world. The Oxford English Dictionary defines over 600,000 words. Signbank, on the other hand, contains around 4,000 signs. Although there are more signs in use than Signbank currently contains, it is safe to say that there are many signs which have multiple English meanings.

¹² Auslan is not alone in this regard – take Japanese, which is stereotypically considered a “polite” language. One learner, upon trying to politely decline to eat something she found visually unappealing, turned to her dictionary, only to be dismayed to find that it was of no use in trying to clean up what she wanted to say – the Japanese word listed for “faeces” was the same as that listed for “shit”.

Of course, none of this is to suggest that Auslan users are uncaring about others' feelings, or that the language is static. On the contrary, as you would have seen in the Deaf episode of [You Can't Ask That](#) referred to in Chapter 1, many deaf people have been called insulting names and experienced bullying, and as a minority group, Auslan users tend to be very aware of the power of language. The view count for the video on [LGBTIQ+ terminology](#) referred to in the Vocabulary section of this chapter also demonstrates that thousands of Auslan users are interested in learning about inclusive language and ensuring representation in Auslan. This extends to terms dealing with "race" and ethnicity, too. You can learn more about Auslan as a living language in Chapter 11. But if someone tells you their sign name, you shouldn't feel uncomfortable about using it to talk about them. Successful students know that, just like using someone's nickname, it's not insulting to use a name the person referred to feels comfortable with.

Documenting Signs

[Handspeak.com](#) reports a British Deaf couple became the first people in Britain to legally record their baby's name in BSL on a birth certificate. The name sign was recorded in BSL linguistic notation as UbOtDDstarL, which represents a combination of handshapes, palm orientation, and movement.

There are a number of ways signed languages may be written down, even though sign languages do not have a traditional or formal written form, and many deaf people do not see a need for a writing system of their language. To date, there is no consensus regarding the written form of sign languages, and other than SignWriting (developed in 1974 by Valerie Sutton who had earlier developed DanceWriting) none are widely used. (See [Wikipedia](#)).

In 2015, João Paulo Ampessan's linguistics dissertation (written using Brazilian Sign Language, recorded in SignWriting) was accepted by the Federal University of Santa Catarina. In 2018, an MFA graduate Adrean Clark published her thesis book with the title in ASL, and Adrean's name ASL name was recorded on her degree. Handspeak also describes how artist Jolanta Lapiak officiated her name by designing a handmade seal stamp and a customised seal wax which includes both a name sign and her alphabetic name.

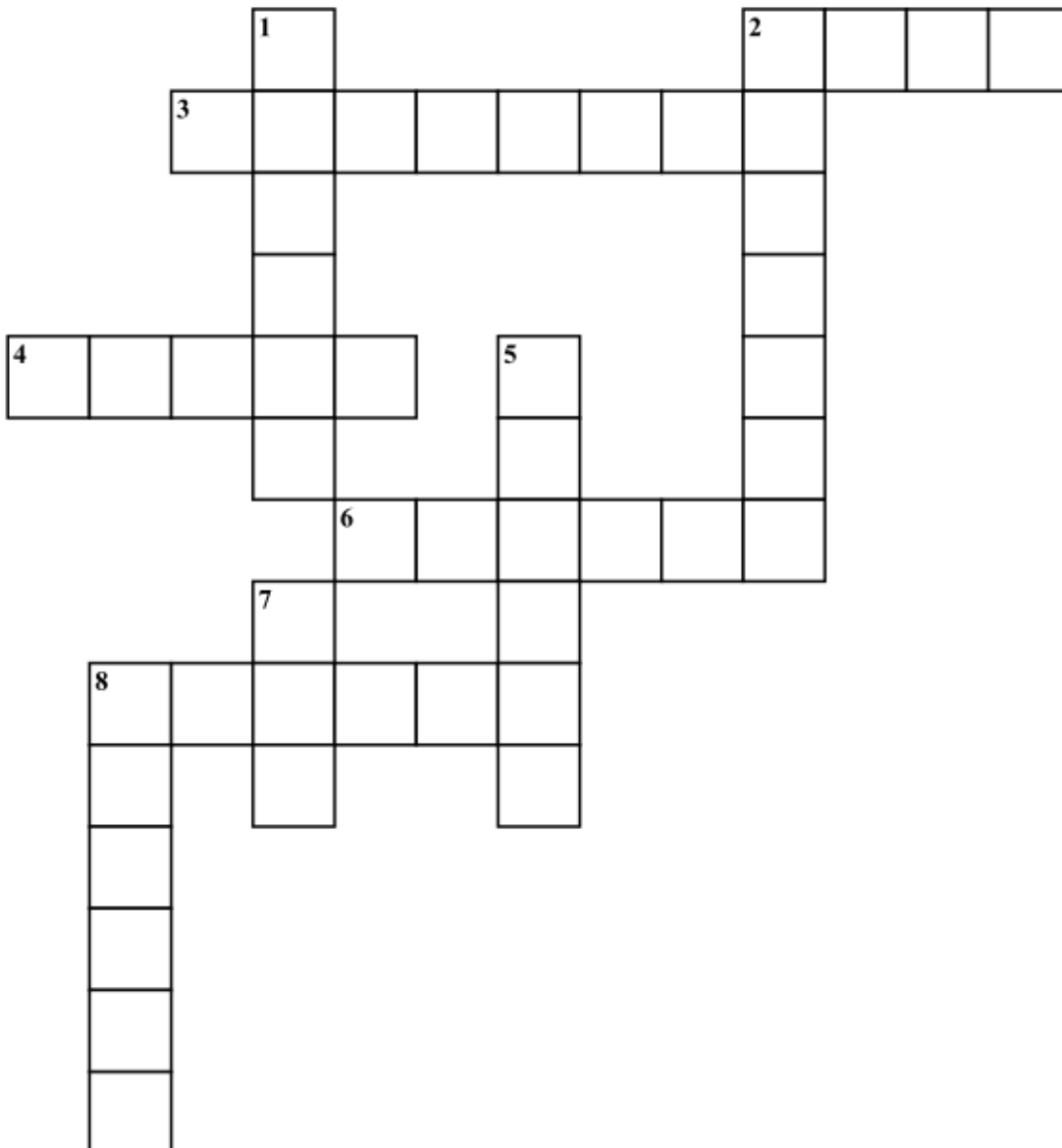
While name signs (and sign language in general) are very important to the Deaf community, and the official recognition of sign names is a step towards greater acknowledgement, Auslan is a fundamentally visual-spatial language, which does not have a standardised written form. Rather than adopting a system of writing which is not used by the Australian Deaf community, this book will rely on videos of actual signing to give students an understanding of Auslan as it is actually used.



Activities

2.1 Crossword

Watch closely as your teacher signs the clues for the crossword below, and fill in the English translation.



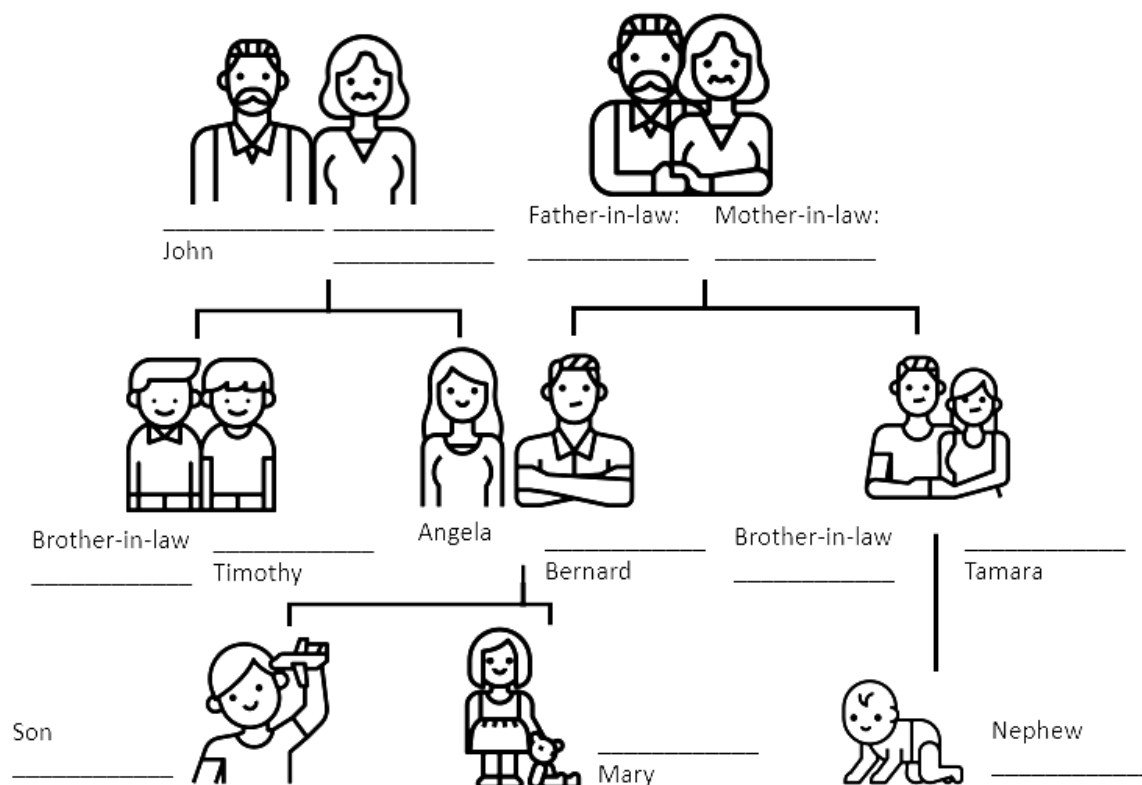
2.2 Family Photo

Using a photo of your family, practice describing each person's relationship to you and giving their name (e.g. "my sister, Angela").

In pairs, swap photos. Point to someone in the photograph, and ask who it is. Fingerspell their name back to confirm. Then do the same when your partner asks you.

2.3 Angela's Family Tree

Watch as your teacher signs some information about each of the members of Angela's family tree, and fill in the gaps.



2.4 My Family Tree

This time, draw your own family tree. Using it as a reference, describe your family to a classmate, and have them draw it, then compare their drawing with your original.

Now, swap: watch as your partner describes their family, and draw it as best you can. Remember to ask questions: spell unfamiliar names back to make sure you got them right. If you miss something, remember you can ask "MARY, WHO?" or "YOUR FATHER NAME, WHAT?"

2.5 Famous Families

In pairs or as a whole class, take turns describing one of the famous families below (or any other famous family you think your audience would be familiar with) and see if they can guess the family name. (Of course, you can do some online research first if you need a reminder of the names!)

e.g. The Pitt-Jolie family: Mother is Angelina. Father is Brad. They have six children: Three sons, Maddox, Pax, and Knox, and three daughters, Zahara, Shiloh and Vivienne.

The Simpsons	The Sheen/Estévez Family	The Kardashians
The Obamas	The Addams Family	The Beckhams
The Flintstones	The Smiths (as in Will)	The Osbournes

2.6 Match the Family Members!

Watch carefully as your teacher describes the relationship between the following people, and match them to their relationships with one another (the first one is completed for you):

Gerald is	husband to	Henry
Ivanna is	daughter of	Jessica
Kevin is	father of	Leah
Michelle is	grandmother of	Noah
Oliver is	son of	Penny
Queenie is	mother of	Richard
Stu is	brother of	Tonya
Ursula is	wife of	Victor
Wesley is	spouse of	Xena
Yelena	baby of	Zac

2.7 Code Breaker!

The Caesar Cipher is a code most famously used by Julius Caesar in his private correspondence. The code replaces letters of the alphabet with numbers, by shifting the letters a certain number of places. Below is an example with the letters shifted 3 places to the right:

1	2	3	4	5	6	7	8	9	10	11	12	13
X	Y	Z	A	B	C	D	E	F	G	H	I	J
14	15	16	17	18	19	20	21	22	23	24	25	26
K	L	M	N	O	P	Q	R	S	T	U	V	W

Watch carefully as your teacher signs a secret message using numbers, writing down the numbers. Then, convert it to letters. The first person to fingerspell the message is the winner!

Now, it's your turn! In pairs, either use the above Caesar Cipher or make your own (by shifting the alphabet a different number of places), and encrypt your own messages.

2.8 No, I Don't!

In pairs, ask each other questions about family (e.g. 'YOU HAVE SISTER?')

No matter what your partner asks, reply in the negative! (e.g. 'ME SISTER NOTHING')

2.9 All About the Kids

There are four adult children in Barry's family. Watch carefully as your teacher describes his family, and circle the correct details.

Daughter / Son	Alex / Andy	Deaf / Hearing	Carlton / Croxton
Daughter / Son	Bailey / Blair	Deaf / Hearing	Docklands / Dandenong
Daughter / Son	Cameron / Charlie	Deaf / Hearing	Flemington / Fitzroy
Daughter / Son	Devon / Dylan	Deaf / Hearing	Kensington / Knox

2.10 A Family Funeral

Great-Great Aunt Marie has passed away at 115 years old, shortly after becoming Australia's longest-living person. There will be a big funeral for all of her relatives, and you need to make sure nobody is left out of the eulogy.

Eulogist: All your Auslan study so far has paid off! You have been tasked with giving the eulogy for Great-Great Aunt Marie in Auslan. Unfortunately, you don't know everybody in the extended family by name, so you need to ask the self-appointed family historian for details.

Family Historian: Finally, your years of researching the family history has paid off! At last, one of your relatives is interested in finding out more. Help them fill in the gaps in their knowledge so they can give a good eulogy for Great-Great Aunt Marie.

PERSON A:

Draft Eulogy:

Marie had four children, Nadia, Oliver, Peter and _____.

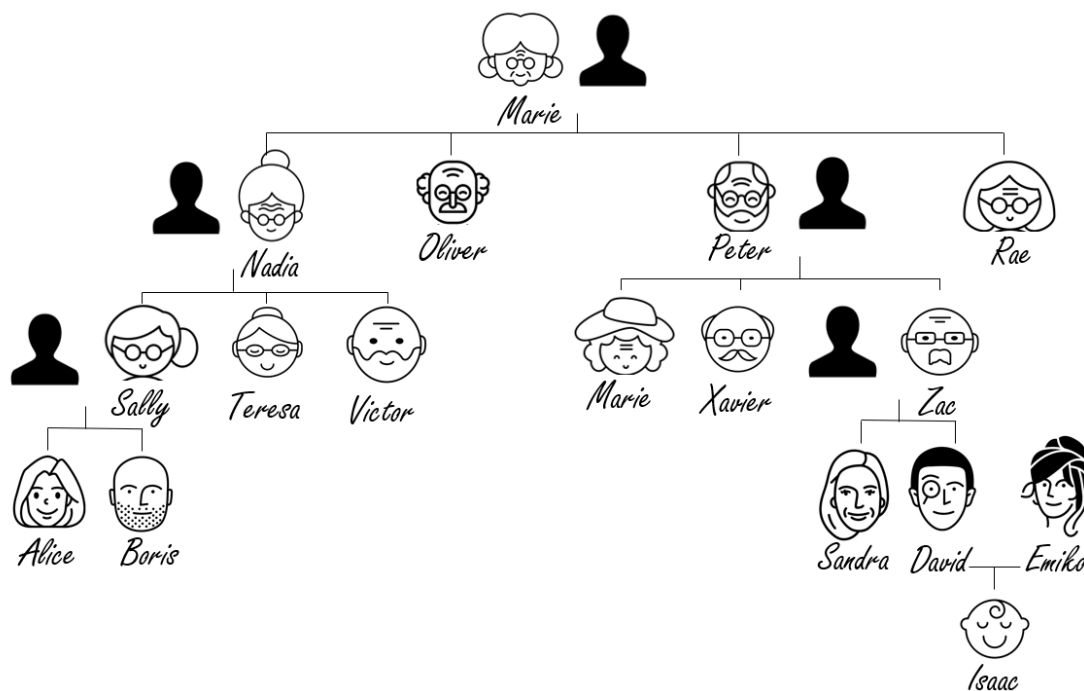
Nadia has three children, Sally, ____ & Victor. Peter has three children, ____, Xavier & Zac.

Sally has two children, Alice and _____. Zac has two children, _____ and David.

David and his wife _____ have a baby, _____.

(Person B, skip to next page)

PERSON B:
Family Research:



2.11 A Strange Bequest

Great-Great Aunt Marie was an eccentric lady, and the whole family is reminded of this at the reading of her will.

Marie has left each of her eight favourite family members a treasure chest, and a series of clues explaining which belongs to who.

Lawyer: Referring to Marie's Last Will and Testament, read the clues and figure out which chest she is referring to. Some of the chests are numbered, others are not. Think about how you might describe the shape of each chest. Then, explain the clue to the executor.

Last Will and Testament of Marie

To my daughter with no children, I leave chest number 2.

To my son with three children, I leave the rectangular chest.

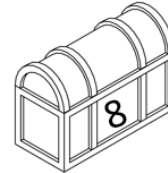
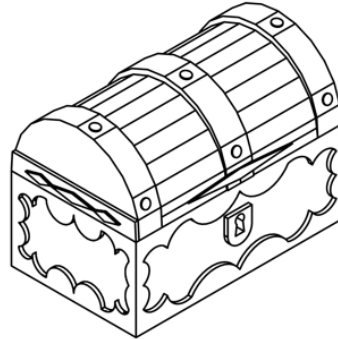
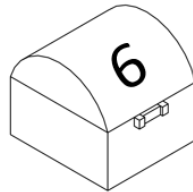
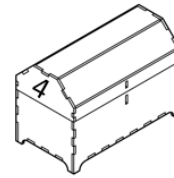
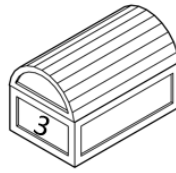
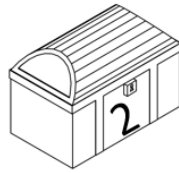
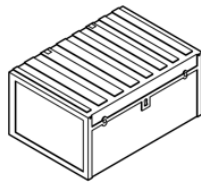
To my daughter's daughter, I leave an odd-numbered chest with no lock.

To my son's second son, I leave the big chest.

To my grandson's grandson, I leave the small chest.

To the person whose name starts with X, I leave chest number 6.

To the person whose name starts with O, I leave the remaining even-numbered chest.

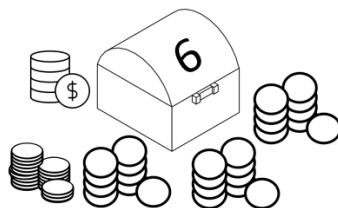
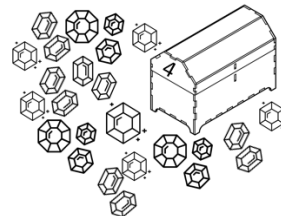
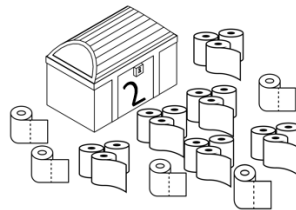


Executor: Watch the lawyer's instructions carefully. Then, referring to the research prepared by the family historian (in activity 2.12), try to match each family member to their portion of the estate.

Together, once you have matched the chest to the family member, write their name underneath the picture.

2.12 An Even Stranger Discovery

The will has been read, and after a long feud, the family has decided that they will split evenly whatever treasures Great Great Aunt Marie has left them. The family has gathered to open the chests, starting with the two unlocked boxes. One contained 23 old hats nobody other than Marie's namesake, Marie junior, wanted, and the other, 72 salt packets. You have the keys to half of the remaining boxes, and your partner has the other set of keys. Take turns asking and answering "HOW MANY" of each item you find in the chests.



2.13 Family Bingo!

Get chatting with your classmates! See if you can find someone with the following family characteristics. The first person to complete 4-in-a-row (horizontally, vertically, or diagonally) wins!

Note: some of the squares require you to find out who has a family member with a name that starts with a certain letter. Each time you ask someone whether they have a particular family member, don't forget to ask that person's name, just in case!

Has a sister	Has no siblings	Has a son	Has a family member whose name starts with R
Is married	Has a family member whose name starts with S	Has more than 2 siblings	Has 2 sisters
Has a family member whose name starts with T	Has a sister and a brother	Has a daughter	Has a grandmother or grandfather
Has 2 brothers	Has a baby	Has a family member whose name starts with P	Has a brother

2.14 Yes, Yes, No

Ask your classmates questions from the list below. Every time they answer YES, ask another. When the answer NO, switch roles. Once both partners have answered NO once, change partners and start again. Continue until you find someone who answers YES to every question (then sit down), or until the teacher tells you to stop.

1. Do you have any siblings?
2. Do you have a brother?
3. Do you have five people in your family?
4. Are you married?
5. Do you have children?

2.15 Who's Who?

Can you think of another way to describe these family relationships? For example, as we saw in the Grammar section earlier in this chapter: your **uncle** is your mother's sister's husband.

Each of the relations below are from the “reception” list of Vocabulary, which means you don't need to memorise them (although you should understand them if they are signed to you).

Being able to describe what you mean, even when you don't know the exact sign, is a very important skill. Try to explain what each of the relations below means, without using the sign for that word:

- Aunt
- Nephew
- Cousin
- Grandmother
- Sibling
- Parent
- Grandfather



Learning Outcomes

I can...

- **Identify** the members of my family using appropriate signs
- Understand basic **descriptions of others' families**
- Show possession using the sign **HAVE** and **S**
- Count to **99** in Auslan
- Make use of **space** and **indicating verbs**



3. People



Revision

Before starting this unit, make sure you can do the following...

- Fingerspell the entire alphabet (Chapter 1)
- Identify all of the members of your immediate family (Chapter 2)
- Count - in particular, the numbers 1-200 (Chapters 1 and 2)
- Negate (that is, say no or something is not) (Chapter 2)
- Indicate possession using pronouns (me, my, you, your etc.) (Chapter 1)



Learning Objectives

After completing this unit, you will be able to...

- Identify people in the class
- Name items of clothing and basic facial features
- Describe the most notable characteristics of other people
- Compare and contrast different aspects of people
- Describe objects according to colour and intensity of colour



Fingerspelling: Vowel and Consonant Combinations

Have you been practising your fingerspelling skills?

You may remember from Chapter 1 that fingerspelling is commonly used to sign names, as well as to borrow words from other languages, like English, into Auslan. In Chapter 2, we practised signing lots of different names. This chapter, we'll focus on borrowing words.

From time to time, you will want to spell out a word you know in English. Or, someone may spell one to you. While fingerspelling long words can be overwhelming at first, there is a shortcut!

English words are made up of parts, called morphemes. For example, wonder+**ful**, spite+**ful**, dread+**ful**. By practising the parts which commonly occur in many words, you'll be able to sign - and to recognise - words which use those parts much faster.

Over the following pages are some lists of the most common 2, 3, and 4 letter English morphemes. Practice them as much as you can, and when you're ready, have a go at the challenge words which incorporate them. (The meanings are included for interest only, you don't need to remember them)

Prefixes (morphemes that occur at the start of words)

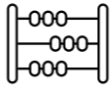
	Meaning	Challenge word(s)
AN	not/negative	ANARCHIST
BE	to/completely	BEFRIEND, BEJEWEL
BI	two	BICYCLE, BIPED
CO	together/with	COWORKER, COPILOT
DE	reduce/opposite	DEFROST, DETHRONE
EN	to cause	ENABLE, ENRICH
EX	out/from	EXHALE, EXPEL
IN	not	INCAPABLE, INEDIBLE
RE	back/again	REWIND, RETURN
UN	not	UNCERTAIN, UNTRUE
DIA	across/through	DIAGONAL, DIAMETER
DIS	opposite	DISAGREE, DISHONEST
MAL	bad/evil	MALNUTRITION
MIS	wrong/bad	MISSPELL
NON	not	NONSENSE, NONPROFIT
PRE	before	PREDICT, PREHEAT
PRO	forward/forth	PROCREATE
SUB	under/beneath	SUBWAY, SUBMARINE
TRI	three	TRICYCLE, TRIANGLE
UNI	one/single	UNICORN, UNICYCLE
ANTI	against/opposite	ANTISEPTIC
BENE	good/well	BENEFIT
POLY	many/much	POLYGON, POLYESTER
POST	after	POSTWAR, POSTNATAL

Suffixes (morphemes that occur at the ends of words)

	Meaning	Challenge Word(s)
AL	relating to	MAGICAL, COMICAL
ER	more	FASTER, STRONGER
IC	relating to	HISTORIC, VOLCANIC
LY	in a way	KINDLY, FIRMLY
AGE	result of action	MARRIAGE
ANT	state of being	PREGNANT, MUTANT
ARY	place for	GLOSSARY, LIBRARY
ENT	inclined to	DIFFERENT, PERSISTENT
FUL	full of	WONDERFUL, SPITEFUL
IAN	one who	LIBRARIAN, HISTORIAN
ION	act/condition	ACTION, FUSION
ISH	somewhat like	CHILDISH, FOOLISH
ISM	practice/belief	FEMINISM
ITY	state/quality of	EQUALITY, SECURITY
IVE	tending to	ACTIVE, CREATIVE
IZE/ISE	to make	ADVISE, IMPROVISE
OUS	having/possessing	JOYOUS, SPACIOUS
URE	action/condition of	MOISTURE, PLEASURE
ABLE	can/worthy of	CAPABLE, HONORABLE
HOOD	condition of being	CHILDHOOD, STATEHOOD
LESS	without	HOPELESS, FEARLESS
LOGY	study of	BIOLOGY, ECOLOGY
MENT	state/act of	PAYMENT, BASEMENT
NESS	condition/state of	HAPPINESS, FAIRNESS
SHIP	skill/group of	LEADERSHIP, CITIZENSHIP

Roots (Greek and Latin elements of common English words)

Greek Roots	Meaning	Challenge Word(s)
BIO	life	BIOGRAPHY, BIOSPHERE
GEO	earth/rocks	GEOLOGY, GEOTHERMAL
PAN	all/whole	PANORAMA, PANACEA
ZOO	animal	ZOOLOGY
ASTR	stars/heavens	ASTRONAUT, ASTRONOMY
AUTO	self	AUTOMATIC, AUTOGRAPH
HOMO	same/alike	HOMOPHONE, HOMONYM
PATH	suffering/disease	PATHOGEN, NATUROPATH
TELE	distant/far	TELESCOPE, TELEVISION
Latin Roots		
MIT	to send	TRANSMIT, ADMITTANCE
PEL	to push	PROPEL, REPEL
AQUA	water	AQUATIC, AQUARIUM
CAPT	to take/seize	CAPTURE, CAPTIVITY
CIDE	to kill	INSECTICIDE
CRED	to believe	CREDIT, INCREDIBLE
FACT	to make/do	FACTORY, FACTOR
FLEX	to bend	FLEXIBLE, REFLEX
FORM	to shape	FORMATION, CONFORM
GRAD	to step	GRADUATE, GRADUAL
JECT	to throw	INJECT, PROJECTILE
MORT	to die	MORTAL
PORT	to carry	TRANSPORT, PORTER
RUPT	to break	DISRUPT, CORRUPTION
VERS	to turn	REVERSE, VERSATILE



Numbers: Practice

In the previous two chapters, you learned to count from 0-99 in Auslan, and to ask and give your age.

We'll explore numbers over 100 in the coming chapters, along with different uses of numbers, but for now, it's a good idea to practice the numbers you've learned so far (since they're the building blocks for all the numbers to come!)













Number Workout

While counting in order is the most obvious way to learn the numbers, in real life conversation, it's more likely that you will need to produce a number spontaneously - when someone asks you how old you are, how tall your son is, how many tacos you want to order, or what your phone number is. For this reason, it's a good idea to not just practice counting up by one at a time, but to practice random numbers, skip counting by 2s, 5s, 10s, and even counting backwards!

To really solidify your knowledge of the numbers 0-99, check out this [Auslan counting workout video](#). (For a real challenge, try the [original video](#) by Jack Hartmann without any prompts)

What's My Age Again?

How old are the following people? Work out their age (it's okay if you need to use a calculator!) and practice signing it. You may like to jot down the age underneath each person for the next activity.

					
ELLEN DEGENERES 26/1/1958	JENNIFER ANISTON 11/2/1969	MARIAH CAREY 27/3/1969	SKAI JACKSON 8/4/2002	DWAYNE JOHNSON 2/5/1972	JOHNNY DEPP 9/6/1963
					
SELENA GOMEZ 22/7/1992	MADONNA 16/8/1958	DONALD GLOVER 25/9/1983	GWEN STEFANI 3/10/1969	RYAN GOSLING 12/11/1980	JIN 4/12/1992

(Images from Wikipedia)

Now, in pairs, take turns asking how old a random person from the list above is (fingerspell their name and ask what AGE they are), answering using the numbers you jotted down above. Check you each calculated the same age. (Don't forget to answer YES if you agree)



Vocabulary

Clothes and Face

1. [Clothes](#)
2. [Dress](#)
3. [Skirt](#)
4. [Shorts](#)
5. [T-shirt](#)
6. [Shirt](#)
7. [Trousers](#)
8. [Jeans](#)
9. [Jumper](#)
10. [Hat/Cap](#)
11. [Coat](#)
12. [Shoe\(s\)](#)
13. [Glasses](#)
14. [Face](#)
15. [Eye](#)

More Clothes (For Recognition)

16. [Glove\(s\)](#)
17. [Scarf](#)
18. [Belt](#)
19. [Sandal\(s\)](#)
20. [Sock\(s\)/Boot\(s\)](#)
21. [Tie](#)
22. [Bow tie](#)
23. [Bra](#)
24. [Underpants](#)

Opposites

25. [Thin](#)
26. [Fat](#)
27. [Big](#)
28. [Small](#)
29. [Tall](#) (height)
30. [Short](#) (height)
31. [Hair](#)

32. [Bald](#)
33. [Beard](#)
34. [Short](#) (hair)
35. [Long](#) (hair)
36. [Curly](#) (hair)

Colours

37. [Colour](#)
38. [Red](#)
39. [Orange](#)
40. [Yellow](#)
41. [Green](#)
42. [Blue](#)
43. [Purple](#)
44. [Pink](#)
45. [Brown](#)
46. [Black](#)
47. [White](#)
48. [Grey](#)
49. [Grey-haired](#)
50. [Blonde](#)
51. [Silver](#)
52. [Gold](#)

Patterns

53. [Patterned](#)
54. [Striped](#)
55. [Spotted](#)

Basic Verbs

56. [See](#) (as in to meet up with)
57. [Talk](#)
58. [Hear](#)
59. [Laugh / Funny](#)
60. [Bored / Boring](#)
61. [Live](#)

Secrets of Successful Students

Do you know Sing a Rainbow?

Previous students of Auslan found it useful to sign along to children's songs like [Sing a Rainbow](#).

You can find lots of [versions](#) of this song online - simply search on YouTube for Sing a Rainbow + Auslan.

Remember that signs can differ slightly depending on location. For example, you might see a different sign used for "purple" depending on where the song was made. In this book, we are using signs from the Southern Dialect.



Conversation 3: A Date

Sam, a friend of the family we were introduced to in the last two chapters, lives alone and is single. His friends Rob and Carol are always trying to set him up on dates. They videocall to tell him about someone new they want him to meet.

Read the questions below, then [watch this video](#).

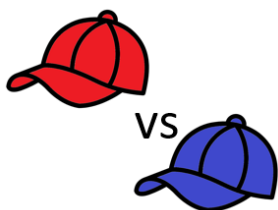
1. What is the name of the woman Rob and Carol want to introduce Sam to?
2. What does Carol suggest Sam wear on the date?
 - a. T-shirt and shorts
 - b. Black shirt and blue jeans
 - c. Black shirt and black jeans
 - d. Green shirt and black jeans
3. What does Sam's date look like?
4. What will she be wearing at the cafe?



Grammar

Comparing and Contrasting

Contrast is used to highlight one statement in comparison to a previous one.



In spoken English, this is usually achieved through stress.

For example:

A: Your hat is red, right?

B: No, my hat is **blue**.

Stress is used to make comparisons in a similar way in Auslan.

While you might stress the word “blue” in English by saying it slightly louder and more carefully than the rest of the sentence, in Auslan, you can stress a sign by performing it for *longer*, with *larger* or *more forceful* movements, and by using specific **non-manual features**.

For example:

A: HEAR POSS-2 CAT DIE RECENT

I heard your cat died recently.

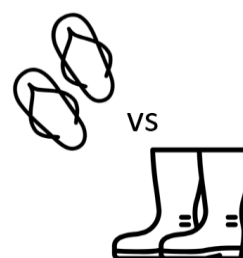
B: NO POSS-1 **DOG** DIE

*No, my **dog** died.*

([Video 9.25a-b](#))

Here, the bold text indicates stronger articulation, and the use of the non-manual feature, a forward lean of the trunk. Imagine yourself leaning closer to the person you are signing to in order to make sure they can clearly see what you are signing, just as an English speaker might stress a word by saying it loudly in order to ensure the listener can clearly hear them.

In addition to NMFs, **space** can also be used to compare two things or ideas. Signers may produce two signs in two separate parts of the signing space (usually the right and the left of the signer’s body). For example, if ‘SANDALS’ has been produced on the left, and ‘BOOTS’ on the right, the signer might ask which looks better with their dress, SANDALS or BOOTS, accompanied by a slight lean to the left and right.



By setting up these two options in the signing space, the signer is highlighting that there are only two available options: they do not have high-heels or sneakers, and are not going to go to the event barefoot. In the remainder of this conversation, the signer might describe the pros and cons of their sandals (same colour as dress, bad for walking, etc.) vs. their boots (waterproof, too hot, etc.) by leaning to the left while signing about the sandals, and to the right while discussing the boots, drawing the addressee’s attention to the fact that a comparison is being made.



Intensity (Colours)

While English has many hundreds of colour words, many of which compare the colour to a food or object (lime, olive, forest green, artichoke, mint, jade, etc.), Auslan tends to distinguish between colours in terms of **intensity** - for example LIGHT¹³, MEDIUM, or DARK.

Meecca (hearing) is a Japanese-born Australian studying Speech Pathology who gives origami and Auslan demonstrations on YouTube. Watch her [demonstration of colours using origami animals](#), including signing intensity (LIGHT and DARK). Watch carefully as Meecca

¹³ It is important to remember that Auslan is *not* English in signed form, but a distinct language, with many aspects of vocabulary and grammar that are wholly unrelated to English. The word ‘light’ in English, for example, has several different meanings - a ‘light shirt’ for example, might mean one that is *not heavy*, or one that is of *pale colour*. And if you say ‘turn on the light,’ you mean for someone to turn on an electric light which gives off... light!

In Auslan (and in many other languages unrelated to English) these words are distinct. If you look up the English word ‘light’ on Signbank, you’ll find the meanings ‘illuminate’, ‘lightweight’, ‘lightbulb’, and ‘pale’.

signs LIGHT GREEN and DARK GREEN towards the end of the video. You might remember 'light' as a light shining on your face, and DARK as a dark shadow being cast across your face.

In fact, the sign for BRIGHT in Auslan derives from the sign for LIGHT, where the sign is intensified. Watch as storyteller Trudy Fraser describes the bright white moon in [The Spooky House](#) - and notice how she describes the very dark room across the hall.



(Northern (top) and Southern (below) dialects colours in Auslan, Johnston & Schembri, 2007).

Compare this video of the [colours in Auslan](#) (Southern dialect) vs. the [Northern dialect](#).

What differences and similarities do you notice?

Can you match the signs in the videos to the diagram above?



Skill Building

Many people get nervous when conversing with someone new for the first time - especially as a new signer. Luckily, many conversations follow a similar pattern, and you can use this to your advantage, by practising set phrases and personal 'scripts':

First, decide what you want to convey. If possible, try to do this in Auslan from the start, rather than translating from English.

Finally, once you have your 'script', practice it as often as you can, until you have committed it to memory.



Culture Note

Communicating *with* people

Signed languages like Auslan depend on vision. That's why gaining eye contact is so important for starting a conversation. If the person you want to communicate with isn't looking at you (but you are in their field of vision), try waving to catch their eye. (A small wave should be sufficient - there is no need to perform a big, exaggerated wave - that would be like yelling at someone who is close by).

If a wave doesn't work, you might tap on the table, stomp, or in an emergency or informal setting, turn lights on/off. Touching another person is only acceptable in certain places, such as tapping on the shoulder or upper arm. You should not touch another person's head, torso, or other places. Touch is generally used when a person's back is turned, or they are involved in something (reading, writing, watching TV etc) and a wave would not be in their field of vision.

When someone is signing to you, it is very important to maintain eye contact. In spoken English communication, it is common to indicate that you understand what is being said via listening noises like 'mmm' or 'a-ha'. These minimal responses don't necessarily imply that you agree with the speaker, but show that you are an active listener and are following the conversation. When someone is signing to you, you can nod to indicate that you understand what is being signed. If you do not understand something, don't pretend that you understand - ask the person to repeat or explain (see Chapter 1 if you need a refresher).

You can read more about social protocols on the [Auslan and Visual Communication blog](#), created by a student of Auslan for a University of Melbourne project.

Communicating *about* people

Deaf people often identify others by describing one or two of their most notable characteristics. When describing people, this is a typical signing order:

- Height
- Body type
- Colour of hair
- Hairstyle

Where they are distinctive, a signer may also refer to a person's facial features or clothing - recall what you learned about name signs (see Chapter 2).



Activities

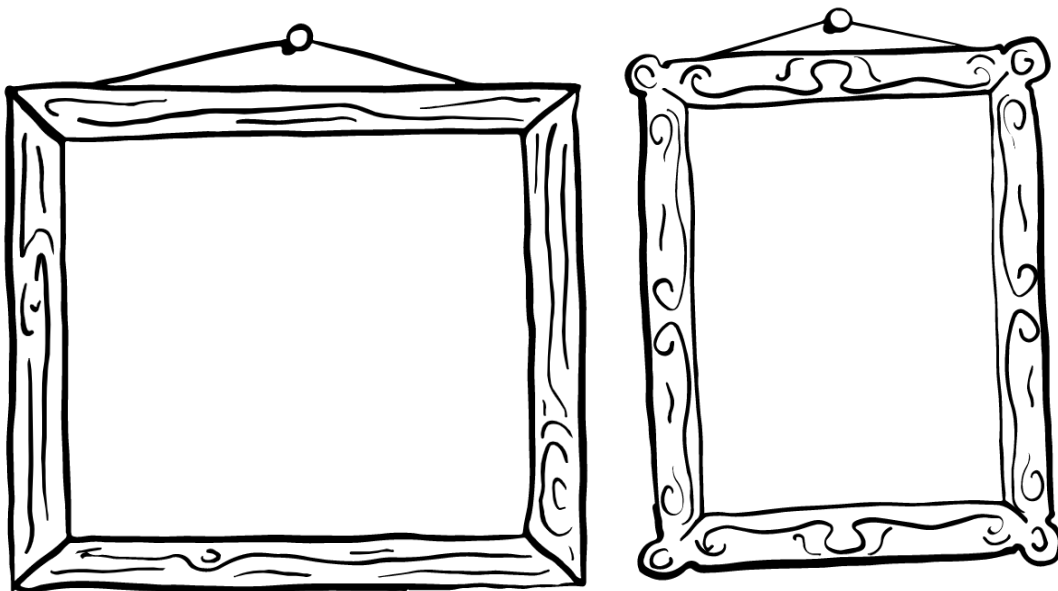
3.1 Who?

Watch closely as your teacher describes three people from the photo below, and circle who they are referring to.



3.2 A Portrait

In one of the frames below (or on a separate piece of paper) draw a person. Think about all of the aspects you might describe: gender, hair type and colour, clothing, eye colour, etc.



Now, in pairs, describe the person you have drawn to your partner, and have them draw it.

Without showing them your original drawing, take a look at the portrait your partner has drawn. Is it similar? Is there anything they have gotten wrong? Give them some feedback. e.g. if the person in your drawing has long brown hair, but they have drawn it short, tell them it is not short hair, long. Once your partner has drawn a fairly accurate version of the portrait you drew, swap roles. Try drawing the person your partner describes, and pay close attention to their feedback to correct any mistakes or misunderstandings.

3.3 In the Classroom

When talking about a third person who is visible in the room, it is culturally acceptable to point in the direction of that person. Pointing is not considered rude in Deaf culture, but a useful way of clearly identifying the person you are talking about.

In pairs or a group, Person A: try describing someone in the classroom. Think about what features you can sign - are they tall or short? What hair colour? Are they wearing something distinctive, like a bright orange shirt?

Person B: try to guess who is being described. When you think you know, try pointing them out.

3.4 Famous Faces

Your teacher will describe famous people from the list below.

Write the number corresponding to the order in which they are described.

(Image Source: Wikipedia)

Bonus! At home, try describing each of them yourself.

Then, think of (or find a picture of) two famous people. Practice describing them.

3.5 People Magazine







Open a magazine (or a celebrity gossip site) to a page with lots of pictures of people on it. Pick two or three people to practice describing.

You can do this alone, or, in pairs, take turns trying to guess who each person is describing.

3.6 What Colour?

Watch carefully as your teacher describes each of the following people.

Either colour in their hair and clothing as described, or write the colours next to each image.

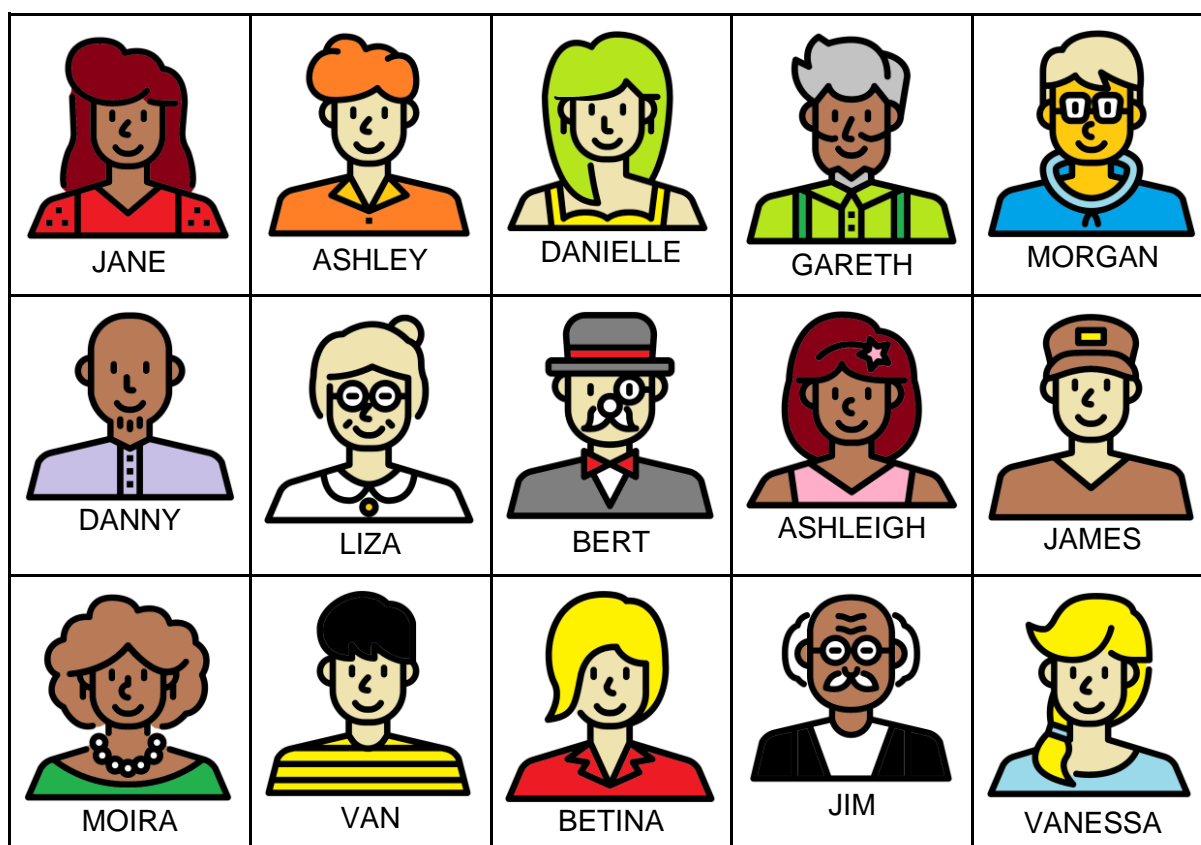
		
<p>KAREN Hair: _____ Jumper: _____ Trousers: _____</p>	<p>DARREN Hair: _____ Jacket: _____ Trousers: _____</p>	<p>SHARON Hair: _____ Jacket: _____ Trousers: _____</p>
		
<p>CAMILLA Hair: _____ T-Shirt: _____ Trousers: _____</p>	<p>ENRIQUE Hair: _____ T-shirt: _____ Shorts: _____</p>	<p>FAN Shirt: _____ Skirt: _____ Shoes: _____</p>

Bonus! In pairs, take turns describing one of the people above. Try to guess who your partner is describing, either by fingerspelling the person's name, or by pointing.

3.7 Guess Who!

Let's play a game!

1. **Get ready!** Take a look at the faces on the game board - consider hair and clothing colours, whether the person is wearing glasses or a hat, and don't forget, you can also ask whether their name starts with a certain letter! Choose a person for your partner to ask you about - but keep it secret!
2. **Let's go!** Traditionally the youngest player starts. Find out how old your partner is and decide who will begin, or play paper, scissors, rock (the winner gets to go first).
3. **Your turn!** Take turns. When it is your go, you can either ask a yes/no question, or make a guess. But be careful - if you guess wrong, you lose!
4. **Eliminate!** Based on your partner's answer (either YES or NO), you can eliminate all of the faces that are no longer a possibility. For example, if you asked whether their name starts with D, and your partner answers "YES", you could narrow the choice down to just Danielle and Danny. On the other hand, if they answer "NO", you could eliminate those two faces, while keeping the rest. You might like to cross off those names you have eliminated using pencil (or on screen if you have an electronic version of this book). The game is easiest if you have a small counter to place on top of those faces you've eliminated (e.g. paper clips or coins)
5. **Guess!** Once you're confident you know the right answer, fingerspell the name of the person to your partner. If they say YES, you've got it right, you win! (If they say no... they do!)











3.8 Class Photos

Imagine you have been put in charge of the school yearbook.

Your task is to match the names (and yearbook quotes!) to the pictures below.

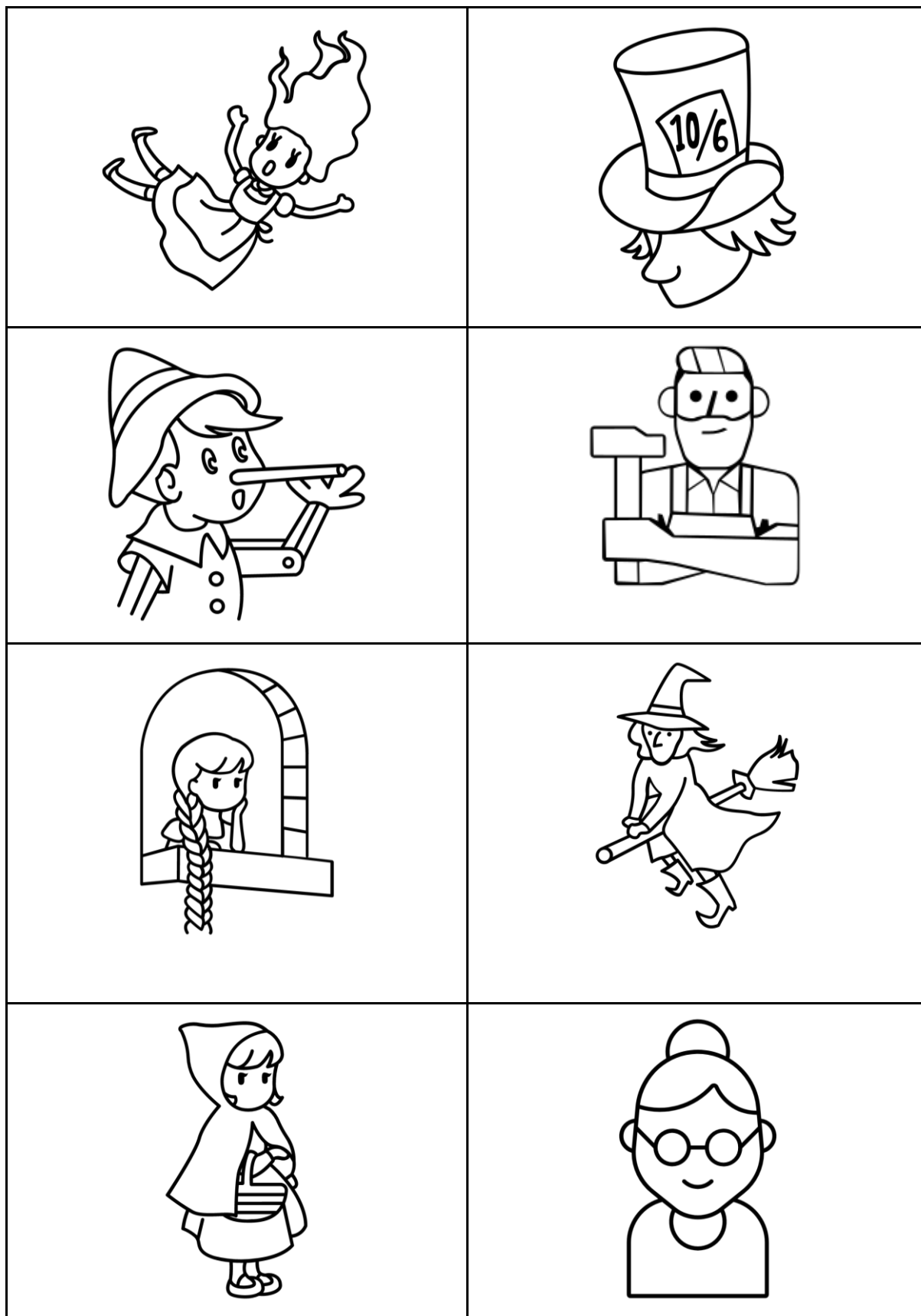
Watch carefully as your teacher describes each person.

The first one has been completed for you.

CLASS 1A			CLASS 2B
	ALYSSA - <i>"Why fall in love when you can fall asleep?"</i>		_____ - <i>"I would like to thank my arms, for always being by my side"</i>
	_____ - <i>"If you like water, you already like 70% of me!"</i>		_____ - <i>"I look better in person"</i>
	_____ - <i>"The next quote is a lie."</i>		_____ - <i>"I don't know, you can just put some quote in for me"</i>
	_____ - <i>"I didn't do it!"</i>		_____ - <i>"See you at the reunion!"</i>

3.9 Fairy Tales

Watch carefully as your teacher describes one of the characters from each fairy tale, and circle the correct one.



3.10 Best Dressed? Worst Dressed?

Every year, gossip magazines, websites, and celebrity TV shows publish lists of the “best” and “worst” dressed stars.

Find one of these lists, and choose one of the “best” and “worst” outfits. Try describing the weird and wacky outfits you find!

Bonus! If you have a partner for this activity, see if they can guess which celebrity you describe (make sure you’re both looking at the same web/magazine page first)

3.11 “Deaf Whispers”

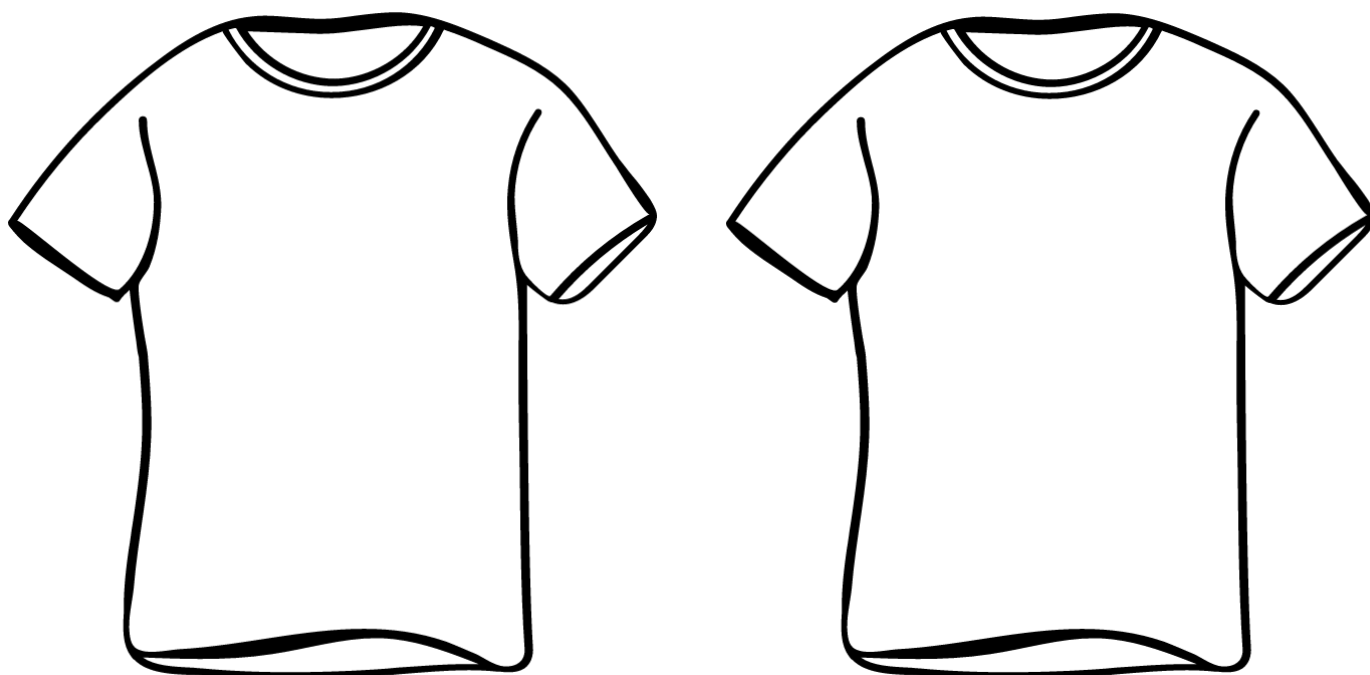
In a group or as a class, play a round or two of “Deaf Whispers”:

Version 1: Describe someone (real or imagined) and pass this description to each person in the line in turn.

Version 2: Describe someone (real or imagined), with each person in the line adding a new feature (e.g. short hair, short *black* hair, short black *curly* hair, short black curly hair and glasses...)

3.12 You’re the Designer!

In pairs: You are members of a local club, and have been asked to design a T-shirt promoting Auslan. You should think about what colour(s) the shirt will be, whether you’ll have a picture of a sign (or signs!) on the front, and whether there will be any writing on it. Sketch a design on one of the shirts below (or on a separate piece of paper), and then describe to your partner. Pay attention as they describe their own design. Together, negotiate a final design and sketch this on the blank shirt.



3.13 Flags

Take turns describing the flags until you have coloured all of them in (if you don’t have colours, simply write the colour in).

PERSON A: Starting with the first flag, spell out the name and ask WHAT COLOUR is missing. (e.g. RED, YELLOW, WHAT?)

 <p>?</p>	<p>AUSTRALIAN ABORIGINAL flag</p>
	<p>Flag of BHUTAN</p>
 <p>?</p>	<p>Flag of BANGLADESH</p>
	<p>Flag of COLOMBIA</p>
 <p>?</p>	<p>Flag of ETHIOPIA</p>
	<p>Flag of FIJI</p>

PERSON B: Use the table labeled "Person B". Watch as your partner spells out the name of the country or territory they have chosen, and find the flag they are referring to. Tell them the colour they are missing. Then, ask them about one of the flags labelled with a question mark (?) on your table.

	AUSTRALIAN ABORIGINAL flag
 ?	Flag of BHUTAN
	Flag of BANGLADESH
 ?	Flag of COLOMBIA
	Flag of ETHIOPIA
 ?	Flag of FIJI

Bonus! The most colourful flag of a nation is the flag of Belize, which has 12 colours on it. Take turns asking your partner how many colours there are on each of the flags you just coloured in.

3.14 Sketch Artist

There's been a robbery! Someone has stolen a computer from the classroom. You need to work in pairs to catch the thief.

PERSON A: You saw the thief exit the classroom... the only problem is, you're terrible at drawing! Choose one of the pictures below as the culprit, and describe it to your partner to draw.

PERSON B: Your partner has asked you to help them create a sketch of the thief since you're the best artist in the class. Close this book and watch their description carefully, drawing the culprit on a separate piece of paper.



There's been another theft! Swap roles - this time Person A is the master artist, and Person B saw the thief (choose a different one from last time).

3.15 Eye of the Beholder

Notions of beauty change over time and place. The Ancient Greeks appreciated symmetry, in times of famine, big is considered beautiful, and when food is plentiful, thinness is celebrated. Some cultures throughout history have prized small feet or flat heads. Research a concept of beauty and explain it to the class.



Extras!

The Australian Deaf community is made up of people who use Auslan, people deaf from birth or an early age, the hearing children of Deaf adults, and some hearing people who live and work with Deaf people. According to [Deaf Australia](#) (reproduced on the Aussie Deaf Kids website), the single most unifying characteristic factor of the community is the use (and valuing of) Auslan.

Of the tens of millions of Deaf people in the world, it is reported that 90% marry other Deaf people. Only 10% of Deaf people have Deaf parents. Put another way, 90% of Deaf children have hearing parents.

The children's musical group The Wiggles are famous for their brightly-coloured shirts... so it's unsurprising that they are referred to by these colours in Auslan.

Try watching [Toot Toot, Chugga Chugga Big Red Car](#) and see if you can spot them.

While you're online, why not watch the [Rainbow episode](#) of Sally and Possum?



Learning Outcomes

I can...

- **Identify** my classmates using appropriate signs
- Sign the vocabulary relating to **clothes**, **face**, **opposites**, and **colours**
- Understand basic **descriptions of other people**
- Ask and answer **questions** relating to different people
- Use appropriate **facial expressions** and head position when asking questions



4. Home



Revision

Before starting this unit, make sure you can do the following...

- Ask and answer YES/NO questions (Chapter 1)
- Greet both strangers and known people (Chapter 1)
- Identify all of the members of your immediate family (Chapter 2)
- Work out how to ask where someone lives (Chapters 2 and 3)
- Sign all of the colours (Chapter 3)



Learning Objectives

After completing this unit, you will be able to...

- Identify rooms in a house using appropriate signs
- Describe different rooms using colours
- Explain the layout of your own home and understand the description of others'
- Communicate about different types of housing
- Describe different types of relationships and living arrangements

A→Z Fingerspelling: The letter A

Have you been practising your fingerspelling skills each day?

Over the next few chapters, we'll pay particular attention to some of the trickiest letters - the vowels A, E, I, O U, starting, of course, with A!

2-letter words

Two-letter words have been described as “the most valuable words” in Scrabble. Even though a word that's only 2 letters long is unlikely to net you a high score, they are the key to making “parallel plays”, where you place a word alongside another word on the board, forming a series of short words in the process.

e.g.



By placing 'DOOR' (5 points) underneath 'WASH', the player has also formed the (legal in Scrabble!) words 'AD' (3 points), 'SO' (2 points) and 'HO' (5 points) for a total of 15!

Competitive Scrabble players work hard to memorise lists of 2-letter words to make use of opportunities like this. Here are some words you may not have heard of - but they're all accepted in Scrabble! See how many you can fingerspell:

AA	dry lava	KA	to serve
ZA	slang for 'pizza'	AM	to be
AB	abdominal muscle	JA	yes
YA	yeah	AN	a
AD	an advertisement	HA	laugh
TA	thanks	AR	name of the letter R
AE	one	FA	the fourth note
PA	father	AS	to the same degree
AG	agriculture	EA	a river
NA	interjection of disbelief	AT	located
AH	exclamation of joy	DA	a Burmese knife
MA	mother	AW	interjection of sympathy
AI	a three-toed sloth	BA	a metallic element
LA	the sixth note	AX	axe
AL	an East Indian tree	AY	interjection of distress or regret

Find a partner for the next activity.

Take turns. One person signs a word from the list, the other should work out the score for that word using the tile values below, and sign it back.

A ₁	B ₃	C ₃	D ₂	E ₁	F ₄	G ₂	H ₄	I ₁	J ₈	K ₃	L ₁	M ₃
N ₁	O ₁	P ₃	Q ₁₀	R ₁	S ₁	T ₁	U ₁	V ₁	W ₄	X ₈	Y ₄	Z ₁₀

See if you can find the highest and lowest scoring words on the list!

Next time you play Scrabble, use the opportunity to practice fingerspelling and signing numbers.

3-letter words

Target challenge!

You may have come across this sort of word puzzle before in a newspaper. Usually, the goal is to find a 9-letter word... but we want you to find as many 3-letter words as possible using the letter A, and fingerspell each of them. Try this activity alone or in pairs (taking turns)

You can use any combination of letters, as long as each letter touches (vertically, horizontally, or diagonally) the next letter - e.g., in puzzle 1, S-A-T.

H	S	C	D	G	J	T	V	W
B	A	N	Y	A	K	P	A	X
F	R	T	P	M	L	Z	S	N

Next time you see one of these puzzles in a magazine or newspaper (or maybe download one to your phone!) use the opportunity to practice fingerspelling.

4- letter words

As a warm-up for this chapter's topic, practice fingerspelling the following short home-related words containing an 'A'!

B-A-C-K

Y-A-R-D

H-A-L-L

W-A-S-H

G-A-T-E

F-L-A-T

While we'll learn the signs for these words in a moment, there are some household words which are normally fingerspelled in Auslan - like **A-C** for airconditioning, or **T-V** for television. Practice signing these important words five times each.

Australia's Most Common Street Names

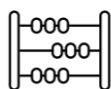
Try fingerspelling the following top 10 most common street names in Australia:

1. GEORGE STREET (521 streets) -
Named after King George III, who reigned when Sydney was founded
2. WILLIAM STREET (452 streets) -
Named after King William IV, who reigned before Queen Victoria
3. CHURCH STREET (400 streets) -
Churches were among the first buildings constructed in Australia after colonization
4. HIGH STREET (393 streets) -
Named after the custom in England to call the main shopping street High Street
5. KING STREET (393 streets) -
Not all named after royalty... King Street in NSW was named after the governor
6. SHORT STREET (375 streets) -
So-called because they are short!
7. ELIZABETH STREET (365 streets) -
Named after the mother of Queen Elizabeth (who was also named after her mum!)
8. JOHN STREET (322 streets) -
Named after a variety of prominent Australians with this common name
9. VICTORIA STREET (318 streets) -
Named after the popular Queen Victoria.
10. QUEEN STREET (311 streets) -
Also named after Queen Victoria, or Queen Adelaide.

Australia's Least Common Street Names

There are quite a few one-off street names in Australia, but the following 10 are some of the most memorable, as chosen by realestate.com.au. Can you fingerspell them all (as well as their suburbs)?

1. ABATTOIR STREET (Alfredton, VIC)
2. BEER BOTTLE ROAD (Darkan, WA)
3. YOGA STREET (The Gap, QLD)
4. ZORRO DRIVE (Yarrawonga, VIC)
5. ZEPPELIN WAY (Tapping, WA)
6. ABBA ROAD (Busselton, WA)
7. VERSACE ROAD (Perth, WA)
8. WOLVERENE STREET (Hastings, VIC)
9. BARFF STREET (Glenn Innes, NSW)
10. COMPTON PARADE (Sunshine North, VIC)



Numbers: 100-999

In the first module, you learned to count from 0~99 in Auslan, and practised talking about ages. In this module, we'll go from 100~9,999, and learn to talk about dates in Auslan.

So let's make a start with the numbers from 100~999!

Here's another video by Jennie Kadiki, in which she counts the [Numbers in Hundreds](#). Note how she begins with the first digit (e.g. 1 in 100) and then moves the number to her cheek (or chin) to indicate "hundred". Just as the up-and-down movement indicates tens, a movement towards the cheek (or chin) indicates hundreds.

Now, have a go at signing your own address - remembering to include your house number and suburb!

Did you know? A house's name and number can have a big effect on the value of that home. In the UK, living on a street with a 'royal' name can add a lot of value, while a name like 'Barff Street' or 'Abattoir Street' is more likely to put people off!

Some superstitious people believe a house's number can affect energy within the home. To work out the numerological number of your house (or apartment or flat!), add up the numbers in your street number until you arrive at a single digit. For example, if your address is 67 Smith Street, then the numerological number of your house would be:

$6 + 7 = 13$; $1 + 3 = 4$.

Or, if you live at 34/7 King Street, then it would be $3 + 4 + 7 = 14$; $1 + 4 = 5$.

In pairs, take turns asking each other's address (you don't have to use your real address!) and work out the other person's number.

If you're interested, here are the 'meanings' numerologists attach to these numbers:

1	Independence, a fresh start
2	Intimate, creative and quiet
3	Ideal for gatherings and families, communication
4	Safe and secure, encourages commitment
5	Good for travellers and night owls
6	Beautiful, good for pets and home businesses
7	Excellent for nature-lovers and personal space
8	A good investment
9	Welcoming to international residents and mixed families



Vocabulary

Housing

1. [Flat](#)
2. [Apartment](#)
3. [House](#)
4. [Garage](#)
5. [Window](#)
6. [Door](#)
7. [Downstairs](#)
8. [Upstairs](#)

Rooms

9. [Bedroom](#)
10. [Living room](#)
11. [Dining room](#)
12. [Kitchen](#)
13. [Laundry](#)
14. [Toilet](#)
15. [Bath/bathroom](#)

Furniture and Appliances

16. [Bed](#)
17. [Wardrobe](#)
18. [Lounge/couch](#)
19. [Airconditioner \(AC\)](#) (fingerspelled AC)
20. [TV](#) (fingerspelled)
21. [Heater](#)
22. [Table](#)
23. [Chair\(s\)](#)
24. [Cupboard](#)
25. [Refrigerator](#)
26. [Stove](#)
27. [Microwave](#)
28. [Shower](#)
29. [Sink](#)
30. [Mirror](#)
31. [Washing machine](#)
32. [Light on/off](#)

Outside

33. [Front](#) yard (fingerspell 'yard')
34. [Back](#) yard (fingerspell 'yard')
35. [Garden](#)
36. [Flower\(s\)](#)
37. [Plant\(s\)](#)
38. [Tree\(s\)](#)
39. [Neighbour](#)

40. [Hundred](#)

Home (For recognition)

41. [Doorbell](#) ([Doorbell \(flashing light\)](#))
42. [Roof](#)
43. [Gutter](#)
44. [Entry](#)
45. [Hallway](#)
46. [Bunk bed](#)
47. [Curtain](#)
48. [Freezer](#)
49. [Oven](#)
50. [Fence](#)
51. [Gate](#)
52. [Letterbox](#)
53. [Grass](#) or use the same sign as [green](#).
54. [Dirt](#)
55. [Barbeque/BBQ](#)
56. [Pool](#)

Relationship Status (For Recognition)

57. [Single](#)
58. [Couple](#)
59. [Engaged](#)
60. [Married](#)
61. [Divorced](#)
62. [Separated \(from partner\)](#)

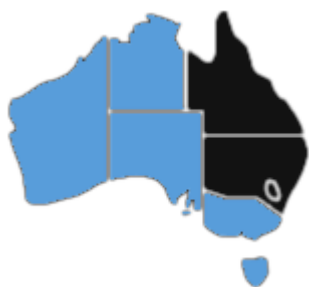
Choosing the right word from Signbank

The Auslan Signbank is a powerful tool for learning new signs. But, just as in learning any language, there isn't always a one-to-one relationship between Auslan and English.

Sometimes, an Auslan sign may have more than one English translation.

For example, you might have recognised one of the signs for GRASS, since it is the same as the sign for GREEN. (Similar to how ORANGE in both Auslan and English refers to both the fruit and the colour of that fruit, or how the lawn used for bowls may be referred to as a 'bowling green' in English). When you see the sign for GRASS/GREEN, you need to consider carefully which translation best fits the context. (e.g. mowing the grass, buying a green jumper). If you want to make clear that you are talking about grass and not the colour green, you can use the alternate sign listed.

Sometimes, an English word may correspond to more than one Auslan sign.



We've already seen in the previous chapter how some signs, like colours, vary depending on geographic location. Make sure to check the map to see if the sign you're looking at is used in your location. If it isn't, try one of the other variations (at top).

Auslan sometimes makes distinctions that aren't necessarily present in English. For example, if you were to search for the word 'lounge' on Signbank, you would find one sign for the room of the house, and another for the object of furniture. It is important to read the *Sign Definition* of the sign you are looking

at to ensure it has the same meaning as what you are trying to convey. If it doesn't try one of the other variations. If there are no other variations, consider synonyms in English you could try. For example, you might try searching for 'couch'.

The English translations given in these vocab lists are there as a guide. Don't assume that a sign will have all the same meanings as the English word - a sign may be broader or narrower in definition and use!



Culture Note

If you've been watching *Sally and Possum*, you might have noticed Possum's doorbell in the episode referred to in Chapter 1.

Signbank contains two signs for 'doorbell' - one which can be used for any type of button that you push which alerts the occupants of a house or building to your presence (by sound or light), and the other which refers specifically to "An electrical system connected to lights inside a deaf person's home that causes them to flash when the doorbell is pressed" of the type Possum's tree has. The English name for this device is a "flashing-light doorbell."

The National Institute for the Deaf in South Africa has produced a video [Lights, Doorbell, Action](#) which explains why flashing-light doorbells are used, and how they are installed. While you would need to hire an electrician for this type of work in Australia, now that you know a little Auslan, you might find it interesting to see how South African Sign Language (SASL) compares to other signed languages. SASL is the primary sign language used in South Africa, although there are many other signed languages. ASL is also used by some

Deaf people in South Africa, and most South African sign languages have been influenced by American Sign Language, as Andrew Foster, the first African-American graduate of Gallaudet University, established 32 churches and deaf schools across 13 nations in Africa.

Pay particular attention to the way the presenter explains what tools and components are necessary. At the end of the video ([Sign Wiz at 4:50](#)) the following words are signed clearly:

DRILL

PLUG

HAMMER

WIRE

SCREW

SCREWDRIVER

ELECTRICITY

SAFETY

SWITCH

LIGHT

Using Signbank, see if you can find the Auslan equivalents of these words.

Make sure to use the tips above so that you find the right word! Light, for instance, has many different meanings in English (e.g. an adjective describing a pale colour, or the opposite of heavy, in addition to the noun we are looking for) and Auslan uses different signs to distinguish between these different meanings.

- Which signs are similar?
- Which are different?
- Why do you think certain signs are similar or the same across these languages?
What do they have in common?
- What handshape does the presenter use to represent a wall in signs like 'DRILL'? Is the same true of the Auslan equivalent?


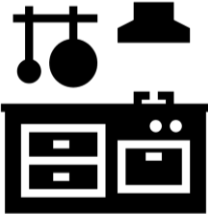

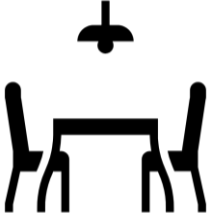

Auslan Storybooks also features a story called [The Flashing Lights](#).

What other devices in the home make noises to indicate something to the user?

In pairs, brainstorm:

PERSON A: Choose a room from the list below and sign it to your partner. They will try to think of an item in that room which might make noise to communicate something to the user (e.g. an alarm clock). Watch their description carefully, and fingerspell the word to confirm. Ask your partner if that device (in their home) also has a light.

PERSON B: Watch as your partner signs the name of a room to you. Now, try to think of a device in that room which makes a noise to communicate something to the user. (e.g. for kitchen, you might think of a whistling kettle.) If you don't know the sign for the object you are trying to describe, use gesture. Check that your partner has understood by watching them fingerspell the name of the item back to you. Then, answer whether (in your home) that device also has a light.

ROOM	DEVICE	LIGHT?
		
		
		
		
		

You're the DIY Star!

Using the *Lights, Doorbell, Action!* video or your favourite home renovation show as an example, think of a DIY project you could explain using gestures. The project can be as small, or as ambitious as you like.

Either make a video to show, or perform your DIY instructions live to your classmates, and see if they can guess what you are explaining how to make, build, or do.

Consider:

- what tools a person following your DIY would need
- what materials they require
- how they should complete the task
- what the desired result is



Conversation 4: Watching TV at Home

Brett and Morgan are watching *Small World*. Their aunt, Anna, asks what they are watching. Read the questions below, then [watch this video](#) as many times as you need.

1. What American comedy does Brett say *Small World* is similar to?
2. How does Morgan describe the man in the show? (More than one may apply):
BALD / BEARDED / FUNNY / ORAL / DEAF / STRONG
3. Where do the characters of *Small World* live? HOUSE / FLAT / APARTMENT
4. What language do the characters in *Small World* use? ASL / AUSLAN / BSL

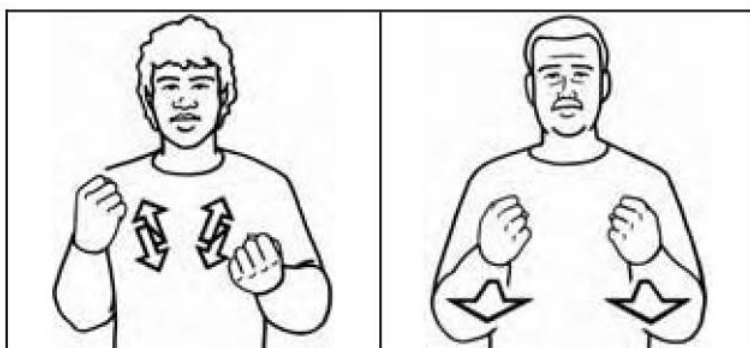


Grammar

Depicting Signs

Many of the signs we have encountered so far are 'lexicalised' signs. That means, they have become recognised lexical items or 'words' in Auslan, of the sort you can find in a dictionary. Lexicalised signs are 'frozen' or established. You can easily look up a word like "hello" or "five" and find an equivalent sign. Each time that sign is produced, it looks pretty much the same. Changing the handshape, orientation, location, or movement of these signs can alter the meaning, result in a completely different sign, or even make them incomprehensible¹⁴.

Consider the sign for CAR. Just changing one of these aspects (movement) changes the meaning of the sign to DRIVE. Both signs involve closed hands, positioned as if gripping a steering wheel, but the movement of CAR (up and down as if steering) versus DRIVE (moving forwards) makes these signs distinct.



CAR

DRIVE

(Image from Johnston & Schembri, 2007)

¹⁴ Something similar is true of words in English - changing how you pronounce or write a word even slightly can drastically alter its meaning or make it incomprehensible. Consider CAT vs. MAT vs. ZAT.

There is another important category of signs which are more flexible, called **Depicting Signs** (abbreviated D-S when signing).

Depicting Signs have four main elements, which you can remember as **HOLM** for short:

1. **Handshape:** The shape of your hand, often a simplified representation of some actor or object. A 1-handshape might represent a person. A flat handshape (palm facing down) might represent a car. You can find out more about handshape on the [Beginner's Guide to Auslan](#) blog.
2. **Orientation:** The direction of the palm and fingers in relation to the signer's body (left, right, up, down, towards or away from the signer). A 1-handshape with the palm facing away from the signer represents the front of a person, while the opposite represents the back. (Imagine your fingerprint is the person's face, your fingernail their hair or a hat - similar to how you'd use a finger puppet). For a flat handshape representing a car, your fingertips may be thought of as the headlights.
3. **Location:** The positioning of the person or object in the signing space (including movement from one position to another). You might depict walking from point A to point B - and whether the route taken was direct or not.
4. **Movement:** The way you move your hand represents the way the person or object moved. A 1-handshape moving up and down could represent jumping, while smooth forward movement could represent walking. For a flat handshape representing a car, you might depict the car turning the corner rapidly, or vibrating up and down along a bumpy road.



Note that the sign for PERSON is not used (at least, after the subject is established). Instead, a single finger *represents* a simplified person (as we saw in list buoys). Likewise, the sign for CAR is not used; instead, a flat handshape *represents* a simplified object understood as a car.

You might like to rewatch the Auslan Storybook '[The Three Little Pigs](#)', paying attention to how James uses fingers to represent each character. In another Auslan Storybook, '[Count With Me](#)', Trudy Fraser depicts people getting on and off of a bus at various stops. Watch carefully how she depicts the bus and the people, how the movement and stopping motion of the bus is described.

There are three categories of Depicting Signs:

1. **Entity:** Also called '**motion and location**'. A specific handshape is used to represent an 'entity' - such as the 1-handshape used to represent a person, or a flat palm face-down to represent a car, as outlined above.
2. **Handling:** Depictions of how a person (or animal) holds or uses an item - such as holding a hammer, or drinking from a cup of coffee, or lifting a box.
3. **Size and Shape Specifiers** (abbreviated **SASS**): Handshapes used to describe something by its shape and size - such as the outline of a window frame, or the shape of a vase.

Because Depicting Signs are so different to anything you're likely to have encountered in English, many hearing learners find them particularly challenging. Here are some tips for learning and using Depicting Signs:

1. Think visually: The advice to 'think visually' is often a source of frustration to learners of Auslan - like telling a student learning Chinese to simply 'think in Chinese'. But there is good reason Auslan teachers use this phrase. Research shows that deaf children's ability to use depicting signs is more tied to their development of visual representation skills (gesture, and even drawing), and less related to their skill at using other types of signs.

2. Use your knowledge of gesture: Neurological studies show that depicting verb signs are processed and produced differently to other types of signs. While 'frozen' signs are affected by damage to the left hemisphere (the part of the brain normally used for language activity in both signers and speakers), depicting verbs are more affected by damage to the right hemisphere. While it is certainly a myth that signed languages are any 'easier' than spoken languages, depicting signs appear to be one area which is less tied to language ability and more related to other skills.

There are many situations in spoken English in which gesture is used to convey or enhance meaning. Think of how you might describe an item you don't know the word for, how you might communicate to someone who doesn't speak English that you want to buy an item, or how you might explain some renovation work you want done without a pen.

When researchers asked adults with no knowledge of sign languages to describe how objects move without speaking, they produced gestures that resemble sign language constructions. The catch? While their productions were similar to those of signers in terms of movement and location over 70% of the time, the handshapes produced by signers and non-signers were different more often than not¹⁵.

¹⁵ The same appears to be true when comparing native signers: Auslan and Taiwanese Sign Language users' productions appear similar in terms of movement and location, but differ in terms of handshape, suggesting these elements may be more universal. If you'd like to know more about research on depicting signs, check out deBuezeville (2006), Schembri (2005), and Janke & Marshall (2017).

3. Focus on Consistent Handshapes: Although location and orientation are fairly easy for most learners, new students of signed languages tend to make two types of mistakes:

- Under-differentiating: Using the **same handshape** to represent **two or more objects**.

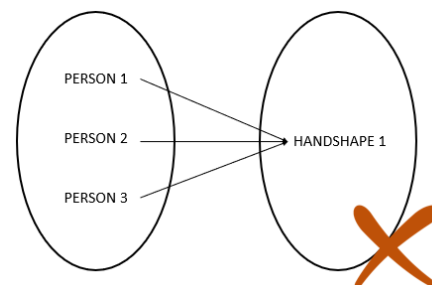
Try reading the following sentences:

Alex and Ben ate out and he paid for his meal, even though he offered to pay for him.

Alex bought his partner Alex a gluten-free cake because Alex can't eat wheat.

In the first sentence, both people are referred to using the same pronoun. In the second, they're referred to using the same name, and no distinguishing features are given.

Likewise, it is confusing to use the same handshape for two or more people or objects:

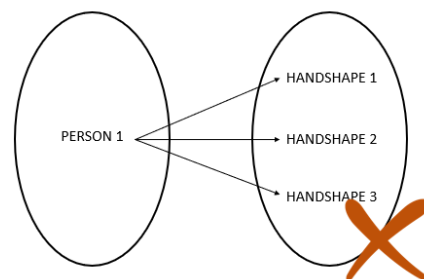


- Over-differentiating: Using **two or more handshapes** to represent the **same object**.

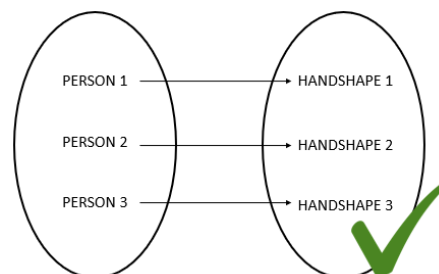
If you've ever read a novel translated from Russian, you may have found keeping track of the characters difficult - and not just because Russian names tend to be long and confusing for outsiders. In the novel *Zhivago*, Yuri, Yura and Yurochka all refer to the same person.

While this might be easy to follow if you're familiar with Russian names, when a single individual is referred to by three or four different names, it is easy for readers who don't speak Russian to imagine they are three or four distinct characters.¹⁶

Likewise, it is confusing to use two or more handshapes for the same person or object:



It is important for each person or object in a conversation (or part of a conversation) to be represented by a distinct, consistent handshape.



¹⁶ Russian nicknames or diminutives don't always resemble a person's original name: Sasha is a common nickname for Alexanders and Alexandras - and Alexandra may even be referred to as Sashenka (little Sasha) by her parents.

4. Practice Production

Although depicting signs are more complex than lexicalised signs, the good news is, they are generally not difficult to understand. When shown depicting signs and asked to select the matching picture, learners tend to be right 90% of the time. In fact, hearing adults with no knowledge of sign were similarly successful, suggesting it is not difficult to map the shape of a signer's hand to the correct referent. Johnston (2007) provides a list of the most commonly used handshapes (below).

The challenge for learners then, is in *using* depicting signs. You must firstly, select the **correct handshape**, and secondly, use it **consistently**. Although DS and gesture have much in common, signers' use of DS is more consistent and systematic than is the gesture of non-signers.

Handshapes may be thought of as the basic 'elements' of Auslan, in the way that individual letters or sounds are the building blocks of English. In fact, AuslanHub actually produces a poster of Auslan Handshapes in the form of a [periodic table](#), which illustrates this concept.

 O BUSINESS vs. FREE	 F NOTHING vs. WHAT	 1 TOMORROW vs. ALWAYS	 X WORRY vs. COMMITTEE	 2 VERY vs. MOTHER	 Bent 2 KNEEL vs. STAND
 P PHILOSOPHY vs. THEORY	 H CLEAN vs. BEFORE	 R PERFECT vs. HOPE	 3 THIRTY vs. TWENTY	 M SCOUT vs. SALUTE	 4 FORTY vs. THIRTY
 5 SIGN vs. CRITICIZE	 Bent 5 ANGRY vs. UPSET	 B TRUE vs. FAULT	 Flat bC LUNCH vs. MELBOURNE	 bC COUSIN vs. MISS	 6 PLENTY vs. PLAY
 I IMAGINE vs. CONSIDER	 7 WHY vs. CLOSE-SHAPE	 gC DRINK vs. COFFEE	 Flat gC REFEREE vs. POISON	 Old 7 SEVEN vs. SIX	 8 SHOW vs. NATURAL
 9 NINE vs. THREE	 S STUPID vs. MIND	 Irish T PAY vs. OBJECT	 Irish K GAY vs. TWELVE	 gO PARROT vs. BIRD	 12 DUCK vs. BIRD
 Mid FRONT vs. PENIS	 ! SILLY vs. THINK	 Y COW vs. KNOW	 ILY I-LOVE-YOU vs. POSS-2	 Irish H CHEESE vs. SHINE	

Just as there are some signs which are used much more frequently than others (see Chapter 2), there are some handshapes which are used much more often than others. Four essential handshapes occur in 50% of all signs. These most commonly-used handshapes are pointing ("1" in the chart above), flat hand with fingers together ("B" in the chart above), flat hand with fingers apart ("5" in the chart above), and fist ("S" in the chart above). The fifteen most frequently used handshapes account for 80% of all signs, and the next 22, for the remaining 20% of signs¹⁷.

Of the three types of depicting signs, we've already gone into detail regarding entity signs. Linguistic research suggests that deaf children typically develop handling handshapes next, followed by SASS.

¹⁷ Figures based on the 1998 Auslan dictionary.

Handling

Handling DS are direct imitations. Unlike entity signs, where an upright finger might represent a person, a horizontal finger a cow, or a flat hand might represent a car or a boat, in handling signs, **hands simply represent hands**.

There are three main types of handling classifiers:

1. Holding
2. Touch
3. Instrumental

Holding

Holding handshapes occur in depicting verbs, which describe the movement or use of some object by a human or animal. Examples include lifting a box, turning a handle or key, or holding a piece of paper.

The handshape used should match the size and shape of the object being handled. For example, picking up a large box of paper could be depicted by using a bent 5 (that is, all five fingers out like the sign for the number 5, bent, and oriented as if you're lifting a box).

Meanwhile, holding a single piece of paper could be depicted using a flat O (that is, the sign for the letter O lying flat horizontally, as if there is a piece of paper between your thumb and forefinger).

Likewise, if a signer were describing the handling of a marble or a golf ball, they might use a bent 8 shape (that is, the thumb and first two fingers used in the number 8, bent as if holding a ball). For a cricket ball or tennis ball, they might use a bent 5 shape, while for a basketball or bowling ball, two bent 5s held further apart (and combined with non-manual features like puffed cheeks to imply larger size and/or greater weight).

Touch

Touch handshapes are based on the way in which an object is touched. Rather than reflecting the shape of the object, the shape of the hands when they touch or use such an object is depicted. Think of wiggling your fingers to represent rapid typing - it is not the shape of the keyboard you are demonstrating, but rather, how your hands look when using it. A wiggling 5 handshape might represent typing in a PIN and cash amount on an ATM, or adding up sums on a calculator. A bent 5, on the other hand, when dragged, might represent scratching a surface.

The 6 handshape can be used to represent pressing a doorbell.

Instrumental

Instrumental handshapes refer to the handling of an instrument or tool. Sometimes, the shape of the tool is depicted using the hands (for instance, using a 2 handshape to represent cutting with scissors, as you might in a game of 'paper, scissors, rock', or a 7 handshape to represent a drill), but they may also be used to describe how someone handles or uses an object.

Watch DeafConnectEd's excellent video on [Depicting Signs](#) to learn more, and see some DS in action. You're not expected to follow everything in the video - you can download the transcript to help you follow along.

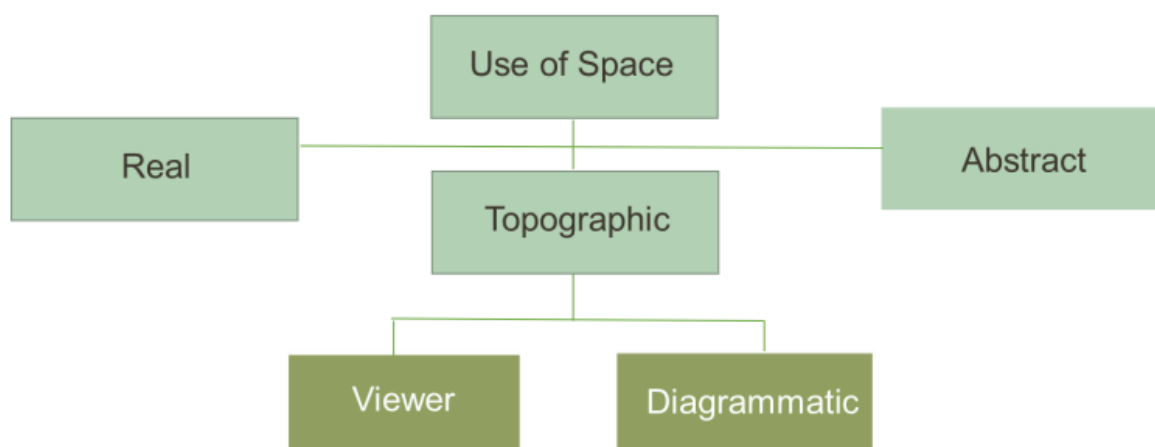
Use of Space

When we first discussed space in Auslan back in Chapter 2, we noted four different uses of the area around the signer: to describe space, to represent people, to act as a buoy for lists, and to locate events in time. Although we've covered two of these uses of space (representing people and list buoys) in depth, the first one (space as space!) and the last (space as time) deserve some extra attention. In this chapter, we'll examine space as space, and in the next, we'll explore how space can be used to convey time.

The use of space to describe space in Auslan may be categorised into three key groups:

- **Real** space (referring to entities actually in the room those in the conversation can see)
- **Topographic** space (referring to entities which are imagined to be there. This category incorporates both diagrammatic and viewer space)
- **Abstract** space (where the signer assigns a location to entities which are not physically present)

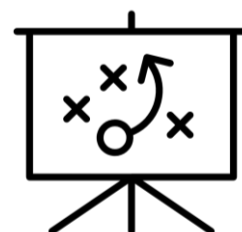
Here is a diagram (adapted from Johnston and Schembri, 2007):



Real Space is perhaps the easiest to understand, and is a type of space you have used extensively already. Say you're in the office breakroom, and want to refer to the new mug you just bought. You could do this by simply pointing to it. If your colleague comes in, fills your mug with coffee, and then takes it to their desk, you could continue to refer to the mug by pointing and eye gaze in the direction of its new location - even though it can no longer be seen, everyone in the conversation saw the mug being moved.

Topographic Space is used to refer to objects not actually there, by recreating a scene. There are two types of Topographic Space:

- **Diagrammatic space** represents the location and arrangement of people or objects in a 'diagram' sense - similar to the top-down diagrams which show the position of actors and props for a play, or the position of the ball and players for a football game. When describing the layout of a house, although the actual dimensions of the rooms cannot be shown within a signing space, the layout can be represented as a scaled down model or 2D plan of the house.



The same is true of even larger scale spaces - you could describe a trip around Australia using a scaled down map. Such diagrams may be drawn either horizontally (as if you are at a desk) or vertically (as if the map is on a wall).

- **Viewer space** refers to a signer's use of the space around their body to reflect their point-of-view, as if they were in the environment. For example, if you wanted to describe a recent trip to the library, you could use eye gaze to observe things around you as if you were in that environment, act out picking out a book from the shelf, flicking through, and returning it to its location. Viewer space is often used when teaching others how to do something, like how to turn on a new computer. Perhaps you have even done something similar in the past when teaching someone to use something in English.

Abstract Space is used as a kind of shorthand to refer to entities which aren't physically present by assigning a location to them, in order to reduce the need to continually repeat signs or fingerspelling whenever they're referred to. For instance, when discussing political parties, you might place Labor on the left and Liberal on the right, then point to these locations when referring to them. Or, you might show one person coming from the left and meeting another person coming from the right - even if this isn't an exact depiction of how they met. Maybe one was sitting, maybe they both came from the same direction. When using abstract space, you're not attempting to depict a real scene, but rather, simplifying so that you can easily refer to each entity by pointing to a space you have assigned them.





To see these examples in action, as well as view an explanation in Auslan, check out Stephanie Linder's [Use of Space in Auslan](#) video on DeafConnectEd. You're not expected to understand everything she signs - and you can download a copy of the transcript from the same site to help you follow along.





Guess Which Room I'm In!

What sorts of activities do you associate with each room of the house?
e.g. brushing your teeth in the bathroom, or cooking breakfast in the kitchen.

Using gestures only, act out the sorts of things you would normally do in each room.

This game can be played in pairs (each person using one of the lists below), or as a whole class (your teacher will give you a card with the name of a room on it)

			
Bedroom	Dining Room	Bathroom	Garage

			
Living Room	Kitchen	Laundry	Garden/Yard



Activities

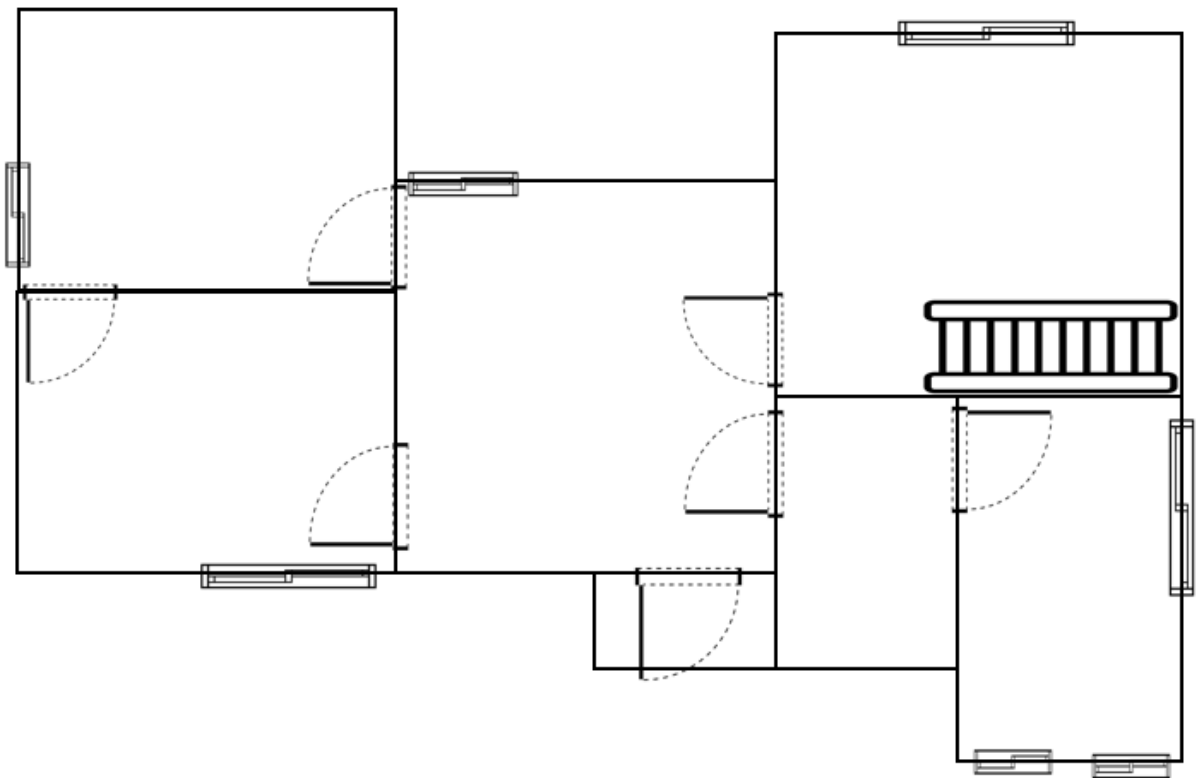
4.1 Building a New Home

The Conner family have decided to build a new home.

The architect has finished designing the first floor.

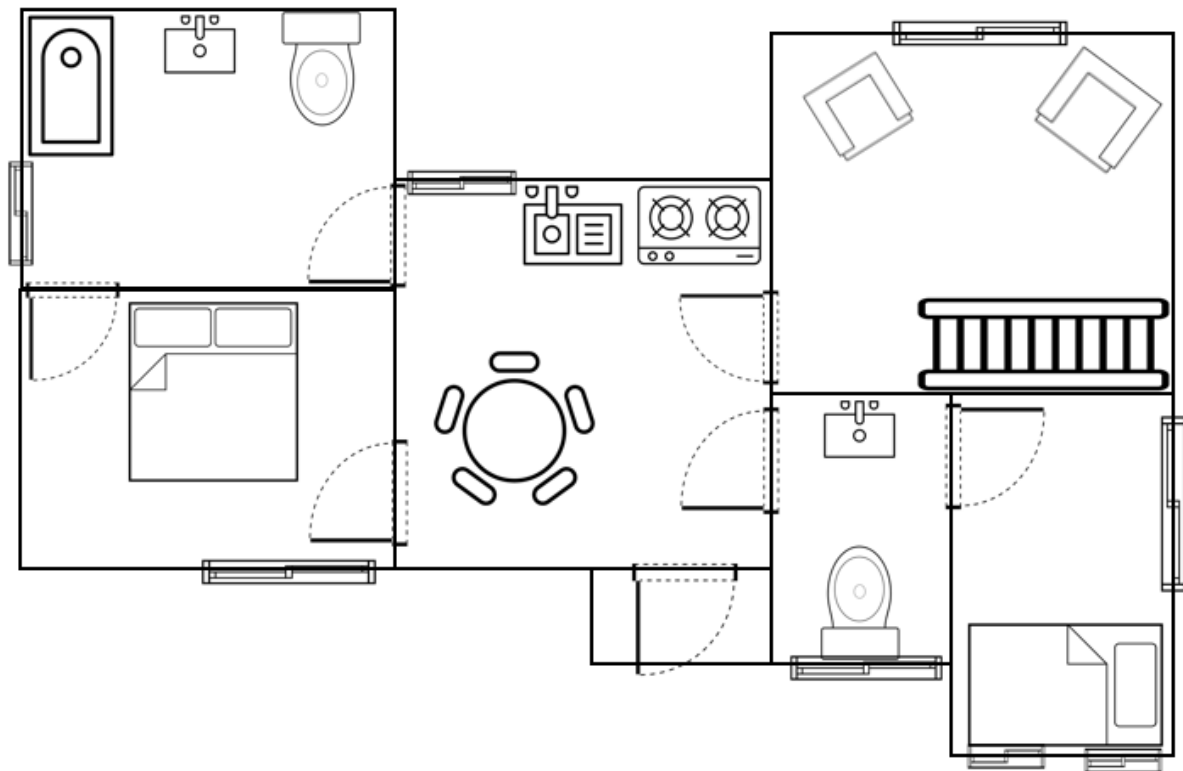
CLIENT: Using the blank outline below, ask the architect which rooms are where. Write the appropriate room names (and draw the appropriate furniture) in each room.

You want the finished home to have 3 bedrooms, 2 bathrooms, a kitchen/dining room, a toilet, a lounge room, and a laundry.



(Architect, skip to the next page)

ARCHITECT: Referring to the finished plans, answer your client's questions about where everything is. Find out what other rooms they want on the second floor.



Now that you have finalised the plans for the first floor, the architect should quickly sketch a floorplan for the second floor.

Compare plans.

Did the client understand everything the architect described about the first floor correctly?

Did the architect manage to include everything the client wanted in the second floor?

4.2 Moving Checklist

Jot down a list of the top five things you should remember when moving on the checklist below. Think about how you might use gestures to convey each item.

•	_____
•	_____
•	_____
•	_____
•	_____

Now, find a partner and take turns communicating the items on your list.

If any items are the same, make sure to say 'SAME' and cross it off both of your lists.

4.3 Moving Day!

Moving day is here at last!

The Connors have asked their friends to help them move into their new home... but the house is in a new area, and the house doesn't have a letterbox or a number yet.

FRIEND: Watch carefully as one of the Conner family explains which house is theirs, and circle the correct house.



(Conner, skip to the next page)

CONNER: Read the following description of your house, and relay the information to your friend, who is going to help you move:
My house is brown. It has a brown door. It has two square windows. The roof is grey.

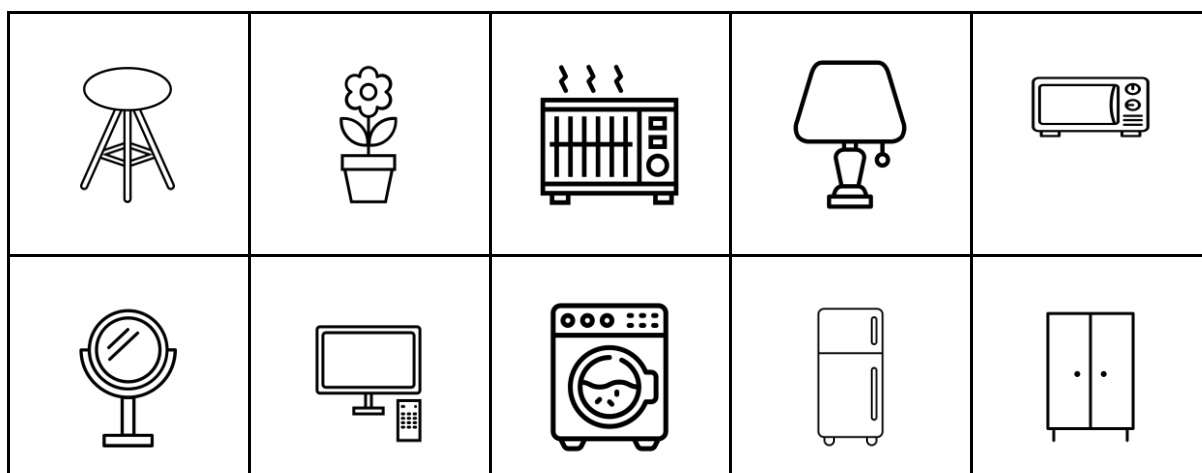
Now, swap roles. Good friends help each other move!
The friend who helped with moving last time should now choose a house and describe it to one of the Conners.

4.4 Unpacking

The Conners are nice people, but unfortunately, they aren't very good at packing! None of their boxes are labelled.

It is obvious where most of the furniture and items go, but some of them could be placed in a number of rooms.

FRIEND: Choose an item below and ask one of the Conner family where it should go. Confirm that you have understood by fingerspelling the name of the room back to them, and write it down.



CONNER: Tell your friend where to place each item. Make sure they have the right location by watching carefully as they fingerspell the name of the room back to you.

Swap roles! Now the Conner family is helping their friend move... but the friend has some rather eccentric tastes.

CONNER: Ask what room each item should go in. Your friend will give a strange answer, so pay close attention, and repeat the instruction (using the appropriate sign, not fingerspelling) to confirm before writing the room down.

FRIEND: Explain where to put each item - but try to choose a strange location. E.g. the microwave in the bathroom, the heater outside, etc. The weirder the better!

4.5 A Picture is Worth 1000 Words

Describe the picture of the Sally, Martin, Ella, and Oli Connor in front of their new home in as much detail as you can.



On a separate piece of paper, jot down everything you might describe about the house - parts and colours of the house and garden - and the people - names, role in the family, relationships, gender, hair type and colour, clothing etc. Once you have made your list, practice signing your description. Your goal is to make your description as long and detailed as possible.

Now in pairs, take turns describing the picture. While you are watching your partner's description, pay particular attention to any aspects you neglected to describe, and make a note of them. Later (at home) try this activity again, incorporating the elements your partner picked up on.

How would you describe your own house? Do you have a front/back yard?

4.6 Picking Paint!

Watch carefully as your teacher points to the paint samples, and respond with the name of the colour.



Of course, there are lots of different shades of the various colours - from dark to light.

Watch [this conversation](#) between artist Sue Jo Wright and Emma Watkins on The Family Project to see how to express “light”, “little bit”, and “mixture”.

Now, following where your teacher points again, try to give more detailed descriptions of the colours.

If you have any paint strips at home, you can use them for practice - or try naming the colours in a crayon set, pencil set, or even makeup set.

4.7 Wacky Paint Name Challenge!

English contains many hundreds of colour names - many of which are relatively unheard of, like “periwinkle” or “azure”. Fortunately, Auslan uses far fewer! But even the hundreds of colours in English aren’t enough for manufacturers of products like cosmetics and paints, who are always competing to invent new, unique, and memorable names.

Are you ready for the Wacky Paint Name Challenge?

Person A: Fingerspell the names on the first paint strip to your partner. They should guess what colour that name represents, and sign it to you. If they are correct, they get a point. At the end, tell them their score out of five.

Person B: Fingerspell the names on the second paint strip to your partner. They should guess what colour that name represents, and sign it to you. If they are correct, they get a point. At the end, tell them their score out of five. Whoever got the highest score wins.

Hugs and Kisses 097
Potentially Purple 640A-3
Mermaid Net 480F-4
Song of Summer 340A-3
Lauren’s Surprise SW6791

Mayonnaise 2152-70
Dragon’s Blood CW-320
Anonymous SW7046
Bath Salts 624
Friendship 220A-2

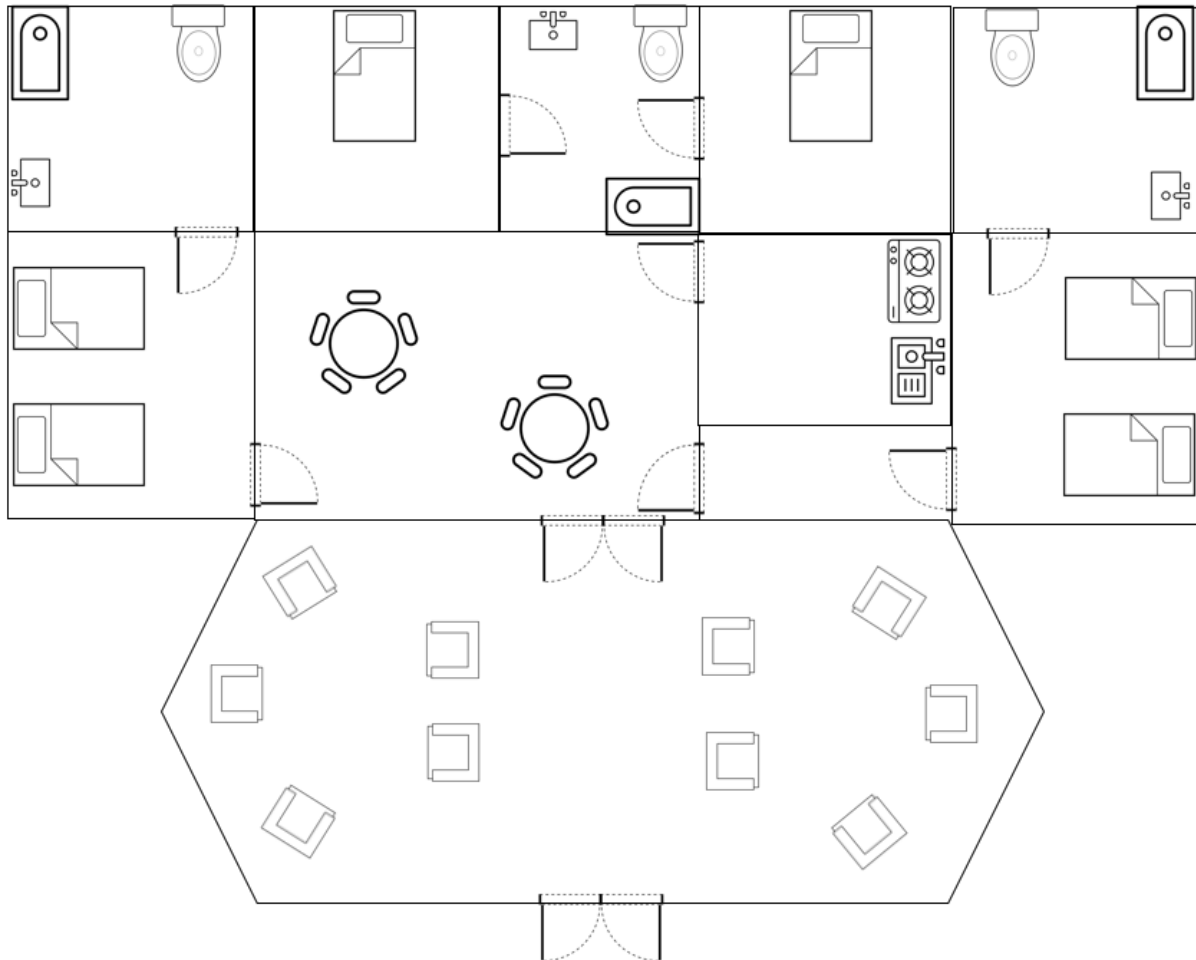
Bonus round!

If you tie, or finish early, search online for another list of weird paint names (or weird eyeshadow/nail polish colours, weird crayon names... you name it!) and play another round.

4.8 Colour Psychology

Colour can be a powerful influence in our lives. Various colours hold different significances in different cultures, and psychologists study the effects of different colours on our emotions.

DESIGNER: You have been commissioned to design a new health facility. The layout has been finalised, but you want to get recommendations from a researcher who has looked at the effects of different colours on human emotions to decide on the colour scheme. Ask them what colour specific rooms on the plan provided should be.



(Researcher, skip to the next page)

RESEARCHER: Referring to the research provided, watch carefully as the designer asks you questions, and make recommendations. (Note: This is just a bit of fun - much more research is needed to better understand how colours affect mood)

Colour Emotion and Traditions Research

Increases attention to detail	Improves sociability	Increases happiness	Promotes natural healing	Reduces crime Suggests stability	Promotes feelings of luxury
WARM COLOURS Stimulates appetite, welcoming feeling			COOL COLOURS Promotes calmness		

4.9 Spot the difference!

In pairs, or as a whole class, examine the following pictures carefully. When you have found a difference between them, sign what that difference is to your partner/the group.



4.10 My Room in My House

In pairs, take turns describing your bedrooms.

Person A: Describe your room to your partner. What items are in there - how many, what colour, size, and shape are they? Consider how you will organise your description so your partner can draw an accurate representation. Once you're both ready, check how accurate it is. Give your partner feedback on their sketch - does anything need to be bigger? Smaller? Mover? Use gestures to explain what changes they should make, then swap roles.

Person B: Watch carefully as your partner describes their bedroom, and sketch what you think it looks like. Once you're both ready, show it to them for feedback, and make the adjustments they suggest using gesture. Then, swap roles.

Now, take turns describing your home.

Person A: Draw a quick sketch of your home, keeping it hidden from your partner. Then, describe your house to your partner. How many rooms, and what and where are they? Who do each of the bedrooms belong to, and what is their relationship to you?

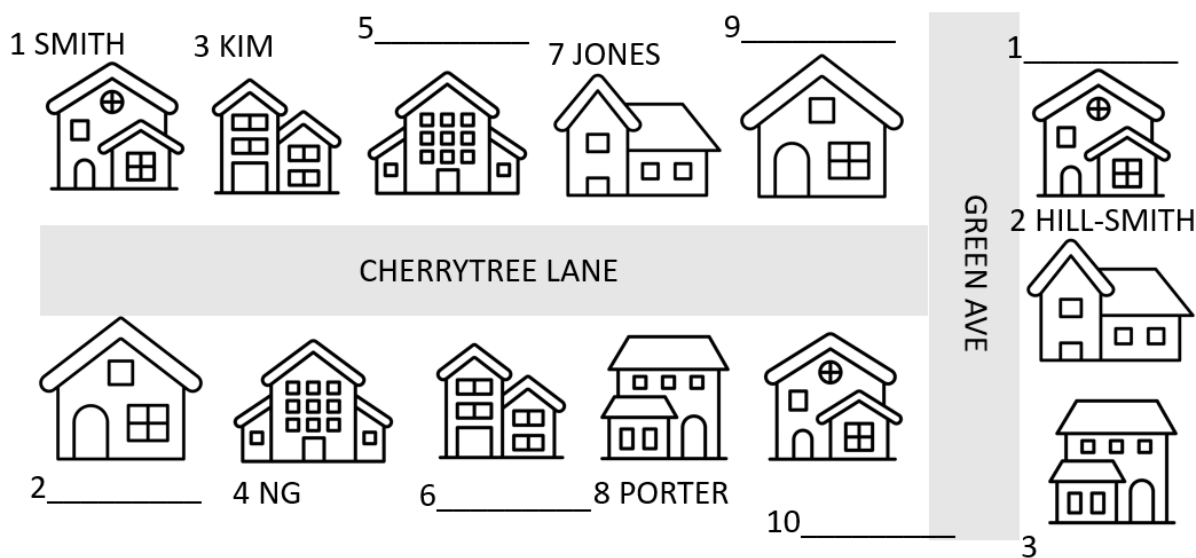
Once you're both ready, compare your floorplans. Give your partner feedback on their sketch - does anything need to be bigger? Smaller? Mover? Use gestures to explain what changes they should make, then swap roles.

Person B: Watch carefully as your partner describes their house, and sketch what you think its layout looks like. Once you're both ready, show it to them for feedback, and make the adjustments they suggest using gesture. Then, swap roles.

4.11 Neighbours

Your neighbourhood is going to hold a street party, and you want to make sure you have the names and addresses of everyone.

NEIGHBOUR A: Use the map of the street to ask about the names of the neighbours you don't know.



NEIGHBOUR B: Use the residential directory to give the names of the people who live at the addresses your partner asks about.

ADDRESS	RESIDENTS
1 Cherrytree Lane	Alex & Jason SMITH
2 Cherrytree Lane	Grant NORTH
3 Cherrytree Lane	Dr. KIM
4 Cherrytree Lane	NG family
5 Cherrytree Lane	Shelly & Barbara BROWN
6 Cherrytree Lane	Mr. & Dr. YOSHIDA
7 Cherrytree Lane	JONES family
8 Cherrytree Lane	Ms. PORTER
9 Cherrytree Lane	SMITH-JONES family
10 Cherrytree Lane	Malcolm GREEN
1 Green Ave	Sakura FORESTER
2 Green Ave	Lisa HILL-SMITH
3 Green Ave	E. WALKER

4.12 A Mystery...

On the eve of the street party, there were a string of burglaries in the neighbourhood. As a member of the local neighbourhood watch, you're determined to get to the bottom of this. Ask your classmates (your neighbours) where they were, to see if you can find any inconsistencies - and don't forget your own alibi! Say your *name*, *where* you were, and (using gestures) describe *what* you were doing.

Alex Smith	Watching TV at home with husband	Mr. Ken Yoshida	Eating dinner at home with wife and Kim
Jason Smith	Watching TV at home with husband	Dr. Junko Yoshida	Eating dinner at home with husband and Kim
Dr. Eui Kim	Eating dinner the Yoshida's house	Mr. Cory Jones	Eating dinner at home with wife and children
Mr. Ahn Ng	Playing baseball at home with children	Ms. Stacy Jones	Eating dinner at home with children
Mrs. Bian Ng	Reading a book at home	Haley Jones	Eating dinner at home with mum
Vincent Ng	Playing baseball at home with dad	John Jones	Eating dinner at home with mum

Patrick Ng	Playing baseball at home with dad	Malcolm Green	Reading the newspaper at home
Kelly Ng	Playing baseball at home with dad	Sakura Forester	Playing video games with Lisa at number 2
Shelly Brown	Having a shower at home	Lisa Hill-Smith	Playing video games at home with Sakura
Barbara Brown	Washing the dishes at home	Eliza Walker	Sleeping at home

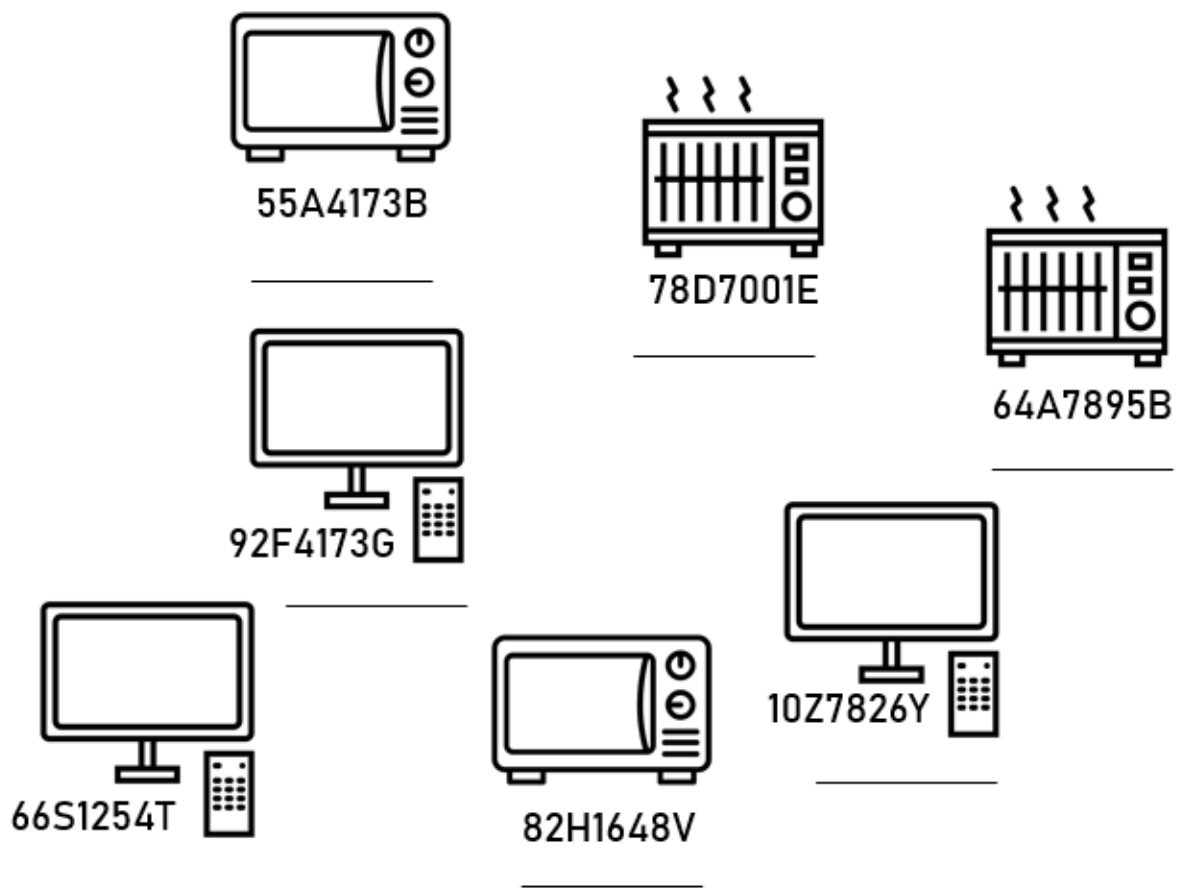
4.13 Neighbourhood Watch

The thief has been caught, and all of the things they stole have been found!

Fortunately, your neighbourhood has engraved all of their precious items.

In pairs, figure out which item belongs to who.

PERSON A: Sign the name of the item to your partner so they can find the right list. Then, carefully convey the serial number to them.



PERSON B: Watch carefully as your partner reads the serial number off an item, and compare it to your list. Spell back to them the name of the owner, so it can be returned to them.

ITEM TYPE	SERIAL NUMBER	OWNER
TV	95F4154T	SMITH
TV	95F4173G	NG
TV	95F7826Y	KIM
MICROWAVE	82H1473B	JONES
MICROWAVE	82H1648V	PORTER
HEATER	64A7895B	HILL-SMITH
HEATER	64D7001E	YOSHIDA

4.14 House Hunting

You and a small group of classmates are looking for a house or flat to share. Discuss together what **features** of the place you want (e.g. house vs. flat vs. apartment, number of bedrooms and bathrooms, which suburb(s)), and how much you are willing to pay in **rent** each. Then, individually, use your favourite real estate website to search for homes that meet the criteria you set as a group. Pick your top three, and then show them to the rest of the group.

You should discuss the pros and cons of each house (e.g. one has aircon, another is furnished, one has a big backyard, another has no backyard) and decide on a place to live.

4.15 Location, Location, Location!

Imagine you have been hired to help produce an Auslan-interpreted video for a real estate website. Find a listing you like the look of, and then describe the main features (e.g. number of bedrooms and bathrooms, size of the rooms, etc.)



Extras!

Remember [The Handwashing Song](#) you used to practice counting to 20? Watch it again, and see how many depicting signs you can spot!

Try the same with [The Spooky House](#) story from the previous chapter. What else do you understand about the house now?

While you're online, why not watch the [Garden episode](#) of Sally and Possum? Watch how Sally signs while holding an umbrella outside.



Learning Outcomes

I can...

- Identify all of the **rooms** in my house using appropriate signs
- Describe different rooms using **colours** and talking about the **furniture**
- Explain the **layout** of my home
- Understand basic **descriptions of other people's homes**
- Ask and answer **questions** relating to different types of housing



5. Shopping



Revision

Before starting this unit, make sure you can do the following...

- Sign 'please' and 'thank you' (Chapter 1)
- Produce the signs for 'children', 'woman' and 'man' (Chapter 2)
- Produce the signs for the most important clothing items you might buy (Chapter 3)
- Produce the signs for household items you might buy (Chapter 4)
- Understand what Depicting Signs are (Chapter 4)



Learning Objectives

After completing this unit, you will be able to...

- Identify different stores and what days they are open/closed
- Communicate about buying and selling
- Understand discussions of spending and saving
- Navigate monetary transactions in Auslan
- Describe your shopping or spending patterns

A→Z Fingerspelling: The Letter E

In this chapter, we're moving on to the second vowel, and the most-used letter in the English language, the letter E.

Remember that there are two ways to sign E: the palm-open form, and the index finger form. Either is acceptable, but it is important that you recognise both as the same letter (in much the same way that "a" and "ɑ" are the same - it doesn't matter which you use, as long as you can read both)

2-letter words

The following two-letter words are all permitted in Scrabble - try to fingerspell the whole list carefully, and then as rapidly as you can while still making sure to sign clearly.

AE	one	BE	to exist
DE	syllable used in singing a tune	EA	Babylonian god of wisdom
ED	an edition or editor	EE	an eye
EF	the name of the letter F	EH	interjection requesting repetition
EL	the name of the letter L	EW	yuck
EN	the name of the letter N	ER	said when hesitating in speech
ES	the name of the letter S	ET	a past tense of eat
EM	the name of the letter M	EX	former
ME	first-person pronoun	NE	not
WE	first-person plural pronoun	PE	the 17th letter of the Hebrew alphabet
HE	male pronoun	TE	The lowered seventh musical note
YE	archaic form of you	RE	about, regarding
ZE	gender-neutral pronoun	OE	a small island

Find a partner for the next activity.

Take turns. One person signs a word from the list, the other should work out the score for that word using the tile values below, and sign it back.

A ₁	B ₃	C ₃	D ₂	E ₁	F ₄	G ₂	H ₄	I ₁	J ₈	K ₃	L ₁	M ₃
N ₁	O ₁	P ₃	Q ₁₀	R ₁	S ₁	T ₁	U ₁	V ₁	W ₄	X ₈	Y ₄	Z ₁₀

3-letter words

Target challenge!

Remember to find as many 3-letter words as possible using the letter E, and fingerspell each of them. Try this activity alone or in pairs (taking turns)

You can use any combination of letters, as long as each letter touches (vertically, horizontally, or diagonally) the next letter - e.g., in puzzle 1, P-E-N.

T	V	W	H	S	C	D	G	J
P	E	X	B	E	N	Y	E	K
Z	S	N	F	R	T	P	M	L

4- letter words

As a warm-up for this chapter's topic, practice fingerspelling the following short home-related words containing an 'E'!

SELL

OPEN

HELP

SIZE

FREE

NEW

SAVE

We'll learn the signs for these words soon!

Shop names

Here are some of the top 50 retailers in Australia... try fingerspelling their names and if you can, sign what they sell. (Hint - you should know some of the items these stores sell from chapters 3 (clothing) and 4 (furniture and electrical items).

You can do this activity alone, or in pairs (take turns with one person fingerspelling a store from the list, and the other signing something that store sells)

K-MART JB HI-FI BIG W IKEA	EB GAMES ASOS BCF BWS
-------------------------------------	--------------------------------

Brand names

Here is a list of Australia's most "valuable" brands... and what they were worth in 2020. Try fingerspelling each of these company names




1. Woolworths (\$11.8 billion)
2. Telstra (\$11.6 billion)
3. Commonwealth Bank (\$10.2 billion)
4. BHP (\$8.3 billion)
5. Coles (\$7.5 billion)
6. NAB (\$6.8 billion)
7. ANZ (\$6.7 billion)
8. Westpac (\$5.7 billion)
9. RioTinto (\$4.8 billion)
10. Optus (\$4.7 billion)

Now, find a partner for the following activity.

Person A should refer to the table below. Your partner will fingerspell the name of a famous Australian company, and then describe its logo.

Person B should use the second (labelled) table. Fingerspell the name of the company to your partner, and then describe its logo. Remember, you can identify its colour, and use gesture to indicate shape and size.

PERSON A:

PERSON B:

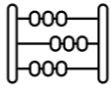
			
ANZ	Commonwealth Bank	Coles	NAB
			
Telstra	Woolworths	BHP	Westpac

(Image Source: Wikipedia)

BONUS: Although E is the most-used letter in the English language, it is possible to write articles (think of Homer Simpson writing his culinary review “F-O-O-D B-O-X” on a typewriter with a broken E key) or even entire books without using the letter E. *Gadsby*, written in 1939 by Ernest Vincent Wright, contains 50,000 words - but no Es (except for a few slip-ups in the first edition: the word ‘T-H-E’ was used three times, and ‘O-F-F-I-C-E-R-S’ once).

Try fingerspelling this paragraph, from the opening of the book. If you’re tired of signing the letter E, don’t worry - you won’t find any here!

If Youth, throughout all history, had had a champion to stand up for it; to show a doubting world that a child can think; and, possibly, do it practically; you wouldn't constantly run across folks today who claim that "a child don't know anything." A child's brain starts functioning at birth; and has, amongst its many infant convolutions, thousands of dormant atoms, into which God has put a mystic possibility for noticing an adult's act, and figuring out its purport.



Numbers: 1,000-9,999

Do you remember how to sign the numbers from 100-999? Here are some random numbers to practice:

100	235	999	546	782	457
382	154	204	485	678	900

In this chapter, we'll learn how to count all the way up to 9,999!

Here's another video by Rose Tasci, in which she signs the [Numbers in Thousands \(1000-9000\) in Auslan](#). Note how after signing the first digit (e.g. 2 in 2000), she makes a downward motion with her hand.

Influence

Books, including those by psychologist Robert Cialdini's *Influence* and *Pre-Suasion*, explain how marketers use language and numbers to influence people (and their purchases). Exposing customers to large numbers when they walk into a shop or view a product online, for instance, can function to desensitise them to high prices, avoiding the "sticker shock" many of us experience when we see a large number on the price tag! The number doesn't even have to be relevant to have an effect: research shows that asking people to write down their social security number or spin a wheel will affect how much they are willing to pay for items like a bottle of wine. If you happen to have a higher ID number, or happen to spin a higher number on the wheel, you're more likely to pay a higher price.

Try signing the numbers in the following shop signs and online banners that might influence a customer to pay more:

- Congratulations! You are customer number **9,999**!
- **7,500** people surveyed love our product
- We tested over **2,400** beds before we found the perfect mattress.
- Our store has more than **8,000** different brands of dog food!
- A recent survey of more than **5,400** consumers found that our fries are the tastiest
- Come try our selection of over **6,200** cheeses!

Bonus! Brand Numbers

Even though you've reached the lofty heights of 9,999 (the highest number we'll cover in this book), it's important to keep practising lower numbers too - for one thing, you need to use them in combination with hundreds and thousands to make numbers like 8,742.

Here are some famous numbers associated with popular brands for you to practice:

Coke Zero	A new way of marketing a "diet" drink, by representing the zero calories
Chanel No. 5	The fifth fragrance produced which CoCo Chanel chose - launched on the 5th of May (the fifth month)
7-Eleven	The store's opening hours - (7am to 11pm, 7 days a week) were considered quite extensive back in 1946)
KFC's 11 Herbs and Spices	The Colonel's secret blend
WD- 40	An acronym for Water Displacement, 40th formula)
Heinz 57 Varieties	Henry Heinz came up with this marketing ploy after seeing a sign advertising 21 styles of shoes. Heinz already had more than 60 products, but he considered 57 a "lucky number"
Nintendo 64	The console's 64-bit processor was an advantage over its 32-bit competitors
XBox 360	Concerned that naming its second console Xbox 2 close to the launch of Sony's Playstation 3 would make it look inferior, Microsoft went for 360 - supposedly a reference to the player being at the centre of the experience
Boeing 747	The 700s were set aside for jet transportation aircraft, but Boeing's marketing department felt that plain old 700 didn't have enough "pizzaz", the first commercial passenger airliner in the series was assigned 707. Thereafter, it was decided that all model numbers beginning or ending in a 7 would be reserved for commercial jets
Porsche 911	Originally designated the Porsche 901, Peugeot claimed ownership of three digit model numbers with a 0 in the middle



Vocabulary

Shops

1. [Shop](#)
2. [Toy Shop](#)
3. [Flower Shop](#)
4. [Phone Shop](#)
5. [Book Shop](#)
6. [Paper Shop](#) (Newsagency)
7. [Glasses Shop](#) (Optometrist)
8. [Bread Shop](#) (Bakery)
9. [Food Shop](#) (Supermarket)
10. [Market](#)
11. [Chemist](#)
12. [Lift/Elevator](#)
13. [Escalator](#)
14. [Change room](#)

Service

15. [Help you?](#)
16. [Colour have?](#)
17. [Size have?](#)
18. [Want bag?](#)
19. [Trolley](#)
20. [Basket](#)
21. [Receipt](#)
22. [Deliver](#)
23. [Open](#)
24. [Close](#)
25. [Good](#) / [Bad](#)
26. [Like](#)
27. [Why?/Because](#)

Combining Signs

Just as in English, in Auslan, it is possible to specify a type of shop by simply adding 'SHOP' after the item name - like TOY SHOP or BOOK SHOP.

In fact, Auslan makes things even simpler - there's no need to remember 'fancy' names like newsagency or optometrist when you can sign PAPER SHOP or GLASSES SHOP.

Try to remember these signs both individually and in these combinations - so that you can both talk about buying paper, and visiting the newsagency. The same is true of CHANGE ROOM.

Remember the sign for children, woman/women, and man/men?

You can use a similar tactic to specify men's, women's or children's clothing departments:

[Mens clothes](#)

[Womens clothes](#)

[Childrens clothes](#)

Days of the Week

28. [Monday](#)
29. [Tuesday](#)
30. [Wednesday](#)
31. [Thursday](#)
32. [Friday](#)
33. [Saturday](#)
34. [Sunday](#)

Money

35. [Money](#) (Cash)
36. [Dollar](#)
37. [Cent](#)
38. [Buy](#)
39. [Sale/Sold](#)
40. [Credit Card](#)
41. [Sign](#) (Signature)
42. [ATM](#)

[Learn Auslan Days & Months video](#)

Cost and Condition

- 43. [Free](#)
- 44. [Secondhand](#)
- 45. [New](#)
- 46. [Old](#)
- 47. [Thousand](#)

Spending and Saving (For Recognition)

- 48. [Spend](#)
- 49. [Spendthrift](#)
- 50. [Save](#)
- 51. [Budget](#)
- 52. (...%) [Discount](#)
- 53. [Heads](#)
- 54. [Tails](#)



Conversation 5: Shopping for Costumes

Carol, Rob and Anna are planning a shopping trip to find costumes for the party next weekend. Read the questions below, then [watch the video](#) as many times as you need.

1. Who is Rob going as? TIN MAN / HITCHCOCK / SUPERMAN / CASPER
What store(s) does he need to visit (more than one may apply):
OFFICEWORKS / BUNNINGS / SPOTLIGHT / ALTER IT / K-MART / TIE 'N' RACK
2. Who is Carol going as? TIN MAN / MARILYN MONROE / THE GOOD GUY
What store(s) does she need to visit (more than one may apply):
OFFICEWORKS / BUNNINGS / SPOTLIGHT / ALTER IT / K-MART / TIE 'N' RACK
3. Who is Anna going as? TIN MAN / HITCHCOCK / SUPERMAN / CASPER
What colour is Anna's costume? RED / SILVER / GOLD / WHITE
4. What assistance does Carol ask Anna for?
DIFFERENT COLOUR / BIGGER SIZE / SMALLER SIZE / SHOPPING BAG



Grammar

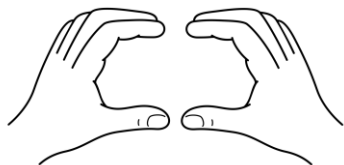
Depicting Signs (SASS)

You might remember from the previous chapter that SASS stands for 'Size and Shape Specifier'. SASSes refer to classifier handshapes used to describe an object by outlining its size and shape. In English, adjectives play a similar role, describing aspects of something (or someone's) appearance and its dimensions. But SASSes can also act as nouns in some contexts - that is, a description of an object can become a stand-in for that object in conversation.

Like the handling classifiers we learned in the previous chapter, there are three main categories of SASSes:

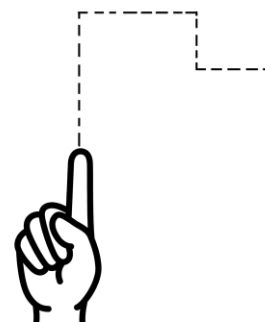
1. Surface
2. Depth and width
3. Perimeter

Surface handshapes are used to describe the surfaces of objects, representing them as narrow or wide, smooth or uneven. Again like handling classifiers, the handshape used for SASSes varies depending on the characteristics of the object being described. A 1-handshape might be used to trace the shape of a relatively thin rectangular object (like a credit card or photo), while an open hand (see image) might be used to outline a wide, rectangular object (like a box or oven).



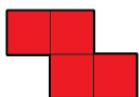
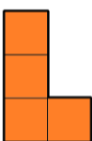



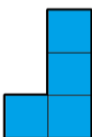
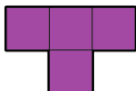
Depth and width handshapes show the relative depth and width of objects, such as two hands in a C shape used to depict the dimensions of a pipe or tree trunk.

Perimeter-shape handshapes trace the outline of an object's external shape. If it is a large symmetrical shape, like a window or a picture frame on a wall, two hands in 1-handshapes may be used to trace the size and shape in the air. For an asymmetrical object, like the irregular shape of a modular sofa, or an oddly-shaped Tetris brick, one hand may remain stationary as the other traces out the shape, using the index-finger like a pencil in a 1-handshape.



“Tetrominoes” are what mathematicians call shapes made of four square blocks (the word is related to “domino”). You might be familiar with some from the game Tetris. There are seven basic tetrominos, each of which is named after a letter of the alphabet it resembles.

In pairs, take turns signing a letter, and then signing back a description of the corresponding colour and shape.

S 	L 	O 	Z 
I 	J 	T 	

Time (Days of the Week)

Fingerspelled acronyms are often used by Auslan signers. Some are common to English, while others may only be used by the signing community. Fingerspelled acronyms may be accompanied by mouthing of the individual letters (for instance, mouthing 'ay ess eɪ' while fingerspelling A-S-L to refer to American Sign Language). Others may be accompanied by the lip patterns of the words they represent.

Try signing the following widely used acronyms:

D-A (Deaf Australia)

D-R-A (Deafness Resources Australia)

N-A-B-S (National Auslan Booking Service)

A-B-C and S-B-S (for the television stations)

N-S-W, W-A, S-A, T-A-S (for the states)

S-Y for Sydney

G-C for Gold Coast

N-Z for New Zealand.

Days of the week and months of the year are also commonly abbreviated in fingerspelling. Some of these abbreviations are familiar to English speakers, seen on calendars and in diaries, while others are unique to Auslan:

Monday	M-O-N	
Tuesday	T-U-E-S	Or T-T
Wednesday	W-E-D	More commonly W-D, or simply W
Thursday	T-H	Sometimes signed with Mid handshape instead of the 1 in T
Friday	Has a distinct sign which uses the F shape	
Saturday	S-A-T	Or this sign
Sunday	Has a distinct sign which resembles praying hands	

Notice how smoothly the signers in the videos fingerspell these acronyms. Practice until you can list off the days of the week almost without thinking.

Aspect

When talking about actions or events, you might want to say **how long ago** something happened, **how long** it took, or **how often** it occurs.

Aspect markers are used to indicate the duration and frequency of an event. In English, *-ing* is an aspectual marker, signalling continued action. (e.g. I am **learning** Auslan).

Tense inflections indicate the time an action took place, usually relative to the time of speaking: 'she **walks** to class' vs. 'she **walked** to class', for example. In English, the aspect marker -ing can be combined with past and future tense markers for more complex representations of *when* an event occurred, and *how* it unfolded in time: e.g. 'I **was working** for five hours' or 'I **will be working** for five hours'. Other constructions are used to show whether or not an action was complete at the time of speaking (e.g. 'I have eaten all the food' vs. 'I was about to start eating'.)

Although tense is often more familiar to English speakers than aspect (you may remember your primary school teacher referring to 'past, present, and future' tenses), not all languages have tense inflections like walk + ed.

Imagine you heard a learner who hasn't mastered English tenses yet say the following:

"I watch yesterday."

"I watch tomorrow."

You could probably guess that they mean "I **watched** yesterday", and "I **will** watch tomorrow" without any difficulty. For this reason, there exist many languages which are either not marked for tense, or have no grammatical tenses at all. Mandarin Chinese is one such example, making use of aspect and time words like 'yesterday' or 'two weeks ago' instead. In this respect, Auslan is more similar to Mandarin than it is to Australian English.

In fact, it appears that no documented signed language is systematically inflected for tense. This is one of the reasons that direct translation between English and Auslan (or any other signed language) is not possible. If you want to sign "I walked to the shop", you can't simply look up the sign for WALK and then add an equivalent of +ed to it. No such equivalent exists. Instead, you need to think of another way to indicate that this action happened in the past. This is where, just as in Mandarin, time words and aspect come in.

We've already seen how time words can be used in conjunction with time lines to depict when something occurs.

In Auslan, aspect is represented through modifications to verb signs.

One key modification is **reduplication**, to show that something happens repeatedly or for a period of time.

For example,

PRO-1 **GO-TO** G-Y-M

could be translated as 'I go to the gym'.

In this sentence, GO-TO (in bold) is the verb.

Rapidly repeating the sign for GO-TO would transform the meaning into 'I go to the gym **regularly**'. ([Video 5.13](#))

Slowly repeating the same sign would instead imply 'I go to the gym **again and again**'.

The distinction between rapid and slow repetition may seem subtle. Think of fast reduplication as representing a habit, for instance, going regularly to the gym every Friday, while slow repetition represents some iterative aspect. You might go to the gym, give up, try again, and you keep persisting, even though your efforts don't seem to be paying off or you can't sustain your motivation, you try again and again.

GO-TO is an example of a momentary verb (also called a 'punctual' verb). **Momentary verbs** like *hit*, *catch*, or *arrive* tend to take place in a moment. On the other hand, **durative verbs** refer to events which have a longer duration, like *play*, *walk*, or *sing*.

PRO-1 **WAIT** PRO-2
could be translated as
'I've been waiting for you.'

In this sentence, the verb is WAIT.

Rapidly repeating the sign for WAIT would transform the meaning into
'I've been waiting **a long time** for you.' ([Video 5.14](#))

Slowly repeating the same sign would instead imply
'I've been waiting **for ages and ages** for you.'

In both cases, the repetition indicates continuation, that the action (waiting) continued for a long time. But the slower the repetition, the longer the duration implied. Think of how time seems to drag when you are sick or bored - or even when you simply cannot wait for some exciting event. The hands on the clock seem to move slowly. Likewise, when you want to indicate that some action continued for a really, really long time, move your own hands slowly.

	Momentary Verb (e.g. GO-TO)	Durative Verb (e.g. WAIT)
Fast reduplication	habitual activity (<i>regularly go to gym</i>)	long duration (<i>waiting a long time</i>)
Slow reduplication	repeated activity (<i>go to gym again and again</i>)	very long continuing duration (<i>waiting ages and ages</i>)

To summarise, rapid repetition of a momentary verb like *kick*, *hit*, or *throw* indicates habitual action, while the rapid repetition of a durative verb like *grow*, *consider*, or *walk* indicates the action continued for a long time.

Slow repetition of momentary verbs usually means the action is repeated, while the slow repetition of durative verbs usually means the action continued for not just a long time, but a very long time. Spoken English does something similar when a speaker drags out their words: "I've been wa----iting and wa---iting for a---ges and a---ges for you!"

There are other ways to modify verbs in relation to aspect. For example, you could indicate that something started to happen (but ultimately didn't) by beginning the sign, then holding

that handshape, orientation, and location without further movement. Or, you could show that something happened incrementally (in stages) by performing the sign with a movement that occurs in steps. We will learn more about showing whether an action is complete or not in later chapters.

Exchanging Money

There may be times when you need to talk about money - in Australia, dollars and cents.

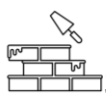
The sign for DOLLAR looks somewhat like a D made with the whole hand, pulled along a flat palm. You might remember it as a D for dollar, or the flat palm as some cash sliding out of an ATM slot.

To sign \$100, simply make the sign for 100, then the sign for DOLLAR.

The sign for CENT is even easier - just as we use a 'c' in writing to indicate cents, you simply use the fingerspelling letter C to indicate cents.

To sign 50c, simply make the sign for 50, then add the C for cents.

Lorette from Cranbourne East Primary School has a short video on [Auslan Money](#) you can use to practice these important signs. Or, you can view illustrations (and examples of many different amounts) at [SignPlanet](#) (note: the free resources on this website are watermarked).



Skill Building

There are many ways of breaking down the skills you need to develop fluency in a language, but in the case of Auslan, most skills can be categorised as either productive or receptive.

Productive skills involve you actually **producing** language. You need to think about what you want to sign, what signs and structure you will use, remember (or find out) how to produce them, and then produce them correctly. Practising these productive skills is generally equivalent to practising speaking and writing when learning a spoken and written language.

Receptive skills, which involve you **receiving** language, are often overlooked by students. Reception includes accurately perceiving what is being signed, interpreting it and understanding the signer's meaning. Practising these receptive skills is generally equivalent to practising listening and reading when learning a spoken and written language.

Of course, communication is a two-way street. In order to produce effective communication, you need to first learn the signs (from your teacher, from videos, from this book, etc.), which involves receptive skills. And more importantly, in a conversation, you need to accurately understand what someone is saying in order to respond in an intelligible way. Again, that's receptive skills underpinning productive skills.

Since receptive skills are so fundamental - but it's not as obvious how to practice them - it is worth setting aside some time specifically for developing your receptive skills.

Secrets of Successful Students:

Here are some tips for improving your receptive skills, from successful students of sign languages and teachers of sign languages around the world¹⁸:

- **Pay attention to where you look.** You may find that resting your gaze around a person's neck allows you to see their hands, shoulders, and face all at once. Practice this when paying attention to your teacher in class.
- **Watch everyone.** Your classmates are an important source of receptive practice, not just your teacher. Whether you have classes online or in person, try to shift your attention towards whoever happens to be signing. (In an online environment, you may be able to enlarge the video of whoever is signing). Some students are cautious about learning 'mistakes' from their classmates who are also novices, but this imperfect input is all the more reason for you to pay close attention! Research has shown that we can often learn *more* from seeing others make mistakes than we do from watching 'ideal' examples. **The key is to reflect on what you would do differently.**
- **Watch videos.** Don't just watch the videos included or recommended in this book once. Come back and review them again and again. This is especially important to do as you move through the book:
 - At the end of each three-chapter module, watch the videos from each chapter in that module again.
 - When a skill from a previous chapter is mentioned in the 'Revision' section at the start of each chapter, review the relevant conversation video.

The videos in this course are designed to be slightly more challenging than the language you have learned up to that point. You shouldn't feel bad if you don't understand everything (or even much at all!) on your first viewing. But you should absolutely come back again and again. They are designed to be the gift that keeps on giving! You might be surprised at what you can now pick up in the videos from chapters 1, 2 and 3, now that you're halfway through the second module. Go back to chapter 1 if you need a refresher on how to effectively watch videos to learn Auslan.

- **Seek other learning resources.** Although we have made an effort to recommend some of the best resources online for learning Auslan in this book, the internet is an ever-changing space. Now that you have a better sense of what Auslan is, and what fluent signing looks like, you can start to look for resources on your own. If you don't know where to start, try subscribing to some of the channels featured in this book.

[Here's a video specifically designed for practising your receptive skills.](#) [And another.](#)

¹⁸ Although it is necessary to be careful in assuming that all skills are transferable between different sign languages, many of the tips for learning ASL are relevant to students of other sign languages, including Auslan (in much the same way that using flashcards to practice vocab can benefit students of Arabic, Chinese, or English alike). [ASL Rochelle](#) is a popular YouTuber whose videos about *how* to learn a sign language and conversational strategies may be of interest to students of Auslan.



Culture Note

All cultural groups have their own ways of communicating. Rather than rules, these can be thought of as 'norms'. Deaf people have norms for conversation that may differ to those of hearing people.

Often, these differences stem from the different physical demands of communicating in a visual versus an auditory mode. For example, you have learned about how getting attention in Auslan relies on visual cues. Where you might say "hey!" in spoken English, a small wave is more appropriate in Auslan. Additionally, while it might be considered rude to talk from too far away in English, as it implies you wish to distance yourself from your interlocutor (and might be a bother to people around if you have to yell!), it is often possible to carry on a conversation in Auslan from across a room (obviously not a private conversation, though!)

Most of us are unaware of our own communicative behaviours until we encounter norms which are different to our own. This is why travel can be such a transformative (and often confronting!) experience for many people. But you don't have to go far to encounter different cultures. Even the house next door may have very different expectations about, for example, meal times or ways to apologise or give thanks, or how best to celebrate certain holidays.

We learn most of our own cultural norms unconsciously from the people around us - family, and later, teachers, friends, and work colleagues. What seems 'normal' or 'obvious' to you might appear strange or even inexplicable to someone who has grown up in different circumstances. For instance, bringing a tree indoors and covering it in plastic lights would seem like bizarre behaviour to anyone who hasn't grown up familiar with the celebration of Christmas. Or making sure to only shake hands or eat with one particular hand might seem obsessive to anyone who hasn't grown up in a household where the other hand was used for toileting purposes!

Many misunderstandings in conversation are much more subtle, however, and arise when a person attempts to follow the norms of their own culture without considering the norms of the other person's culture. That is, you can inadvertently appear rude *because* you are trying to be polite!

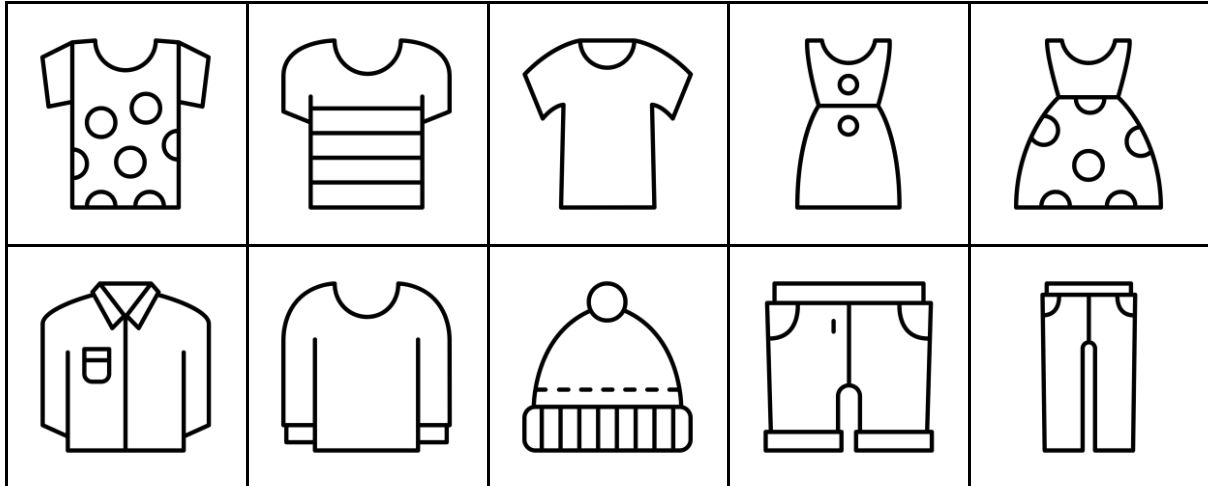
A hearing person might have been told it's not polite to stare, or might be a bit shy, or come from a culture where direct eye contact is considered rude. As a result, they might feel awkward looking directly at a Deaf person in conversation. For the Deaf person, however, this lack of eye contact might make them feel as if the hearing person isn't really paying attention to what they are saying, or is actively avoiding them. When communicating in Auslan, try to consider how your behaviour might appear to others - and consider whether any judgements you are making of other people are rooted in your own set of norms.



Activities

5.1 How much?

CUSTOMER: Ask the shopkeeper how much each of the following items is. You will need to describe the item.



SHOPKEEPER: Referring to the price list below, answer your customer's questions.

T-SHIRT, plain white	\$15
T-SHIRT, spotted	\$17
T-SHIRT, striped	\$18
SHIRT, formal (with collar and 1 pocket)	\$80
JUMPER, plain (with cuffs)	\$66
DRESS, plain white (with 2 buttons)	\$30
DRESS, spotted	\$45
TROUSERS/JEANS, with pockets	\$90
SHORTS, with pockets (and cuffs)	\$19
HAT/BEANIE, with pompom	\$20

5.2 Charm Prices

Have you ever noticed that most prices seem to end with a 9 or a 5? Research shows that around 90% of prices for products end with one of these two numbers. This is called “charm pricing”, a psychological tactic meant to entice customers to purchase¹⁹. Even though charm pricing is everywhere, its frequent use doesn’t appear to have dampened its effects. So, armed with this knowledge, imagine you are in the following situation:

BUSINESSPERSON: You have calculated the prices you need to charge to make a profit on each of the items you intend to sell at your cafe. Point to each item, then sign how much you are intending to sell it for (don’t forget to use the signs for dollars and cents!)

			
\$3.50	\$4.99	\$3.23	\$6.47
			
\$5.95	\$7.82	\$6.81	\$4.33
			
\$5.94	\$4.21	\$5.80	\$19.22
			
\$9.27	\$2.46	\$14.83	\$4.64

¹⁹ Why does it work? There are several theories - a specific price (rather than a round number, like \$100) makes an item sound as if it is priced at the proper value. \$699 “feels” significantly less than \$700 because it starts with a 6 - even though the difference is just \$1. And finally, since many people have been exposed to years of advertising, anything ending with a 99 or a 95 triggers a “sale” cue in the consumer.

CONSULTANT: Watch carefully as your client tells you how much they are intending to charge for each item, then either approve it (by saying YES, GOOD etc), or suggest a new price which adheres to the charm pricing rule of ending with a 5 or a 9. Remember: your client needs to make a profit, so don't suggest prices that are lower than those they've already come up with!

5.3 What's Your Size?

For this activity, half of the class should remain at their desks (tables of clothes at the clothing swap), and the other half should walk around (browsing tables). Your teacher will give you some cards representing the clothes you want to swap.

Sitting students: You have a table at a clothing swap. Answer the questions of the people who come browsing, and when you come across someone with the same shoe or clothing size as yourself (note: these may not be the same person) describe what items you have and find out what items they have. Swap at least one item of clothing and one pair of shoes.

Standing students: You are at a clothing swap, and are looking for someone with the same clothing and shoe size as yourself (note: these may not be the same person). Introduce yourself to the people at the tables, and, once you find someone who has the same size as you, describe what items you have, find out what items they have, and swap at least one item of clothing and one pair of shoes.

5.4 Dressed to Thrill

You and your friend are clothes shopping:

PERSON A: Someone you've had a crush on for months has just asked you out. They're always very well-dressed and you want to make sure you look your best for the date, but all you have are work clothes, and you can only afford to spend \$100 total. Ask your fashionista friend for advice to put together the best outfit based on your tastes and your budget.

You Like	You Don't Like
Red	Black
Stripes	Spots
Long sleeves	Short sleeves
Boots	Sandals

Now, swap roles! Your friend has a job interview tomorrow, but they don't own any formal clothes. They can afford to spend a total of \$250, and have asked for your advice since you work in an office. Help them find the best possible outfit for the interview.

Your friend... Doesn't look good in green.

Their interview... Is in a big air conditioned office building, in the morning.

PERSON B: Your friend has asked you for fashion advice. They haven't been on a date in a long time, and you want to help them find an outfit that costs less than \$100. Read the following information about your friend and their date to inform your opinion. Then, help them put together the best possible outfit for their date.

Your friend... Doesn't look good in red.

Their date... Is at the beach, in Summer.

Now, swap roles! A company you applied to months ago has just invited you for an interview. You haven't worked in an office in years, so you want to buy a suitable outfit. Your friend works in an office, so you ask them for their advice. You can spend up to \$250.

You Like	You Don't Like
Green	Grey
Sequins	Boring clothing
Sleeveless tops	Jackets
Sandals	Black shoes

5.5 Would I Lie To You?

Each participant writes down two truths and a lie. Then, they present these statements to the class (in any order). Classmates must vote on which statement they think is the lie.

Hint: Want to challenge your classmates? This activity can be made more challenging by including negative statements e.g. "I don't eat fish".

5.6 What Am I Describing?

For this activity, your teacher will bring a group of objects to the front of the classroom or show them on screen. Take turns selecting an object and describing it, pausing at the end of each sentence. Once you think you know what is being described, put their hand up to guess.

5.7 Give One, Get One

Everyone likes to get a compliment!

Go around the room, with each person taking it in turns to give their neighbour a compliment (remember, you can use the signs GOOD or LIKE to do this). The recipient should say THANK YOU, then turn to give the next person a compliment.

5.8 Find a Group!

Watch carefully as your teacher (or a student leader) tells you who to find. For example, you may have to find a group of people who like the same fruit or toothpaste as you do.

5.9 A Bad Day in the Store

Take turns being the customer and the shop assistant in the following role play scenario:

CUSTOMER: You are looking for a particular item of clothing. Each time the shop assistant finds one for you, and tells you the price, find something wrong with the clothing, or add another requirement (e.g. you are looking for a shirt. No, it should be green. No, it should have stripes. No, it should have spots, too. No, you need a larger size. No, you need a smaller size than this one). When you can't think of any more details to add, accept the item, then swap roles.

RETAIL ASSISTANT: You are having a terrible day at work, thanks to one picky customer! Every time they ask you for an item of clothing, mime getting it from a rack and present it to the customer, and tell them the price. They will find something to object to, and ask you for something else. So bring them another piece of clothing - and put the price up a bit! When they finally accept the item, repeat the price and ask if they want a bag. Then swap roles. See if you can make even more complaints than they did!

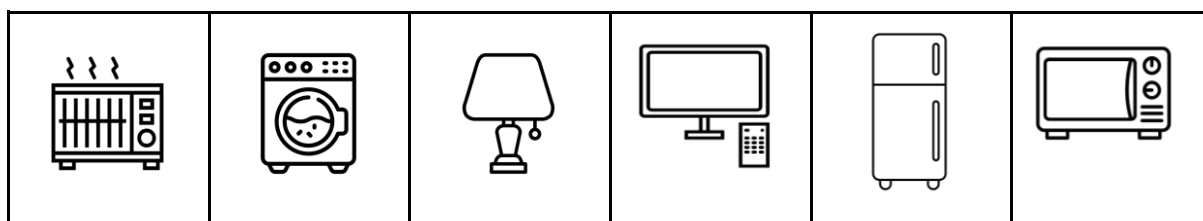
5.10 A Colourful Shopping Spree!

As a class, take turns signing a shopping list according to the colours of the rainbow. For example, if the first person says, I will buy a red apple, the next person might say, I will buy a red apple and an orange t-shirt. The third person could then say I will buy a red apple, an orange t-shirt, and a yellow pencil. Anyone who forgets an item on the list, or who breaks the colour order, is "out".

5.11 Emergency Funds

PERSON A: Imagine you have recently encountered an unexpected expense, and must sell three of your most treasured possessions as soon as possible. Fortunately, you have a friend who has just moved into their own home, and they might want to buy some of your things.

Choose three items from the pictures below, and describe to your friend why you value each item so much... and how much you are asking for it.



PERSON B: You're not sure why, but a friend of yours is trying to convince you to buy some of their old things for your new flat. For each good thing they have to say about their things, explain why you don't need it.

Now, swap roles. Person B should now try to sell the three remaining items to Person A.

5.12 Cheapskate!

Each episode of the US TV show *Extreme Cheapskates* focuses on a person who saves money in ways that their friends and family consider “extreme”.

In pairs, take turns choosing one of the numbered money-saving tips below and acting it out. Some are extreme, some less so!

1. Use powdered milk instead of fresh.
2. Insert cardboard cutouts into worn shoes.
3. Wash and reuse old packaging.
4. Only flush the toilet every third visit.
5. Shower at the gym instead of at home.
6. When paying for bananas by weight, peel them before buying.
7. Soap up before getting in the shower.
8. Bring your own snacks to the movies.
9. Peg your paper towels out to dry and reuse.
10. Cook your meals in the dishwasher while doing the dishes.

When you think you know which tip your partner is acting, tell them by signing the corresponding number.

5.13 Online Shopping

Imagine you and your new flatmate(s) are shopping for furniture online. You have a total budget of \$2,000 to set up your new place. Take a look at the listings below, and discuss what you should buy:

	2000W PORTABLE HEATER \$48.00 NEW
	TUNGSTEN SMART HEATER \$1,300.40 NEW
	BATHROOM HEATER \$20.00 NEW
	3.5kW SPLIT AIR CONDITIONER \$1,029.00 NEW

	<p>8L PORTABLE AIR CONDITIONER</p> <p>\$134.99</p> <p>NEW</p>
	<p>SPLIT-CYCLE AIR CONDITIONER</p> <p>\$50.00</p> <p>SECOND HAND</p>
	<p>65" PREMIUM ANDROID TV</p> <p>\$45.00</p> <p>SECOND HAND</p>
	<p>21" TV/DVD PLAYER COMBINATION</p> <p>\$130.00</p> <p>SECOND HAND</p>
	<p>50" 4K LED SMART TV</p> <p>\$1,112.00</p> <p>NEW</p>

5.14 Open/Closed

Imagine you and a friend are planning a trip to the shopping centre.

PERSON A: You love shopping, and you especially love shopping when you have company. You really enjoy visiting boutique stores, and you have a list of all the stores you want to visit while you are staying with your friend in the city. Let your friend know what stores you want to visit so you can start planning your shopping trip, and write down what days the stores are open.

Bonds

Dotti

JB HI-FI

Miniso

OPSM

Shaver Shop

Nike

EB Games

PERSON B: You hate shopping and usually order things online. You've only agreed to accompany your friend shopping because they're visiting from out of state, and you want to get it all over and done with in one day. Ask your friend where they want to go, and look up what days that store is open or closed, then tell them so they can write it down.

Adairs	MON-SUN	Kiehl's	MON-SAT
Bonds	MON-SAT	Levi's	MON-THU, SAT-SUN
Cotton On	MON, WED-SUN	Miniso	MON-FRI, SUN
Dotti	MON-WED, FRI-SUN	Nike	TUE-SUN
EB Games	MON-THU, SAT-SUN	OPSM	MON-TUE, THU-SUN
Fjall Raven	MON-TUE, THU-SAT	Pandora	TUE-SAT
General Pants Co.	MON-SUN	Qualy & Co	MON-WED
Hairhouse Warehouse	MON-SAT	Rebel	MON-THU
Industrie	MON-FRI	Shaver Shop	MON-FRI
JB HI-FI	MON-SUN	Telstra	MON, WED, FRI

What day would be best to visit if you want to get all your shopping done on the one day?

Now, swap roles! Person A, you are now visiting your friend in their home state, and although they have the same shops (with the same days of opening) in their shopping centre, you're curious to see what different products might be on sale. Here is your list of places you want to visit:

Bonds

Dotti

JB HI-FI

Miniso

OPSM

Shaver Shop

Nike

EB Games

What day would be best to visit if you want to get all your shopping done in one day?

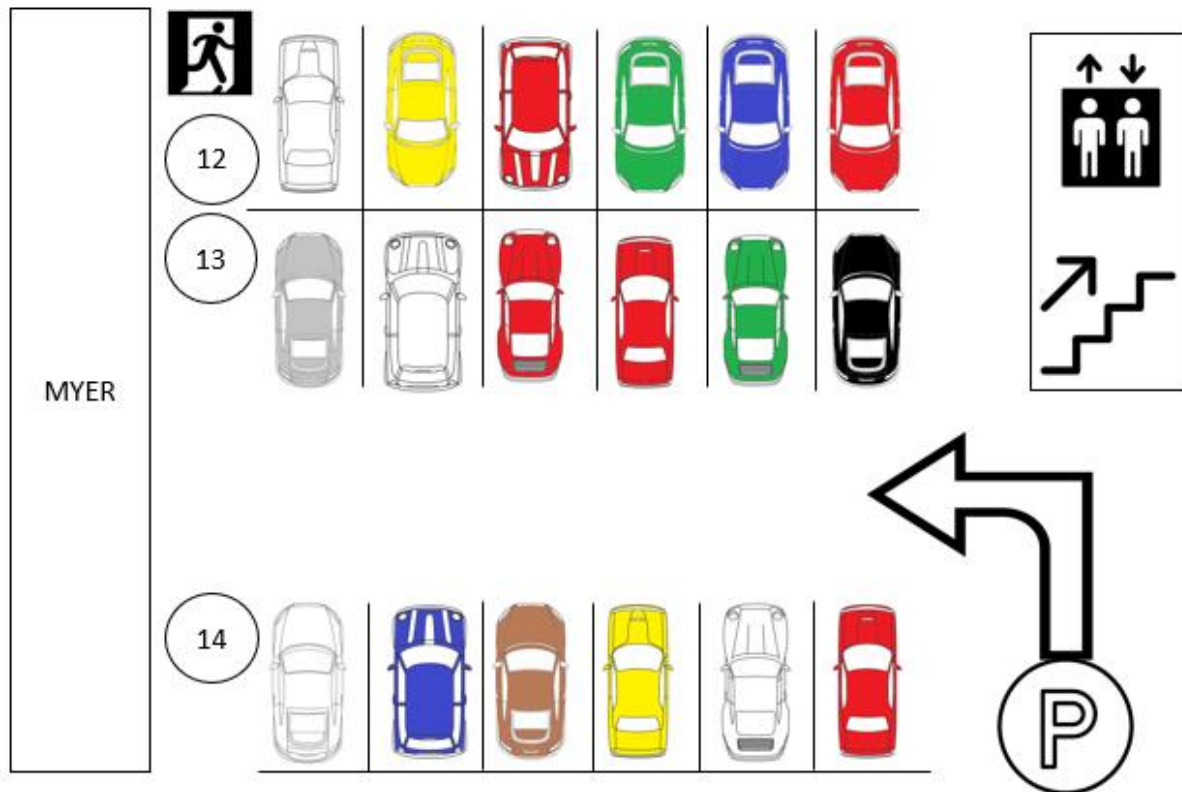
5.15 Where's My Car?!

You have been at the shopping centre all day, and can't remember where you parked your car. Find out what your friend remembers.

DRIVER: Your car is red. You remember that you parked next to white car, and you think it was in the green section.

(Passenger, skip to the next page)

PASSENGER: You remember seeing the number 13 on a pole near the car, but you're not sure which red car is your friend's.



Now switch roles!

DRIVER: Your car is green. You remember that you parked next to a red car.

PASSENGER: You don't remember what your friend's car looks like, but you do remember they parked in front of a red car.

Learning Outcomes

I can...

- Name different stores and what days they are open/closed
- Use the language of buying and selling
- Understand when people communicate about spending and saving
- Undertake monetary transactions in Auslan
- Describe my shopping or spending patterns



6. Food



Revision

Before starting this unit, make sure you can do the following...

- Ask and answer questions about people (Chapter 1-3)
- Understand the main ways in which space is used in Auslan (Chapter 2)
- Indicate that you think something is good or bad, likes and dislikes (Chapter 5)
- Confidently use money-related signs (Chapter 5)
- Produce the signs for 'bread', 'bakery', 'food', 'supermarket' and 'market' (Chapter 5)



Learning Objectives

After completing this unit, you will be able to...

- Describe meals (past or present), including food, drink, and where to purchase them
- Decide what to order among friends
- Talk about items on the table
- Have a brief conversation over a meal
- Explain what foods you like/dislike and do/do not eat

A→Z Fingerspelling: The Letter I

In this chapter, we'll practice words which contain the third vowel, I, signed on the middle finger.

2-letter words

The following 2-letter words containing the letter 'I' are all legal in (at least some versions of!) Scrabble:

AI	Artificial intelligence	BI	Two
DI	Syllable used when singing a tune	GI	Judo or karate costume
HI	Hello	ID	Part of the psyche
IF	A condition	IN	Inside
IO	A cry of joy, also a moon of Jupiter	IS	Present tense of to be
IT	Impersonal pronoun	KI	Spirit of Japanese martial art
LI	A Chinese unit of distance	MI	A musical note
OI	A New Zealand bird	PI	To jumble or disorder
QI	A Chinese life force	SI	A musical note
TI	A small tree	XI	A Greek letter

Find a partner for the next activity.

Take turns. One person signs a word from the list, the other should work out the score for that word using the tile values below, and sign it back.

A ₁	B ₃	C ₃	D ₂	E ₁	F ₄	G ₂	H ₄	I ₁	J ₈	K ₃	L ₁	M ₃
N ₁	O ₁	P ₃	Q ₁₀	R ₁	S ₁	T ₁	U ₁	V ₁	W ₄	X ₈	Y ₄	Z ₁₀

See if you can find the highest and lowest scoring words on the list!

Next time you play Scrabble, use the opportunity to practice fingerspelling and signing numbers.

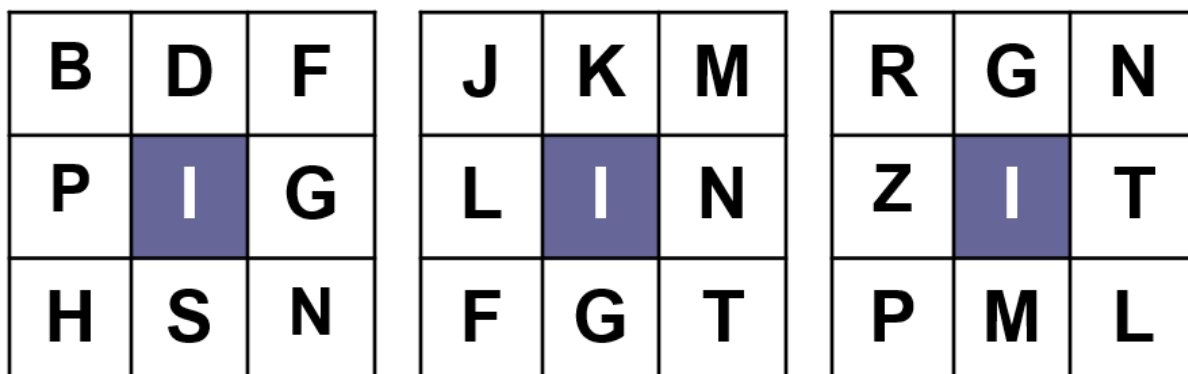
3-letter words

Target challenge!

Find as many 3-letter words as possible using the letter I, and fingerspell each of them.

Try this activity alone or in pairs (taking turns)

You can use any combination of letters, as long as each letter touches (vertically, horizontally, or diagonally) the next letter - e.g., in puzzle 1, F-I-G.



Next time you see one of these puzzles in a magazine or newspaper (or maybe download one to your phone!) use the opportunity to practice fingerspelling.

4- letter+ words

As a warm-up for this chapter's topic, practice fingerspelling the following 4 and 5-letter food-related words containing an 'I':

F-I-S-H

C-H-I-P

W-I-N-E

F-R-U-I-T

K-N-I-F-E

We'll learn the signs for these words in a moment.

Australia's Favourite Foods

Try fingerspelling the following top 10 popular quintessentially Australian foods and drinks according to Taste Atlas.

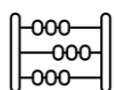
1. P-A-V-L-O-V-A
2. M-A-C-A-D-A-M-I-A
3. G-R-A-N-N-Y S-M-I-T-H (apple)
4. L-A-M-I-N-G-T-O-N
5. M-E-A-T P-I-E
6. F-L-A-T W-H-I-T-E (coffee)
7. A-V-O-C-A-D-O T-O-A-S-T
8. L-O-N-G B-L-A-C-K (coffee)
9. S-P-A-G B-O-L
10. V-E-G-E-M-I-T-E

Australia's Big Things

Australia has a lot of gigantic roadside attractions - many of which are enormous fruit.

Practice fingerspelling the names of the following 'big' things:

1. B-I-G P-E-A-R-S (ACT)
2. B-I-G A-P-P-L-E (NSW)
3. B-I-G P-I-N-E-A-P-P-L-E (QLD)
4. B-I-G O-R-A-N-G-E (SA)
5. B-I-G C-H-E-R-R-Y (TAS)
6. B-I-G S-T-R-A-W-B-E-R-R-Y (VIC)
7. B-I-G B-A-N-A-N-A (WA)



Numbers

Now that you've studied numbers all the way up to 9,999, it's time to practice some of the larger numbers that you've learned.

Have a go at signing the numbers on each line - and try doing this in your daily life:

NUTRITION INFORMATION		
Servings per package: 1		
Serving size: 401g		
	Average Quantity per Serving	Average Quantity per 100g
ENERGY	4680kJ (1120Cal)	1170kJ (279Cal)
PROTEIN	44.0g	11.0g
FAT, TOTAL	63.5g	15.8g
- SATURATED	26.4g	6.6g
CARBOHYDRATE	91.5g	22.8g
- SUGARS	25.4g	6.3g
SODIUM	3070mg	766mg

Chickpeas With Roast Pumpkin

NUTRITION INFORMATION		
SERVING PER PACKAGE: 2		SERVING SIZE: 340g
	AVERAGE QUANTITY PER SERVING	AVERAGE QUANTITY PER 100g
ENERGY	1510kJ (361Cal)	445kJ (106Cal)
PROTEIN	10.4g	3.1g
FAT, TOTAL	21.4g	6.3g
- SATURATED	3.1g	0.9g
CARBOHYDRATE	27.5g	8.1g
- SUGARS	12.7g	3.7g
SODIUM	465mg	137mg

INGREDIENTS: Roast Pumpkin, Chick Peas, Celery, Roast Capsicum, Sesame Oil Dressing (Sesame Oil, Soy Sauce, Vinegar, Brown Sugar), Spring Onion

Contains Soybean, Sesame Seeds, Lupin

NUTRITION INFORMATION		
Servings per can: 2		
Serving size: 210g		
	Average Quantity Per serving	Average Quantity Per 100g
ENERGY	895kJ	425kJ
PROTEIN	10.8g	5.1g
FAT: TOTAL	1.2g	0.6g
-SATURATED	0.2g	0.1g
CARBOHYDRATE	33.7g	16.1g
-SUGARS	15.5g	7.4g
DIETARY FIBRE	11.9g	5.7g
SODIUM	1300mg	620mg
POTASSIUM	650mg	310mg
IRON	2.7mg	1.3mg

Avocado & Sweet Chilli Hummus			
NUTRITION INFORMATION			
Servings per package: 10			
Serving size: 20g (approx 1 Tbsp)			
	Average Quantity per Serving	% Daily Intake (per Serving)	Average Quantity per 100g
Energy	145kJ (35Cal)	2%	727kJ (174Cal)
Protein	1.1g	2%	5.3g
Fat, Total	2.3g	3%	11.5g
- Saturated	0.3g	1%	1.4g
Carbohydrate	1.9g	1%	9.3g
- Sugars	0.3g	0%	1.6g
Sodium	41mg	2%	206mg
Percentage Daily Intakes are based on an average adult diet of 8700 kJ. Your daily intake may be higher or lower depending on your energy needs.			
Ingredients: Hummus (75%) (Cooked Chickpeas, Tahini (Sesame Paste), Reconstituted Lemon Juice (Lemon Juice, Antioxidant (Ascorbic Acid)), Oil Blend (Extra Virgin Olive Oil, Canola Oil), Crushed Garlic (Fresh Garlic Cloves (97%), Salt, Acidity Regulator (Lactic Acid, Citric Acid)), Spices, S (Salt, Anticaking Agent (536))), Avocado Chilli Swirl (Avocado Puree (21%), Sweet Chilli Sauce (3.5%) (Sugar, Water, Pickled Red Chilli (21%), Garlic Vinegar, Salt, Stabiliser (Xanthan Gum)), Preservative (223)).			
Contains Sesame Seeds, Sulphites.			



Vocabulary

Meals

1. [Breakfast](#) (or [Breakfast](#) - note that the second is broader in meaning, read Signbank)
2. [Lunch](#)
3. [Dinner](#)
4. [Dessert](#)

Tea Time!

Do you remember how to sign MORNING and AFTERNOON?

You can form 'Morning Tea' or 'Afternoon Tea' simply by adding 'Tea':

[Morning Tea](#)

[Afternoon Tea](#)

Food

5. [Meat](#)
6. [Pork](#)
7. [Chicken](#)
8. [Lamb](#)
9. [Fish](#)
10. [Pizza](#)
11. [Pasta](#)
12. [Hamburger](#)
13. [Fruit](#) (See [this video](#) for different types of fruit)
14. [Vegetables](#) (See [this video](#) for different types of vegetables)
15. [Potato](#)
16. [Salad](#)
17. [Chip\(s\)](#)
18. [Sandwich](#) / [Sandwich](#)
19. [Icecream](#)
20. [Chocolate](#)
21. [Nibbles](#)

Watch the [Auslan Food](#) video for more signs, including breakfast foods!

Drinks

- 22. [Tea](#)
- 23. [Coffee](#)
- 24. [Milk](#)
- 25. [Drink](#)
- 26. [Glass](#)
- 27. [Water](#)
- 28. [Soft Drink](#)
- 29. [Milkshake](#)
- 30. [Alcohol](#)
- 31. [Beer](#)
- 32. [Wine](#)
- 33. [Spirits](#)

Food Outlets

- 34. [Restaurant](#)
- 35. [Take-away](#)
- 36. [Booking/Reservation](#)
- 37. [Waiter/Waitress](#) (not gendered)
- 38. [Chef](#)
- 39. [Order](#)

Utensils

- 40. [Menu](#)
- 41. [Napkin](#)
- 42. [Fork](#)
- 43. [Knife](#)
- 44. [Spoon](#)
- 45. [Salt](#)

Days

- 46. [Yesterday](#)
- 47. [Today](#)
- 48. [Tomorrow](#)

Adjectives

- 49. [Hungry](#)
- 50. [Vegetarian](#)
- 51. [Hot](#)
- 52. [Cold](#)
- 53. [Busy](#)
- 54. [Quiet](#)
- 55. [Cheap](#)
- 56. [Expensive](#)
- 57. [Delicious](#) ([Taste Good](#))
- 58. [Disgusting](#) ([Taste Bad](#))

Opposites attract!

The adjectives (describing words) listed above are given in pairs: HOT-COLD, BUSY-QUIET, CHEAP-EXPENSIVE, DELICIOUS-DISGUSTING.

It is a good idea to practice words together with their antonyms (opposite meaning words). Use them in sentences or short phrases, making sure to match the meaning of your sentence with appropriate non-manual features. For example, you might sign “cheap meal” vs. “expensive meal” or “delicious hamburger” followed by “disgusting hamburger”.

Note also that the last three adjectives in the list are compound signs (see Ch X for information on compounds).

Delicious = TASTE + GOOD

Disgusting = TASTE + BAD

Finally, although we haven't learned the signs for MONEY and SORE yet, these two signs combined make up 'EXPENSIVE'. Quite a strong image, isn't it!

As you come across new adjectives in future, ask yourself whether that word might have an antonym, and if so, try remembering the opposite words together.



Conversation 6: A Dinner Interrogation

Eager to find out how Sam's date with Bec went, Bob and Carol have invited him out for dinner. Read the questions below, then watch the [video](#) as Carol and Bob pepper Sam with questions - and as Sam tries to distract them with food!

1. Why doesn't Carol order the pasta Sam suggests?
 - a. she is allergic to fish
 - b. she doesn't like red sauce
 - c. she is vegetarian
 - d. she prefers lamb
2. What meat does Sam order? PORK / LAMB / FISH / BEEF
3. How many people ordered salad with their meal? 1 / 2 / 3
4. Why doesn't Sam order the dessert Rob suggests?
 - a. he is allergic to dairy
 - b. he doesn't like cream
 - c. he doesn't drink coffee
 - d. he prefers strawberry ice cream



Grammar

Time lines

You might have heard of the 'spacetime' continuum from physics: the understanding that space and time are one and the same.

This understanding is reflected in our language: in English, we say we 'look forward' to the new year, or 'look back' on our careers. The same types of 'time is space' metaphors can be found in Auslan and other signed languages. In Auslan, *where* signs are performed in the space around the signer indicates *when* the events described occurred.

Generally speaking, signs related to the **future** (like TOMORROW, POSTPONE, HENCEFORTH, and NEXT-WEEK) all move **forwards**.

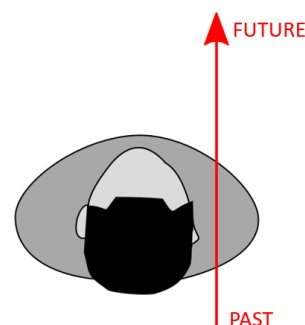
Meanwhile, signs relating to the **past** (such as LAST-WEEK, PRIOR, LOOK-BACK, and LONG-AGO), unsurprisingly, move **backwards**.²⁰

²⁰ There are, however, a small number exceptions: the sign for YESTERDAY (and related signs LAST-YEAR and LAST-WEEK) generally used in the southern dialect move forward from the cheek, but the orientation of the hand is nonetheless the opposite of that in the signs TOMORROW, NEXT-YEAR etc.

Time-related signs are organised around three types of *time lines* in space:

1. Deictic (which runs perpendicular to the body from the signer's dominant shoulder)
2. Sequence (which runs parallel to the body, from left to right, like English writing)
3. Anaphoric (which runs diagonally in front of the signer, using the subordinate hand)

You'll learn more about these if you continue to Certificate III, but if you're interested in a preview, take another look at the very beginning of the [Three Little Pigs](#) video we watched in Chapter 2, thinking about how fairy tales typically start. Notice how James gestures backwards over his dominant shoulder to indicate that the story he is about to tell took place in the past - or "a long time ago".



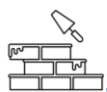
This is just a taste of how time is organised in Auslan. For now, all you need to remember is the days of the week introduced in Chapter 5, and the words YESTERDAY, TODAY and TOMORROW from the vocabulary list in the present chapter. In Chapter 7, we will look at telling the time of day.

Measurement

Just like in English writing, units of measure are often expressed in Auslan as the first letter of the initial word. We saw an example of this in the previous chapter - cents are indicated in Auslan by adding the letter C after the number. The same is true of counting years (Y), months (M), and weeks (W).

In fact, M can be added to numbers to mean quite a few different units of measure. In addition to 'month', a fingerspelled M after a number can also mean 'metre' or even 'minute'. This might seem confusing, but generally, it's pretty easy to guess what is meant from context: just like you'd probably find it easy to guess what is meant by 'm' in the following written English contexts:

- Winner of the women's 500**m** race.
- Baby Delilah, 6 **m.o.**
- Pause the video at 2 h 37 **m.**



Skill Building

In the first module, you saw Monash University linguist Louisa Willougby's top tips for learning vocabulary. In this module, we'll take a look at some advice from another linguist at Monash, Howie Manns, who has created a video on [The Individual Learner](#): recognising our strengths and weaknesses against those of others.

Howie outlines some of his own second language learning experiences (including Auslan), the differences between introverts and extroverts, and different age groups, when it comes to learning a second language, the effects of being a heritage learner, and how those who have learned a language before (e.g. at high school) tend to approach tertiary study differently to those who are learning a language for the first time.

Personality

Introversion and extroversion are typically viewed as a continuum, with extroverts preferring more stimulating environments, and introverts preferring less stimulating environments.

Extroverts tend to obtain gratification from outside themselves, by being enthusiastic in their communication with others, assertive, and easy-going. They thrive when around others, and take pleasure in big social gatherings, work well in groups, and become bored when alone.

Introverts tend to be more interested in their own mental selves, and are more reserved or reflective. They may find their energy dwindling during social interactions, and take pleasure in solitary activities such as reading, writing, or meditating, and prefer to analyse before speaking.

Based on these descriptions, where would you place yourself on the scale?

Introvert ←————→ Extrovert

What does Howie suggest are the advantages and disadvantages of your personality type? Write down two things you can do to take advantages of those positives, and two things you might like to practice more or challenge yourself to try.

Howie describes the anxiety he has had in relation to learning Auslan - even though he is a very experienced language learner. What are some of the positive aspects of anxiety he mentions?

Age differences

Age is one of the personal factors that can affect how we learn language. Of course, age isn't everything - some younger learners may be more concerned about how they are perceived than some of their older counterparts, and some older learners may have less life experience than some of their younger counterparts. But what advantages does Howie mention **younger** and **older** learners typically have?

Heritage learners

Howie describes the case of "heritage language learners" who have grown up using a language (to varying degrees) in the home environment, but are engaging in formal study of that language for the first time. He explains that many heritage learners may be advanced when it comes to certain topics which they have practiced a lot around the home, but may run into roadblocks when encountering new topics.

Which of the topics in this book do you think would be easier or more challenging for heritage learners?

Intro	Family	People	Home	Shopping	Food	Technology	Chores	Leisure
Nature	Travel	Directions	Education	Occupations	Health	Celebrations	News	Revision

Howie also describes how learning any new physical skill - like dancing, playing the guitar, or speaking a new language - is always awkward at first. When learning a spoken language, it can take non-heritage learners a little longer to be able to control their tongue and form the correct shapes with their mouth. How does this relate to your experiences of learning Auslan?

Previous study

Finally, Howie talks about another group of students who new learners often find intimidating - those who have studied the language before. He explains that while students with previous study experience are sometimes more fluent than those who are complete beginners, they also suffer from fossilised errors at times. Just as there are advantages to having prior knowledge, there are also advantages to beginning with a clean slate!

What three pieces of advice does Howie suggest for all learners, regardless of their background?

- a) _____
- b) _____
- c) _____



Culture Note

Bilingualism

Auslan/English bilingualism is common. Deaf or hard-of-hearing people may have acquired Auslan from a young age, and then learned English later, or, they may have grown up with both languages from the start. Hearing people, and people who become deaf or hard-of-hearing later in life can also be bilingual in Auslan - perhaps they grew up with English, and then learned Auslan, or also grew up with both languages.

Some hearing children also grow up with Deaf family members and use both languages - take a look at this [family's dinner table conversation](#) as an example. Notice how three-year-old Romeo and two-year-old Lotus sign and speak, and how their father directs Romeo's attention to Lotus when she joins the conversation.

Hearing children are often told not to talk with their mouths full - what do you think might be the protocols for signing while eating?

Some deaf people learn additional languages, signed or not, although (just as in the broader Australian population) such multilingualism is relatively rare. For many deaf people, however, becoming bilingual in Auslan and English is challenging. A deaf or hard-of-hearing person has limited access to the spoken language of English, and may also have delayed access to Auslan and deaf role models, depending on their family situation, as Drisana Levitzke-Gray explains in her [TEDx talk](#).

Making decisions about language is always complex for families²¹. Many parents in Australia who speak languages other than English at home worry that raising their children in a

²¹ You can find out more about raising children bilingually at raisingchildren.net.au, and about the bilingualism of deaf adults in Bartlett (2008).

bilingual environment might make their kids 'different', or make it difficult for them to learn English - even though speaking more than one language regularly has been linked to better academic results and greater life opportunities. Children who speak a 'heritage' language benefit from being able to communicate with extended family, enjoy media in more than one language, and often have an increased understanding of different ways of thinking. However, it can be challenging for families to maintain bilingualism when there is so much pressure to choose English. When a deaf child is born to hearing parents, there are added layers of complexity - a parent may be trying to help their child learn a language they do not themselves know how to use (fluently), and often without the extended family support that many bilingual families enjoy.

While every family is different in terms of awareness and abilities to support bilingualism in the home, and while every child is different, in terms of their physical and developmental capabilities, and ultimately, their communicative needs and preferences, there is one thing the experts agree on: a solid base in a first language makes it easier to learn a second one. The *Australian Story* episode '[Sophie's Choice](#)' provides insight into many of these issues.

People from all language backgrounds regularly learn new languages, just as you are - adding to their repertoire, and sometimes, replacing one language with a new one. There is no 'best' language - there is only the language (or languages!) that best fit a person's needs.





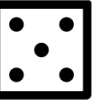
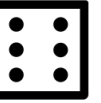






































If you want to understand more about belonging to the Deaf community and becoming bilingual and bicultural, try reading one of the articles on [Aussie Deaf Kids](#) or [Hearing Australia](#).



Activities

6.1 A dicey menu!

Rolling a pair of dice (or using an [online dice](#)), practice signing the following food-related items. You can do this on your own, or take turns in pairs.

						
						
						
			ROLL AGAIN!			
						
						
						

6.2 Name Three Game

In pairs or small groups, take turns rolling a dice to move around the board. Each square you land on, you must sign three things that fit that description.

START	1. Name 3 yellow things	2. Name 3 meats	3. Name 3 drinks	4. Name 3 red things	5. Name 3 lunch foods
					6. Name 3 dinner foods
12. Name 3 animal-based foods	11. Name 3 brown things	10. Name 3 sweet foods/drinks	9. Name 3 green things	8. Name 3 healthy foods	7. Name 3 alcohols
13. Name 3 hot things					
14. Name 3 blue things	15. Name 3 cold things	16. Name 3 food outlets	17. Name 3 people	18. Name 3 white things	
				19. Name 3 cutlery items	
	23. Name 3 liquids	22. Name 3 positive adjectives	21. Name 3 black things	20. Name 3 negative adjectives	
	24. Name 3 kitchen appliances				
	25. Name 3 dining items	26. Name 3 meals	27. Name 3 silver things	28. Name 3 wheat-based foods	FINISH

6.3 World's Worst Soup

Remember that old saying "Too many cooks spoil the broth"?

Take turns going around the class to add a new item to the 'soup' you are making. (Note: the sign for soup is the same as one of the signs for [BREAKFAST](#) - it literally depicts eating sweets/cereal/soup out of a bowl)

Each time someone adds a new item, they must repeat all of the previous items.

e.g. Person 1: CHICKEN. Person 2: CHICKEN, FRUIT. Person 3: CHICKEN, FRUIT, PORK.

Keep playing until you can't remember what came before!

6.4 What's on the menu?

Imagine you are out to dinner at a busy pub with a group of friends, and there aren't enough menus. In small groups, take turns signing what is on the menu to the group, and then collect everyone's orders for food

GROUP LEADER: Sign what is on the dinner menu to your friends.

Note: you may not know all of the signs. That's OK! Just tell your friends what the main ingredient in each dish is, or fingerspell any words you don't know the signs for. Make a list of what everyone would order, and at the end, recite the whole list to confirm everyone's orders.

GROUP: Watch carefully as your friend with the menu explains what is available.

When you see an item you are interested in, ask how much it costs. Tell your friend what you would like to order.

<i>Dinner Menu</i>	<i>Drinks Menu</i>
Chicken schnitzel..... \$22 Lamb chops..... \$30 Fish and chips..... \$25 Pizza..... \$18 Vegetable pasta..... \$18 Hamburger with chips..... \$24 Ham sandwich and chips..... \$16	Beer..... \$6 Wine (Red / White)..... \$7 / \$14 Spirits.....\$12 Soft Drinks (Coke, Sprite, Fanta)... \$4 Milkshakes (Choc, Vanilla, Strawberry)...\$9 Water.....\$4

Now, swap roles! Someone else should take on the role of the group leader and collect drink orders so that they can order at the bar while the previous leader is ordering meals at the counter.

6.5 Dietary Requirements

You and a friend meet to discuss a big dinner party you are planning. Person A is in charge of the catering, and Person B is in charge of the guest list.

Person A: Tell Person B your suggested menu items, and get their feedback. Put a cross next to any food that won't be suitable.

Menu

Entree

Fish Curry

-or-

Mini Sandwiches

-or-

Salad

Main

Chicken Curry

-or-

Vegetable Pasta

-or-

Hamburger

Dessert

Icecream

-or-

Cake

-or-

Fruit

Person B: Make sure that everyone on the guest list can eat the foods on Person A's list.

Guest List	Dietary Requirements
Susanne	Gluten Free
Jeremy	Can't eat spicy food
Denise	Allergic to seafood
Gerald	Vegetarian
Julio	Can't eat cold food

6.6 What's for dinner?

You and your friends are deciding what to order for dinner. You have a \$100 voucher to use on your favourite food delivery app, but you must use it all at a single restaurant.

Person A likes Italian food, Person B doesn't like spicy food, Person C is allergic to wheat, Person D is a vegetarian. (Adjust for the number of people in your group). Looking at the available menus, decide which restaurant to order from, and what dishes you will order.

BELLA MOZZARELLA Meatlover's Pizza ... \$25 Pepperoni Pizza \$20 Flamin' Curry Pizza... \$25	THE PASTA PEOPLE Chicken Gnocchi... \$20 Fish Fettuccini ... \$25 Lemon Ice Cream ... \$5 ea	TINY FUSION Hot Hot Hot Curry ... \$15 Hamburger ... \$15 Veggie Burger ... \$20
---	--	--

6.7. Mystery dish


Person A: You recently ate one of the following dishes at a restaurant, and really enjoyed it, but you don't know what it was called. Choose one of the following meals. Describe it to your friend who is a chef, to see if they can tell you its name. You can use colours, shapes, and the names of any ingredients you can identify.

Person B: You are a chef. Watch as your friend describes a meal they recently ate, and try to figure out what it was. Then, tell them the name of that dish.

PERSON A

		
Restaurant: Chinese	Restaurant: French	Restaurant: Japanese
Ingredients: Chicken (feet)	Ingredients: Meat (raw)	Ingredients: Fish (tuna) eyes

PERSON B

		
M-A-G-U-R-O M-E-D-A-M-A ("Tuna eyes")	F-E-N-G Z-H-U-A ("Phoenix claws")	S-T-E-A-K T-A-R-T-A-R-E ("Tartar Steak")

(Image Source: Wikipedia)

Now, swap roles!

6.8 The answer is...

Watch carefully as your teacher (or a student leader) gives an answer, e.g. "banana". Try to come up with a question that this sign could be the answer to (e.g. "What did you have for breakfast?" "Why did you fall over?" "What is your favourite food?")

6.9 A New Restaurant

You and your partner are about to appear on the TV show *Lizard's Lair*, where hopeful entrepreneurs explain their plans to a panel of investors.

Create a new restaurant concept - a theme, a style of food, some sort of experience you think is missing from the current Australian restaurant landscape.

Discuss the following:

- What foods will be on your menu
- The price range
- Your restaurant's logo/colour scheme

Now, present your concept to the panel (your classmates) - and see how many are interested in investing!

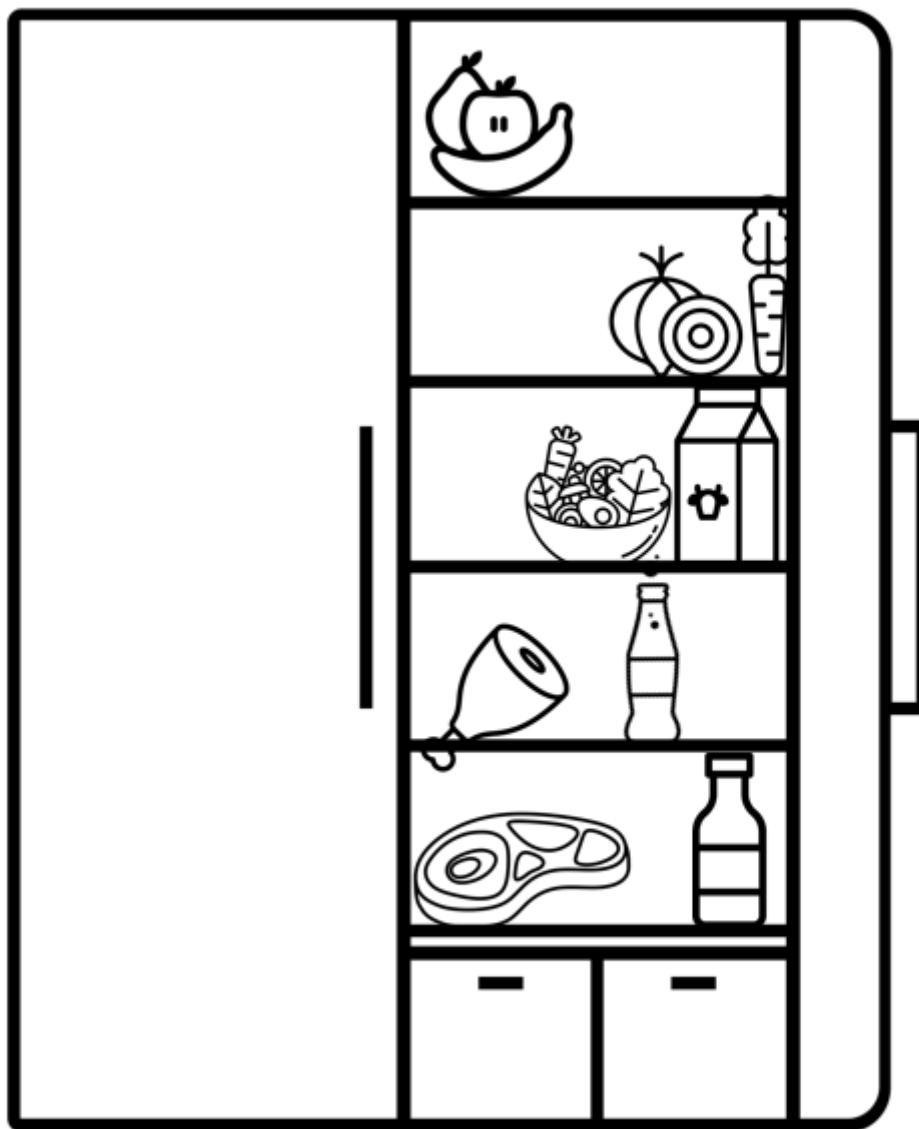
6.10 What's in the Fridge?

It's late, and you're hungry... and you're staying at a friend's house in the country where there are no delivery services. Neither of you are very good at cooking, but you do have a list of basic recipes you can make (below). Check the fridge, and work out what your options are.

PERSON A: Using the list below, ask your friend if you have the ingredients.

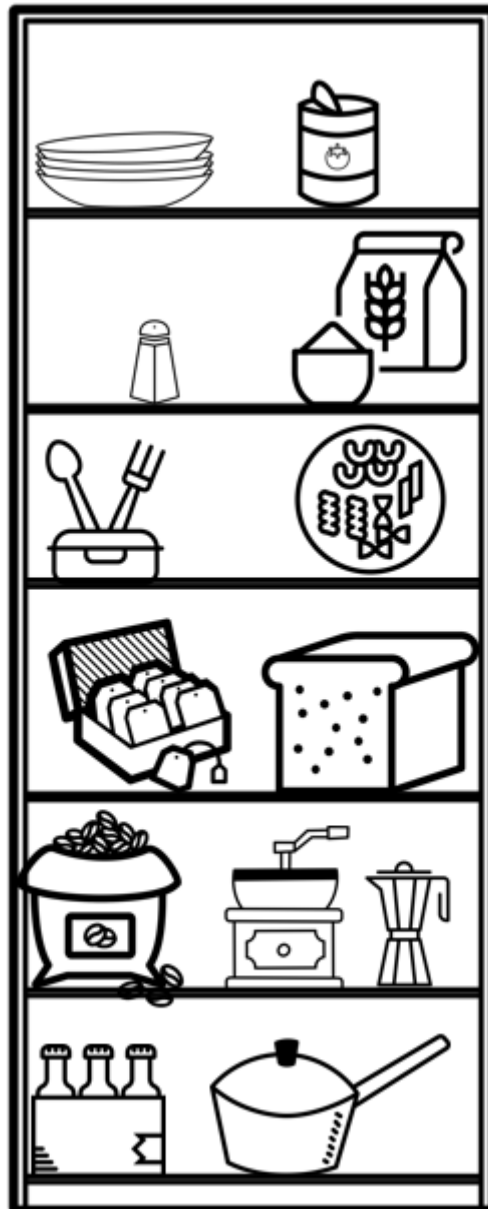
Name of food	Ingredients	Available?
STEAK and CHIPS	Meat, potatoes	YES/NO
HAM SANDWICH	Pork, bread	YES/NO
SALAD	Any vegetables	YES/NO
FRUIT SALAD	Any fruits	YES/NO

PERSON B: Watch carefully as your friend asks about various ingredients, and then check the fridge. Let your friend know if you do or don't have that item (try to use a full sentence, not just YES/NO responses).



6.11 What's in the Pantry?

You've just remembered that there are a bunch of dry ingredients, too! While one person looks at the cupboard, and the other looks at the fridge from the previous activity, try to work out what you could possibly make from the previously provided list of recipes - or your own inventions!



6.12 The Worst Waiter

Imagine you (and your friends, if you have a small group) are at a restaurant with a very inexperienced waiter.

DINER(S): Each time the waiter brings you food, call them back to ask for something that's missing (knife, fork, spoon, a second glass, etc.) Make sure to ask for these items individually - your goal is to drag the interaction out for as long as possible (a dining disaster like *Fawlty Towers*!) Make sure you practice appropriate ways of getting the waiter's attention.

WAITER: Mime bringing the diner(s) their meal(s). Each time you are called back to the table and asked for something new, apologise and then mime bringing what they have requested.

6.13 Favourite Foods

Survey your classmates to find out their favourite foods. See if you can find someone who has the same favourite food as you - and someone who likes a food you dislike! Report your findings to the class. What is the most popular food overall?

6.14 Taste Tester

Food manufacturers are always looking to create new flavours. Doritos flavoured Mountain Dew. Vegemite flavoured Cadbury Milk.

In pairs, take turns inventing new combinations - or sign one from the list below. Ask your partner what they think of the new product - and try to make your reactions as extreme as possible!

CHOCOLATE
FISH
SALAD
ICE CREAM
COFFEE
BEER
MILKSHAKE
CHICKEN
MILK
FRUIT
SOFT DRINK

...flavoured...

LAMB
ICE CREAM
PIZZA
CHIPS
SALT
MILK
PORK
TEA
WINE
HAMBURGER
SANDWICH

6.15 Strange Eats

Gastro Obscura (part of the website [Atlas Obscura](#)) lists unique foods and drinks from around the world. Find one and present it to the class, making sure to show a picture of the dish.

You may want to use SignBank to look up the following:

- Any ingredient names you don't already know
- The country of origin

Don't forget to fingerspell these out to the class so they know what these new signs mean.



Extras!

If you haven't had enough of the Wiggles yet, why not sign along to [Hot Potato](#)? Notice how the sign for POTATO looks like peeling a potato.



Learning Outcomes

I can...

- Describe **food and drink**
- Talk about events in the **past or future**
- Ask for **cutlery** and other items on the table
- Explain what I do and don't (like to) **eat**
- Converse about what and **where** to eat



7. Technology



Revision

Before starting this unit, make sure you can do the following...

- Count in hundreds and thousands (Chapters 4 and 5)
- Describe the shape and size of objects using SASS (Chapter 5)
- Produce the sign for PHONE (Chapter 5)
- Sign the days of the week (Chapter 5)
- Use timelines to locate events in time (Chapter 6)



Learning Objectives

After completing this unit, you will be able to...

- Talk about technology
- Describe and troubleshoot computer problems
- Give instructions and commands
- Tell the time
- Use technology to learn and communicate in Auslan



Fingerspelling: The Letter O

This time, let's practice the fourth vowel, O, signed on the fourth finger (ring finger).

2-letter words

There are quite a few 2-letter words which contain O - try signing the following list:

BO	American slang for 'friend'	DO	To achieve
GO	To depart	HO	A call for attention
IO	A cry of joy, also a moon of Jupiter	JO	A sweetheart
KO	A Maori digging stick	LO	Look, behold
MO	A moment	NO	Negative
OB	An objection	OD	A mystical force
OE	A grandchild in Scotland	OF	Belonging to
OH	An exclamation of surprise	OI	A New Zealand bird
OK	Okay	OM	A mantra intonation
ON	A preposition	OO	Wool
OP	An abstract art style	OR	Alternative
OS	A bone	OU	A bloke
OW	Interjection expressing pain	OX	A mammal with hooves
OY	Same as 'oe' above	PO	A chamber pot
SO	A musical note	TO	As far as
WO	A curse	YO	A call for effort
ZO	A Himalayan cross between a yak and a cow		

Find a partner for the next activity.

Take turns. One person signs a word from the list, the other should work out the score for that word using the tile values below, and sign it back.

A ₁	B ₃	C ₃	D ₂	E ₁	F ₄	G ₂	H ₄	I ₁	J ₈	K ₃	L ₁	M ₃
N ₁	O ₁	P ₃	Q ₁₀	R ₁	S ₁	T ₁	U ₁	V ₁	W ₄	X ₈	Y ₄	Z ₁₀

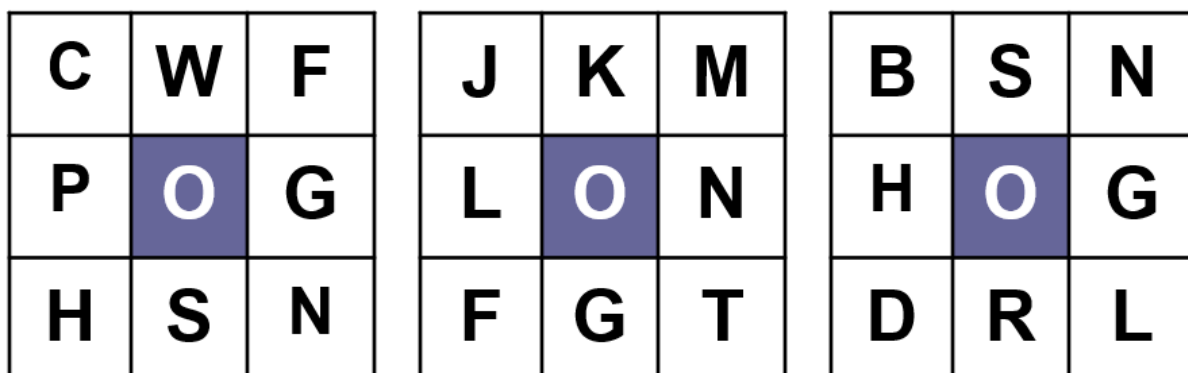
3-letter words

Target challenge!

Find as many 3-letter words as possible using the letter O, and fingerspell each of them.

Try this activity alone or in pairs (taking turns)

You can use any combination of letters, as long as each letter touches (vertically, horizontally, or diagonally) the next letter - e.g., in puzzle 1, C-O-G.



Next time you see one of these puzzles in a magazine or newspaper (or maybe download one to your phone!) use the opportunity to practice fingerspelling.

4- letter+ words

As a warm-up for this chapter's topic, practice fingerspelling the following 4 and 5-letter technology-related words containing an 'O':

P-H-O-N-E

P-H-O-T-O

V-I-D-E-O

M-O-U-S-E

C-L-O-C-K

We'll learn the signs for these words in a moment!

Tech Acronyms

The introduction of text and instant messaging has changed the way most people on the planet communicate - but this is especially true for deaf and hard-of-hearing people.

In the early days of mobile phones, the short message service (SMS) was limited to 160 characters. A message 161 characters long would be split into two and cost double. As a result, acronyms designed to pack more information into fewer characters exploded in popularity. Although, these limitations are no longer relevant for the most part, many people still use abbreviations to save time (and sometimes, just to show off or make their communication harder for outsiders to decipher!)

Here is an A-Z of some of the most commonly used acronyms over time - see if you can fingerspell them, while using facial expressions which match the sentiment. Then, come up with a new acronym of your own to share with the class.

AFAIK	as far as I know
BF	boyfriend
CTN	can't talk now
DL	down low
EOM	end of message
FTW	for the win
GG	good game
HTH	hope this helps
IMO	in my opinion
JK	just kidding
LOL	laugh out loud
MFW	my face when
NBD	no big deal
OMW	on my way
PPL	people
QT	cutie
RTM	read the manual
SO	significant other
TBH	to be honest
UR	you are
VF	very funny
WB	welcome back
XOXO	hugs and kisses
YOLO	you only live once
ZZZ	(snoring)

Bonus: Based on what you now know about Auslan, can you spot any acronyms on the list above which have a different meaning when fingerspelled in Auslan? Are there any others you know of which might be confusing in a signed conversation?



Vocabulary

Technology (For Production)

1. [Computer](#)
2. [iPad](#)
3. [SmartPhone / iPhone](#) (text message)
4. [Camera / Photo](#)
5. [Video](#)
6. [Games](#)
7. [Internet](#)
8. [Email](#)
9. [Mouse](#)
10. [Monitor](#)
11. [Clock](#)
12. [Digital watch](#)

Technology (For Recognition)

13. [Computer disk](#)
14. [Printer](#)
15. [Photocopier](#)

Clock Time

16. [Hour](#)
17. [Minute](#)
18. [Second](#)
19. [Half Past](#)

Past and Future

20. [Past](#)
21. [Future](#)
22. [Recent](#)
23. [History](#)
24. [Ago](#)

Times of Day

25. [Now](#)
26. [Sunrise](#)
27. [Sunset](#)
28. [Day](#)
29. [Night](#)
30. [Early](#)
31. [Late](#)

Describing Time

32. [Next](#)
33. [Last](#)
34. [Every](#)
35. [Before](#)
36. [After](#)
37. [Start](#)
38. [Finish](#)
39. [Still](#)

Calendar Times

40. [Calendar](#)
41. [Week](#)
42. [Month](#)
43. [Year](#)

Verbs

44. [Copy](#)
45. [Insert](#)
46. [Delete](#)
47. [Watch](#)
48. [Freeze](#)

Question and Adjectives

49. [When?](#)
50. [How?](#)
51. [Quick](#)
52. [Fast](#)
53. [Slow](#)

App Names

As technology evolves, signers must find ways to refer to new devices and applications - like the sign for [Twitter](#), which resembles two tweeting birds, based on the iconic logo of a tweeting bird.

Do you remember the signs for FACE (Chapter 3) and BOOK (Chapter 5)? Rather than fingerspelling F-A-C-E-B-O-O-K, Auslan users have coined a new compound sign for [Facebook](#) which combines the signs for FACE and BOOK.

[Video Conference](#) likewise consists of a sign from this chapter's vocab list, VIDEO, combined with the sign for [CONFERENCE](#).

Compound signs used to refer to new technologies aren't always so close to their English equivalents. Take for example the sign for [Instagram](#). If you watch closely, you might notice it is the sign for PHOTO (or camera) combined with a scrolling action. The sign for Zoom is also a compound sign which incorporates the signs for PHOTO and the letter Z. Ask your teacher to show you how to sign this, and any other social media names.



Conversation 7: Computer Problems

Family friend Sam calls Brett for help with his computer. Read the questions below before watching the [video](#).

1. How long has Sam's computer been slow?
ONE WEEK / THREE DAYS / SINCE YESTERDAY
2. What problem is he experiencing?
BLANK SCREEN / FREEZES ON ZOOM / CALENDAR WON'T UPDATE
3. What does Brett suggest might be causing the problem?
NOT ENOUGH SPACE / DELETING FILES / OLD MONITOR
4. And how does he suggest Sam try fixing it?
BUY NEW SCREEN / BUY NEW COMPUTER / CLOUD STORAGE
/ BUY NEW HARDDRIVE

Incorporating Numbers into Time Lines

A subset of time signs in Auslan (e.g. LAST-WEEK, NEXT-WEEK, LAST-YEAR, NEXT-YEAR, YESTERDAY²² and TOMORROW) can have their handshape substituted for one of the numbers from 2 to 9 to express the number of days, weeks, or years under discussion. Although the handshape changes, the orientation, location and movement of the sign remain the same. Other signs that combine with numbers in this way include DAY-OF-THE-MONTH (e.g. 'third of the month') and MORE (e.g. 'four more'), as well as HUNDRED (e.g. 'five hundred'), as you saw back in Chapter 4.

Commands and Requests

Communication may be categorised according to two different functions:

- **Describing** something in the world, or your feelings, etc. (also called 'locution')
- **Doing** some social act, e.g. requesting, commanding, greeting, congratulating, apologising, etc. (also called 'illocution')

We've used Auslan to describe lots of things and thoughts so far, and even performed some social acts such as greeting, congratulating, and apologising. But asking people to do things is a very important skill.

There are two ways to accomplish this: **direct** commands or requests, where your intention is very clear, and **indirect**, where it is more subtle.

Some examples of direct request are:

1. PLEASE SIT NOW
Please sit down immediately. ([Video 8.27](#))
2. A-C PLEASE OFF
Please turn off the airconditioning.
3. PLEASE R-U-N-D-L-E S-T HOW
Please tell me how to get to Rundle St.

By using PLEASE and specifying the action you want taken, it is unlikely anyone will misunderstand what you are asking for.

However, there are situations in which it might be considered inappropriate to make your intentions so clear. For instance, if your boss visits your office, rather than saying 'Please sit down immediately', you might invite them to take a seat. Here are some examples of how the above requests could be phrased indirectly:

²² Note there is a version of YESTERDAY which handles numeral incorporation a little differently, with the signer extending additional fingers to signify each additional day instead.

1. PRO-2 LIKE SIT DOWN
Would you like to sit down?
2. PRO-1 THINK A-C HERE COLD+intens
I think the airconditioning here is too cold. ([Video 8.31](#))
3. ARRIVE R-U-N-D-L-E S-T HOW
How do I get to Rundle St? ([Video 8.30](#))

Being less direct, these requests may be considered more polite. However, there is some danger they might be misinterpreted. Saying 'I think the airconditioning here is too cold' might be thought of as nothing more than a general expression of your opinion. The underlying intention - for the addressee to consider turning off the AC - may go unnoticed. Just as in English, it is important to consider what the people you are signing with actually intend - not just surface-level meaning.

Telling the Time

Chances are, you already know how to ask the time in Auslan: the sign for [TIME](#) which, used on its own means 'What's the time?' is that familiar gesture, tapping your left wrist where a watch is normally worn.

Just as in English, where the hours of the day are called 'one o'clock', 'two o'clock' etc., in Auslan, there is a sign which, combined with numbers, means 'o'clock'. As in English, this sign is not used on its own, but is always combined with a number between 1 and 12.

The O'CLOCK root is formed by the 1-handshape on your subordinate hand. You might like to think of this as representing the hour hand on a clock.

To sign 'one o'clock', simply form the sign for 1 with your dominant hand, placing it against the tip of your subordinate hand's index finger. (Think of this as the hour hand (on your subordinate hand) being hit by the number one (on your dominant hand) as it rounds the clock).

To sign 'two o'clock', do the same thing, but making the sign for 2 with your dominant hand, and so on.

Here are the number signs for 4 and 11 combined with the O'CLOCK root. Notice in each case that the subordinate hand's index finger (the 'hour hand') is pointing to the number on the dominant hand, just like an analogue clock.



(Image from Johnston & Schembri, 2007)

[This video](#) is aimed at teachers, but it gives some clear examples of how to ask and tell the time - as well as instructions of how to make an analogue clock with the hours in Auslan.

To explore the times of the day more deeply, check out the [Deaf Sports and Recreation Queensland video](#) which includes minutes and how to describe periods of time. Note that although there is a sign for HALF PAST, quarter to and quarter past are fingerspelled:

Quarter to = Q TO, and

Quarter past = Q P.

Do you remember how to sign 'THIS'? You can use this sign to indicate 'this week', 'this year' etc. The signs for 'NEXT', 'LAST' and 'EVERY' follow a similar pattern.

LAST NIGHT			EVERY NIGHT
LAST WEEK	THIS WEEK	NEXT WEEK	EVERY WEEK
LAST YEAR	THIS YEAR	NEXT YEAR	EVERY YEAR

(Can you work out how to sign the combinations that don't have a video on SignBank?)



Skill Building

There is a wealth of information in and about Auslan available online - but, because of the way search engines work, it can be very difficult to get started finding it. Unlike Korean or Swedish, it's not possible to simply search *in* Auslan. Rather, you need to type in your search in English, and then add the word "Auslan" - and even this doesn't work sometimes, and you'll come up with pages that relate ASL, or even, which have nothing to do with sign language at all! So it's important to make sure the resources you're looking at really are in Auslan before you go any further.

Here are some Auslan websites which you may find useful:

Auslan Anywhere	Learn Auslan from the Australian Deaf community via short videos	(free signup)
SignAuslan	Animated basic tutorials in fingerspelling and numbers	(free)
A Beginner's Guide to Auslan	Handy hints and tips from a university student learning Auslan	(free)
Hello Asphyxia	Courses in Auslan and creative pursuits by a Deaf activist and artist	(free)
Auslan Storybooks	Videos of popular books and stories for children	(free)

Try to assess each resource you come across - whether on your own, or in this book. In addition to the questions posed in Chapter 1, it's also a good idea to ask *who* is making the video? A fluent signer? Someone who has just started learning?

There are essentially three different types of media available to learners of any language:

- Designed for fluent users of the language by fluent users of the language
- Designed for learners by fluent users of the language
- Designed for learners by other learners

There are examples of all three of these types of media in the table of websites listed above - can you identify which is which?

While those **resources designed for fluent users by other fluent users** tend to be the highest quality in terms of the language used, such resources may be too challenging for a student in the early stages of learning a language. For instance, you may come across a news bulletin produced in Auslan, or some commentary about the Deaflympics, in which Deaf, fluent Auslan users are signing to a target audience of other members of the Deaf community. While it's great practice to see how Auslan is actually used in authentic situations, you shouldn't feel concerned if you can't understand all - or even much - of what is signed at this stage in your learning (although we will take a look at these topics later in the course).

One exception to this rule, however, is resources designed for children who are Deaf or Hard of Hearing. Depending on the age of the child targeted, you may find that the level of Auslan assumed is at the right level for you. Much of *Sally and Possum* is an example of this 'sweet spot'. (See the Extras at the end of this chapter for an example)

Resources designed for learners by fluent users are often ideal for learners, but for less commonly taught languages like Auslan, they can be hard to find, dated, or might not quite cover the topics you're interested in. **Resources designed for learners by other learners** can sometimes be easier to come across, and while you should never rely on a fellow learner's advice, you shouldn't completely dismiss it, either. Someone who is learning Auslan for the first time as an adult probably has a much better understanding of what you are going through as a second language learner than someone who acquired Auslan as a child. The person who acquired Auslan as a child, on the other hand, probably has far deeper insights into Australian Deaf culture, and greater knowledge of Auslan signs and grammar.

With these insights in mind, and having explored the sites suggested above, who would you turn to for advice on the following? (Note: you can select more than one source)

1. You want to know how to sign “I don’t want cheese on my pizza”	Auslan Anywhere / your teacher / Signbank / a student blogger / a classmate / Auslan media on the ABC site / Deaf social media
2. You want to know the best way to practice vocab lists.	Auslan Anywhere / your teacher / Signbank / a student blogger / a classmate / Auslan media on the ABC site / Deaf social media
3. You want to see authentic Auslan in action.	Auslan Anywhere / your teacher / Signbank / a student blogger / a classmate / Auslan media on the ABC site / Deaf social media
4. You want to know how to sign “cheese”	Auslan Anywhere / your teacher / Signbank / a student blogger / a classmate / Auslan media on the ABC site / Deaf social media
5. You want to better understand how different handshapes are used.	Auslan Anywhere / your teacher / Signbank / a student blogger / a classmate / Auslan media on the ABC site / Deaf social media

Social Media

One of the best ways to get bite-sized chunks of real Auslan, however, is through social media. Think about which media best support visual communication (e.g. Instagram, TikTok, Youtube, etc.), and search for Auslan on these platforms. If you follow a few accounts, you can turn your daily scrolling into a painless learning opportunity, as every so often, a new word or phrase in Auslan pops into your feed.

Secrets of Successful Students

Did you know? The ‘selfie’ camera on some phones flips the video around, so that it looks like a mirror while you’re filming. The same is true of the default options in some video conferencing programs. This can make it difficult for others to understand you if they’re used to you signing a certain way (with your dominant hand on one side). Use the preview function to ensure you’re appearing how you want to be seen.

And here’s another tip for filming or communicating online: don’t forget non-manual features! Experienced teachers of Auslan report that students often get so caught up in filming themselves (and perhaps a little self-conscious, too!) that they neglect to use non-manual features such as facial expressions and body movement. While you may be able to show that you’re listening in spoken conversations by saying “mmm” or “ah-ha”, in even if you are looking elsewhere, in signed conversations, it is extremely important to show that you are paying attention through non-manual features. To show you are following along, you can gently nod while you watch someone sign, occasionally use a sign like YES, or change your mouth pattern to show surprise, sympathy, shock, happiness, etc. at someone’s news.

Finally, if you’re feeling self-conscious while filming, that’s another reason to use your device’s standard camera - so you don’t have to look at yourself while filming! (In fact, research suggests that anxiety and fatigue are a common outcome of seeing yourself up-close on video conferencing platforms). Simply record a quick snippet to make sure you know where to stand to be in shot (considering how much signing space you’ll need) and then let it roll! You may find you can express yourself much more freely this way.



Culture Note



In 2019, the emoji 'Deaf Person' was introduced to the official emoji set, described by [emojipedia.com](https://emojipedia.org/deaf-person/) as "A person gesturing with their index finger between ear and mouth, used as a *deaf sign* in American Sign Language (ASL) and a number of other global sign languages."

- What difference(s) do you observe between this sign and the sign you have learned for DEAF in Auslan?
- Does it look similar to another sign (with a different meaning)?
- How might this be confusing in cross-cultural settings?
- Signbank lists two matches for the word "deaf": [DEAF1](#) and [DEAF2](#). How do they differ in both form and meaning? (Hint: watch the sample videos carefully, and read the definitions for each)
- [Emojipedia](https://emojipedia.org/) shows different versions of each emoji, as they appear on different operating systems and devices. Which versions show a sign closer in form (and meaning) to DEAF1? Which show a version closer to DEAF2? What does your device show?



Read the transcript of (or listen to) the podcast '[Hear Me Out!!\[CC\]](#)' which deals with the announcement of this emoji from a British Sign Language perspective. Which language has signs for DEAF and HEARING closer to Auslan - ASL or BSL? What are the challenges in trying to create symbols that will represent *all* users of signed languages globally - and what alternatives can you think of?



Activities

7.1 What's Your Number?

PERSON A: Ask your partner for the mobile numbers of the following people:

Shannon	
Alex	
Eli	
Weng	
Zander	
Marcel	

(Person B, skip to the next page)

PERSON B: Tell your partner the mobile numbers of the following people:

Alex	0421 766 879
Eli	0419 256 753
Marcel	0428 872 168
Shannon	0424 389 261
Weng	0426 282 135
Zander	0417 772 652

7.2 How Many Zeroes?

A number of websites sell 'custom' or 'vanity' phone numbers to customers, with a premium charged for area codes in desirable locations, repeated digits, meaningful or 'lucky' numbers, or numbers which spell out words (e.g. 2-7-7-5-3 can spell out A-P-P-L-E on a mobile phone pad).

In pairs, imagine one of you wants to buy such a vanity phone number. Take turns asking the price of the available numbers:

702 F-O-R-T-U-N-E	\$99,999
212 888 8800	\$84,999
310 310 3100	\$74,999
202 222 2200	\$49,999
880 880 H-O-M-E	\$49,999
404 919 999	\$49,999

7.3 Letters and Numbers

Most of the custom phone numbers are sold to lawyers and other professionals who want a memorable phone number related to their services for advertising, e.g. numbers that end in P-A-I-N or H-U-R-T for personal injury lawyers.

PERSON A: Imagine you have one of the following jobs and are searching for a personalised number. Think of a relevant four-letter word and fingerspell the word you want to buy to the number salesperson, and tell them you want to buy it.

(Person B, skip to the next page)

PERSON B: You are a custom phone number salesperson, working with a new client. Watch carefully as they sign a word they would like to incorporate into their new phone number, and record it. Then, referring to the phone keypad below, work out what numbers correspond to the letters they have fingerspelled. Tell them what their new number will be (in full), and give them a quote of how much it will cost (hint: most numbers of this type sell for between \$75 and \$799).

1	2 ABC	3 DEF
4 GHI	5 JKL	6 MNO
7 PQRS	8 TUV	9 WXYZ
	0	

7.4 Emoji Day



July 17 (the date depicted on most emoji for 'calendar') is World Emoji Day.

One of the challenges for this day on worldemojiday.com is to keep everything emoji-only...

1. Reply to an email from your kid's school about your child's library fees
2. Respond to a message from your grandma asking what you did today
3. Apologise to your boss that you're running late for work

Choose one of these scenarios, and compose an emoji-only response. Note: you should try to convey your meaning visually, without considering the sound values of pictures. For instance, you should not use a picture of a bee to represent the word 'be'. Either leave out unimportant words, or find other ways to represent words which don't have an obvious emoji. Your message should be comprehensible to a person who doesn't know English.

Next, think about how you could portray your emoji scenario using Auslan and gesture using only your body.

- Do you know signs for any of the words you have used?
- Did you use any hand gestures, body language, or facial emoji you can emulate?
- How could you use what you know about depicting signs to describe the activities shown, or the size and shape of the objects shown?

Act out your response to the class and see if they can guess which scenario you were responding to. Compare your response to that of other students who chose the same scenario. What signs and gestures did you have in common? How did your meanings differ? Did you choose any of the same emoji for your response - or are there any ideas your classmates had which you could use if you were in the same situation again?

7.5 Popular Emoji

It may not surprise you to know that the most frequently used emoji worldwide are (with the exception of the heart emoji) all faces. Around 70% of emojis are used to convey emotion, illustrating the importance of facial expressions in many forms of communication. Just as non-manual features help provide nuance to signed languages, emoji provide paralinguistic or (non-verbal cues) in online texts.

1. 😂 Face with Tears of Joy
2. 😭 Loudly Crying Face
3. 🙏 Pleading Face
4. ❤️ Red Heart
5. 🤣 Rolling on the Floor Laughing
6. ✨ Sparkles
7. 😍 Smiling Face with Heart-Eyes
8. 🙏 Folded Hands
9. 😊 Smiling Face with Hearts
10. 😊 Smiling Face with Smiling Eyes

Randomly select a face emoji (you can either do this yourself, by opening up the emoji keyboard on your phone and selecting one at random, or use a [random spinner](#)). Now, spin the wheel, and sign each item from the verbs and adjectives vocab list using non-manual features that correspond to the randomly selected emoji face. Think about what this emotion might mean - for instance, are you angry because the computer is running so SLOW, or are you angelic because you're showing your colleague for the fifteenth time how to COPY the files from their portable harddrive onto the company's server?

Bonus: Run through the list of vocabulary again, but this time, try to incorporate the sign in a complete sentence that matches the emotion of the emoji.

7.6 New Emoji

After face emoji (or 'smileys'), another big category is hand gestures. There are praying hands, OK hands, victory hands, call me hands, and many, many more.

After seeing Taco Bell successfully petition the Unicode Consortium to have a picture of a taco added to the official set, in 2015, Western Oregon University professor C.M. Hall and Oregon Association of the Deaf interim president Chad A. Ludwig [started a petition](#) to have the most recognised ASL sign (the sign for *I love you*, which is also used in Auslan) added. Just as emoji evolved from simple text-based smileies like :) or ^_^, ASL users at the time were typing representations of the sign: _\,/ or _\m/. Making the sign into a single, visually appealing emoji brings the sign up-to-date and provides some recognition of its importance.

What Auslan sign do you think would be most significant or most useful to include in a future emoji update? Choose a sign, and think about how you will explain why that sign should be included. Then try to convince your class of your selection. The sign with the most votes wins!

7.7 Meetings, Meetings, Meetings!

In pairs or small groups, complete the following roleplay.

BOSS: You *love* meetings. Tell your employee(s) about all of the meetings you have planned for the month ahead so they can input them into their online calendars.

Meetings for this month:

9:00 Monday (this week)

10:30 Tuesday (next week)

12:00 Wednesday (every week)

10:00 Thursday (next week)

1:00 Thursday (every week)

4:00 Friday (every week)

3:00 Friday (this week)

EMPLOYEE(S): Your boss loves meetings, and hates it when people forget. Watch carefully as they announce this month's meetings so you can input them into your online calendar.

Note: Each weekday has at least one meeting. If you don't catch one of them, ask your boss what time. And remember, some meetings will be only this week or the next, others will be every week.

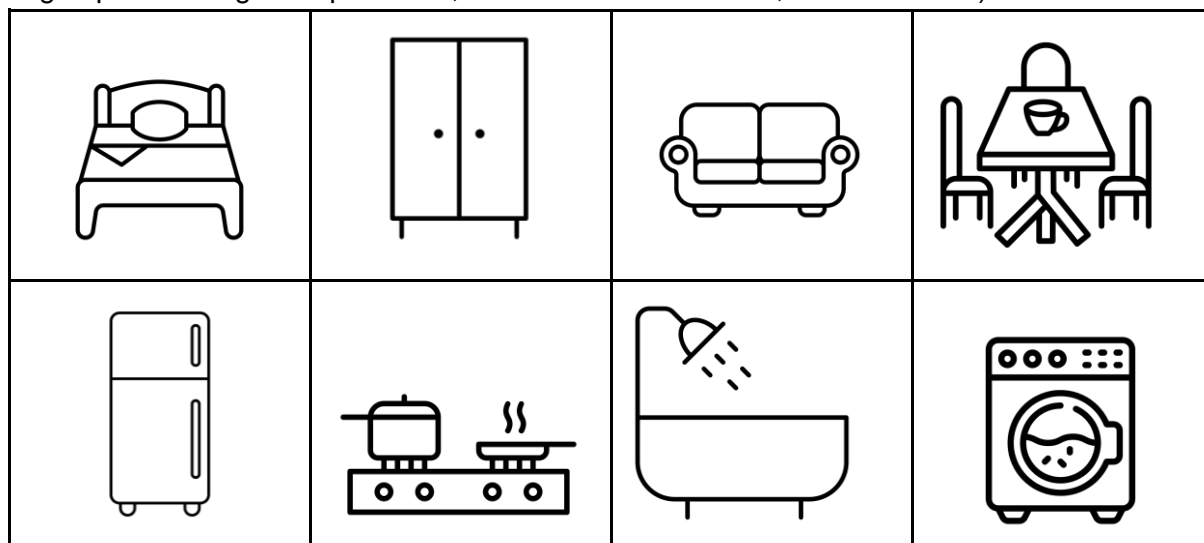
MON	TUE	WED	THU	FRI	SAT/SUN
1 (TODAY)	2	3	4	5	6/7
8	9	10	11	12	13/14
15	16	17	18	19	20/21
22	23	24	25	26	27/28
29	30	31			

7.8 Future Technology

It's the year 2222, and the world has changed a lot!

In pairs, choose one of the household items from the list and brainstorm how it might be different in the year 2222, and present your invention to the class.

You might need to use [SignBank](#) or a dictionary to help you find the right words. Make sure to explain these signs to your audience at the beginning of the presentation (you could fingerspell the English equivalents, write them on the board, or show slides)



7.9 Switch Off

If you had to go without one of the electronic devices in your home, what one would you want to give up? Which would you definitely not want to? Discuss in pairs or as a group.

7.10 A Machine with Personality!

Sometimes, when technology isn't doing what we want it to, it's easy to think computers hate us! Other times, our phones feel like an extension of our bodies.

Describe to the class (or a partner) an object you have a bit of a history with... something you use often, or something that frustrates you. See if your classmates can guess what you're describing.

7.11 Ones and Zeroes!

It's no accident that the English word "computer" originally meant "one who calculates" or "makes arithmetical calculations". The very first computers were calculating machines, but even modern computers run on numbers - specifically, ones and zeroes.

Practice your numbers with the binary and hexadecimal activities on the following page.

Binary

“Binary” refers to any system which consists of just two forms: 1 or 0, true or false, on or off. Binary or “base 2” data can be transmitted, stored, and read easily and reliably. Computers use circuits which have just two states: on or off, or in numbers, 1 or 0. All text, numbers, images, sounds, and instructions are represented using ones and zeroes on a computer.

In pairs, practice “translating” between binary and regular decimal numbers.

E.g. If Person A signs ‘5’, then Person B should sign ‘0000 0101’

0	0000 0000						
1	0000 0001	5	0000 0101	9	0000 1001	13	0000 1101
2	0000 0010	6	0000 0110	10	0000 1010	14	0000 1110
3	0000 0011	7	0000 0111	11	0000 1011	15	0000 1111
4	0000 0100	8	0000 1000	12	0000 1100	16	0001 0000

Hexadecimal

You may have noticed from the above table that the number 16 is an important one in computing. Hexadecimal, or “base 16” is a positional numeral system which is a little more human-friendly than binary (although the above numbers aren’t too bad, 9,999 in binary is

0011100100101100001110010011100100111001

How quickly can you sign *that?*)

While the decimal system has a base of 10 (and uses the symbols 0-9), hexadecimal has a base of 16, and adds the letters A-F to represent values 10-15.

An 8-bit byte can range in value from 0000 0000 (i.e. zero, as we saw above) to 1111 1111 (i.e. 255). In hexadecimal, these values are simply 00 (zero) and FF (256).

In pairs, practice “translating” between hexadecimal and regular decimal numbers:

0	00														
1	01	5	05	9	09	13	0D	17	11	21	15	25	19	29	1D
2	02	6	06	10	0A	14	0E	18	12	22	16	26	1A	30	1E
3	03	7	07	11	0B	15	0F	19	13	23	17	27	1B	31	1F
4	04	8	08	12	0C	16	10	20	14	24	18	28	1C	32	20

Of course, these activities are just for fun - you don’t need to remember how to convert from binary or hexadecimal to decimals or vice-versa! But they are a great way to brush up on your number signs, and to refine your attention to detail in receptive skills.

7.12 Memory

You may remember from Chapter 5 that the Nintendo 64 was so named because of its 64-bit processor. Computer memory is generally measured in powers of two: 2, 4, 8, 16, 32, 64 and so on.

Try signing the names and sizes of the following components and their prices:





Kingston	4GB RAM	\$45
Gigabyte	8GB RAM	\$45
Neo Forza	16GB RAM	\$119
GeIL	32GB RAM	\$199
Corsair	64GB RAM	\$429

(Note: Moore's law observes that the number of transistors in a dense integrated circuit doubles approximately every two years. Moore's second law, on the other hand, predicts that while costs to the manufacturer go up as computing power increases, costs to the consumer fall. Take a look at some [current prices](#), comparing them to those on this list (current as of December, 2021) discuss with a partner whether this is true.)

7.13 New Phone Plan

BUSINESS OWNER: Imagine you want to purchase a new mobile phone plan for the business. You're much more of a woodworking type, and don't know so much about technology. But you've just finished repairing a friend's kitchen door, so they owe you a favour! Ask their advice to find the best value plan for your needs.

Here are your requirements:

	You send a lot of photos so you can show your clients their works-in-progress (You need at least 40GB of data.)
	You don't need voice call credit.
	But, you do use video conferencing quite often, as well as text messaging. (You send more than 1 SMS each day)
	Since it is a business phone, you are prepared to pay up to \$50 a month.

FRIEND: Your friend, who owns a custom cabinet-building company, has asked for your advice to select a new phone plan for their business. Since they recently did some work for you in your kitchen, you're eager to repay the favour. Take a look at the following plan comparison table, and decide which will suit them best. Think about what questions you will need to ask before you begin.

	Data	Included Calls	SMS	Cost
Northern	2 GB	10 mins	15	\$5
Elk	1 GB	30 mins	30	\$10
ALG	5 GB	60 mins	30	\$20
ChoiceData	40 GB	None	Unlimited	\$35
YodaPhone	30 GB	Unlimited	None	\$40
YodaPhone Data Only	60 GB + 140 GB bonus	Unlimited	Unlimited	\$50
Bolster	40 GB	Unlimited	Unlimited	\$55
Bolster Data Only	180 GB	Unlimited	Unlimited	\$115

Now, switch roles. This time, the person seeking a new phone should consider their own real mobile usage - and the person giving advice can either use the table above, or use a real comparison site, like [Canstar Blue](#).

7.14 Grandparents' New Gift




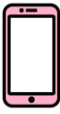







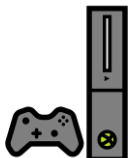
In pairs, role play the following scenario:

GRANDCHILD: Your grandma/pa has just received a new gadget as a present - but they don't know how to use it, where it is, or even, what it is! Watch as your grandparent describes one of the following gadgets so you know what to help them search for. Once you've worked it out, tell them what it is called.

(Grandparent, skip to the following page)

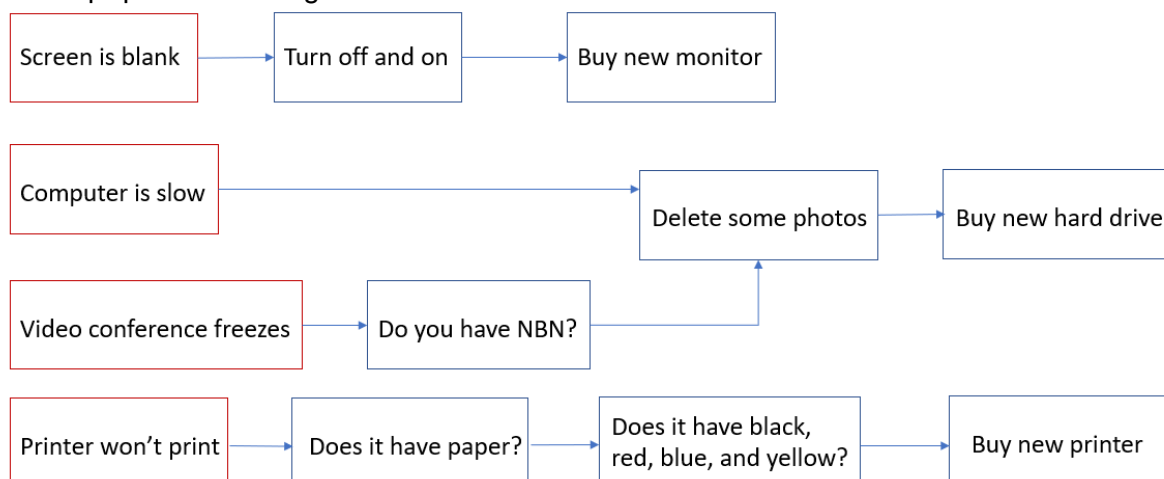
GRANDPARENT: You have just received a new-fangled gizmo as a present, and you while your grandchild is visiting, you want to find out what it is, and how to use it. Trouble is - you can't find it, and you don't even know what it's called!

Choose one of the devices below to describe to your grandchild. Remember to use size, shape, colour etc. in your description.

 KINDLE	 TABLET	 IPAD	 PHONE	 IPHONE	 SWITCH
 MAC	 MACBOOK	 PC	 LAPTOP	 TV	 XBOX

7.15 Troubleshooting

PERSON A: You are a bit of a tech whizz, and your friend has asked you for help with their computer. Watch closely as they describe the problem, then, using the flowchart below, ask follow-up questions and give advice.



(Person B, skip to the following page)

PERSON B: You are a bit of a luddite when it comes to computers, and are having some issues with your new PC. Choose one of the problems below, and describe it to your tech-savvy friend, so they can help diagnose the issue. Don't forget to mention how long you've been experiencing the issue.



Extras!

The Sally and Possum episode [The Clock](#) has some great opportunities to practice telling the time in Auslan.

How long does Sally say Possum will need to wait for the pie to cool?

How does Sally explain the equivalence of 30 mins and half an hour?

How long did Skip and Possum talk for?

What does Skip's clock have that Sally's clock doesn't? (hint: he fingerspells this word)



Learning Outcomes

I can...

- Identify and describe the **devices** I use in daily life
- Describe **problems** with technology
- Give **instructions and commands** relating to technology use.
- Tell the **time**
- Use technology to **learn and communicate** in Auslan



8. Chores



Revision

Before starting this unit, make sure you can do the following...

- Identify all the members of my family, and use indicating verbs (Chapter 2)
- Describe the rooms and furniture in my house (Chapter 4)
- Talk about food (Chapter 5)
- Describe technology (Chapter 6)
- Give and understand commands (Chapter 7)



Learning Objectives

After completing this unit, you will be able to...

- Communicate about different household routines
- Use depicting signs to describe chores
- Identify the equipment used for household chores
- Discuss chores in the past and future
- Use constructed action/dialogue in role shifting

A→Z Fingerspelling: The Letter U

We're finally up to the last of the vowels - the letter U, represented by the last (the little) finger on your non-dominant hand.

Hopefully, you've been practising your fingerspelling skills each day. If not, why not set a reminder now to do so - and get started now with the following activities!

2-letter words

Competitive Scrabble players work hard to memorise lists of 2-letter words to make use of opportunities like this. Here are some words you may not have heard of - but they're all accepted in Scrabble! See how many you can fingerspell:

GU	A simple violin	MU	A Greek letter
NU	A Greek letter	OU	A bloke
UG	To cause hatred	UH	Interjection of disbelief
UM	Interjection of hesitation	UN	One
UP	To increase	UR	Interjection of hesitation
US	Third person pronoun	UT	A musical note
XU	A Vietnamese coin	YU	Precious jade

Find a partner for the next activity.

Take turns. One person signs a word from the list, the other should work out the score for that word using the tile values below, and sign it back.

A ₁	B ₃	C ₃	D ₂	E ₁	F ₄	G ₂	H ₄	I ₁	J ₈	K ₃	L ₁	M ₃
N ₁	O ₁	P ₃	Q ₁₀	R ₁	S ₁	T ₁	U ₁	V ₁	W ₄	X ₈	Y ₄	Z ₁₀

See if you can find the highest and lowest scoring words on the list!

3-letter words

Target challenge!

You may have come across this sort of word puzzle before in a newspaper. Usually, the goal is to find a 9-letter word... but we want you to find as many 3-letter words as possible using the letter A, and fingerspell each of them. Try this activity alone or in pairs (taking turns)

You can use any combination of letters, as long as each letter touches (vertically, horizontally, or diagonally) the next letter - e.g., in puzzle 1, B-U-S, which, as you may remember from Chapter 1, is one of the most frequently fingerspelled words.

B	D	F	C	K	P	R	G	N
G	U	P	L	U	J	Z	U	T
H	T	S	F	G	T	L	M	P

Next time you see one of these puzzles in a magazine or newspaper (or maybe download one to your phone!) use the opportunity to practice fingerspelling.

Did you find the word B-U-T? This is another commonly fingerspelled word in Auslan. We'll learn some more of these important little words (called modifiers) in this chapter.



Vocabulary

Daily Activities

1. [Conversation](#)
2. [Sleep](#)
3. [Wake](#) up

Chores

4. [Wash Car](#) / [Car](#) (Victoria sign)
5. [Clean](#) up
6. [Make bed](#)
7. [Put away](#)
8. [Mow](#)
9. [Painting](#)
10. [Ironing](#)
11. [Cooking](#)
12. [Do](#) (laundry)
13. [Feed](#) (cat / dog)
14. [Rake](#)
15. [Sweep floor](#)
16. [Take](#) out [rubbish](#)
17. [Water garden](#)
18. [Polish](#)
19. [Pick up toys](#)
20. [Wipe up mess](#)

Equipment

21. [Broom](#)
22. [Mop](#)
23. [Hose](#)
24. [Spray](#) (sign for Spray can)
25. [Sponge](#)
26. [Bucket](#)
27. [Rubbish bin](#)

Frequency

28. [How often](#)
29. [Always](#)
30. [Often](#)
31. [Sometimes](#)
32. [Rarely](#)
33. [Never](#)
34. [Lazy](#)
35. [Can't be bothered](#)
36. [Why?/Because](#)
37. [Why not?](#)

Modifiers

38. [Can](#)
39. [Can't](#)
40. [Will](#)
41. [Won't](#)
42. [Perhaps/Maybe](#)
43. [Continue](#)
44. [Some](#)
45. [Little / Soon](#)
46. [All](#)
47. [Only](#)
48. [Other](#)
49. [For](#)

Note that you can fingerspell 'BUT'.



Conversation 8: Family Meeting

The family are having a meeting to discuss chores that need doing around the house before they move to a new rental property. Read the questions below, then watch the [conversation in this video](#).

1. When will the family move? In _____ WEEKS / DAYS
2. Who will wash the windows?
ANNA / ROB / CAROL / BRETT / MORGAN / PROFESSIONAL
3. Who will clean the carpets?
ANNA / ROB / CAROL / BRETT / MORGAN / PROFESSIONAL
4. Who will mow the lawn?
ANNA / ROB / CAROL / BRETT / MORGAN / PROFESSIONAL
5. Who will clean the kitchen?
ANNA / ROB / CAROL / BRETT / MORGAN / PROFESSIONAL
6. What needs cleaning in the kitchen?
OVEN / STOVE / MICROWAVE / SINK / REFRIGERATOR

Grammar

Negative Suffix

In many languages, affixes can be used to form new words:

- **Prefixes** are attached to the beginning of a word
- **Suffixes** are attached to the end of a word
- **Infixes** are much rarer, but these occur mid-word

The English word 'social' might become '**antisocial**' with a negative prefix, or '**socially**' with a suffix meaning *manner*.

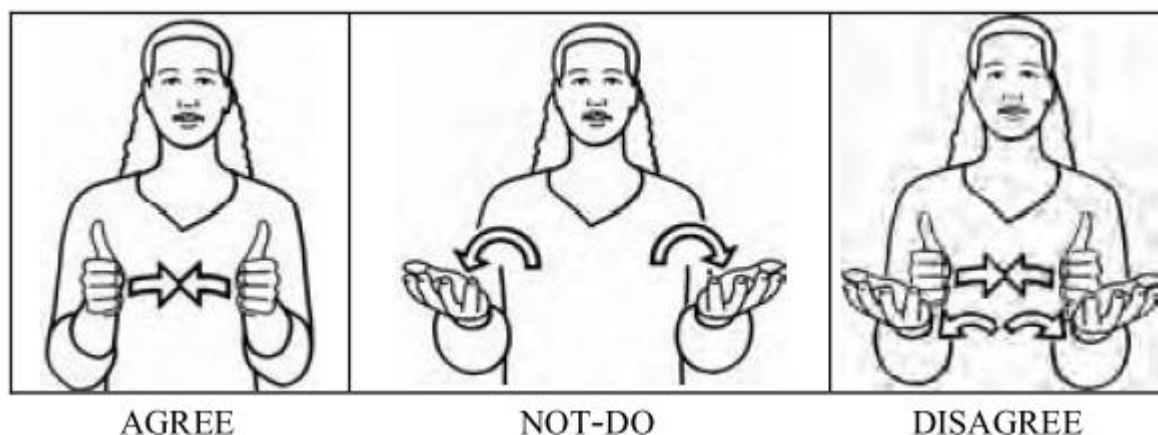
While English has well over a hundred affixes in common use, the good news for learners is, Auslan has only a few!

We've already seen how numbers can be added to timeline signs in the previous chapter, such as TWO-DAYS-AGO. Some linguists consider this a type of prefixing, beginning a sign with a numerical handshape. A clearer example of affixes in Auslan are suffixes, where a sign *ends* with a particular handshape. Suffixes in Auslan include negative, reflexive (referring to self), and genitive (referring to possession) suffixes, as you saw in Chapter 2, but for now, we'll focus on the most important - the **negative suffix**.

You are probably familiar with many negative suffixes in English - can vs. can't, with vs. **without**, and even negative prefixes - like vs. **dislike**, sufficient vs. **insufficient**, true vs. **untrue**. Auslan is much simpler in this regard - the same negative suffix is used for all, ending the sign with an open handshape (with fingers together, or slightly spread as in the 5-handshape), twisted into a palm-up position. Think of this as an empty hand.

This 'negative suffix' appears to have originated in a sign common to both Auslan and BSL which means 'not have' in BSL, or 'not do' / 'not finish' in Auslan.

The following example shows how the sign AGREE is combined with NOT-DO to mean 'disagree':



(Images from Johnston & Schembri, 2007)

The table below lists some of the most common verbs in Auslan which take this negative suffix - but you only need to remember the first three (highlighted).

Note that some are unique to Auslan - for example, the English word 'want' cannot take a negative suffix like 'n't', but it's easy to see how such a word would be useful.

WANT	NOT-WANT
TASTE (also means 'like')	DISLIKE
WILL	WON'T
BOTHER	CAN'T BE BOTHERED
WITH	WITHOUT

It's also important to note that, in addition to ending with the open palm facing up handshape of the negative suffix, the sign for NOT-WANT is a reversal of the movement of the sign for WANT. Compare the following diagrams:



Here's a memory trick: when you WANT something, it sits right with you, but when you do NOT-WANT something, you can't stomach it, you reject it from your body.

Finally, compare the use of the negative affix in DISAGREE and NOT-WANT. Since AGREE is a two-handed sign, both hands form the negative affix. As WANT involves just one hand, only one hand forms the negative affix (even though the original NOT-DO sign is two-handed). That is, NOT-WANT is not simply a combination of the sign for WANT followed by the sign for DO-NOT, in the same way that 'won't' is not simply the word 'will' followed by 'not'. Rather, the two signs have blended together to form a new sign which you should pay equal attention to.

Here's another [video from Asphyxia](#), including the signs for WANT and NOT-WANT, and CAN'T-BE-BOTHERED. Pay particular attention to the non-manual features associated with each sign, and practice the signs for WANT and NOT-WANT with appropriate facial expressions.

Why/Because

The Auslan sign [WHY](#) can be used to both ask and answer questions, and can be translated into English as “why” or as “because”, depending on the context.

According to [Signbank](#), the sign WHY can be used in the following three ways:

1. **To ask the reason for something.** You can use WHY at the beginning, end, (or both) of a sentence to ask about the cause of something.
2. **To give the reason for something.** You can use WHY to introduce the reason, cause, or explanation of something.
3. **To link two sentences together.** You can use WHY between two sentences to explain cause and effect. As in English, the 2nd sentence is the reason for the 1st: EFFECT because CAUSE : *I'm sick because I ate too much cake.*

Note there is a separate sign for [WHY-NOT](#). You can use this sign to ask about why something did *not* happen - especially when you expect it to have been done (such as asking why the rubbish hasn't been taken out, why the house isn't clean, etc!)

Watch closely how these signs are performed - which side of the body is it produced on? How many fingers are used? What movement occurs?

As in English, you can also use this sign to agree to someone else's suggestion (“Why not?”) but also to make suggestions (“Why don't we...” or “Why don't I...?”).

Role Shift

Role shift (often abbreviated to R-S when signing²³) is used to indicate that you are presenting part of the discourse from the point of view of someone other than your present self. You might be taking the point of view of your past self, or even someone else. Take a look at the award-winning Pixar short [Geri's Game](#) as an example of how one person can shift between multiple roles in a context outside of Auslan.

There are three key ways to signal role shift:

1. **Shifted expressive elements** - using your face and/or body to express the **emotions and attitudes** of someone other than your present self.
2. **Shifted gaze and/or posture** - looking and facing **left vs. right** to move between two roles in a reported conversation. When reporting conversations between adults and children, **up vs. down** is common.
3. **Shifted reference** - using **pronouns** and **indicating verbs** to reflect the point-of-view.

These signals may occur individually, but often, shifted expressive elements and reference occur together (use of shifted head and body position is a little less frequent). Johnston and Schembri (2007) give an example of a [carpentry class narrative](#), where the signer describes the actions of the teacher as he strode across the classroom. The signer breaks his eye gaze with the address, turning his head to the left (shifting gaze and head position). His face takes on a stern expression to reflect the emotions and attitude of the teacher (shifting facial expression). And he then directs the sign LOOK towards the left - where the students

²³ There is also a sign for roleshift - two thumbs taking turns on ipsilateral chest, which is not yet in Signbank. Ask your teacher to show you this sign.

(including himself) were located from the teacher's point of view (i.e. shifted reference). This use of shifted expressive elements is an example of constructed action.

Constructed action (C-A) refers to gestures that imitate the actions of someone other than your present self in order to recount a past event, or an imagined future event. These actions are not simply a direct imitation of the person's actions, but a selective re-enactment (your 'reconstruction' of another's (or your own past) actions).

Role shift can also be used to represent constructed dialogue.

Constructed dialogue (C-D) generally refers to the recounting of a past conversation, but it can also be used to describe a conversation you imagine will happen in future.

deafConnectEd has produced a video about [Role Shift](#) which contains an example constructed dialogue between a mother and daughter. Here is the English translation (from the video's [transcript](#))

Daughter: *eye gaze and shoulders facing upwards towards the mother, facial expression is asking a question.*

"Can I go outside to play?"

- **Mother:** *body shifts with eye gaze and shoulders looking downwards to the daughter, facial expression is that of concern.*

"Yes, but it's cold outside, make sure you put a jumper on first."

- **Daughter:** *eyes gaze and shoulders upwards, expression in agreement.*

"I will."

The following two examples, about a man cleaning his house, highlight the difference between *not* using constructed action (Example 1) and using it (Example 2):

Example 1: (pt. MAN pt. HOME CLEAN-FINISH⁺)

Eye gaze and body posture is front-on towards the viewer, and little facial expression used.

Example 2: (pt. MAN pt. HOME CLEAN FINISH)

Eye gaze moves with body, while showing the action of cleaning. There is little eye contact to the viewer. There is more facial expression used to show the amount of work done.

Constructed conversations work slightly differently, depending on whether the conversation was a dialogue between two people, or a larger conversation with more participants:

- **Talking with 1 person:** direct your posture/eye gaze towards the space the person was located, eg. look left if they were standing to your left (or you imagine they will).
- **Talking with 2+ people:** shift body, gaze, and move the sign for CONVERSATION across the signing space to show you had a conversation with multiple people.

You can find more examples in the video on [Role Shift and Constructed Action](#), and [Asphyxia's Learn Auslan - Role Shift](#) video.



Skill Building

Keeping a language learning journal can be a fun way to improve your language learning routine, by keeping track of your goals, your achievements, your practice, and reflections on what you've learned.

Learning diaries or journals can help you to draw upon your existing skill set by brainstorming about what you already know each time you encounter a new topic. They can also help you to reflect on your study routine, and identify more enjoyable or effective ways to practice Auslan, and when it comes time to revise (before a new module, an assessment, the end of the course, or starting a new course), flicking back through your learning diary can make that a breeze!

Deaf ConnectEd and Melbourne Polytechnic have developed a learning diary template specifically for Auslan learners, so you never need to be stuck on what to write. Here's a summary:

Learning diary template

Date: _____

Lesson topic: _____

What I already knew:

What I learned:

What I still want to know and/or what I want to get better at:

While this template is a quick and easy option (and therefore, easier to get into the habit of using if you're short on time), if you're looking for something a little more creative, why not try bullet journaling?

Bullet journaling for language learners

Cierra Smith, who runs the website [Cultured Simplicity](#), recommends a language learners keep a bullet journal to record their language learning experiences. Unlike a traditional lined journal, bullet journals have lightly dotted pages so they are less structured. This layout can help learners take a more free approach to their journaling. Or, if you don't want to buy a bullet journal (or prefer an electronic alternative), Cierra offers a variety of language progress tracking spreads to download (and print, if you desire) for free.

So that keeping your language journal feels less like a chore and more like a source of inspiration, Cierra recommends personalising each page to your own needs and aesthetic. Instagram and Pinterest contain lots of good ideas - just search for language journal, language learning bullet journal, or bullet journal spreads. Or, take a look at [this page](#).

Here are some of Cierra's [tips to speed up language learning](#) using a bullet journal:

1. **Use your journal to structure your week.** Schedule time to practice Auslan, and reflect on what routines you find most enjoyable and effective.
2. **Set a daily goal.** Consider both how long you want to devote to study, and what you want to achieve.
3. **Explore Auslan.** Make notes about what resources you find. As you search around, using the techniques covered in the last chapter, inevitably you'll come across videos and tips that you're not ready for yet, but might come in handy in the future. Make a record of these (and don't forget to save them online for easy access!)
4. **Use the language.** You could even try making a video about bullet journaling in Auslan!
5. **Write down what you have learned.** Although you don't need to practice writing Auslan, making a note of which signs you studied will give you a handy list to revise the following day - as well as something to look back on over the course.

You can find more [tips on using a bullet journal](#) to improve language learning from Trisha Dunbar, a writer with ADHD and dyslexia who uses bullet journaling to help her Chinese language learning journey.



Culture Note

Few of us like interrupting or being interrupted - especially when we're concentrating on a task or a conversation!

The process of who will speak next (or "take the floor") in a conversation is known as **turn-taking**.

Turn-taking is an important skill in any language. Just as it's difficult to understand when people talk over the top of one another in English, it is difficult to understand when two people sign at the same time. In fact, depending on how people in a conversation are positioned, it can be impossible to see what both people are signing. As you've surely noticed by now, successful communication in Auslan requires being able to see the person signing!

In spoken languages, there are various ways to indicate that you have finished speaking:

- Selecting the next speaker by **name** or **gesturing** to them
- Asking a **question**
- **Intonation**: trailing off or lowering your pitch/loudness

Signers may also **point** to a new speaker, ask **questions**, or **trail off** (by signing more slowly) to indicate that they are coming to the end of their turn. Re-watch the conversation in this chapter (and any others!) and see if you can notice any of these methods in use.

Spoken languages also have various ways to indicate that you want to speak:

- **Gestures** such as raising a hand, in a formal setting
- **Body language**, such as leaning forward or changing your facial expression
- Changing your **gaze**, such as looking down when previously you were watching the speaker's face.

Because speaking over the top of one another is unhelpful (and considered rude!), it is unsurprising that polite ways to indicate that you would like to take the floor tend to rely on non-verbal methods such as gesture, body language, and changing gaze.

People communicating in Auslan use similar methods to indicate that they want to take the floor. A conversational partner may **break their eye gaze** with the signer to indicate that they want a turn, or simply **start signing** (repeating the first few signs over and over until they gain their addressee's attention).

Of course, just as it is possible to refuse to give up the floor and to keep talking in English, signers sometimes simply continue signing. They may not turn their **gaze** towards the interrupter as a signal that they do not wish to give up their turn, or even direct the interrupter to wait via **gesture**. Gestures include an index finger (asking the interrupter to "wait one moment") or an upturned palm (similar to the "talk to the hand" gesture, only not as rude!).

In both Auslan and English, the above model may not be followed in more collaborative, casual, or friendly situations - especially when there is exciting news to impart. Unlike spoken languages, where the sound waves from one speaker can interfere with another, rendering both people's communication unintelligible, experienced signers can often follow two people signing simultaneously, provided both can be seen. In these more casual situations, the floor tends to be shared by all participants, and signers may not be as careful to check whether they have their addressee's attention before beginning to sign. Joining in is more important than waiting your turn in such situations - but just as in English, it is important to only use this style of communication in casual settings, with people you know well.

Of course, there may be times when you want to hold the floor, but you can't think of what you want to say, or you can't quite remember how to sign it. Conversational fillers like "um" and "err" are part of what makes a person sound fluent in English - and there are Auslan counterparts: WELL, HOLD, and UM. You might use [UM](#) to maintain your turn while you're thinking, or HOLD to mean something like "hold on a minute".

Interrupting Game!

In a small group, take turns speaking about one of the topics below, while the other members of the group try to interrupt using the strategies outlined above.

INTERRUPTERS: Use gesture, gaze, or simply start signing to try and interrupt the signer.

SIGNER: Hold up a palm or an index finger, or ask the interrupters to hold on while you keep going for as long as possible. Use fillers if you need time to think.

Sample topics:

- | | |
|--------------------------------------|-----------------------------------|
| ● Someone in your family | ● Something you bought recently |
| ● A favourite band or musician | ● Your favourite food |
| ● What your house or room looks like | ● A problem with your computer |
| | ● Anything else you can think of! |



Activities

8.1 Tic-Tac-Toe

This game of noughts-and-crosses is anything but routine!

In pairs, choose either X or O. Before you can place your symbol in the grid below, you must produce the relevant sign.

 EAT	 WAKE UP	 DO LAUNDRY
 MOW	 WASH CAR	 WATER GARDEN
 COOK	 CLEAN UP	 SLEEP

Now, play again - but this time, you need to make an entire sentence using the specified sign.

8.2 Routine Survey

Find out when your classmates do the following things, and create a tally. Talk to at least 5 people. Which days/times are most popular for doing the laundry? Walking the dog? Going on a date?

Remember: it's okay to make something up - or to say you *don't* do something!

Activity	Day(s)	Time(s)
Go for a walk		
Go to the gym		
Do the laundry		
Go on a date		
Eat at a restaurant		
Cook a meal		
Work		
Watch a movie		
Play videogames		

8.3 Cinderella Story

Cinderella had to do all of the chores in her household. In fact, according to some versions of the fairytale, there were over 100 chores that she had to do!

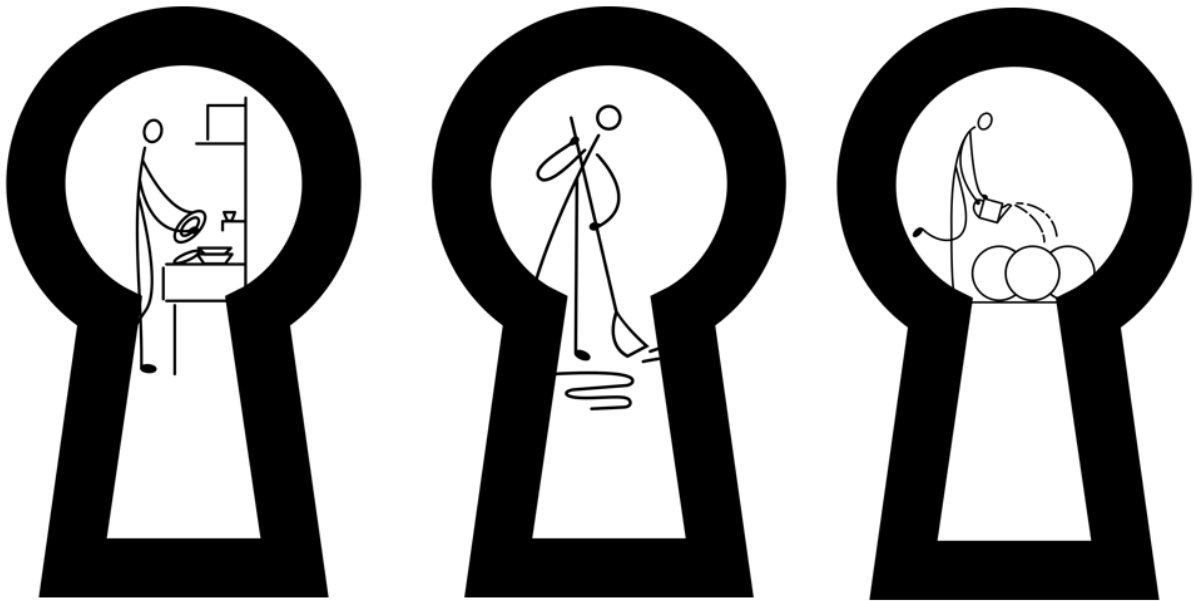
Go around the class, describing a chore Cinderella might have had to do. Each time someone adds one, try to sign all of the previous chores, too!



EXTRA! Cinderella is one of the fairy tales retold by Trudy Fraser on [Auslan Storybooks](#). Do you remember the sign for a long, long time ago? Can you identify Cinderella's fingerspelled name - and how her appearance is described? How does Trudy shift her gaze and body angle during the retelling?

8.4 Spycraft

ASIO is interested in hiring spies who use Auslan, and you have decided to try out. Peeking through the keyhole of a locked room, you see one of the following scenes. Try describing it to the spymaster, and see if they can tell which door you are looking through.



8.5 Neighbour Trouble

Imagine you are at a meeting of your local neighbours. Choose one of the complaints below, or make up another, and ask who is doing it - and say what you would like them to do instead.

1. Someone's cat is going to the toilet in the flower beds.
2. Someone is writing "wash me" on car windows.
3. Someone is cooking stinky food.
4. Someone has borrowed something & not returned it
5. Someone keeps leaving a bright light on at night

8.6 Big Brother is Watching

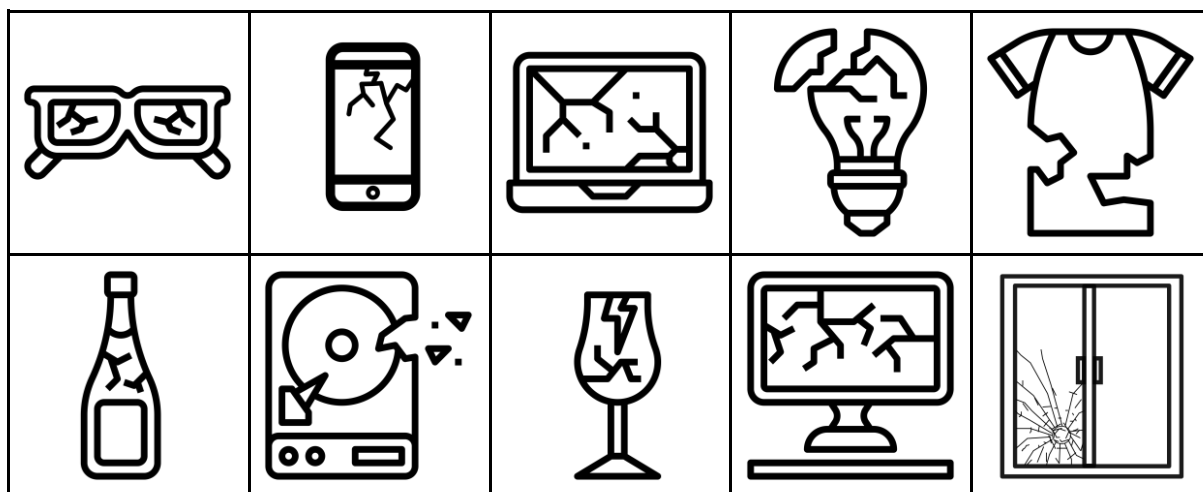
In Orwell's *Nineteen Eighty-Four*, everyone is monitored all of the time.

If Big Brother were watching you, how would you change your daily routine? Is there anything you'd stop doing? Discuss in pairs or as a class.

8.7 Sorry!

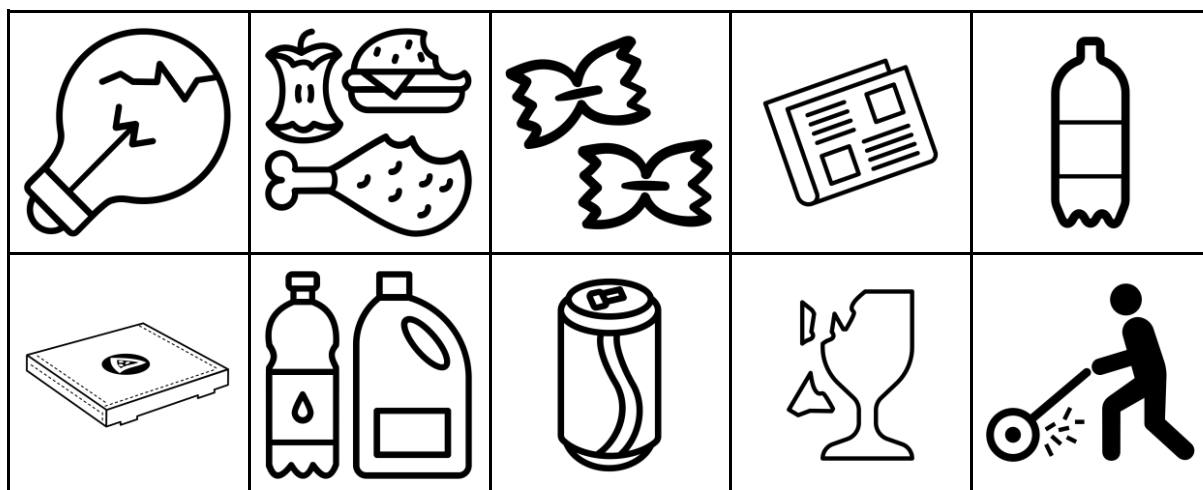
You're staying at a friend's house, and while they were out, you accidentally broke something.

Explain what you broke, how, and apologise. Don't forget to use appropriate non-manual features to show sincerity!





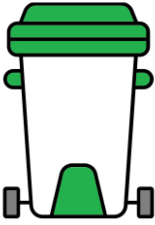
8.8 Reduce, Reuse, Recycle

PERSON A: Ask your flatmate what bin each of the following items should be placed in.



(Person B, skip to the next page)

PERSON B: Referring to the council information below, answer your flatmate's questions about recycling.

	<p>Collected EVERY 2 WEEKS (MONDAY)</p> <ul style="list-style-type: none"> • Cans • Glass bottles/jars • Plastic bottles/containers • Paper • Pizza boxes • Plastic garden pots
	<p>Collected EVERY 2 WEEKS (WEDNESDAY)</p> <ul style="list-style-type: none"> • Garden prunings and weeds • Grass clippings • Bread, cereal, rice, pasta • Cheese, dairy • Fruit scraps • Vegetable scraps • Meat and seafood leftovers
	<p>Collected EVERY WEEK (FRIDAY)</p> <ul style="list-style-type: none"> • Broken glass • Soft plastics • General rubbish

Now, using the calendar below, ask your flatmate to take out the appropriate coloured bin on correct day:

MON	TUE	WED	THU	FRI	SAT	SUN
Recycling (fortnightly)		Green waste (fortnightly)		General (weekly)		

8.9 What a Chore!

Person A: Ask your partner whether they have done the following things.

1. Washed the dishes
2. Finished homework
3. Made the bed
4. Cleaned the bath
5. Had a shower
6. Brushed teeth
7. Mowed lawn
8. Fed dog
9. Cooked dinner
10. Bought groceries

Person B: Tell your partner you have *not* done any of the things they ask... try to give a reason why.

8.10 DIY Master

Find a DIY or cooking video in Auslan online (or try one of the following) and then make one of your own.

- [Sally Bakes a Pie](#)
- [Sally Makes Pancakes](#)
- [Woodworking Masterclass: Making an Antique Side Table](#)
- [Woodworking Masterclass: Making 2 Wooden Boxes](#)
- [Sign and Cook: Pizza](#)
- [Sign and Cook: Banana Smoothie](#)

You may not know how to sign everything you want to say - that's OK! Practice using Signbank, fingerspelling, and gesture to get your meaning across.

8.11 Daily Life Throughout the Years

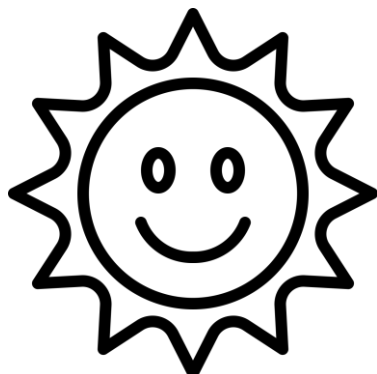
Children, teenagers, adults, and seniors have different nutritional needs and sleep patterns. Imagine a day in the life of one of the following people (what time they get up, when and what they eat, what they do throughout the day, etc.) and see if your partner or class can guess whose life you are describing.



8.12 Night Shift, Day Shift

Imagine you have just met one of your coworkers for the first time at a company party. One of you works night shift, and the other day shift - that's why you've never met before.

Choose one of the following routines, and ask each other what time you do each activity.

DAY SHIFT WORKER:	Your schedule	When does your coworker do this?
	7:00 Wake up	_____
	7:30 Shower	_____
	8:00 Breakfast	_____
	(WORK)	_____
	12:00 Lunch	_____
	(WORK)	_____
	18:00 Feed dog	_____
	18:30 TV	_____
	19:00 Dinner	_____
	20:00 TV	_____
	21:00 Games	_____
	22:00 Sleep	_____

NIGHT SHIFT WORKER	Your schedule	When does your coworker do this?
	23:00 Wake up	_____
	23:30 Breakfast	_____
	23:45 Coffee	_____
	(WORK)	_____
	7:00 Lunch	_____
	(WORK)	_____
	8:00 TV	_____
	8:30 Games	_____
	9:00 Dinner	_____
	10:00 Clean	_____
	11:00 Shower	_____
	12:00 Sleep	_____

What are the differences between your schedules?

8.13 Pocket Money

It's time for a family meeting! In a small group (with each person playing a different member of the family - parents, kids etc.) make a chores poster. You should pick the 3 most important chores you want each member of the family to do, and add how much pocket money each chore will be worth.

Hint: The average amount of pocket money earned by Australian kids each week is \$10 (although it does go up with age). Ensure that your 3 chores add up to this amount.

Now, discuss the chores you did as a child.

What were your most and least disliked chores?

8.14 The Choice

[The Choice](#) is an animated short about how small choices can add up to big consequences. In pairs, brainstorm 5 or more decisions you make each day (e.g. what to have for breakfast, who to talk to, when to go to bed, etc.) and what “good” and “bad” choices you might make. Then, give your own short presentation to the class - with one person describing the “good” choices, and the other, the “bad” ones.

8.15 Interview with a Morning Productivity Guru

In pairs, complete an interview, and then report back to the class.

INTERVIEWER: As your interviewee about their daily routine, using the template below, then swap roles, choosing a different profile. Next, practice explaining what your partner does each day, and then report it back to the class.

What time do you get up?
What time do you eat breakfast?
What do you eat for breakfast?
What do you do after breakfast?

INTERVIEWEE: Choose one of the following profiles below (or make up your own!) to answer the interviewer’s questions, then swap roles. Next, practice explaining what your partner does each day, and then report it back to the class.

			
Get up at 5:00 Eat cereal at 5:05 Clean house	Get up at 4:30 No breakfast Have a cold shower	Get up at 5:30 Eat meat at 5:45 Feed the cat	Get up at 6:00 Eat veggies at 6:10 Look for flowers



Extras!

Watch [Possum the Recycler](#). What do Sally and Possum say after finishing their meal? What important words does Sally fingerspell? Can you pick out the sign for “recycle”? (Hint: you might need to watch the children recycle some paper) How does this sign mimic the icon?



Learning Outcomes

I can...

- Describe my daily **routines**
- Use **depicting signs** to describe chores
- Name the **equipment** I use for household chores
- Discuss chores or conversations in the **past and future**
- Use constructed action/dialogue in **role shifting**



9. Leisure



Revision

Before starting this unit, make sure you can do the following...

- Produce the signs for GOLD and SILVER (Chapter 2)
- Describe people and clothing (Chapter 3)
- Tell the time in Auslan (Chapter 7)
- Describe your daily routine (Chapter 8)
- Talk about events from the past and future (Chapter 8)



Learning Objectives

After completing this unit, you will be able to...

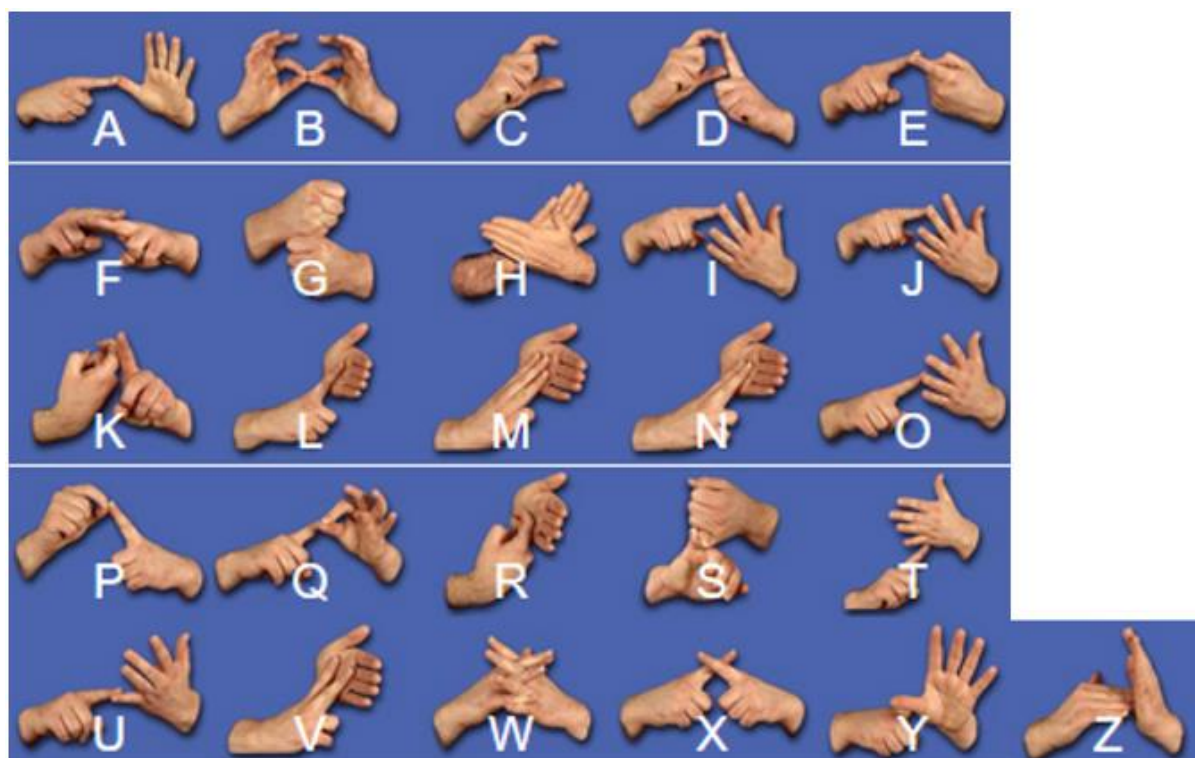
- Identify different sports, and the equipment used for them
- Report the outcome of a sporting event
- Make plans to participate in various leisure activities
- Communicate about Deaf Sports
- Understand how nouns and verbs work together in pairs

A→Z

Fingerspelling: Point Finger Letters

The pointing handshape (which looks like the number 1) is one of the most commonly used handshapes in all of Auslan (see the grammar section in Chapter 4), and you may have noticed that it is used in many letters in fingerspelling.

Throughout Modules 2 and 3, we've practised the vowels which involve the pointing handshape. Now, take a look at the chart below and see what other letters involving the pointing handshape you can identify.



Here are some words for you to practice:

T-I-L-L
A-L-L
E-A-T
Q-U-I-T-E
J-I-L-L
Q-U-I-T
K-I-L-T
Q-U-I-L-L

Q-U-I-E-T
I-L-L
T-E-A-L
Q-U-I-L-T
E-X-I-T
A-X-E
A-D-O-P-T
E-Q-U-I-P-P-E-D



Vocabulary

Actions

1. [Catch](#)
2. [Throw](#)
3. [Jump](#)
4. [Play](#)
5. [Move](#)
6. [Race](#)
7. [Row](#)
8. [Run](#)
9. [Ski](#)

People

10. [Club](#)
11. [Coach](#)
12. [Team](#)

Competition

13. [Competition](#)
14. [Sport](#)
15. [Exercise / Aerobics](#)
16. [Compete](#)
17. [Uniform](#)
18. [Referee/Umpire](#) (same sign)
19. [World Cup](#)
20. [Olympics](#)

Score

21. [Score](#)
22. [Win](#)
23. [Tie](#) / [Draw](#)
24. [Equal](#)
25. [Lose](#)
26. [Football goal](#)
27. [Basketball goal](#)

Equipment

28. [Equipment](#)
29. [Ball](#)
30. [Cricket Bat](#)
31. [Wicket](#)
32. [Row boat](#)
33. [Scoreboard](#)
34. [Trampoline](#)
35. [Medal](#)

Ask your teacher how to sign
DEAFLYMPICS and PARALYMPICS

Note: The sign used for 'game' as in video
game can be used to refer to sporting
games.



Do you remember how to sign GOLD and SILVER? You can combine these with the sign for MEDAL to describe the medals for first and second place:

[Gold medal](#)

[Silver medal](#)

For bronze, simply sign B, then [medal](#)

Sports and Exercise (For Recognition)

- 36. [Hockey](#)
- 37. [Karate](#)
- 38. [Lacrosse](#)
- 39. [Rock Climb](#)
- 40. [Rugby](#)
- 41. [Water polo](#)

Noun-Verb Pairs

- 42. [Archery](#) (also: to shoot a bow and arrow (verb), a bow (noun))
- 43. [Athletics](#) (also: to sprint (verb), a short race (noun))
- 44. [Badminton](#) (also: to play badminton (verb))
- 45. [Basketball](#) (also: to play basketball, to dribble or bounce a ball (verb))
- 46. [Cycling](#) (also: to cycle (verb), a bike (noun))
- 47. [Boxing](#) (also: to box (verb))
- 48. [Canoeing / Kayaking](#) (also: to paddle a canoe/kayak, a canoe/kayak (noun))
- 49. [Cricket](#) (also: to play cricket (verb))
- 50. [Darts](#) (also: to throw darts (verb), a dart (noun))
- 51. [Discus](#) (also: to throw a discus (verb))
- 52. [Football](#) (also: to play AFL (verb))
- 53. [Golf](#) (also: to play golf (verb))
- 54. [Gym / Weightlifting](#) (also: to train (verb), a gymnasium room/building (noun))
- 55. [Gymnastics](#) (also: to exercise (verb))

- 56. [Ice Skating](#) (also: to ice-skate (verb), ice-skates/in-line skates (noun))
- 57. [Javelin](#) (also: to throw a javelin (verb))
- 58. [Lawn Bowls](#) (also: to bowl (verb))
- 59. [Netball](#) (also: to play netball (verb))
- 60. [Snooker](#) (also: to play snooker/billiards (verb))
- 61. [Roller Skating](#) (also: to roller-skate (verb), roller skates (noun))
- 62. [Rowing](#) (also: to row (verb))
- 63. [Running](#) (also: to run (verb), a race (noun))
- 64. [Scuba Diving](#) (also: to dive (verb), a diver (noun))
- 65. [Skateboarding](#) (also: to skateboard (verb), a skateboard (noun))
- 66. [Soccer](#) (also: to head the ball in soccer (verb))
- 67. [Squash](#) (also: to play squash (verb))
- 68. [Surf](#) (also: to surf (verb), a surfboard (noun))
- 69. [Tennis](#) (also: to play tennis, to serve (verb), a serve (noun))
- 70. [Volleyball](#) (also: to play volleyball (verb))
- 71. [Yachting](#) (also: to sail (verb), a sail (noun))

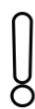
Note: If your favourite sport isn't included above, skip ahead to Chapter 11, or ask your teacher.



Conversation 9: Busy People

The family are talking to Sam online. Read the questions below, then watch their [videoconference](#).

1. What meal does Sam suggest they meet for? BREAKFAST / LUNCH / DINNER
2. What sports does Brett participate in? GYM / RUNNING / BASKETBALL / CRICKET
3. What sports does Sam participate in? GYM / RUNNING / BASKETBALL / CRICKET
4. When do the family decide to meet Sam?
BEFORE 11 / AFTER 11 on SATURDAY / SUNDAY



Grammar

You may remember from way back in Chapter 1 that there are different types of numbering systems in Auslan (and in other languages, too).

In English, there are only two categories of numbers: **cardinal** (eg. 1, 2, 3...) and **ordinal** (e.g. 1st, 2nd, 3rd...).

Cardinal numbers are used to count things or indicate quantity:

- Melbourne to Sydney is **eight hundred and fifty** kilometres (850 km).
- The video is **sixteen** minutes (16 min) long.
- A Rooster Roll costs **nine dollars forty nine** (\$9.49).
- The box is **thirty by fifteen centimetres** (30x15 cm).
- There are **twenty** (20) students in the class.
- It is **three o'clock** (3:00).
- The course goes for **six** (6) months.

Ordinal numbers are used to show the relative position of something (or someone) in a sequence:

- In 2017, Melbourne was named the most livable city for the **seventh** (7th) time.
- The **second** (2nd) episode isn't very good, but you should watch the rest.
- The **millionth** (1,000,000th) customer gets free food for life.
- The **third** (3rd) box on the left has all of my books in it.
- Sandy is ranked **first** (1st) in her class.
- This is my **fifth** (5th) time visiting Australia.
- The **fourth** (4th) topic in this course is the hardest.

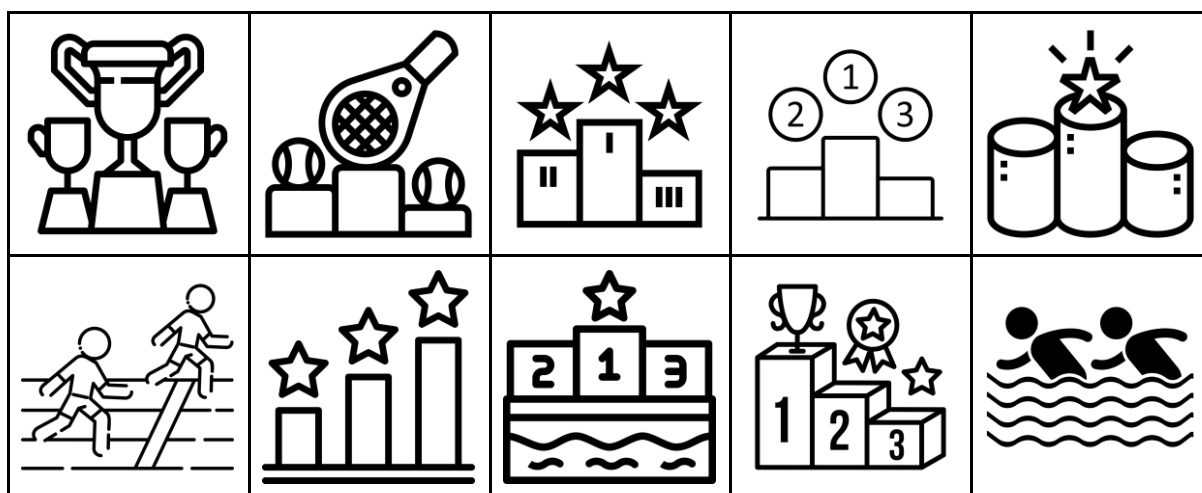
In English, several suffixes are used to change a cardinal number (used to count things or indicate quantity) into an ordinal number (used to show the relative position of something or someone in a sequence). For example, 1 becomes 1st, 2 becomes 2nd, 3 becomes 3rd, 4 becomes 4th., and so on.

Auslan has even more ways to express numbers. Movement, hand shape, location, and /or palm orientation indicates what is being counted or referred to, in terms of relative position or sequence. Using the correct system clarifies what you are talking about.

In this book, we will focus on the two most commonly used types of numbers, ordinal and cardinal. You'll learn more if you continue your study of Auslan beyond Certificate II.

Watch the video about [Ordinal Numbers in Sports](#) carefully, and note how cardinal numbers are produced differently to ordinal numbers in Auslan. Also consider how she uses space to show who won each of the events.

After watching Jennie's examples, have a go at describing the following scenarios:



Noun/Verb Pairs

Two of the most important building blocks of any language are **nouns** (words for *things*) and **verbs** (words for *actions*). Consider the following sentence:

Amy quickly threw the small ball to Ben.

The red words in the above sentence are all names of things or people - that is, nouns. The blue word, 'threw', is an action - or verb.

Removing all other words, the sentence is still understandable:

Amy threw ball Ben.

Chances are, you can form a picture in your mind of what happened.

But if we take out all of the nouns and verbs?

quickly the small to

It's extremely difficult (or impossible) to imagine what happened without the nouns and verb.

Many important nouns and verbs come in pairs.

In English, we might say that we 'planted a plant', or that we will 'dance at the dance'.

For some speakers, there is a slight difference in the pronunciation of these words as a verb vs. as a noun, for other speakers, they sound exactly the same.

Auslan also has **noun-verb pairs**. For example, **BUY** (a verb) and **SHOPPING** (a noun) are essentially the same sign, or **SELL** and **SELLING**.

Similarly, the verb to **LOCK** (with a key) and the noun **KEY** are the same sign, or the verb to **OPEN-DOOR** and the noun **DOOR** are the same.

Unlike English, in which most speakers pronounce such pairs exactly the same, Auslan users tend to use **reduplication**, or repeated movement, to distinguish between nouns and verbs. While the **verbs** (BUY, SELL, LOCK, OPEN-DOOR) typically have a single movement, the **nouns** (SHOPPING, SELLING, KEY, DOOR) have repeated movements.



(From Johnston & Schembri, 2007)

When you want to describe the action **OPEN-DOOR**, you need only depict the door opening. The noun, **DOOR**, however, is something which may both open and close. So it makes sense to depict it both opening and closing.

Likewise, when you want to ask someone to **LOCK** the door, you need only depict the key locking the door. The noun **KEY**, however, refers to something which may both lock or unlock a door. So it makes sense to depict it twisting both clockwise and anticlockwise.

Nouns are also more likely to be accompanied by mouthing the English word than their verb counterparts.

While there are many examples of these noun-verb pairs in Auslan, native signers do not always use repeated movement to distinguish between nouns and verbs, especially if the meaning is clear from the context, similar to the use of English words like ‘cook’ or ‘file’²⁴. It is clear from the sentence “I am a **cook**” that ‘cook’ here refers to the profession (noun), not the verb ‘to cook’. Likewise, it is obvious from the sentence “I will **file** my nails” that ‘file’ refers to the action (verb) not the noun. In similarly obvious situations, Auslan users may not always make use of repeated movement.

Activity:

Watch carefully as your teacher signs either the noun or the verb from each pair below. Circle the sign you see. Remember: You don’t need to fully recognise all of these verbs yet - simply look to see if the action is repeated.

	Verbs	Nouns
1	BUY	SHOPPING
2	SELL	SELLING
3	LOCK	KEY
4	PICK-UP	BAG
5	OPEN-DRAWER	DRAWER
6	CLOSE-BOOK	BOOK
7	OPEN-DOOR	DOOR
8	TAKE-PHOTOGRAPH	CAMERA
9	FLICK-LIGHTER	LIGHTER
10	CUT-WITH-SCISSORS	SCISSORS

Repeating Signs

The Deaflympics (organised by the International Committee of Sports for the Deaf, and recognised by the International Olympic Committee) is held every four years (starting in 1924). Melbourne hosted the 20th Summer Deaflympics in January, 2005, adding the new sport, Beach VOLLEYBALL. You can [watch performances from the Melbourne Deaflympics here](#).

²⁴ Research suggests that around 70% of nouns in noun-verb pairs are repeated, while over 90% of verbs in noun-verb pairs have a single action. Furthermore, around 65% of nouns in noun-verb pairs are mouthed, while almost 90% of verbs were not (Johnston, 2001). All languages have exceptions, but patterns

Other regular Deaflympics events include RUNNING (various distances), DISCUS, JAVELIN, BADMINTON, BOWLING, CYCLING, FOOTBALL, SWIMMING, TENNIS, and the MARATHON.

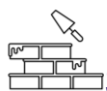
The *marathon* is a long-distance foot race which was one of the original modern Olympic events (from 1896). The original English term comes from a Greek story about the hero Pheidippides who, in 490 BCE, ran to Athens from the plains of Marathon. When the Olympic Games were revived in 1896, the name “Marathon Race” was introduced to refer to a long distance running event, but quickly came to refer to any long event or activity.

In Auslan, you can sign ‘marathon’ simply by signing RUN FAR FAR.

The *triathlon*, on the other hand, is a multisport (swimming, cycling, running) endurance race originating in 1920s France. The term used in English again comes from Greek, with a Latin prefix: *tri* coming from the word for ‘three’ and *athlon* (like ‘athlete’) coming from the Greek word for ‘competition’.

In Auslan, you can sign ‘triathlon’ by signing RUN FAR FAR FAR FAR.

Remember: you can indicate the length of a race in metres using M (see Chapter 6).



Skill Building

Athletes and musicians alike know the importance of **muscle memory**, a form of “procedural memory” formed by repeating a specific motor task. You might have developed muscle memory for riding a bike, typing on a keyboard, entering your pin number, playing guitar, or dancing.

When you repeat a movement over time, you form a long-term muscle memory for that task, eventually allowing you to perform it automatically, with little or no conscious effort. That’s why even concert violinists practice scales, and elite tennis players hit a ball against a wall.

Learning most languages involves learning how to use our muscles in new ways. Learning a new spoken language can involve learning to use your tongue and move your mouth in a different way from what you are used to - which can result in a tired face! But learning a sign language involves even more of the body - your hands, face, head, neck, your entire posture.

Motor skills are acquired through careful observation and, most importantly, practice. At first, just like when learning to play a new sport or instrument, beginner signers may have slow, stiff, and easily disrupted movements. And, just as the best way to improve your serve, your vibrato, or your accent is through practice, the best way to become fluent in Auslan is through repeated practice.

Here are some tips for practising Auslan, based on the training of elite musicians and athletes:

- Remember to practice for both **fluency** (via repetition) and **communication** (by interacting with others). When you are learning new signs, don't just run through the vocabulary list once. **Repeat each sign several times, until you feel comfortable and fluent in producing it.**
- Aim for **accuracy**. In interaction, making yourself understood is of primary importance. But when you're training for muscle memory, you want to focus on getting it right. Don't try to speed through your practice. Make sure you're on the right track by checking in a mirror and carefully watching the example videos. **Start off slow, and gradually build up speed.**
- Practice **consistently**. Both language learning in general, and muscle memory are best developed by practising a little each day. **It is especially important to practice over the weekend or holidays.**

Make a plan in your learning diary of how you will train up in Auslan!



Culture Note

Sports are an important part of Australian culture, and Deaf Australians have contributed much not only to Australia's sporting culture, but to the world's. In fact, the first Deaf Mutes Cricket Club (now called the Melbourne Deaf Cricket Club) is thought to be one of, if not the oldest sports club in the world, having been formed in the 1880s.

Deaf Sports Australia

In 2021, Deaf netball player Anne Bremmer AM from Victoria became a Member of the Order of Australia for her "significant service as an advocate for deaf and hard of hearing in sports". You can watch an interview with Anne on the [Deaf Sports Australia](#) YouTube channel.

[Deaf Sports](#) maintain a list of Deaf Sports Clubs in every state. In Victoria, there are Deaf basketball, beach volley ball, cricket, darts, football, golf, lawn bowls, netball, soccer, table tennis, tennis, and tenpin bowls clubs.

The first Australian Deaf Games were held in 1964, and a year later, in 1965, Australia participated in the World Games for the Deaf (popularly known as the "Deaflympics"), with two participants - who returned with two medals!

Australia hosted its first Deaflympics, again in Melbourne, in 2005, with over 3,500 participants. (Another Victorian city, Wodonga, together with the NSW city of Albury, played host in 2018, the first time two cities shared a hosting role).

The Deaflympics

The [Deaflympics](#) is a major international event, officially recognised by the International Olympic Committee. South African silver medalist at the 2000 Sydney Olympics Terence Parkin skipped a prestigious swimming competition in Japan to compete at the Rome 2001 Deaflympics, telling reporters it was a "no-brainer". He simply had to be there. Two-time collegiate All-American skier Kelley Duran likewise said her Deaflympic medal "means more to me than any competition I have been in."

An article originally printed in *ABILITY Magazine* (and reproduced [online](#)) explains the rationale for holding an event for deaf athletes separate from the Olympics and Paralympics. As Jerald Jordan explains, "The deaf athlete is physically able-bodied and able to compete without significant restrictions, with the exception of communication barriers. In team sports and some individual events, hearing loss can be limiting. However, these restrictions disappear in the Deaf Games. The sports and their rules are identical to those of able-bodied athletes."

At the Deaflympics, the only modifications are to make auditory cues visible, such as the use of strobe lights for starting signals. Two-time Deaflympian and doctoral student Jordan Eickman recalls an experience in playing water polo, where his team lost against hearing players, in a game controlled by the referee's whistle. In a rematch, where the referee used hand signals instead, the opposing team ended up at a disadvantage.



Activities

9.1 Olympic Icons

Pictograms to represent each sport were first introduced in the [1964 Tokyo Olympic Games](#), in order to visually communicate information to an international audience of athletes and spectators with diverse language and cultural backgrounds. These pictograms were so effective, they became a staple of Olympic design in the years following, with each country creating their own iconic versions. Likewise, the [Deaflympics](#) has its own pictograms.

The Tokyo 2020 opening ceremony paid tribute to the iconic Olympic pictograms, with performers bringing over 40 different sports to life by posing as the well-known pictograms. [Watch as they use a single, static pose to represent the action of a sport.](#)

Now, using the vocabulary list for this chapter, alone or in pairs, create your own iconic pose to represent one of the sports listed. You might like to get some inspiration from the [Rob Roy Show "Sports"](#) at the Deafway II Festival in Washington D.C.

See if your classmates can guess which sport you are depicting. Do you notice any similarities between pictograms and how Auslan represents various sports? You may also like to use SignBank to explore some other sports, e.g. [diving](#).

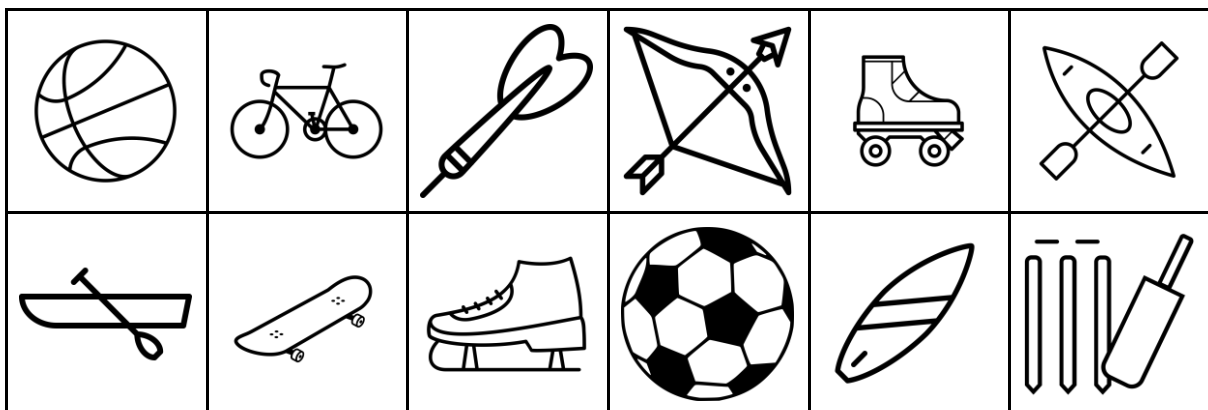
9.2 The Right Equipment

In pairs, looking at the equipment below, try to identify what sports might use these items. (Note, for some, there may be more than one answer!)

PERSON A: Sign the name of the equipment

PERSON B: Sign the name of the sport

Make a note of which activities the equipment and name of the sport are the same!



9.3 Pictogram Designer

Imagine that the next Olympic event (Summer/Winter olympics, Paralympics, Deaflympics... whatever you choose) will be held in Australia, and you have been tasked with helping to design new pictograms for the events. Quickly sketch a pictogram, then, without showing it to your partner, describe it to them. Don't forget to mention how the person is posed, and what equipment they have.

Afterwards, compare your drawings. How similar are they? Were there any miscommunications? What could you have done differently to ensure your drawings more closely matched? Swap roles.

Now, test them out! Pictograms are supposed to be easily understood by a diverse audience. Can your classmates quickly identify what sports your drawings depict?

9.4 Create a Character

You have been tasked with creating a new character for an Australian remake of the BSL programme, [Small World](#). In pairs, brainstorm what sort of a character you think would be good for the show - and why. Think about what backgrounds might result in drama!

What is their name?

How old are they?

What are their hobbies? What sports do they play?

Who are their family members?

Where do they live?

9.5 Game, Set, Match!

Answer the questions below, then interview your classmates. Try to find someone who has the same answers as you.

Question	My answer	Name of classmate with the same answer
What sport do you play?		
What sport do you watch?		
What sport did you like as a child?		
What team do you like?		
What sport do you think is expensive?		

9.6 Extreme Sports

Think of the most extreme sport you have participated in - or, if extreme sports aren't your thing, research one that frightens you!

Now, explain that sport to a partner or the class - once, from the perspective of an enthusiast, once from the perspective of someone who is about to try it for the first time, and finally, from the point of view of that newcomer's worried partner or parent! See if your classmates can guess which sport you are describing.

9.7 Neverending Story

As a class, create a story, with each student adding one sentence at a time.

9.8 Combined Events

A biathlon involves two events, triathlon is three, pentathlon has five, heptathlon seven, and decathlon, ten.

Imagine you and a small group have been chosen as the committee to come up with a new combined event.

- How many sports will it include?
(You may like to use the table of Greek/Latin prefixes below to name your new event).
- What sports will you choose? And what order should they be performed in?
- Will your event involve any non-sports activities? (e.g. video games, pizza eating...?)

Present your idea to the class.

1	mono-	6	hex-	11	hendec-	16	hexakaidec-
2	bi-	7	hept-	12	dodec-	17	heptakaidec-
3	tri-	8	oct-	13	triskaidec-	18	octakaidec-
4	quadr-	9	enne-	14	tetrakaidec-	19	enneakaidec-
5	pent-	10	dec-	15	pentakaidec-	20	icos-

9.9 Game On!

Person A: You have been learning programming recently, and have an idea for a new video game. But you're no good at drawing. Fortunately, you've made a friend who is studying art. Describe the game to them, and what the character you want them to design for the hero should look like. Check that they draw matches what you imagined - if not, tell them what should be different.

Person B: Sketch the character your friend describes. Ask any questions you need to draw a complete picture of the video game character they have invented.

Now, switch roles! This time, Person B has come up with an enemy for a video game, and person A must draw it. Try to make the enemy as scary-looking as possible!

9.10 Be Polite!

Partner A: Your friend has recently taken up painting, and they've invited you over to take a look at some of their art... the problem is, you don't like any of it! Try to be as polite as possible by finding *something* nice to say about each painting. Consider the colours, shapes, subject matter, size... anything that isn't negative!



Partner B: You have recently taken up painting, and are extremely proud of the artworks you've created. You've invited a friend over to take a look... and you have a surprise in store for them! You're going to give them one of your paintings! Ask your friend whether they like each painting, and try to work out which one to give them as a present.

BONUS: This time, swap roles: the painter becomes the friend, and vice-versa.

Partner A: You have painted a series of pictures based on your dreams. Each element of the painting (colour, shapes, etc.) represents something different. You've invited a friend to take a look at your artworks, but they don't seem to understand the symbolism at all! Answer their questions by explaining what each aspect means.

Partner B: Your friend has invited you over to look at some of their artworks, but you're not really a fan of abstract art. (You prefer paintings of flowers or landscapes). You don't want to upset your friend though, so you want to show some interest. Ask your friend about each of the paintings - why did they use a certain colour, or draw a certain shape, etc.

9.11 A Dramatic Drama

In pairs or small groups, make up a short play. You should choose a single emotion to focus on, and then make your scene as dramatic as possible - declarations of everlasting love just after characters meet, or overly irate reactions to small things... whatever makes for the most over-the-top performance! See if your classmates can correctly identify what feeling you and your partner(s) chose to perform.

9.12 Going for Gold!

In 2005, the Deaflympics were held in Melbourne. Choose an event you are interested in from the [website](#), and find out who won gold, silver, and bronze medals that year. (If it is a team sport, just make a note of the first athlete's name).

Now, present your findings to a partner, having them repeat each piece of information back to you. Check that they have the name of the sport, the athletes' names, and the medals correct, then swap roles.

9.13 Sports Rules

In pairs, choose one of the sports in the vocab list that you are not so familiar with (something neither of you have played is best) and do some research online. Try to find four rules (two each) you can present to the class - and then have them guess what sport the rules are from. Remember - you can choose both rules that describe what players should do, as well as those they should *not* do.

9.14 Deaflympics Commentator

Imagine you and a friend have been selected to provide additional commentary on this year's Deaflympics for your Auslan class.


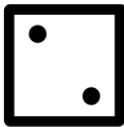




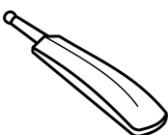

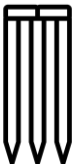




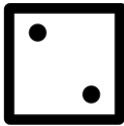

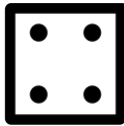
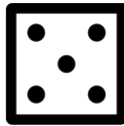


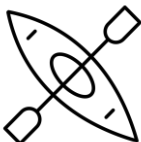

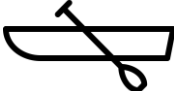


Find a video on YouTube which shows one of the highlights from an event, and then describe it to your classmates. Make sure that you take turns, and use as many verbs as possible to describe the action. You should also explain the score. (Here is the official [Deaflympics ICSD channel](#), but you should be able to find many other highlights online)

9.15 A New Sport

Roll two dice (or use [online dice](#)) to select two items of sporting equipment from the table below. Then, invent a new sport to explain to your partner. Take turns inventing new sports, then present the most entertaining (or dangerous!) inventions to the class.

Make sure to cover:

- How will the equipment be used?
- How long each round or race will be?
- How many players, coaches, and referees are needed?
- How will they be positioned on the field/ground/ in the water?
- What kind of uniforms will participants in your new sport wear?
- And finally... what is the name of your new sport?



Extras!

There are a couple of episodes of *Sally and Possum* that relate to sports - [Great Race](#) in season 1, and [The Football](#) in season 3. Why not pick one and see how much you can understand?



Learning Outcomes

I can...

- Talk about different **sports**, and the **equipment** used for them
- Report the winner and **score** of a sporting event
- Make **plans** to participate in various leisure activities
- Communicate about **Deaf Sports**
- Identify and use **noun/verb pairs** in Auslan



10. Nature



Revision

Before starting this unit, make sure you can do the following...

- Identify different items of clothing and colours (Chapter 2)
- Describe size and shape (Chapter 5)
- Produce the sign for FISH and other foods, as well as HOT and COLD (Chapter 6)
- Say not to do something (Chapter 8)
- Describe activities you do in different locations (Chapters 8 & 9)



Learning Objectives

After completing this unit, you will be able to...

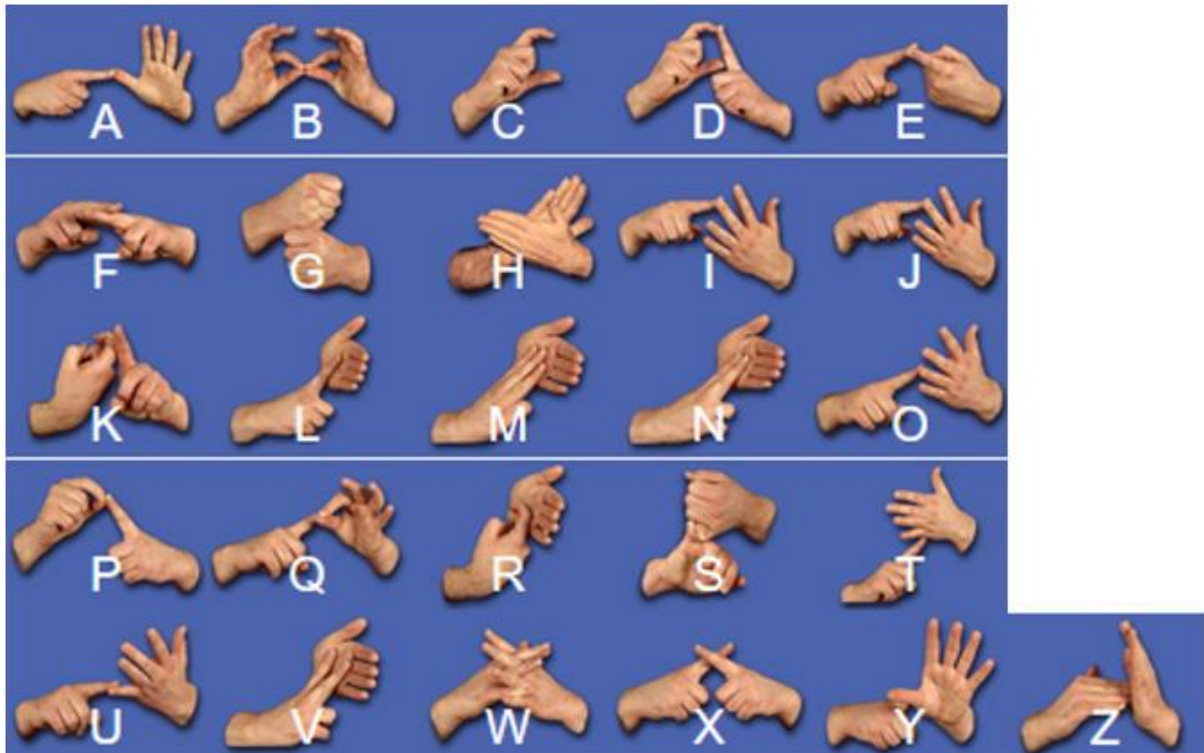
- Identify the seasons of the year
- Describe the weather, including temperature
- Talk about your pets and other animals
- Understand conversations about the environment
- Communicate about different places in nature



Fingerspelling: Flat Letters

In the previous chapter, we practised letters which use one of the most common handshapes in Auslan, the pointed finger (which looks like the sign for 1). Do you remember the other three most frequently used handshapes? (Check Chapter 4 if you've forgotten!)

The flat handshape is another common one which often appears in letters. Take a look at the chart below and see if you can identify which letters use the flat handshape. (Hint: the flat handshape looks like the number 5, but with your fingers touching).



Here are some words for you to practice:

N-A-S-T-Y
M-A-T
S-I-T
G-L-O-V-E
S-A-T
R-A-T
S-L-Y
M-A-R-S

E-V-E-N
M-A-G-P-I-E
V-E-E-R
N-E-V-E-R
S-A-V-E
M-A-N-N-E-R-S
R-A-M-S
S-L-A-V-E



Vocabulary

Seasons

1. [Spring](#)
2. [Summer](#)
3. [Autumn](#)
4. [Winter](#)

Weather

5. [Weather](#)
6. [Temperature](#)
7. [Warm](#)
8. [Cool](#)
9. [Sun](#) / [Sunny](#)
10. [Cloud](#)
11. [Rain](#)
12. [Snow](#)
13. [Thunder](#)
14. [Lightning](#)
15. [Hail](#)
16. [Sky](#)

Terrain

17. [Hill](#)
18. [Mountain](#)
19. [Cliff](#)
20. [River](#)
21. [Ocean](#) / [Sea](#) (fingerspell)
22. [Forest](#)
23. [Valley](#)
24. [Beach](#)
25. [Country](#)
26. [Island](#)
27. [Wave](#)
28. [Waterfall](#)

Pets

29. [Dog](#)
30. [Cat](#)
31. [Bird](#)
32. [Rabbit](#)
33. [Chicken](#) / [Rooster](#)

Farm

34. [Horse](#)
35. [Cow](#)
36. [Goat](#)
37. [Pig](#)
38. [Sheep](#)

Reptiles & Critters

39. [Lizard](#)
40. [Snake](#)
41. [Spider](#)

Australian animals

42. [Dingo](#)
43. [Kangaroo](#)
44. [Koala](#)
45. [Possum](#)
46. [Wombat](#)
47. [Turtle](#) / [Tortoise](#)
48. [Platypus](#)
49. [Crocodile](#)
50. [Emu](#)
51. [Kookaburra](#)
52. [Cockatoo](#)
53. [Animal](#)

Birds (For Recognition)

54. [Owl](#)
55. [Eagle](#)

Aquatic Animals (For Recognition)

56. [Seal](#)
57. [Frog](#)
58. [Dolphin](#)
59. [Shark](#)
60. [Whale](#)
61. [Octopus](#)
62. [Crab](#)

Zoo Animals (For Recognition)

- 63. [Giraffe](#)
- 64. [Monkey](#)
- 65. [Lion](#)
- 66. [Tiger](#)
- 67. [Hippopotamus](#)
- 68. [Elephant](#)

- 69. [Rhinoceros](#)
- 70. [Deer](#)
- 71. [Zebra](#)
- 72. [Bear](#)
- 73. [Wolf](#)
- 74. [Camel](#)

Australian Animals

Throughout this book, you'll find long vocab lists broken down into shorter lists of typically 5-15 words, for the most part, arranged by theme. This is because research shows that shorter lists are much easier to remember - and it's easier to make links between related items.



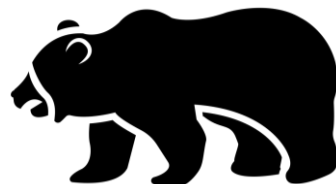
But don't assume that this means we've done all the hard work for you! There are still plenty of interesting links for you to discover *between* the lists.

Take the Australian Animals list above as an example. You might compare the sign [KOOKABURRA](#) to the sign for other birds, like eagle, or even, the sign [BIRD](#) itself. You may notice that these signs are related. In English, the name "kookaburra" is borrowed from the Wiradjuri 'guuguubarra', based on the bird's laughing sound. In Auslan, the sign [KOOKABURRA](#) is a compound of [BIRD](#) + [LAUGH](#).

You might also notice that SignBank lists the same sign for both [KOALA](#) and [BEAR](#). Although koalas aren't bears (unlike bears, koalas are marsupials whose young develop in a pouch), their similarities have resulted in many English-speakers also calling them "koala bears". You can think of this sign as highlighting some of these animals similarities - claws, and hugging trees (or being cuddly, if you're thinking of a teddy bear!)



Keep an eye out for other connections between signs in each vocab list - not just in the chapter you're currently reading, but cast your mind back to previous chapters, too.



Check out these free [WA Association of the Deaf posters](#) on Australian Animals, Farm Animals, African Animals, Ocean, Animals, and Weather, or watch these videos from Ipswich Central State School on [Australian Animals](#) and [The Sea](#).



Conversation 10: A Weekend in Nature

The family are planning a weekend away to experience some of Victoria's natural surrounds. Read the questions below, then watch their [conversation](#).

1. What season is it? SUMMER / AUTUMN / WINTER / SPRING
 2. Which sign did Brett use? WHALE / DOLPHIN / TURTLE / FISH
 3. What wildlife is there at Gippsland Lakes? (More than one may apply)
BIRDS / KANGAROOS / KOALAS / DOLPHINS / SNAKES
 4. How many nights will the family camp for? 1 / 2 / 3
 5. Who else is invited?
-



Grammar

By this stage, you've encountered many of the 'key ingredients' for cooking up a sentence in Auslan.

You've met...

- **Nouns** like MOTHER or FRIEND or CHAIR, and the pronouns that can replace them, like SHE/HE/IT
- **Adjectives** which describe nouns, like BLUE or HOT or EXPENSIVE
- **Verbs** which describe the actions taken by (or done to) nouns, like BUY or EAT or CLEAN

Verbs - or words which depict action - lie at heart of most Auslan sentences. Verbs come in two distinct flavours:

- **Intransitive Verbs** which tell us something about the actor, e.g. *she walked*. No object is needed.
- **Transitive Verbs** which relate an actor to an undergoer, e.g. *Sally brought coffee*. Without the object (coffee), 'Sally brought' would make no sense.

Here are some examples of verbs in action:

GIRL	RUN
(noun)	(verb)
subject	predicate

The girl is running.

Here, girl is the subject, and run is the verb. Run is an **intransitive** verb, because it tells us something about the actor - i.e. that the girl is running.

GIRL	LIKE	MATHS
(noun)	(verb)	(noun)
subject		predicate

The girl likes maths.

In this sentence, girl is again the subject, and maths is the object which is liked by her. Like is a **transitive** verb, because it relates the girl to maths.

(You can remember the meaning of 'transitive' by imagining some feeling or action being transported from one person or object to another)

Notice how in Auslan, you do not need to use a preposition like 'a' or 'the' in front of girl. Depending on context, these sentences could be understood as referring to a girl or the girl. Note also that the verb need not be changed to agree with the subject. 'I like maths' and 'the girl likes maths' use the same sign, LIKE.

The subject need not be a single noun like 'girl', but could also be a noun phrase, like 'That girl' (indicated in Auslan by pointing before the sign for girl). For example,

point+GIRL	LOOK-FOR POSS-2 CAT
subject	predicate

That girl is looking for your cat.

Noun phrases can also include adjectives, like 'tall':

point+ TALL GIRL	LOOK-FOR POSS-2 CAT
subject	predicate

That tall girl is looking for your cat.

Or, the subject may simply be a pronoun, like 'she':

PRO-3	LOOK-FOR POSS-2 CAT
subject	predicate

She is looking for your cat.

The same rules regarding noun phrases in the subject position also apply to the undergoer of the action. For example,

PRO-3	LOOK-FOR POSS-2 BLACK CAT
subject	predicate

She is looking for your black cat.

In addition to noun phrases, Auslan, like English, also contains verb phrases. In fact, you've already seen one: LOOK-FOR POSS-2 CAT (looking for your cat) is a verb phrase with a noun phrase embedded in it. It can stand alone, as in the following question-and-answer response:

- a. point+TALL GIRL D-O WHAT
 What is the tall girl doing?
- b. LOOK-FOR POSS-2 CAT
 Looking for your cat.

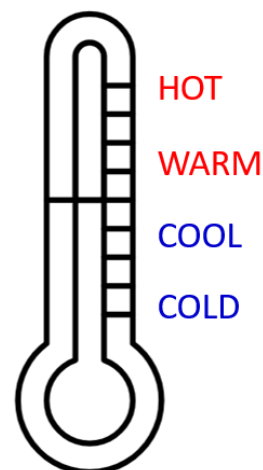
(Note that it is unnecessary to say 'She is looking for your cat', as this can be understood from context.)

Temperature

Do you remember how to sign HOT and COLD? You can use these terms to describe the weather also. With the addition of the signs for WARM and COOL, you can give a pretty good indication of what today's weather is like.

Just as you've been practising opposites in pairs, it's a good idea to practice these words as a group. Try signing 'TODAY HOT' vs. 'TODAY WARM', 'TODAY COOL' and 'TODAY COLD' with appropriate facial expressions and body language.

Lisa Mills is a teacher, deaf actress, and trilingual in Auslan, BSL and English. Watch as she signs a variety of [weather-related vocabulary](#) in Auslan.



To express temperatures in Auslan, simply make a degree symbol with your hand: °. Note that the sign for [DEGREE](#) has a forward movement. This is important to distinguish the degree symbol from the number [ZERO](#).

Read this [WeatherZone article](#) about signing emergency broadcasts in Auslan.

Non-Manual Features

It can be tempting to think that Auslan is 'all about the hands'. In fact, some people describe sign languages as 'manual' language. But manual signs are just one part of Auslan's visual communication.

Signs can be categorised according to three main types:

- **Manual signs**, made with only the hands. These signs are formed using the four basic components Handshape, Orientation, Location and Movement introduced in Chapter 4. For example, the sign for [SIGN](#) (learned in Chapter 1).
- **Non-manual signs**, made with parts of the body other than the hands, e.g. the face, eyes, mouth, head, or body. Facial expressions, mouth gestures and mouthing, changes in gaze, movements of the head and body, or some combination of these features, are all included. For example, shaking your head to indicate NO.
- **Multi-channel signs** which combine manual signs made with the hands together with non-manual signs made with other parts of the body. For example, the sign for [RECENT](#), which involves both a hand action and the placing of the cheek near the shoulder.



(Table adapted from Johnston & Schembri, 2007)

In books about Auslan, you may occasionally see lower-case letters next to a capitalised sign indicating the sign's accompanying non-manual features.

Here is a list from Johnston and Schembri's *Introduction to Australian Sign Language Linguistics*. You do not need to remember all of these codes (in this book, we will always describe the non-manual features under focus in words), but you may find this list useful when referring to other Auslan resources. You may also find it handy as a checklist when observing new signs introduced in this course (and can use the abbreviations in your own note taking).

br	brow (raised)	fl	forward lean
bf	brow (furrowed)	rl	right lean
		ll	left lean
hs	head shake	mm	pursed lips
hn	head nod	oo	rounded lips
hb	head back	th	protruding tongue
ht	head tilted	gr	grimace
htf	head tilted forward	cs	cheek to shoulder
htb	head tilted back	!	with stress
		rs:	role shift (specified after colon)

The first three categories are fairly easy to remember - the code is simply an abbreviation of the non-manual feature described.

The fourth category (highlighted pink) however, is slightly different: the codes for these non-manual features represent the shapes your mouth makes when producing various sounds:

- mm - pursed lips - this is the shape your mouth makes when you say “**mmmm...**”
- oo - rounded lips - this is the shape your mouth makes when you say “**ooooo!**”
- th - protruding tongue - this is the shape your mouth makes when you say “**thing**”

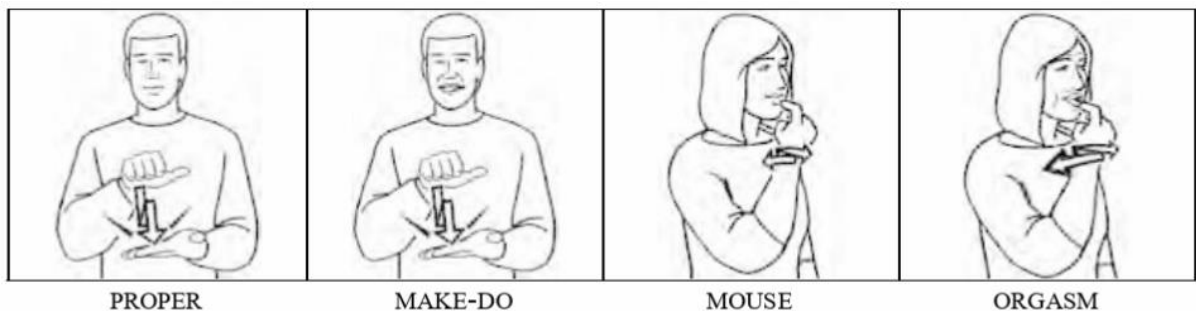
How important are Non-Manual Features?

Signs formed of non-manual features alone are fairly rare. Nodding and shaking the head, or shrugging one's shoulders for 'I don't know' are some of the most common, identical to those gestures found in the non-signing community, but as you know, there are other (manual) ways to express these signs in Auslan. There are a couple of non-manual signs which may be produced non-manually perhaps because it can be considered more 'discrete' - 'menstrual period' (a repeated movement of the tongue against the cheek) and 'have sex' (a repeated puffing of the cheeks) are used by some signers. But for the most part, non-manual features occur with manual signs, forming multi-channel signs.

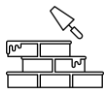
Given the scarcity of non-manual signs, it might be tempting to think that non-manual features are simply an 'optional extra' in multi-channel signs, something akin to tone of voice, or font choice in writing. But studying minimal pairs can help us understand how important non-manual features are in conveying meaning.

Minimal pairs differ by just one feature. In English, HAT and CAT are minimal pairs. Changing just one sound (or, in this case, letter) completely changes the meaning. In Auslan, changing the Handshape, Orientation, Location or Movement of a manual sign may also completely change its meaning. And the same is true of non-manual features. The meanings of MAKE-DO and PROPER are obviously opposites, yet they differ only in terms of non-manual feature (MAKE-DO is often produced with a protrusion of the tongue. Perhaps you can remember this as something which is ‘make-do’ poking its tongue out at the ‘proper’ way!)

More dramatically, for some signers, the sign for [MOUSE](#) (which has a neutral facial expression) forms a minimal pair with a sign for [ORGASM](#) (produced with the lips rounded and cheeks sucked in). Clearly, it is important to pay attention to facial expressions and other non-manual features, lest your innocent story about finding a mouse in the store cupboard turn into a rather different tale!



(From Johnston & Schembri, 2007)

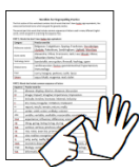


Skill Building

Congratulations! You're now halfway through the course - and what better time to take stock of your fingerspelling skills! The Auslan team at Melbourne Polytechnic, along with Monash University researchers, have come up with a fun, 3-step program for you to really solidify your fingerspelling skills.

STEP 1: Start by [watching this video](#) to assess how far you've come since the beginning of this course. (Make sure the playback is HD quality)

STEP 2: Next, pick a method from the list below, and practice it for **30 minutes**. Repeat this over the next few days until you've tried **at least 3 methods**. (Keep track in your journal!)



Fingerspell from a list (Use the list below, the vocab list for this chapter, or any other list you can find or create. This method works best when you focus on categories of commonly fingerspelled words, and common letter sequences. Repeat as necessary, and pay special attention to any words you find difficult.)

Use a fingerspelling program (Use an Auslan or BSL fingerspelling generator for 30 minutes to practice your fingerspelling reception. Here are some to try - and don't forget to play around with the settings: [Signbank](#), [Sign Language Forum](#), [The Auslan Tuition System](#). Jot down any words you find difficult in your learning diary. Do they have anything in common? If so, spend time practising those aspects in front of a mirror.)



Fingerspell words around you (This is a good one to fit into your daily routine - while on public transit, or going for a walk, spend some time fingerspelling an random words you see around you. If this isn't practical, you can do it at home, too - what words do you see on your bookcase, posters, or items in your pantry? Can you pick out words from the subtitles on TV? If you have a gap between words (for example, when you're fingerspelling street signs while walking) keep repeating that word until you see another)

Watch fingerspelling videos (Practice fingerspelling reception by watching the following three really important videos):

Words that don't have Auslan sign equivalents



<https://youtu.be/t3LgDGX6qVY>

Words that include common sequences of letters



<https://youtu.be/wcSU26VdyW4>

Fingerspelling in context of signed sentences



<https://youtu.be/l6mA27Ry6EE>

Fingerspell lists *without* a written prompt (Think up the list as you go without looking at the spelling. You could sign the names of everyone you know (family, friends, teachers, workmates, celebrities, fictional characters, etc.), all of the names of things you know (shops, foods, books, movies, etc).)

Practice fingerspelling with someone (Pair up with another Auslan users and practice together. You could fingerspell words in turn to complete a sentence (e.g. a famous quote), fingerspell categories of words (e.g. names, foods, suburbs) etc and take turns, or fingerspell words in context (e.g. take turns telling each other the name of someone you know, and what suburb they live in.)

STEP 3: Reflecting on your learning is an important part of finding out what works for you - and sharing those reflections with others can help motivation and provide inspiration. Make notes on the methods you try (perhaps in your learning diary/bullet journal!) and then share your observations with your classmates:

- What methods did you try?
- Were you able to improve on the aspects you wanted to?
- What method(s) did you find most helpful and why?
- Are there any other methods or resources you currently use (or can think of) to practice fingerspelling?

Words for Fingerspelling Practice

PART 1: Words that don't have Auslan sign equivalents

Category	Practice word list
Melbourne suburbs	Belgrave; Craigieburn; Epping; Frankston; Hurstbridge; Lilydale; Pakenham; Sandringham; Upfield; Werribee
Given names	Alexandra; Chloe; Francesco; Jack; Lea; Misaki; Olivia; Sebastian; Kenta; Yusuf
Technology terms	bandwidth; encryption; firewall; HTML; spam
Birds	lyrebird; magpie; pigeon; rosella; sparrow
Food	curry; ham; pavlova; rice; tacos
Colours	aqua; khaki; magenta; teal; violet

PART2: Words that include common sequences of letters

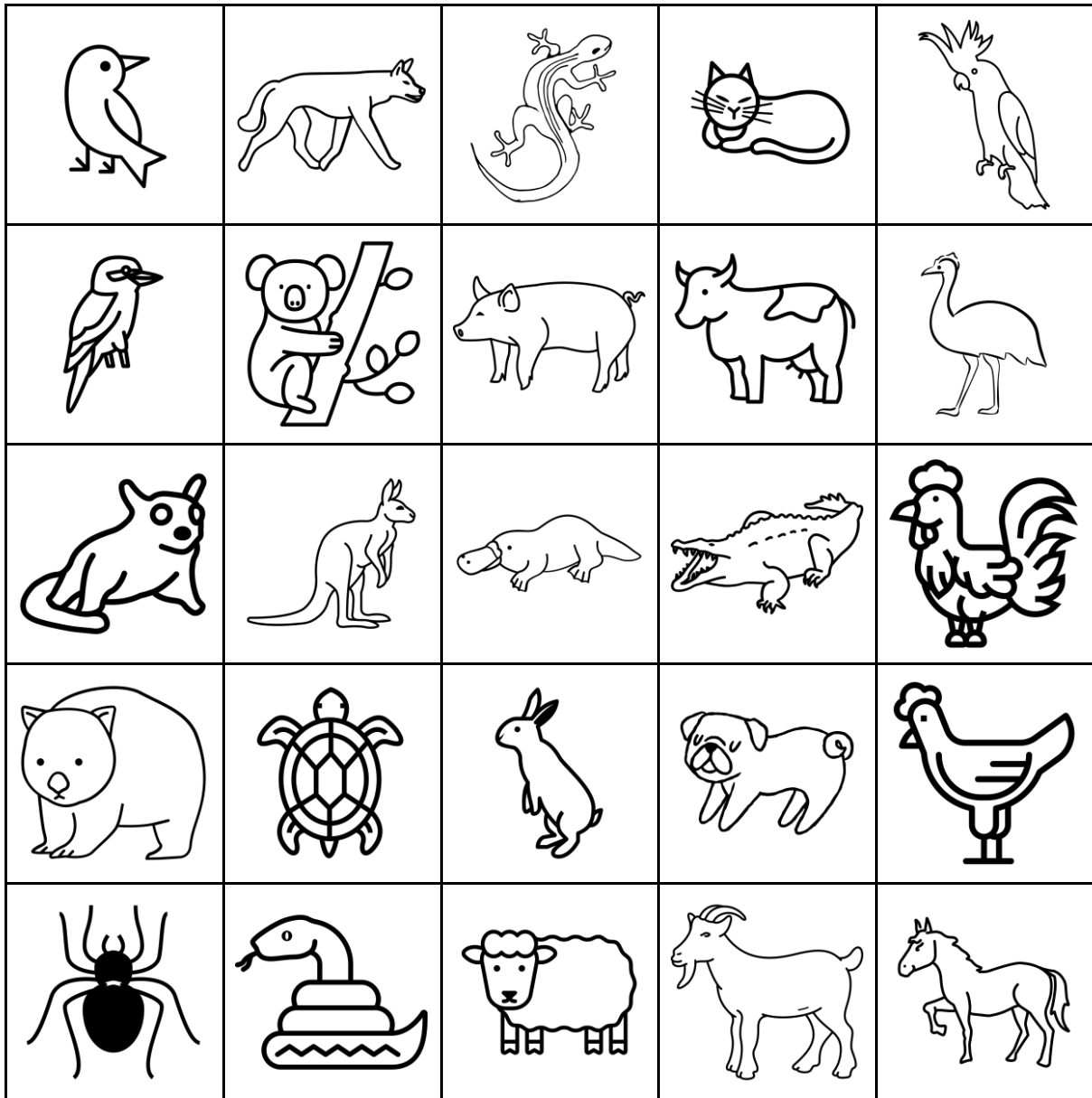
Sequence	Practice word list
dis-	disease; display; district; distance; discussion
im-	image; impact; imagine; importance; impression
in-	include; involve; increase; interest; industry
ir-	iris; irony; irregular; irritation; irrelevant
re-	report; result; remain; return; really
un-	under; until; union; unlikely; unicorn
-able	unable; variable; available; reasonable; considerable
-ence	experience; influence; difference; science; conference
-ing	thing; going; being; bring; during
-ious	various; serious; previous; obvious; religious
-ise	rise; raise; exercise; promise; surprise
-ize	size; realize; recognize; prize; organize
-ly	only; early; really; likely; probably
-ment	moment; department; government; management; development
-ology	biology; sociology; technology; psychology; ideology
-tion	information; question; education; position; action



Activities

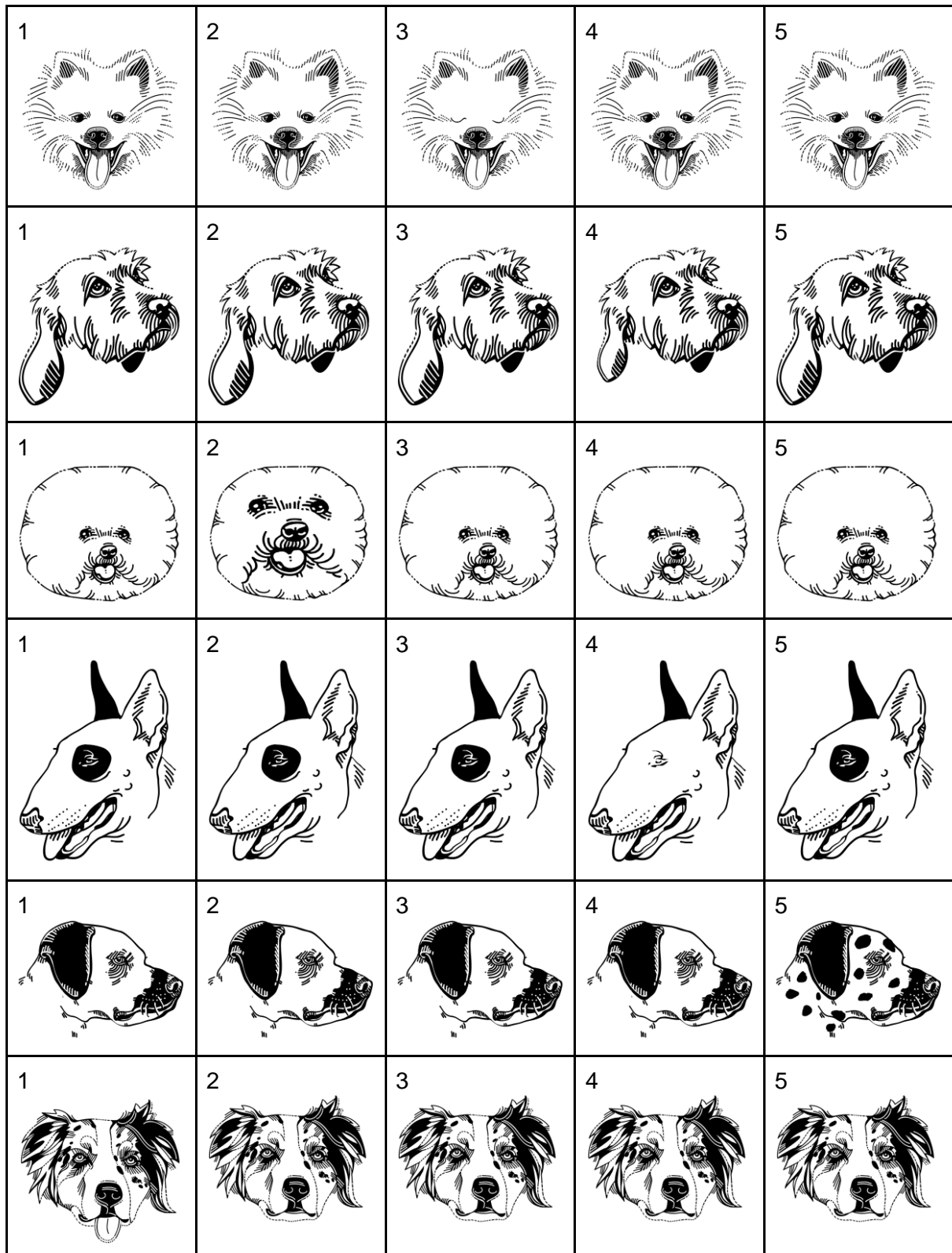
10.1 Animal Memory

Make two copies of the below cards to play memory in a pair or a small group. The first player flips over two cards, and must sign the name of each animal. If they are different, it is the next person's go. If you find two which are the same, sign SAME and then the name of the animal. You can keep these cards, and have another go - but only if you get the animal's name right!



10.2 Spot the Difference

One of the following objects is different to the others on its line. Take turns explaining to your partner which one is different - and most importantly, why.



10.3 What am I?

Watch carefully as your teacher signs a series of clues to the class, one at a time.

E.g. "I am large. I am grey. I live in the zoo"

When you think you know what your teacher is describing, raise your hand and tell them your guess.

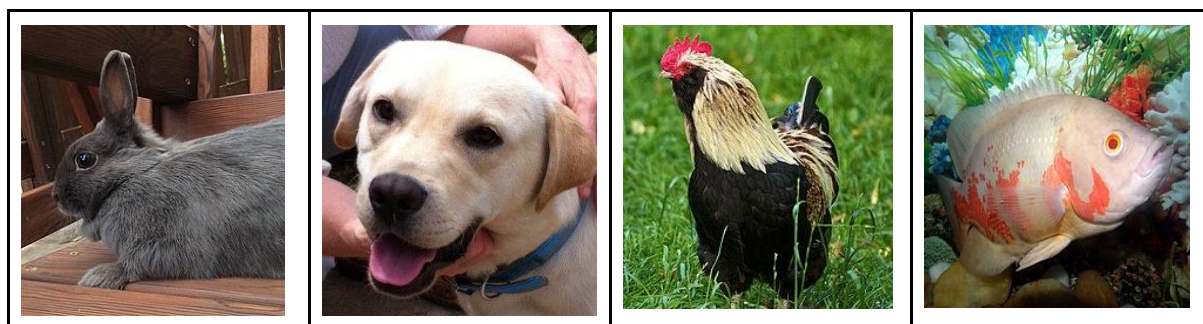
10.4 Adopt-An-Animal

Imagine you volunteer at an animal shelter, which produces short videos for social media to encourage people to adopt recently arrived pets. In celebration of Auslan Day this year, the organisers have decided to provide Auslan translations in the videos, and have asked you to help out.

Choose one of the animals below and think about how you could convince someone to adopt this pet.

- How will you describe it?
- What is its name, and how old is it?
- What sorts of things could the new owner do with their pet?

Either perform your spiel for the class, or make a video.



(Images from Wikipedia)

10.5 Missing!

Last Tuesday you bought a new (and unusual!) pet... but yesterday, they went missing!

Your friend who is a graphic designer has offered to help you make a poster, but unfortunately, they have never seen your pet, and you don't have any photographs.

Decide what type of animal you bought, and their vital statistics (name, colour, size, including measurements, age, etc.) and describe these details to your partner.

Don't forget to include your name, phone number, and email address (you can make these details up), and what reward you are offering.

Once they have finished drawing and writing, check the poster for accuracy. Then, swap roles!

10.6 Save the Environment!

In pairs, take turns choosing one of the numbered eco-friendly tips below and acting it out.

1. Install a low-flow shower.
2. Bring a water bottle instead of buying.
3. Dry your clothes outside instead of in a dryer.
4. Collect water in a bucket when you shower to water the garden.
5. Use a timer when having a shower or brushing teeth.

When you think you know which tip your partner is acting, tell them by signing the corresponding number.

10.7 Pets and People

They say that pets take after their owners...

Person A: Describe one of the pets below.

Person B: Based on the explanation, see if you can match the pet to the owner.

Now, switch! Person B, describe a pet to person A, who will try to identify the owner.



(Image adapted from [The Conversation](#))

10.8 Last Chance to See

You are on a team of wildlife researchers to try and locate endangered species. Some of these species are so rare, there are no clear photos available. Try explaining what the animals look like based on your memories (in the boxes below), and see if they can spot the animals you're talking about. Then, swap!

PERSON A: It's your turn to describe the animals. Here's what you remember:



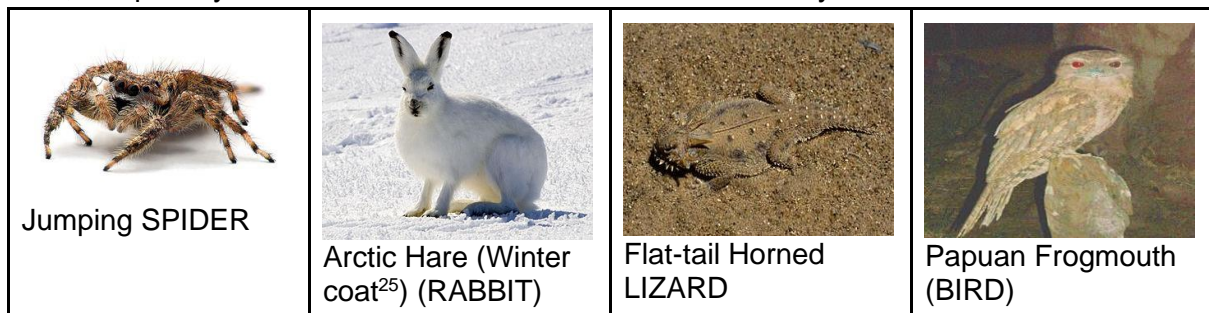
Now, swap! It's your turn to look for the animals.



PERSON B: It's your turn to look for the animals.



Now, swap! It's your turn to describe the animals. Here's what you remember:

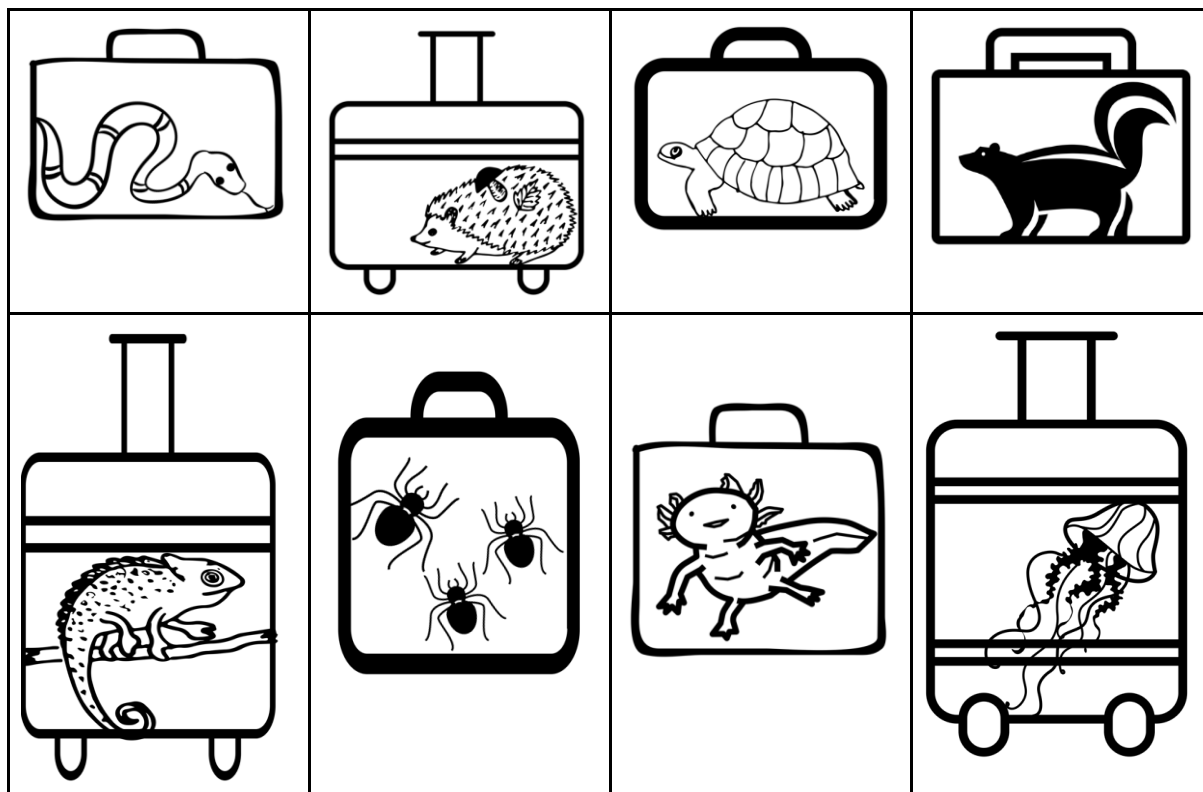


²⁵ In Summer, Arctic Hares' coats turn brown to better fit the environment.

10.9 Snakes on a Plane

Wildlife smuggling is a \$10-billion-a-year global problem. In addition to demand for food, traditional medicine, and jewellery, many animals are sold as exotic pets.

Imagine you work in an airport, and have seen something strange on the X-ray. Take turns describing the following exotic animals at random, and see if your partner can guess which animal you are describing.



Bonus! This time, try to give details about the suitcase, too, so that the smuggler can be found.

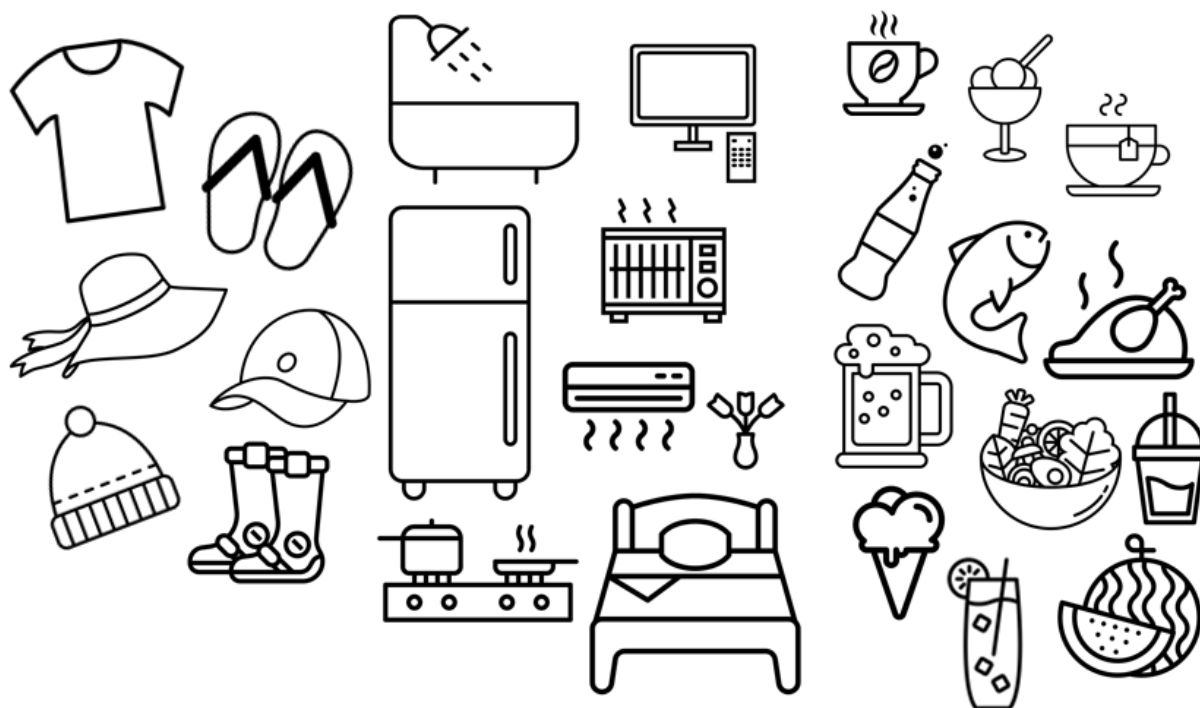
10.10 Sea Breeze Sculptures

In 2020, the Nightcliff SeaBreeze festival encouraged sculptors to include their interpretations of the Auslan words for '[Sea](#)' and '[Breeze](#)' in their competition entries. Imagine you are on the judging panel of a sculpture competition. Find a sculpture (either a [SeaBreeze festival](#) entry, or any other artwork that takes your interest) and describe it to your fellow judges.

10.11 For Everything, a Season

What household goods, foods, or clothes make these seasons more enjoyable?

With a partner, take turns asking each other about one of the four seasons, while the other person describes what things they enjoy at that time of year.



10.12 Pool Rules

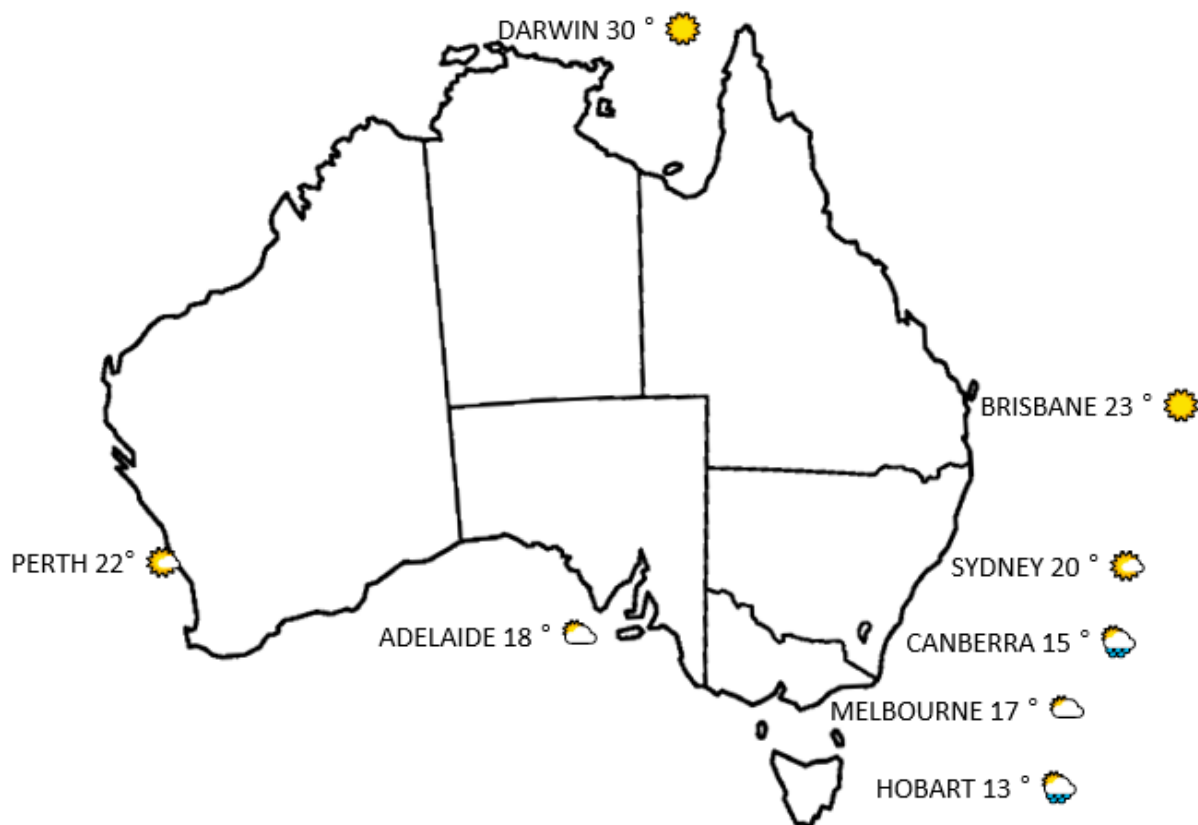
Imagine you are taking a group of children to a swimming pool. What rules might you need to explain to them beforehand?

Here are some ideas:



10.13 Weather Report

On your own (or in pairs, or to the class) pretend for a moment that you're tasked with presenting the weather in Auslan, according to the map below:



10.14 All-Terrain Gear

In pairs, take turns asking each other what items you would bring on a trip to the following locations. Identify the place, describe what you think the weather would be like there, and then name at least two items you would need to bring.



Bonus! Try this activity with your class. Watch carefully as your teacher names a location, then go around the group, with each person adding something to bring on the trip.

10.15 Birdwatching



Imagine you and a classmate are avid birdwatchers, and have decided to make use of Auslan in order not to disturb the birds while you are observing them from your hide.

BINOCULARS HOLDER: Describe each bird below to your partner who has the birdwatching manual. Write down the name of each bird as they fingerspell them to you.



(Images: Wikipedia)

BOOK HOLDER: Watch carefully as your partner with the binoculars describes the birds they've seen. Find a bird matching that description in your birdwatcher's guide, and tell them the name of the bird.

	FANTAIL
	WHITE IBIS
	ROSELLA
	MAGPIE
	HARDHEAD DUCK
	SILVEREYE

Bonus!

Intelligence Squared (or 'IQ2') organises live debates across the world, including in Australia.

Teams of two people present arguments for or against a particular statement, and the audience vote on the issue before and afterwards. The team who convinced the most people of their argument wins. (For example, if 10% of people supported the motion at the beginning, 30% didn't know, and 60% were against it, and at the end of the debate, 20% supported the motion, 25% were undecided, and 55% were against, then the 'for' team would have won (as they gained 10% of the votes, while the 'against' team lost 5%))

In a group of four, choose one of the following topics to debate. Two people should argue each side. Make a list of your arguments, and practice them in pairs.

- Dogs are better than cats
- All gardens should be for vegetables
- Summer is better than winter
- Fires are worse than floods
- Pets are smarter than people

You can back up your points with props or multimedia (e.g. slides, graphs, graphics, videos) if it will help you articulate your point more clearly, but make sure you can use them smoothly, as each person has only 3 mins to argue their side. Ideally, you and your partner will make different points, so there is no repetition.

Now, get ready to debate!

First of all, someone should ask the class to vote whether they are for or against the motion. Count and write down the votes.

Then present your arguments to the class in the following order:

- First speaker for
- First speaker against
- Second speaker for
- Second speaker against

Make sure to ask the class their views again after you have finished presenting.

Which side convinced the greatest number of people?



Culture Note

Every year, around 2.2 million new books are published around the world. That's new titles, not copies. Books have been around for over 2,000 years. Yet, as the [Auslan Storybooks](#) website points out, there is not a single book or novel in Auslan. Why?

As you may recall from the Culture Note in Chapter 2, Auslan is a fundamentally visual-spatial language, which does not have a standardised written form.

Because Auslan is a visual language, making use of space, movement, handshapes, and facial expressions to communicate meaning through its own grammar and structure, something a little different to a printed book was needed. And that's where Auslan Storybooks comes in.

Watch as Berna Hutchins tells her own story about her [Two Deaf Kittens](#).

1. What colour eyes did Berna's cat have?
2. What happened to the cat when she went out?
3. How many kittens did Berna's cat have?
4. What colours were they?
5. What does Berna say about that kitten's texture?
6. What is the second kitten's name?
7. Which kittens were deaf, and which hearing?
8. In the second half of the story, how does Berna use her hands to represent actions she performed in the past, vs. the kittens' claws?

You can find other short stories (including [The Beloved Dog](#)) [here](#).

Communication Republic also makes stories available in Auslan. Take a look at [The Very Cranky Bear](#), by Nick Bland, in Auslan. If you want to test how much you understand, try turning off the sound, and covering the subtitles with a piece of paper or book.



Extras!

Looking for more Auslan practice? Try these *Sally and Possum* episodes:

- For temperature and weather: [A Very Hot Day](#) and [A Very Cold Day](#)
- For animals: [Possum Wants a Pet](#) and Kangaroos in the [Back Paddock](#)

You might also enjoy watching Darren Kirkegard introducing his [deaf dog, Flop](#). Do you recognise all of the signs Flop understands?

Or, get ready for next chapter's focus on Travel, by watching Deaf Santener's travel blog to the [Australia Zoo](#)!



Learning Outcomes

I can...

- Name all four **seasons** in Auslan
- Describe the **weather**, and say what **temperature** it is
- Talk about my pets or other animals I have seen, and understand about others'
- Understand conversations about the **environment**, e.g. waterfalls, cliffs
- Communicate about places in **nature**, e.g. islands, mountains.



11. Travel



Revision

Before starting this unit, make sure you can do the following...

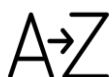
- Remember how to sign GOOD and BAD (Chapters 1 and 5)
- Produce the sign BED (Chapter 4)
- Express that something is EXPENSIVE or CHEAP (Chapter 6)
- Describe terrain (e.g. BEACH, ISLAND) and animals (Chapter 10)
- Discuss the weather (Chapter 10)



Learning Objectives

After completing this unit, you will be able to...

- Plan trips with friends or family
- Explain what you need in terms of accommodation
- Negotiate booking seats on a flight or other transportation
- Communicate about other countries
- Converse about travel



Fingerspelling: Loanwords

As you have learned, one of the primary uses of fingerspelling is to borrow words from spoken/written languages (primarily English) into Auslan.

English itself has borrowed a huge number of words from other languages over history. Modern English is made up of approximately 29% words of Latin origin, 29% French, 26% Germanic, and 6% Greek. But English contains loanwords from dozens of other languages, too. Here are some common ones - try fingerspelling them, both in English, and the original language. Then, try using SignBank to look up the name of the country or region each word originates from.

A-D-M-I-R-A-L	From 'amir-al-' in Arabic, a language of Egypt, Lebanon, and Syria.
B-A-N-A-N-A	From Wolof, a language of Senegal, the Gambia, and Mauritania.
C-O-C-K-A-T-O-O	From the Malay word 'kakaktua'.
D-O-L-L-A-R	From the Dutch word 'daler'.
E-M-O-J-I	From Japanese.
F-L-A-M-I-N-G-O	From Portuguese.
G-I-N-G-H-A-M	From the Indonesian word 'genggan'.
H-O-O-L-I-G-A-N	From the Irish surname Houlihan (used in comedies).
I-N-D-I-A	From 'Hindu' in Old Persian to refer to the province of Sind.
J-U-N-G-L-E	From the Hindi word 'jangala'.
K-I-W-I	From Maori in New Zealand.
L-O-L-L-I-P-O-P	From the European language group Romani 'loli phabai'.
M-A-C-A-B-R-E	From the Hebrew 'maqquebet' (hammer) + 'naqab' (perforate)
N-O-O-D-L-E	From the German 'Nudel'.
O-R-A-N-G-E	From several Dravidian languages of South Asia.
P-I-S-T-O-L	From the Czech 'pis'tala'
Q-U-A-R-T-Z	From the old Polish 'kwardy'
R-U-T-A-B-A-G-A	From Swedish.
S-K-I	From Norwegian.
T-R-E-K	From Afrikaans, a language of South Africa and Namibia.
U-M-B-E-R	From the Italian 'umbra'.
V-A-L-H-A-L-L-A	From old Norse 'Valholl'.
W-I-K-I	From Hawaiian.
Y-O-Y-O	From 'yoyo' in Ilocano, a language of the Philippines.
Z-O-O	From the Greek 'zoon'

Australian English also contains loanwords from Australian Indigenous languages. Here are some you might recognise:

Plant names	
C-O-O-L-A-B-A-H	From the Yuwaalaraay language of North-West NSW
K-U-R-R-A-J-O-N-G	From the Dharug language of Northern NSW
M-A-L-L-E-E	From the Wemba-wemba language of Western Victoria
Q-U-A-N-D-O-N-G	From the Wiradjuri language of Central-West NSW
W-A-R-A-T-A-H	From the Dharug language of the Sydney region
Animal names	
B-A-R-R-A-M-U-N-D-I	From the Gangulu language of Central Queensland
B-I-L-B-Y	From the Yuwaalaraay language of North-West NSW
B-R-O-L-G-A	From the Gamilaraay language of North-West NSW
C-O-R-E-L-L-A	From the Wiradjuri language of Central-West NSW
G-A-L-A-H	From the Gamilaraay language of North-West NSW
Q-U-O-L-L	From the Guugu Yimidhirr language of the Cooktown region
T-A-I-P-A-N	From the Wik Mungkan language of Western Cape York
Y-A-B-B-Y	From the Wemba-wemba language of Western Victoria
Here are some mythological creatures:	
B-U-N-Y-I-P	From the Wathawurung language of the Geelong region
Y-O-W-I-E	From the Yuwaalaraay language of North-West NSW
And finally, here are some animals you should know the signs for:	
D-I-N-G-O	From the Dharug language of the Sydney region
K-A-N-G-A-R-O-O	From the Guugu Yimidhirr language of the Cooktown region
K-O-A-L-A	From the Dharug language of the Sydney region
K-O-O-K-A-B-U-R-R-A	From the Wiradjuri language of Central-West NSW
(Hint: if you've forgotten any of these, check the Chapter 10 vocab list)	

Did you know? Auslan is far from the only signed language in Australia. Many Australian Aboriginal cultures have (or traditionally had) a signed counterpart of their oral language. In fact, the [ABC](#) reports that Aboriginal sign languages have been used for thousands of years, and Kendon (1998) lists twenty different sign languages of various stages of development.

Rather than developing as a way for deaf people to communicate, it appears that these manual languages developed primarily in connection with speech taboos - for instance, when a woman may avoid speaking during a period of mourning, or a man may avoid speaking during certain initiation ceremonies. Similar uses of sign languages have been recorded in Europe and the Americas. Yolngu sign language - for which 10,000 photographs have been collected in a preservation effort reported on by the [ABC](#) - has been used in East Arnhem land for thousands of years not only to mourn or conduct secret conversations, but as a way to communicate while hunting without scaring away one's prey.

Jody Barney, a Deaf Aboriginal woman from Queensland, is fluent in 18 Indigenous sign languages. As a leading Aboriginal disability cultural trainer and consultant, she works with Deaf communities across Australia, and says she knows of about 55 sign languages connected to Aboriginal spoken languages nationwide. These languages, she explains, are culturally bound, and one cannot take signs from one Indigenous language and expect to be understood in a different part of the country. "It's important to remember that Aboriginal sign language systems don't follow Auslan grammar or English grammar. They follow the Aboriginal spoken language groups."

However, in Far North Queensland, an Aboriginal and Torres Strait Islander dialect of Auslan exists which is heavily influenced by indigenous sign languages and the gestural systems of the region from Yarrabah to Cape York. You can learn more about "Ailan" (**A**boriginal and **T**orres Strait Islander Sign **L**anguage) on the [Flying Colours](#) website.

If you're interested in seeing some of the variety of signed languages in Australia, take a look at the [Iltyem-iltyem](#) website (an Anmatyerr word meaning 'signalling with hands, using handsigns'). To date, it contains signs from Anmatyerr, Arrernte, Gurindji, Kaytetye, Ngaatjatjarra, and Walpiri.

Something to consider: Do you think it is easier for Auslan to borrow from English or from other sign languages, like ASL or ISL? Is it easier for indigenous sign languages to incorporate elements of Auslan than for English speakers to borrow parts of sign languages? Are there any Auslan signs you're now incorporating into your daily conversations?



Culture Note

deafConnectEd maintains a list of [Deaf Travel](#) blogs and sites, including Hilary Fisher's [Deaf Lonely Planet](#) - a "travel site for deaf, hard of hearing Australian (and worldwide) travellers of all ages. People who know sign-language, like interpreters, and people who are interested in sign-language also use this site!"

Hilary and her fellow contributors have written and signed about many of the popular destinations covered in this chapter - Singapore, Australia, Thailand, the USA, Indonesia - as well as countries less often visited by Australian tourists across South-East Asia, Eastern Europe, South Africa, and South America.

Deaf Planet not only provides travel tips for deaf travellers (many of which are great advice for anyone looking to communicate in a new environment!), but insights into Deaf cultures around the world - Redefinition hip-hop dancing in Singapore, finding LSL dictionaries in Laos, visiting a deaf-run cafe in Vietnam, learning BIM in Malaysia, attending deaf clubs in the USA, watching deaf TV in Bulgaria, travelling and working in Costa Rica through [Discovering Deaf Worlds](#).

In Australia, too, the [ABC](#) reports, Auslan-interpreted tourism is on the rise, with bus trips to bushfire affected areas.

Secrets of Successful Students:

Like all living languages, Auslan changes constantly. In the [You Can't Ask That](#) episode linked to in Chapters 1 and 2, you may have seen Dion Galea discussing how some signs (such as an old sign for "Asian") are now avoided by most users and considered obsolete (see the 7 minute 55 mark - note: login / registration required).

If you haven't seen that episode yet (or if you want to test out how much you've learned over the last chapter), take a look now - and see if you can spot the sign names used for John Howard and Tony Abbott... what distinctive features of theirs are referred to? (Hint: you may have seen these features exaggerated in political cartoons!)

English is similar to Auslan in that it is a living language which is constantly evolving. I'm sure you know of several words which are no longer used (at least in polite company or public speech!) because of their racist, sexist, or other bigoted meanings.

But there are many expressions which remain in common use because many people don't recognise their problematic origins - even though they may be offensive to those who do. Take "Paddy Wagon" to mean a police car, for instance. This term dates back to a 19th century nickname for the wagons used to round up Irish Catholic immigrants in the US, and references a stereotype of "Paddys" as rowdy, drunken fighters.

Or you may have heard someone say they don't want comments from the "peanut gallery",

meaning uninformed onlookers whose opinions aren't valued. This term was originally used to refer to those - mostly Black - people who sat in the cheap seats of a theatre, and has both racist and classist implications.

Even the common phrases "long time no see" and "no can do" originally emerged to mock Chinese immigrants' speech patterns. (Perhaps ironically, because these phrases fill a gap in English, they now play an important role in many "native" English-speakers' repertoires). You may have used or heard some (or all) of these terms without any intent to stereotype others, but anyone who is aware of their origins may read something else into your statements.

It is not only slang which may carry prejudices, but formal jargon such as medical terminology, too. Take "hysterical", meaning unable to control one's feelings, as an example. While hysteria can affect anyone, in the 1600s doctors believed this nervous condition was peculiar to women, caused by a dysfunction of the uterus (*hysterikos* is the Greek word for womb - compare "hysteria" to the word "hysterectomy").

To someone who doesn't speak Greek, "hysteria" may not immediately evoke associations with female anatomy. It's just another word. But to a Greek speaker, the association is unavoidable. Likewise, Auslan users may not consider a particular sign or name sign problematic because they treat it as just another "word" in their repertoire.

When communicating in any language, successful students understand that it is important to try and understand not just what someone is saying on the surface, but what they actually mean, and to recognise that language change is a process undertaken by communities over a long period of time.



Vocabulary

Transport

1. [Plane](#)
2. [Cruise](#)
3. [Car](#)
4. [Bicycle](#)
5. [Tram](#)
6. [Train](#)
7. [Bus](#)
8. [Drive / Driver](#)

Verbs

9. [Travel](#)
10. [Explore](#)
11. [Arrive](#)
12. [Leave/Departure/Away](#)
13. [Relax](#)
14. [Afford](#)
15. [Cancel](#)
16. [Money Back](#) (Refund)
17. [Reservation](#)
18. [Money exchange](#)
19. ([Good](#) / [Bad](#)) [experience](#)

Outdoor Activities (For Recognition)

20. [Water Skiing](#) (also: to water-ski (verb))
21. [Hiking](#) (also: to hike (verb), a hike or a rucksack (noun))
22. [Walk](#) (also: to walk (verb))
23. [Swimming](#) (also: to swim breaststroke (verb))

Accommodation

24. [Accommodation/Hotel](#)
25. [Camping/Tent](#)

Destinations

26. [Overseas](#)
27. [World](#)
28. [Zoo](#)
29. [Museum](#)

Continents

30. [Europe](#)
31. [Asia](#)
32. [Africa](#)
33. [Americas](#) (North/South America)

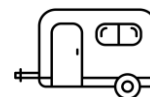
Countries

34. [Australia](#)
35. [New Zealand](#)
36. [Indonesia](#)
37. [United States of America](#)
38. [England](#)
39. [China](#)
40. [Thailand](#)
41. [Japan](#)
42. [India](#)
43. [Singapore](#)
44. [Korea](#)

Places to Stay

Pay attention to the sign for [ACCOMMODATION](#) - it's a compound sign, combining BED and [STAY](#).

There are multiple signs for CARAVAN - ask your teacher which they prefer.



Did you know? The countries selected for this chapter's vocabulary list come from the top 10 countries visited by Australians, collected by the ABS (and reported on traveller.com.au).

Here are those countries in order... see if you can sign their names:

1. NEW ZEALAND
2. INDONESIA
3. USA
4. UK
5. CHINA
6. THAILAND
7. JAPAN
8. INDIA
9. SINGAPORE
10. FIJI (fingerspell this one!)



Conversation 11: Big Dreams, Small Tents

The family, along with Sam and Anna, meet to continue discussing the weekend away they planned in the previous episode - but they get sidetracked, and end up talking about their dream holidays instead! Read the questions below, then watch their [discussion](#).

1. Where did Sam last travel to? SA / WA / NT / TAS / NSW / QLD
2. What was the weather like? HOT / WARM / COOL / COLD
3. Where did Anna plan to travel for the Deaflympics?
ASIA / SOUTH AMERICA / EUROPE / AFRICA
4. What does Rob dream of doing in Thailand? (More than one may apply)
SWIMMING / SURFING / MARKETS / SHOPPING CENTRES /
THAI FOOD / THAI MASSAGE / KICK BOXING / DRINK BEER
5. How many people can fit in Sam's tent? ____ And in Rob's? ____



Skill Building

Successful students make learning a habit!

In the book *Atomic Habits*, author James Clear explains how repeating a habit leads to physical changes in the brain. You may remember from Chapter 9 that athletes and musicians build “muscle memory” by repeating specific actions over and over. While “muscle memory” is a convenient shorthand for “procedural memory”, these memories are of course stored not in our muscles, but in our brains.

Mathematicians tend to have increased grey matter in the inferior parietal lobule, which is used for calculating. Taxi drivers have larger-than-average hippocampuses, part of the brain involved in spatial memory. And as a result of their repeated actions, musicians tend to have larger cerebellums than non-musicians. That's because the cerebellum is a part of the brain

that's critical for physical movements like plucking a guitar string or pulling a violin bow - or, of course, producing signs.

Learning a musical instrument, a sport, or a new language, is difficult in part because we are unaccustomed to the new actions we have to undertake. But as they become established in our habits, these actions become so automatic, we can perform them even when our minds are elsewhere. Perhaps you have experienced some of the signs you learned in earlier chapters becoming more 'automatic'. Or perhaps you've had this experience in the past, whether from practising dance moves or tennis serves or scales on your flute.



If you're looking to incorporate music into your Auslan practice (or Auslan into your appreciation of music!) why not watch learn to sign the national anthem in Auslan? Here's a video by [Medina Sumovic](#), and another by [James Blyth](#). What differences do you notice?

You've probably seen the famous [National Auslan Sign-Along](#) broadcast by the ABC (and perhaps you can now spot some familiar faces!) [Can:Do classroom](#) has produced a longer version, which includes the entire song in Auslan.

According to Clear, we generally expect our progress in a new endeavour to be linear - that is, we expect to improve at a steady rate, a straight line. But most of the time, the results of our efforts are delayed, and it isn't until months or even years later that we realise the true value of the work we've put in. In order to keep building our skills in any area, it's important that we make it a habit.

Clear gives four pieces of advice for creating a good habit:

1. Make it obvious.

- a. Reflect on your current habits - when do you typically practice Auslan?
- b. Make implementation intentions - jot down plans in your learning journal: 'I will [*specific Auslan practice activity*] at [*time*] in [*location*]'.
(Note: The original text uses italics for the placeholders in brackets.)
- c. Design your environment. How can you make reminders to practice Auslan more visible? Consider putting a poster on your bathroom door (here are some on [camping and different countries](#)). Or add Auslan apps to the first page on your phone...

2. Make it attractive.

- a. Pair an action you want to do with one you have to. E.g. you can practice fingerspelling while watching your favourite game show, or narrate the scores in your favourite sports using Auslan.
- b. Get involved in the community - find a study buddy, join a club, volunteer...
- c. Create a motivation ritual - do something you enjoy immediately before study

3. Make it easy.

- a. Reduce friction - think about what is getting in your way, and how you can get around it.
- b. Use the 2 minute rule - if you're having trouble getting started, tell yourself you only need to practice for 2 minutes.
- c. Automate your habits - if you haven't already, set reminders on your phone, calendar or watch to practice Auslan throughout the day

4. Make it satisfying.

- a. Use reinforcement. Because it can take a while for your efforts to pay off, sometimes we need to give ourselves an immediate reward after we complete a practice session.
- b. Use a habit tracker. Keep a track of your habit streak and aim not to break the chain.
- c. Never miss twice. We all slip up from time to time, but if you forget to practice Auslan one day, make sure to get back on track the next.

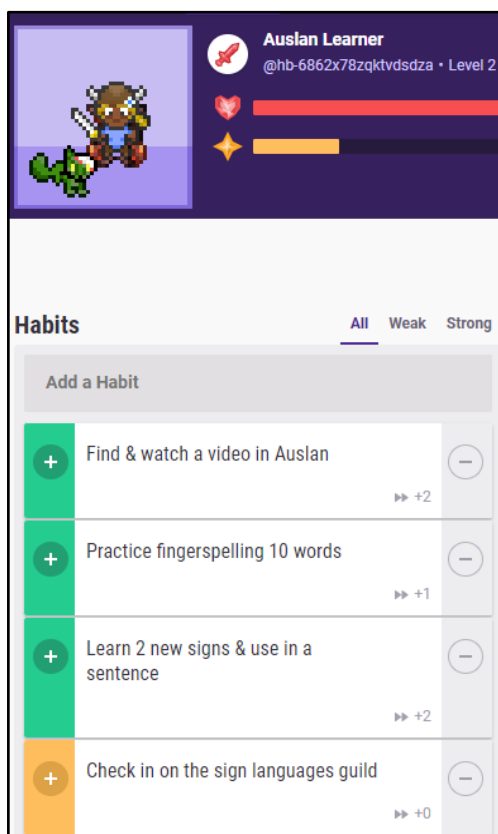
Which of these tips do you think would help you? Try to choose one from each category to try out this week.

Secrets of Successful Students:

Make your Auslan practice habits easier to keep track of with a Habit Tracker!

There are lots of methods available for both paper-based and electronic ways to keep track of your fingerspelling practice, grammar revision, vocabulary drills, video-watching, and conversations.

If you prefer paper-based methods and want to track your study in your language learning journal or your diary, [CGP Grey's method](#) may work for you. It encourages you to break your goals into smaller goals, and give yourself partial credit. For example, you might aim to learn 10 new signs a day... but even if you only learn one, that's still a win!



There are many different habit-tracking apps available, but if you like video games, you may enjoy Habitica, which gamifies your real-life tasks in an RPG-style setting.

Your habits build towards rewards like weapons, armour, pets, and you can undertake quests with a study group.

Best of all, there's an established community of sign languages learners, with links to Auslan resources and community challenges.

This is a great way to not only give yourself some of the immediate rewards which are often lacking from a long-term journey like language learning, but to take part in a community of learners.



Activities

11.1 Holiday Rental

You and a friend are organising a group holiday to Brisbane for your two families. You would like to rent a home together on AirBnB.

Person A: Describe to your friend what kind of facilities you are looking for (number of beds, bedrooms, bathrooms etc.) Your family consists of 6 people (two adults, four children). You don't care how far away it is from a city, as you like driving.

Person B: Pay attention to the features your friend wants. Search for a property that will suit both of your families. Your family consists of 4 people (yourself, your partner, your teenage child, and your elderly parent). You want to be able to cook your own food.

11.2 Geography Bee

Your teacher will show you the top 10 photos from various continents and countries around the world.

When you think you know where each slide depicts, sign the name of the country.



11.3 Spending Money

You and a friend are planning a trip to Fiji. You have each saved \$3,000: \$1,500 to spend on flights, and \$1,500 to spend while you are there.

In a pair, decide what you want to do. Then, person A should calculate the total daily cost of each option in the local currency, and communicate this to Person B, who will convert the total to AUD and report it back. Use the conversion rate \$1FJD = \$0.65 AUD.

How much money will you have left over for souvenirs?

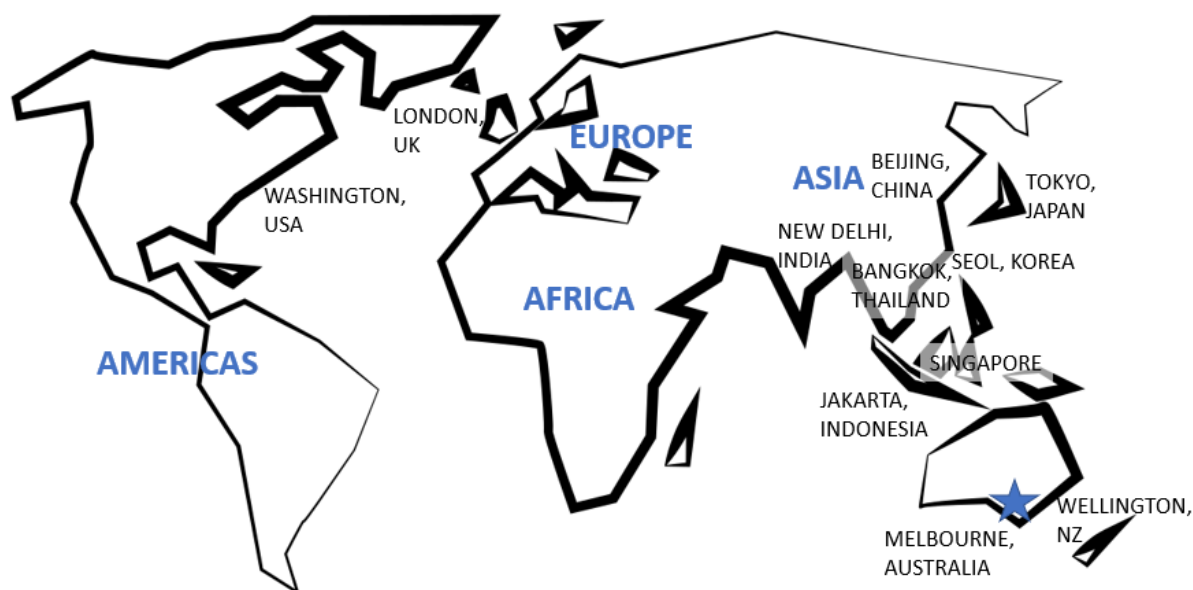
CatJet \$1087 p.p.	FijiLiner \$1116 p.p.	RooJet \$1591 p.p.
NadiHostel \$379 p.p. (7 days)	Fiji Hotel \$997 p.p. (7 days)	Grand Resort Nadi \$2589 p.p. (7 days) inc. breakfast
3 budget meals \$322	3 mid-range meals \$539	2 restaurant meals \$1078
Free activities (hiking, walking, swimming)	1 activity per day (\$216 p.p.) (cycling, volleyball, tennis, rowing, surfing)	1 premium activity per day (waterskiing, yachting, scuba diving) (\$1083)

11.4 Round-The-World

You and a friend are planning a round-the-world trip. According to the rules of your RTW tickets, you may have no more than five stops, and you must travel only in one direction (i.e. clockwise or anti-clockwise around the world - no doubling back!)

Decide where you want to visit.

TOP ROUND-THE-WORLD STOPS



11.5 Around the Country

PERSON A: You want to spend a few weeks travelling Australia, but you can only afford the trip if your friend splits the costs with you. Try to convince them to accompany you by describing all of the amazing things you will see and do. Explain how you will travel - which parts will you go by train, bus, plane, or car?

PERSON B: Your friend has asked you to travel around Australia with them, but you really don't want to go. Try to give an excuse for every suggestion they make.

11.6 Around the World

You and your friends enter the lottery each week, and made a pact that if you ever won, you'd travel the world together. You've finally won... but not enough to quit your jobs and travel the world. You don't have enough time or money to visit every continent.

Person A wants to go to Africa

Person B wants to go to the Americas

Person C wants to go to Asia

Person D wants to go to Europe.

(Adjust for the number of people in your group).

Looking at the travel brochures you have each found, try to convince your friends to visit the continent you're most interested in by describing what you will do and see there.

PERSON A



PERSON B



PERSON C



PERSON D































(Image source: Wikipedia)





























11.7 The Odd Couple (of Travellers)

You and a friend are planning a trip overseas. You can each get two weeks off work. One of you is very keen on outdoor activities, the other likes to avoid crowds and save money.

Person A: Check the weather report. You want to find the best time for a ski trip.

M	T	W	T	F	S	S
1  18°C	2  13°C	3  20°C	4  15°C	5  12°C	6  8°C	7  10°C
8  5°C	9  -4°C	10  1°C	11  -4°C	12  2°C	13  -5°C	14  -3°C
15  -4°C	16  0°C	17  -1°C	18  5°C	19  7°C	20  8°C	21  10°C
22  9°C	23  11°C	24  14°C	25  15°C	26  4°C	27  8°C	28  7°C

Person B: Check the local calendar and hotel rates. You want to find the least busy, cheapest time to visit.

M	T	W	T	F	S	S
1  75% full \$500	2  75% full \$500	3  25% full \$150	4  25% full \$150	5  30% full \$200	6  20% full \$140	7  30% full \$200
8  75% full \$500	9  60% full \$450	10  15% full \$120	11  5% full \$75	12  10% full \$100	13  20% full \$140	14  30% full \$200
15  25% full \$150	16  30% full \$200	17  20% full \$130	18  15% full \$110	19  7% full \$99	20  10% full \$109	21  20% full \$150
22  75% full \$500	23  60% full \$450	24  80% full \$900	25  90% full \$1,000	26  20% full \$109	27  75% full \$730	28  75% full \$730

Now, swap roles:

Person A: Check the local calendar and hotel rates. You want to find the least busy, cheapest time to visit, preferably mid-week.

Person B: Check the weather report. You want to find the best time for a 3-day sailing trip.

11.8 Memory Game

As a class, play one of these memory games:

“I went to the beach, and I brought a...”

“I went shopping, and I bought a...”

“I went to the zoo, and I saw a...”

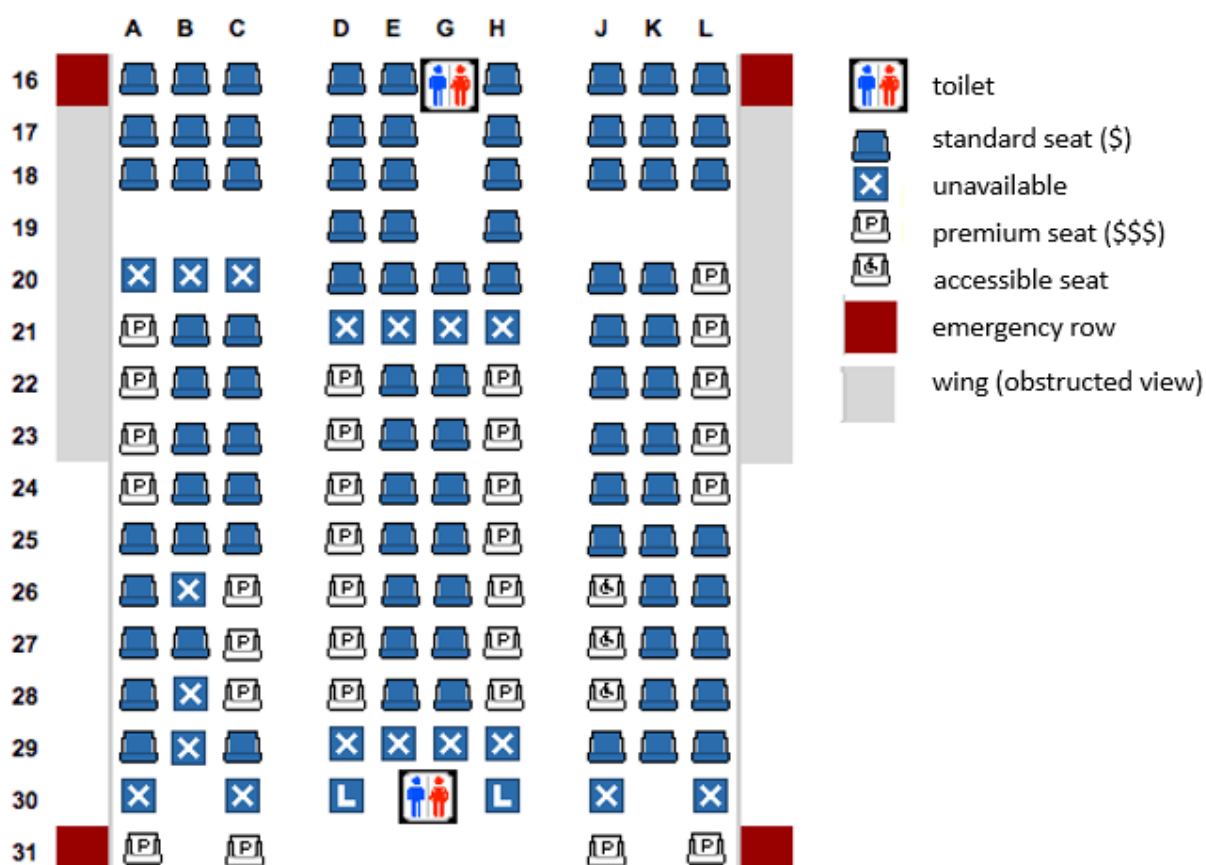
11.9 The Best Seats

You and your friends are booking a flight for your upcoming holiday. You don't all need to sit in the same row, but you don't want to be more than two rows apart.

Person A: You are a budget traveller and hate wasting money. You are happy to sit anywhere, so long as you can easily get to the toilet since it's a long flight.

Person B: You have saved for a whole year to go on this trip, and aren't afraid to spend a bit of money. You want to get a good view, and need plenty of legroom since you are tall.

Person C: You recently got a raise and want to live it up! You'd prefer to fly business class, but you do want to sit with your friends, and are happy to fly economy so long as you have some perks.



11.10 The Best Hotel, the Worst Hotel

Online review sites have changed how people plan family holidays and business trips.

Find a hotel with a lot of reviews on a site like [TripAdvisor](https://www.tripadvisor.co.uk/), and choose one **positive** (☆☆☆☆ or ☆☆☆☆☆) and one **negative** (☆ or ☆☆☆) review.

Using your own description, and gesture where necessary, communicate the comments in the review to your classmates.

After each review, ask them to vote on how many stars they think the reviewer gave the hotel.

11.11 A Resort Paradise

You have been invited to put forward a proposal to transform a tired, drab holiday resort into a fun and exciting destination. One of the key criteria is accessibility.

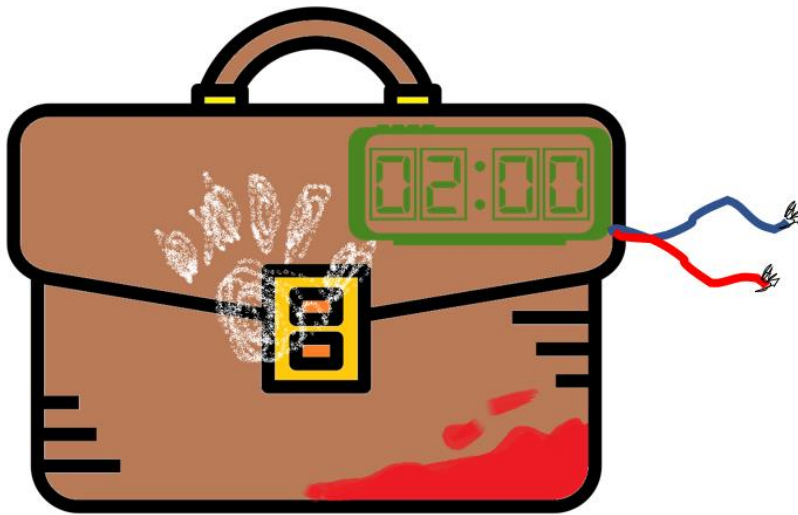
In pairs, refer to the existing blueprint and consider what changes you will propose. What will you add? What will you remove? Present your proposal to the panel (the class), and vote on a winner.



11.12 A Suspicious Package

Imagine you're at the station with a friend when you see the bag below stuffed under a seat next to the rubbish bin.

Person A: You think the bag is suspicious, and want to alert the police. Describe what you troubles you about the bag.



Person B: You think your friend is over-reacting. Try to come up with an explanation for each of their concerns.

11.13 Lost Luggage

Person A: You've been waiting at the airport carousel for half an hour, and your bag still hasn't arrived. The carousel is now empty. Secretly choose one of the bags below as your own, and explain to the Lost Luggage office staff what your bag looks like.



Person B: Watch carefully as a passenger describes their missing bag, and try to identify it from those out the back of the Lost Luggage office. Then switch roles. This time, you might like to use the photo on the title page to this chapter.

11.14 Museum Mixup

You are working in an Asian Culture museum, unpacking items on loan from another museum, ready for a big exhibition. Unfortunately, some of the labels have come off in transit.

Person A: Read the descriptions of each item, and tell them to your partner.

Item #	
	Silver chopsticks with spoon, from Korea
	Silver chopsticks with bowl and spoon, from China
	Black bowl used for tea, from Japan
	Red chopsticks, from Japan
	White bowl with blue flowers, from China
	White bowl with blue flowers, from China
	Green bowl with flower design, from Korea



ITEM #: 45892



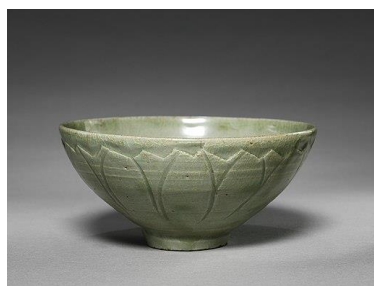
ITEM #: 76348



ITEM #: 12394



ITEM #: 57238



ITEM #: 26873



ITEM #: 75380

Person B: Referring to the catalogue above, figure out which item matches the description your partner tells you, then tell them the item number.

11.15 Waiting, Waiting, Waiting...

Your plane, train, or bus has been delayed. Again. And again.

Referring to your watch below, explain how you feel about each delay - making sure to use appropriate facial expressions and body language.



Extras!

Choose one (or more!) of the following destinations featured on the Deaf Lonely Planet travel blog, and see if you can answer the questions about each video:

[Cyprus](#): Watch as Hilary explains her recommendations about visiting Cyprus.

What is the temperature? What are the two parts of Cyprus called? How does Hilary recommend getting around the country? (TRAIN / BUS / PLANE / CAR) What drink does she recommend in Cyprus? (TEA / COFFEE / BEER / WINE)

[Spain](#): Watch as Catherine describes her experience visiting Spain.

What is the name of the town she is in? How does Catherine recommend getting around the country? (TRAIN / BUS / PLANE / CAR) Does she prefer large or small cities? What does she say is easy to find in small cities? (FOOD / ACCOMMODATION / WINE / ACTIVITIES)

[Guatemala](#): Watch as Hilary describes her experiences in Guatemala.

Where is Guatemala located? (EUROPE / CENTRAL AMERICA / AFRICA) What is the name of the place Hilary is in? What kind of ruins is she standing in front of? What does she say is nearby? (MOUNTAIN / VOLCANO / WATERFALL / BEACH)

[Mexico](#): Watch as Hilary explains her recommendations for visiting Mexico.

What is the name of the place Hilary is visiting in Mexico? Where does she recommend visiting? (MOUNTAIN / VOLCANO / WATERFALL / BEACH) What activities does she recommend? (SWIMMING / DIVING / EATING / DRINKING / MOUNTAIN CLIMBING) The place Hilary is in is MORE EXPENSIVE / CHEAPER than other parts of Mexico.

While you're online, why not sign along to this rendition of [Home Among the Gum Trees](#) from Can:Do Classroom, or watch the [Bush Walk](#) episode of *Sally and Possum*.



Learning Outcomes

I can...

- Make **plans** for travel in Auslan
- Explain my **accommodation** needs
- Indicate which **seat** I want to **book**
- Recognise and sign the names for popular destinations (**countries** and **continents**)
- Converse about **travel**



12. Directions



Revision

Before starting this unit, make sure you can do the following...

- Point HERE and THERE (Chapter 1)
- Produce the signs for BACK and FRONT (Chapter 4)
- Identify important places in Auslan, including HOUSE, RESTAURANT, SHOPS etc. (Chapters 4~6)
- Sign NEXT, which can be used for both time and space (Chapter 7)
- Ask WHERE something is (Chapter 1) and for directions (Chapter 7)



Learning Objectives

After completing this unit, you will be able to...

- Explain how to get places
- Understand directions in Auslan
- Report on what you have seen
- Make detailed plans in Auslan
- Give detailed descriptions about how things are located



Fingerspelling: Vowels

It's been a while since we focused on vowels in the first half of this book.

Vowels are some of the most difficult letters to discern, since they all look so similar. Yet, a change to just one letter can make a big difference! Since almost every word has at least one vowel, you'll want to pay these letters extra attention.

Watch carefully as your teacher signs words from the following list, and circle or highlight the one they signed:

S-A-T	S-I-T
C-U-P	C-O-P
S-I-X	S-E-X
C-O-P-E	C-A-P-E
F-O-O-T	F-E-E-T
B-A-R-E	B-O-R-E
S-H-O-P-S	S-H-I-P-S
T-R-I-P-E	T-R-O-P-E
S-K-U-N-K-S	S-K-I-N-K-S
D-R-I-N-K-S	D-R-U-N-K-S
T-R-U-C-K-S	T-R-A-C-K-S

Bonus! Want a break from all these vowels? Here's a list of words to fingerspell which contain no vowels (although most contain the 'semi-vowel' Y, or the Welsh w (pronounced as literally a double-u). This list just goes to show just how rare vowel-less words are in English!

B-R-R	Expression of cold	W-R-Y	Mocking humor	X-Y-S-T	Gym portico
C-W-M	A circular space	H-Y-M-N	Religious song	C-R-W-T-H	Celtic instrument
N-T-H	Indefinitely large	L-Y-N-X	Wildcat	M-Y-R-R-H	Incense resin
P-H-T	Mild annoyance	M-Y-T-H	Story	S-H-Y-L-Y	Shy manner
P-Y-X	Small container	P-F-F-T	Sudden end	P-Y-G-M-Y	Undersized
S-H-H	Urging silence	P-S-S-T	Attention	R-H-Y-T-H-M	Recurring
T-S-K	Disapproving	S-Y-N-C	To match up	T-S-K-T-S-K	Alternative of tsk

If you're not completely fingerspelled-out, have a go at fingerspelling all of the words in this chapter's vocab list. Do they all have vowels?



Vocabulary

Compass Points

1. [North](#)
2. [South](#)
3. [West](#)
4. [East*](#)

Directions

5. [Right](#)
6. [Left](#)
7. [Turn right](#)
8. [Turn left](#)
9. [Straight](#) / [Straight ahead](#)
10. [Cross](#)
11. [Up](#)
12. [Down](#)
13. [Go](#)
14. [Come](#)
15. [Pass](#)
16. [Corner](#)
17. [On](#)
18. [Off](#)

Adjectives

19. [Close](#) / [Near](#)
20. [Long](#)

Prepositions

21. [With](#)
22. [Over](#) / [Above](#)
23. [In](#)

24. [Under](#)
25. [Around](#)
26. [Through](#)
27. [Across](#)
28. [Inside](#)
29. [Outside](#)
30. [Opposite](#)
31. [Between](#)
32. [Behind](#)
33. [Then](#)
34. [Area](#)

Places

35. [Traffic Lights](#)
36. [Bank](#)
37. [Post Office](#)
38. [Library](#)
39. ([Train](#)) Station (ask your teacher)
40. ([Bus](#) / [Tram](#)) [Stop](#)

Australian Cities & States

41. [Melbourne](#), V-I-C
42. [Sydney](#), N-S-W
43. [Darwin](#), N-T
44. [Perth](#), W-A
45. [Adelaide](#), S-A
46. [Hobart](#), T-A-S
47. [Canberra](#), A-C-T
48. [Brisbane](#), [Queensland](#)

Directions



As you know, Auslan signs make use of not only handshape and orientation, but location and movement to convey meaning. It should come as no surprise then, that when signing points of the compass the direction of movement is an integral part of the meaning: NORTH is simply the fingerspelled letter N, moved in an upward direction. SOUTH is likewise the fingerspelled letter S, with downward motion. WEST is a W, moved to the west, and EAST, an E, moved to the east. (* At time of writing, both East and West are depicted moving in the same direction (westward) on SignBank. Ask your teacher to demonstrate these signs for you).

Place names

Over 60% of place names in Australia are of Aboriginal origin, according to [First Languages Australia](#). Here are some places in Victoria which come from Aboriginal languages: try fingerspelling them:

D-A-N-D-E-N-O-N-G	From the Woiwurring language of the Wurundjeri people. Originally referred to Dandenong Creek.
W-A-R-R-N-A-M-B-O-O-L	The title of both the nearby volcano Mount Warrnambool and the people who lived in the area.
G-E-E-L-O-N-G	Named after the local Wathaurong name for the region, Djilong.
B-A-L-L-A-R-A-T	Thought to be derived from the Wathaurong name Balla Arat.
M-I-L-D-U-R-A	Thought to be from the local Ladji Ladji language.
W-A-N-G-A-R-A-T-T-A	Thought to derive from an indigenous phrase meaning “meeting of the waters”
W-O-D-O-N-G-A	From the Waywurru word for the edible plant or nut ‘Wordonga’

Deaf Victoria has a fantastic video on [Melbourne Landmarks and Attractions](#).



Culture Note

Although we’ve practised fingerspelling the place names above, many places actually have name signs in Auslan. A study of Auslan users in New South Wales collected fifty different name signs and 13 fingerspellings, for 20 different place names²⁶. Only one place (Bega) was consistently fingerspelled rather than signed. Most places turned out to have one or two different name signs, with fingerspelling as an extra option. Darwin had not only two signs, but six variations! Likewise, there was no consensus among users about which sign to use for Cairns, Hornsby, Kings Cross or Leichhardt.

You may remember from Chapter 2 that there are a range of different ways people may get their name sign - the most relevant of which are initialised name signs, descriptive name signs, and based on corresponding meanings or similar lip patterns. (The fifth category, school name signs, are becoming extinct).

Place names in Auslan appear to follow similar patterns. Central Coast and Burwood were depicted as C-C and B-W (initialised signs). The Auslan sign for CYCLONE is used for Darwin, and the sign for GUITAR is used for Tamworth (descriptive signs). Meanwhile, the Auslan sign for CHERRY is used to refer to Cherrybrook, and ANIMAL (with horns) to refer to Hornsby (a corresponding meaning). On the other hand, with the exception of Queensland, state names are usually fingerspelled in their abbreviated forms: V-I-C, N-S-W, S-A, N-T, W-A, T-A-S, A-C-T.

²⁶ Van Roekel and Tent (2014) *Placename Signs in Placenames Australia*.



Conversation 12: Here We Go!

The family's long-awaited trip to Gippsland is finally here! Read the questions below, then watch their [conversation](#).

1. Whose wedding was in Traralgon?
BRETT'S SISTER / BRETT'S AUNT / CAROL'S AUNT
2. How far is Gippsland Lakes from Traralgon? _____ hours
3. Where will Carol and Brett switch drivers? TRARALGON / SALE / EMU BIGHT
4. What direction do they need to drive in to get to Longford?
NORTH / SOUTH / EAST / WEST
5. What does Brett suggest they do after swimming? (More than one may apply)
WALK / WATER SKIING / BOAT / CAMPFIRE
6. Where does Anna suggest they eat dinner?
RESTAURANT / IN THE TENT / AROUND THE FIRE / BY THE LAKE
7. Who wants to go fishing? BRETT / SAM / ROB / CAROL / MORGAN / ANNA



Skill Building

Handling Variation in Auslan

A striking feature for many learners of Auslan is just how much variation there seems to be in the way Deaf people sign. By now you have probably attended a few Deaf community events or seen videos online where you have been struck by big differences – perhaps between Northern and Southern dialect signs, or the amount of mouthing/ fingerspelling/ English word order different signers use.

This variation can feel overwhelming as a learner – especially if you notice people in the community signing in ways that your teachers have told you is “wrong”. But it's important to remember that all languages are full of variation: English in Melbourne is vastly different to English in Mumbai. Whether you're using Auslan or English you don't have to learn *every* possible variant way of communicating, just the ones that are most relevant for the social and professional settings that you'll move in.

Below we list some concrete tips for how you might approach Auslan variation as part of your study:

- Auslan is less **codified** than English. What that means is that there are fewer rules that everyone agrees on about what is “correct” or “incorrect” Auslan. So you are going to hear different opinions about whether some ways of signing are ok or not.
- Treat your teachers as models and go-to people for working out if a way of signing is something that you should be using or not.
- Realise that context is very important in determining whether a way of signing is correct/ appropriate or not. Remember “Yo, Dude! Sup?” is perfectly “correct”

English to use in informal contexts – you just don't want to say it to the CEO of your company at the start of a meeting!

- A lot of language variation has quite subtle patterns in how it is used or the kinds of identity signals that it sends. As you progress as a learner you will develop more of an “eye” for how this works in Auslan. For now, a safe bet can be to try to use Auslan in ways similar to your teachers, as they will be modelling a professional style that is highly regarded in the Deaf community.
- Please make sure to listen to and respect Deaf people if they ask you to (not) sign in a certain way. Even if you think the person might not be right in what they are telling you, there is a lot of good will to be gained in doing your best to accommodate to their preferences in the interaction.
- Know that variation is one of the hardest aspects of language learning to get your head around. This is something that higher level units will spend a lot more time on, so for the moment try to just notice and accept the diversity of signing styles that you see and don't beat yourself up when you find it hard to understand different ways of signing.

Finally, it's important to remember that Deaf people communicating with each other often go to a lot of effort to change and modify their signing style to make sure that the other person is understanding them. This can be a blessing for learners – not least because a Deaf person might still understand you when you make lots of mistakes – but of course it doesn't replace the need to work on your signing to ensure that you make as few mistakes as possible!



Activities

12.1 Driving Lessons

Imagine you are helping a friend or family member study for their learner's permit.

What do the following road signs mean? How would you explain what the driver needs to do in Auslan?

Take turns quizzing each other on the meanings of these signs:

PERSON A:



PERSON B:



12.2 Hide and Seek

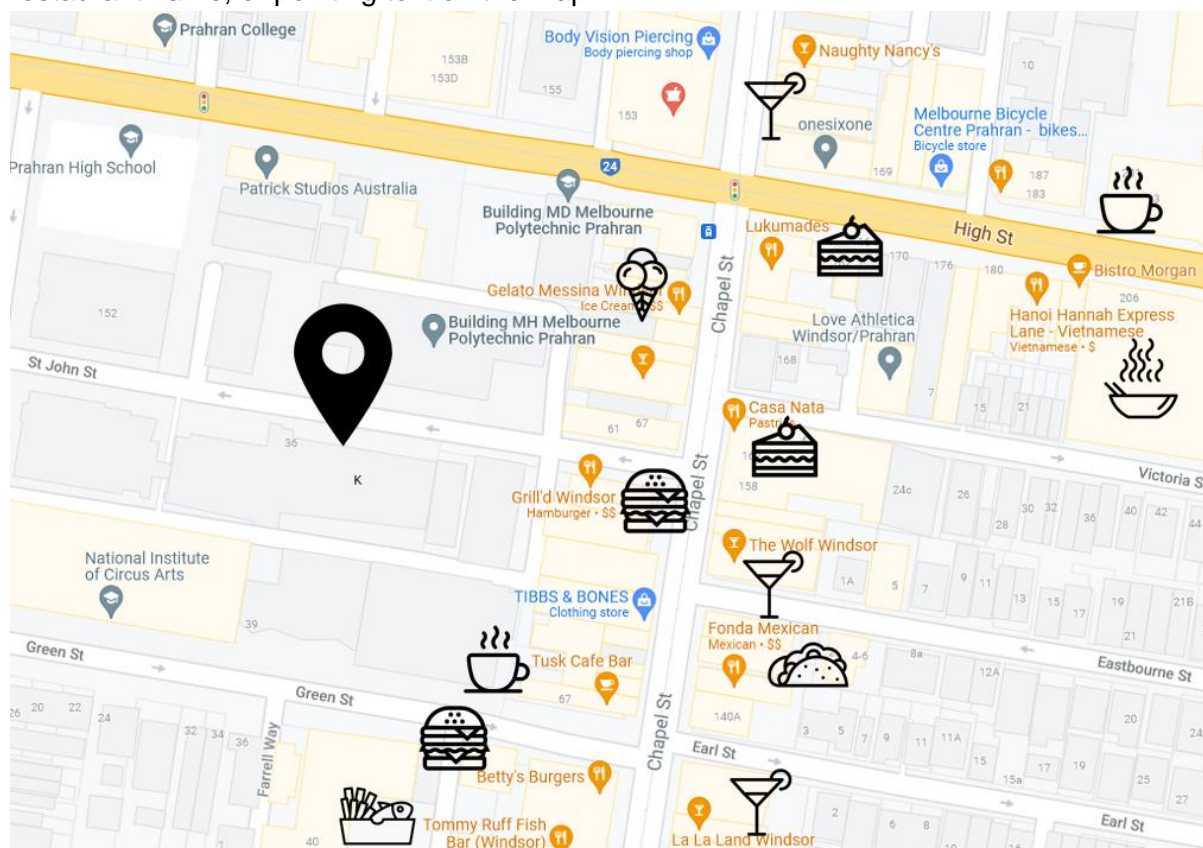
While one person is outside of the classroom, the others should hide an object somewhere. When they return, the seeker should ask for clues from their classmates. Use pointing and the prepositions in the vocab list above to give hints.

12.3 Where Shall We Go For Lunch?

You and a group of classmates have decided to get some lunch together.

Choose a place from the map below, then describe what food is available, and how to get there.

Confirm that you have understood your group member's suggestions by fingerspelling the restaurant name, or pointing to it on the map.



12.4 How To Get To...?

Use the [PTV website](https://www.ptv.vic.gov.au/) (or your local public transportation site!) to figure out how to get to a location you're interested in (a new restaurant, a favourite shopping centre, an interesting museum or other attraction...) and then explain it to the class.

Are there multiple ways to get to the same place? For example, could you take a bus then a train, or two busses? Try to outline all of the different options to your classmates.

12.5 Global Edition!

Want a globe-sized challenge? [Rome2Rio](#) will help you find routes from practically any place in the world to any other place. Try to find your way to some obscure location, then explain it to your class. Don't forget to mention how long it will take!

12.6 Speed Machine!

Think about a really fast - or a really slow - ride you have had. Maybe it was on a train, a boat, in a car, or on a horse.

Using gestures, recount the experience to your classmates. Remember to use facial expressions to show how you felt at the time (frightened, impatient, excited, bored...)

See if anyone can guess what mode of transport you were taking.

12.7 Here Be Pirates!

In pairs, one person should explain the directions on the map below to the other. See if your partner can accurately draw the map based on your description.









Now, swap roles! Whoever drew last time should now sketch a new map, and then describe it. How accurately can your partner reproduce the map?

12.8 Trash or Treasure?

Person A: Imagine you are about to move overseas, and don't want to pay storage fees while you're away. You're trying to reduce your belongings as much as possible. For the most part, you want to donate your unwanted items to charity, but there are a few items they won't take.

Fortunately, your friend loves opp-shopping, and is very knowledgeable about what items you can and can't donate. Describe each of the items below, and watch carefully as they explain where to donate them (and how to get there).

ITEM	CAN DONATE?	WHERE?
	YES / NO	
	YES / NO	
	YES / NO	
	YES / NO	
	YES / NO	
	YES / NO	

Person B: Imagine you are helping your friend who is about to move overseas clear out their house. Since they don't want to pay storage fees while they're away, they're trying to reduce their belongings as much as possible. For the most part, your friend wants to donate their unwanted items to charity, but there are a few items they won't take.

Watch carefully as your friend describes each item they want to get rid of, and then, referring to the information below, determine which charity organisation (if any) they can donate it to. If no charity will accept the item, find out which rubbish tip will take that item.

Hint: You may need to ask additional questions to find out more information about the item.

CHARITY STORE	Furniture (old/broken)	Furniture (baby)	Clothes (adults)	Clothes (baby)	BBQs	Computers
ABC MART	✗	✗	✓	✗	✗	✗
OPP SHOPP	✗	✗	✓	✗	✓	✗
CHEAPOS	✓	✗	✓	✓	✗	✓



12.9 Traffic Accident

In a pair or small group, take on the role of the police and witnesses of a car crash.

WITNESS(ES): Imagine you saw a traffic accident. Read your memories below, then answer the police officer's questions.



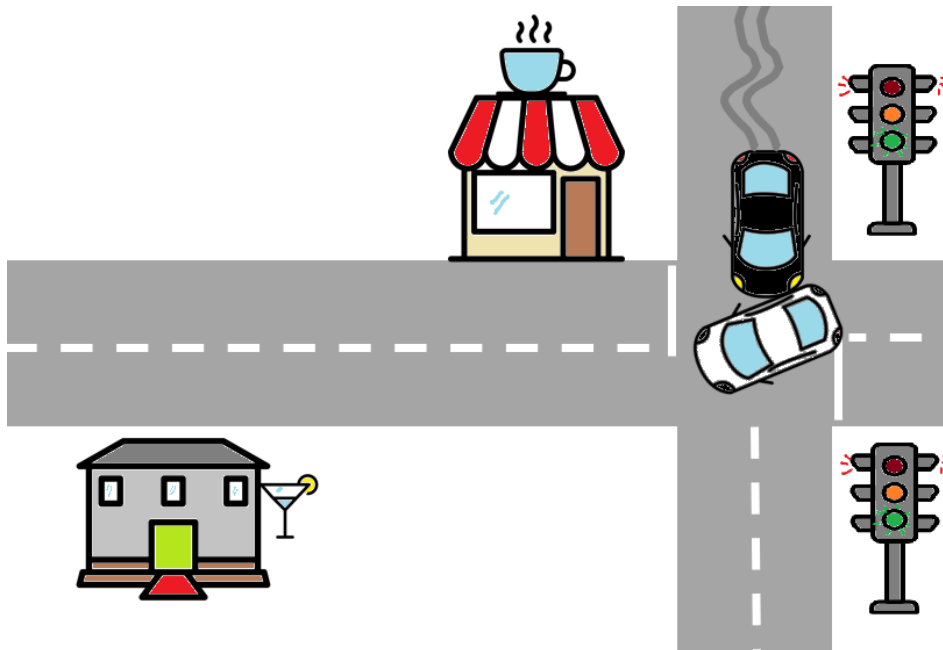
Witness 1

- You were at the bar up the road from where the crash took place.
- The black car was going very fast.
- The black car hit the white car.
- You remember the traffic light showing red.

Witness 2

- You were drinking coffee at the cafe near the crash.
- The white car stopped in the middle of an intersection
- The white car's lights were off.
- The black car tried to swerve, but the white car was in the way.

POLICE: Imagine you are collecting witness statements from people who observed a traffic accident. Showing them the map of the crash scene, ask the witness(es) about what they saw.



12.10 Australia has over 150 'Big Things' - roadside tourist attractions in the form of novelty architecture and giant sculptures.



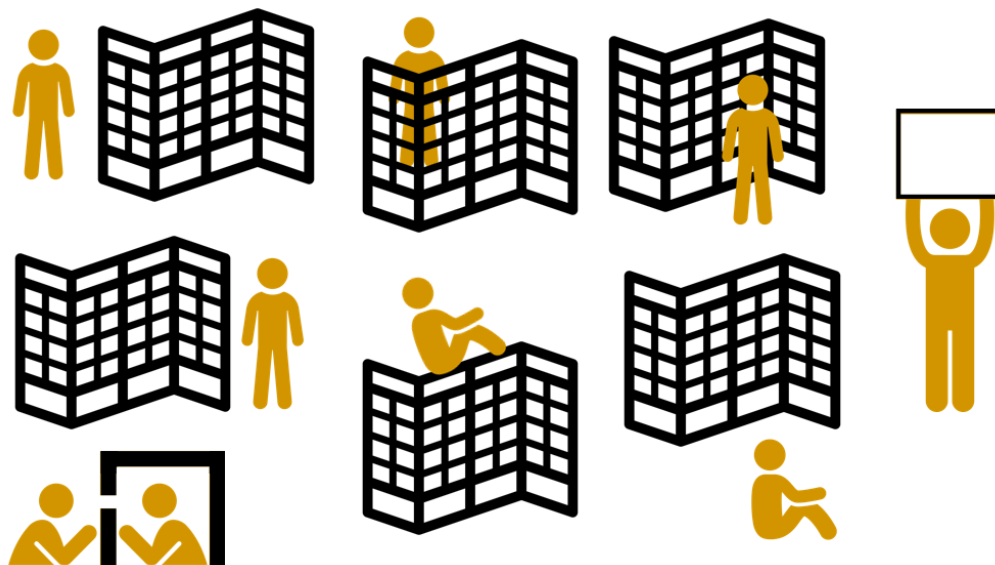
(Images: [Google Maps](#) user [PostieNotes](#))

Plan a trip to visit at least 5 of the Big Things on the map below, starting with the Giant Koala in Victoria. One partner should specify the next Big Thing to visit, and the other should give directions to it.

Bonus! Now, swap roles, and plan a different trip.

12.11 Over, Under, Around...

How would you explain the following situations in Auslan?



12.12 You and your housemate have made a pact to go car-free for a month. But you're planning a big party this weekend, and have a lot of shopping to do.

Party Planner: Referring to the shopping list below, tell your housemate what you need to buy for the party.

PARTY SHOPPING LIST

12 BOTTLES OF WINE

2 BOXES OF SOFT DRINK CANS

10 PIZZAS

2 SALADS

5 KINDS OF ICE CREAM

50 NAPKINS

2 PACKS FORKS & KNIVES

PICNIC TABLE

12 CHEAP CHAIRS

Housemate: Watch carefully as your party-planning housemate describes their shopping list, and circle on the map where you think they can purchase each item. Then, work out the shortest route possible to visit each shop and get home, and explain this route to your friend.

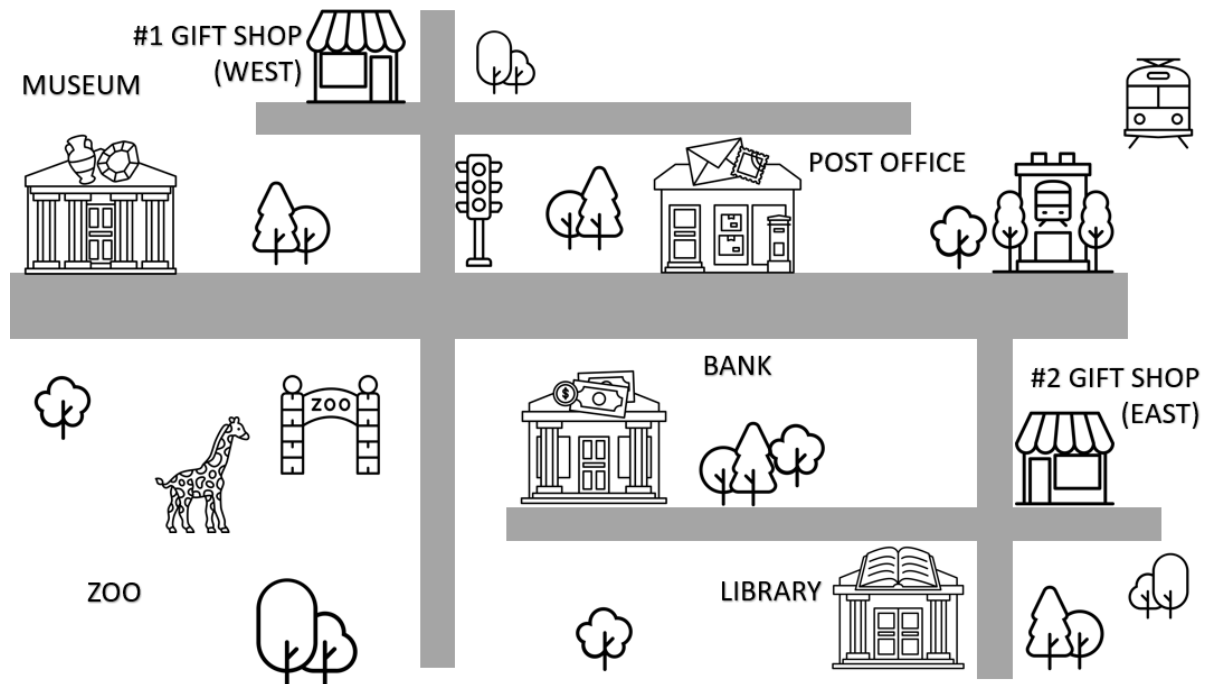


12.13 You and a friend are on holiday in a small town with lots of interesting attractions. Unfortunately, it is the off-season, and as a small town, the opening hours of each attraction are limited.

Person A: Examine the opening hours of each attraction, and decide on an order to visit them in. Explain this to your partner, including the order of visit, and what time you should be there.

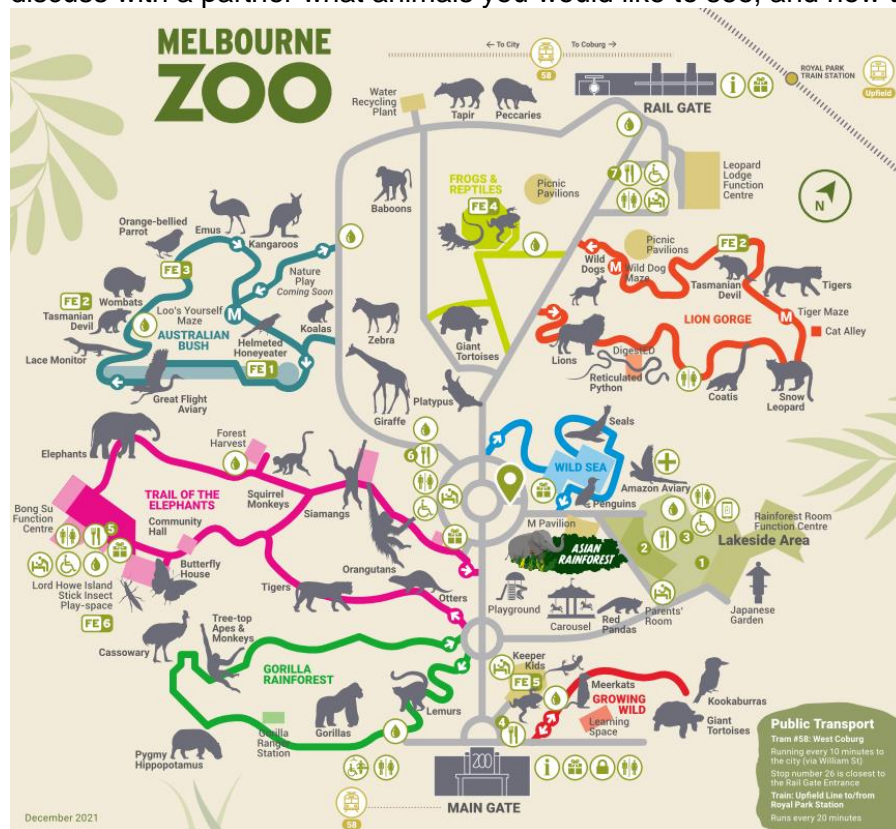
Gift shop	Location #1: (west) 9:00-12:00 Location #2: (east) 2:00-5:00
Zoo	11:00-3:00
Museum	10:00-200
Post Office	1:00-4:30

Person B: Watch carefully as your partner explains the order of attractions, and make a note of the order on your map. Then, explain the directions to your friend, who will drive.



12.14 Visiting the Zoo

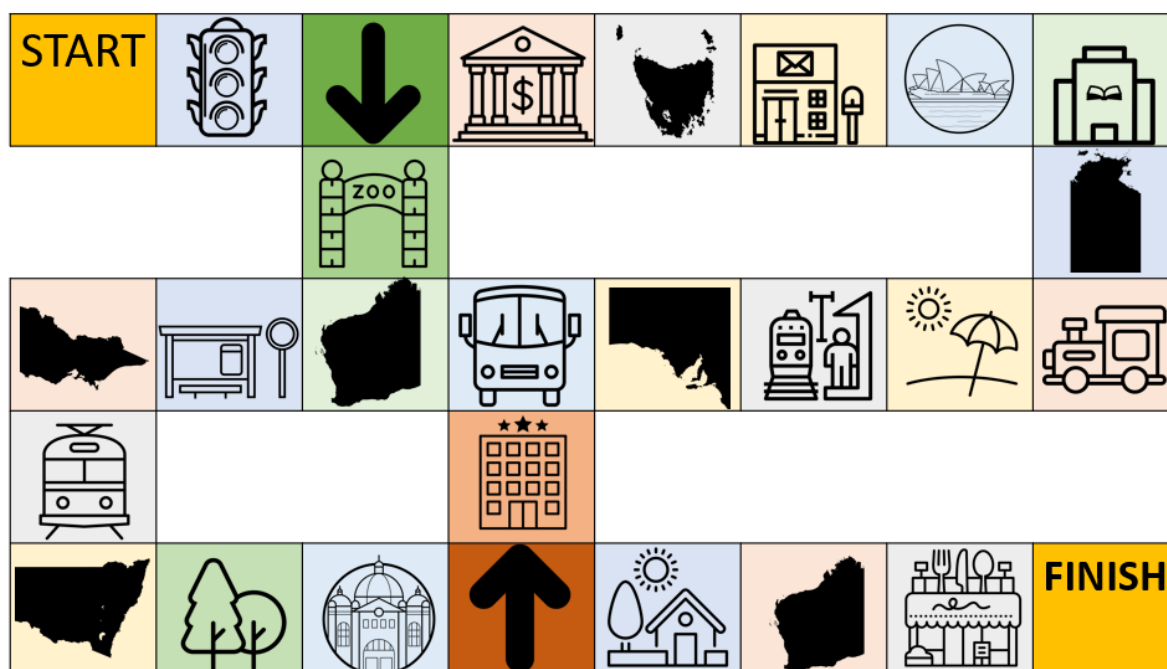
Referring to the Melbourne Zoo map below (you can find a larger one on their [website](#)), discuss with a partner what animals you would like to see, and how to get their enclosures.



12.15 Use a Sign!

In pairs or small groups, play the following board game. Each time you land on a space, make a sentence that uses that sign.

BUT! If you land on one of the arrow squares, you instead get to take a shortcut (green route)... or a detour (red route)!



Extras!

In 2020, the Duke of Brunswick Hotel in Adelaide, in partnership with Deaf Can:Do and Flight Centre, hosted 10 different acts for the Fringe Festival, all of which were interpreted into Auslan. In addition, staff undertook basic Auslan training in accordance with their aim of becoming Adelaide's first Deaf Friendly Pub.

Watch this [video from the launch](#).

How does the social model differ from the medical model of deafness?

Here's a [short animation](#) that explains the social model from a different perspective - how does this apply to deafness?

In the village of Al-Sayyid, a remote Bedouin community in Israel where one in every 20 people is deaf, Al-Sayyid Bedouin Sign Language is used throughout the community, by deaf and hearing people alike.²⁷ How would the experience of learning sign language in Al-Sayyid be different to learning Auslan in Australia? How can you gain more exposure to Auslan in your daily life?

²⁷ Fox, Margalit (2008). *Talking Hands*. New York, New York: Simon & Schuster Paperbacks

Geocaching!

Geocaching has been described as “the world’s largest treasure hunt”. Participants use GPS, mobile phones, or other navigational techniques to hide and seek containers called “geocaches” all over the world. Typically, these contain a logbook (often with a pen or pencil) to record the fact that you’ve found it, while some larger geocaches contain small items for trading, often toys or other trinkets. Sometimes, participants are asked to complete observations or other minor tasks.

There are a number of Auslan-related geocaches available to find throughout Australia. For example, you may have to figure out the coordinates of a geocache which are given in [Auslan numbers](#). Or, the clue may be fingerspelled using the [Auslan alphabet](#). [Have You Seen the Sign?](#) and the [Mystery Final Series](#) also rely on Auslan clues. (You can access the clues and work on these puzzles without signing up for the geocaching website or app, or actually visiting the locations in person.)

If you’re interested in geocaching though, why not create your own Auslan hints for a geocache in your own area? The [app](#) is free to use, and your classmates might have fun following your clues!

Deaf Museums

In 2021, the Western Australian Museum held an exhibition called “Auslan: Now and Then”. Expression Australia hosts a collection of [historical films](#) on their YouTube channel which provide interesting insight into Australian Deaf History. And [Deaf Children Australia](#) encourage people to learn about the history of their iconic Bluestone building, running tours in accordance with demand (advance contact is a must).

The European [Deaf Museums Project](#) highlights the importance of Deaf Museums, and maintains a list of museums throughout Europe, and the rest of the world, including the impressive [North Omaha Nebraska School for the Deaf](#) museum, and the Museum of Deaf, both in the USA. Watch as Calvin Young, a Deaf traveller and Youtuber, explores the Museum of Deaf on his YouTube channel, [Seek the World](#).

Do you notice any similarities and differences between ASL and Auslan? How does Calvin invite the viewer to come with him? Referring to the Appendix, can you pick up anything he fingerspells? What technology does he show, and how is it modified for people who are deaf or HOH?

Street Art

Graffiti and street art is a big part of Melbourne’s vibrant culture, and Flash Forward is embracing this aspect of Melbourne’s outdoor spaces by commissioning 40 artists to transform a network of 40 lesser-known laneways. One of these artists is Jaycob Campbell, a.k.a. [Gonketa](#), whose mural on Rainbow Alley depicts some of Auslan’s 62 official handshapes. Born deaf, Gonketa (a former teacher of Auslan at Melbourne Polytechnic) explains that “Auslan is a rich and expressive language, created by the Deaf community. It is not only about signs, but also your body language and facial expressions...”

When I travelled through Europe, I found no barriers when I met deaf people. While we may not share the same sign language, our tenacity with visual communication means that we can exchange ideas very freely... I want passers-by to look at the hands on my mural, and look at their own, and be inspired to learn sign”.

You can read more of Gonketa's interview and see behind-the-scenes view of the work-in-progress in the city of [Melbourne](#) magazine, or follow [@gonketa](#) (with an underscore on the end) on Instagram.

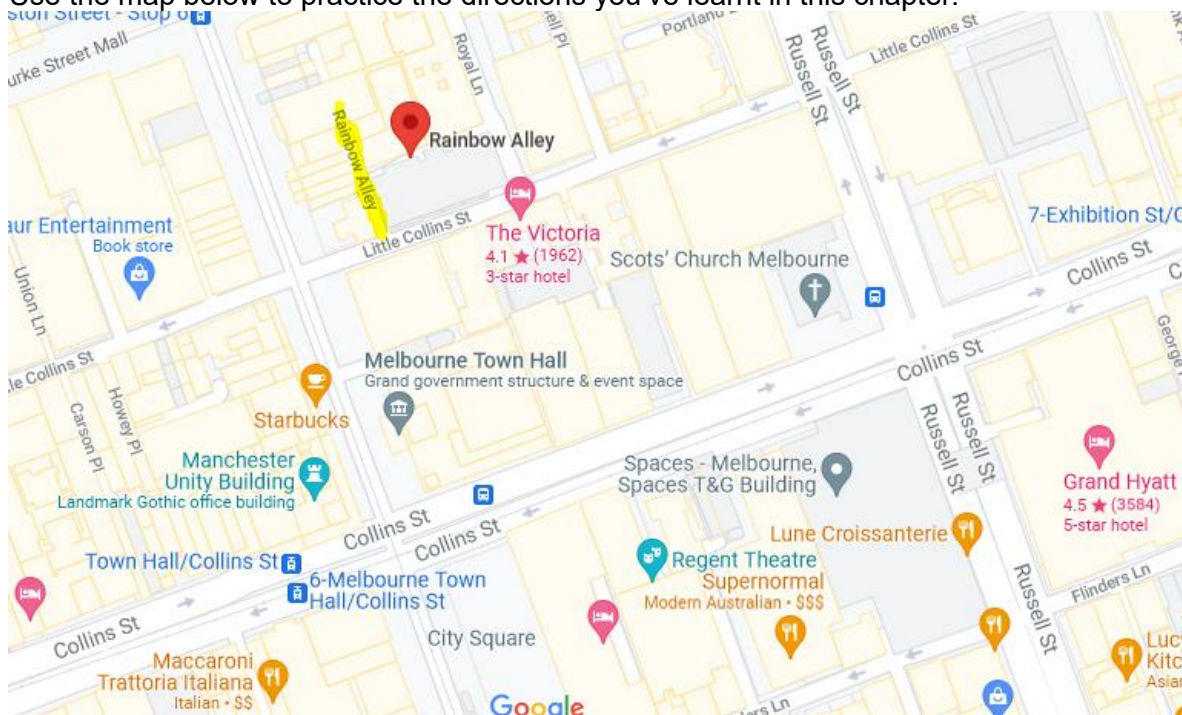


(Photographer: Joe Sabolcec, Artist: Gonketa)

What handshapes do you recognise - and what signs use them?
How would you explain how to get from the Melbourne Town Hall tram stop to Rainbow Alley?

How would you direct a friend staying at the Grand Hyatt who is interested in seeing Gonketa's artwork?

Use the map below to practice the directions you've learnt in this chapter.



Another significant mural can be found on Melbourne Polytechnic's campus in Prahran. The mural, painted by international artist [Guido van Helten](#), depicts [Anna Seymour](#), a Deaf dancer. On her website, Anna explains how she felt when she met the artist to discuss the project:

"When he told me which building it was, I couldn't believe it. It was the Melbourne Polytechnic building in Prahran, which is the home of the Diploma of Auslan course and Deaf ConnectED. The Victorian College for the Deaf is just around the corner. It is a significant space in the Deaf community. It was very special for me to contribute to a public space where Deaf people congregate, and to bring more recognition to the Deaf community and Deaf artists."



(Image from <https://www.annaseymour.com/portfolio/guido-van-helten/>)

In the next chapter, we'll practise guiding new students all over campus - but for now, have a go at giving a friend you've met on the corner of Chapel and Green streets directions to see this beautiful mural:





Learning Outcomes

I can...

- **Explain** how to get to key locations in Auslan
- Understand **directions** in Auslan
- **Report** on what I have seen
- Make detailed **plans** including what order to visit different places
- Give detailed descriptions about how things are located in space



13. Education



Revision

Before starting this unit, make sure you can do the following...

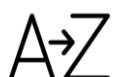
- Describe people, including family members (Chapters 2 & 3)
- Identify furniture you might find in the classroom, e.g. chairs, tables (Chapter 4)
- Sign the words 'book' and 'paper' (Chapter 5)
- Produce the sign for 'lunch' and any foods you might eat at school (Chapter 6)
- Sign the names of technology you might find in the classroom (Chapter 7)



Learning Objectives

After completing this unit, you will be able to...

- Identify rooms in schools, and describe what's in them
- Describe your classmates and school environment
- Compare school experiences with other people
- Identify items that are used in study
- Understand and give practical instructions in educational settings



Fingerspelling: Double Vowels

How long does it take you to recite the alphabet? If you're really fast, it might take around 4 seconds. How about fingerspelling?

In 2013, five years after Thomas McWhinney set the Guinness record for fingerspelling the entire BSL alphabet in just 4.7 seconds, a fingerspelling championship called [Hot Fingers](#) was held to see if anyone could beat this record (spoiler: no one could! Most attempts were in the 5-6 second range, and even McWhinney was disqualified for not spelling P properly before skipping to Q, leaving his previous record intact). The same year, the [Deaf Society of NSW](#) held its own competition to celebrate its centenary, asking entrants to try fingerspelling the Auslan alphabet in under 10 seconds. (Auslan uses the same system of fingerspelling as BSL)

Fingerspelling at the championships is so fast, it cannot be judged by the naked eye, but instead must be filmed and replayed in slow-motion for the judges to verify each letter.

Of course, speed is one thing, but clarity is another!

Common mistakes (even among the professional signers at Hot Fingers!) included:

- Missing letters
- Extending the wrong number of fingers onto the palm for letters like L, M, or N
- Not finishing one letter properly before beginning the next

In the previous chapter, we revised all of the vowels in Auslan fingerspelling. This time, let's take a look at double vowels. Make sure to tap twice, for example, G-O-O should involve a clearly produced G, followed by tapping the fourth 'O' finger on your non-dominant hand twice.

G-O-O	E-E-L	B-A-A	L-O-O
D-E-E-P	F-O-O-L	B-O-O-T	W-E-E-D
M-O-O-D	K-E-E-P	F-E-E-T	D-O-O-R
D-E-E-R	K-N-E-E	P-O-O-L	N-E-E-D
L-O-O-P	B-E-E-R	M-E-E-T	S-E-E-D
T-E-E-T-H	S-P-O-O-N	S-H-E-E-N	F-L-O-O-D
T-W-E-E-T	S-H-E-E-P	Y-A-H-O-O	T-O-O-T-H
C-H-E-E-S-E	H-A-W-A-I-I	C-O-O-K-I-N-G	W-E-E-K-E-N-D
F-E-E-L-I-N-G	B-E-T-W-E-E-N	G-O-O-D-N-E-S-S	R-E-I-N-D-E-E-R



Vocabulary

School

1. [School](#)
2. [Assembly](#)
3. [Map](#) (or fingerspell)
4. [Information](#)
5. [Recess](#)

Classroom

6. [Class](#)
7. [Whiteboard](#) (white (colour) board)
8. [Blackboard](#)
9. [Correct](#)
10. [Wrong](#)

Activities

11. [Know](#)
12. [Think](#)
13. [Study](#)
14. [Test](#)
15. [Teaching](#)
16. [Training](#)
17. [Observe](#) (look)
18. [Learn](#)
19. [Read](#)
20. [Write](#)
21. [Pass](#)
22. [Fail](#)

People

23. [Teacher](#)
24. [Principal](#)
25. [Student](#)

26. [Apprentice](#)

Subjects (for Recognition)

27. [Subject](#)
28. [Language](#)
29. [Auslan](#) / [Auslan](#)
30. [Chemistry](#)
31. [Science](#)
32. [Biology](#)
33. [Technology](#)
34. [Art](#)
35. [English](#)
36. [Spelling](#)
37. [Maths](#)
38. [Geometry](#)

Maths

39. [Addition](#) / [Add](#)
40. [Subtract](#) / [Minus](#)
41. [Multiply](#) / [Times](#)
42. [Divide](#) / [Divide](#) / [Divide](#)
43. [Equals](#)

Stationery

44. [Pen](#)
45. [Pencil](#) ([Colour pencils](#))
46. [Pencil case](#)
47. [Ruler](#)
48. [Eraser/Rubber](#)
49. [Calculator](#)
50. [Glue](#)
51. [Scissors](#)

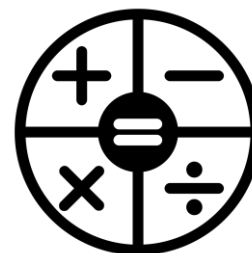
Know-not

Watch carefully as your teacher shows how to sign the *negatives* of the activities above, e.g. KNOW-NOT.

Maths drill!

Watch carefully as your teacher signs some basic sums.
Either write them down, or type into your calculator.
Can you be the first to sign the answer?

Bonus! Check out the [Visual Mathematics](#) website (LSE, Spanish sign language). Which signs for mathematical operations are the same as in Auslan? Why do you think this is?



Conversation 13: Educational Experiences

Sam is a teacher, and asks the family about their different educational experiences, good and bad. Read the questions below, then watch their [discussion](#).

1. What kind of school did Carol go to? MAINSTREAM / DEAF
What was the worst experience she had?
What was the best experience she had?
2. What kind of school did Sam go to? _____
What was the worst experience he had?
What was the best experience he had?
3. Where did Brett go on student exchange? ITALY / GERMANY / UK
What was his worst experience at school?
What was the best?



Skill Building

Have you written in your language learning journal this week? Do you regularly take notes in class?

Note-taking is one of the most frequently used strategies by language learners, especially in the elementary and intermediate stages²⁸, and is also commonly used in professional settings. Yet most of us are never taught how to effectively take notes, and have to develop our own methods.

There are two major reasons to take notes: to record information, and/or to aid reflection.

The average teacher speaks around 120~180 words-per-minute (wpm). Most students can only write around 18 words in this time²⁹. Likewise, a proficient signer can sign the

²⁸White, Cynthia J. (1996). Note-Taking Strategies and Traces of Cognition in Language Learning. *RELC Journal*, 27(1), 89–102.

²⁹Boch, F., & Piolat, A. (2005). Note taking and learning a summary of research. In *Writing*.

equivalent of 120 wpm³⁰. As a result, it is not possible to record exactly what is said or signed, and instead, students develop ways of abbreviating, summarising, and otherwise distilling content onto the page.

Even if you're a skilled note-taker in other settings, if you've been trying to take notes in Auslan classes, you might have found that the methods you normally use don't quite work. You may have even given up. Yet, as prominent ASL learning website handspeak.com observes, the most diligent note-takers often get the best learning outcomes (and marks!). Note-taking is an important way to keep your learning active.

Here are some of the challenges you might be facing when it comes to effectively taking notes in class... and how to tackle them³¹!

How can I pay attention and take notes?

One of the biggest challenges of note-taking in sign language classes is the difficulty of paying attention to what your teacher or classmates are signing while your eyes are on the page or screen. For this reason, some teachers prefer students avoid taking notes in class - and some students themselves recommend against it.

Here's what you can do:

- **Use the textbook.** One of the reasons this book is so text-heavy is to take some of the pressure off students in the classroom.
Reading the textbook **before class** should help you to more easily understand what's going on in lessons. Annotating important passages with a star, or highlighting bits you want to recall **during class** will allow you to quickly make notes without having to write anything. Reviewing it again **after class** should jog your memory, allowing you to note down anything you especially want to remember without losing any valuable learning opportunities.
- **Use technology.** If you can touch-type, you might use that to your advantage.
- **Embrace imperfection.** Bring along an un-ruled/un-lined notebook (this could be simply some blank paper, or pages at the back of your language learning journal), and take quick, messy notes in class. Practice being able to jot things down or make simple sketches without taking your eyes off the teacher or screen.
- **Think about posture.** Artists hold their notebooks up to almost eye-level to allow themselves to view their subjects while they are sketching. If you need to write something down or draw something, don't feel like your notebook is tied to your desk. Hunching over a page or laptop screen makes it difficult to see - angle your body and your tools so that you can see what is being said.
- **Use after-class time well.** Notes are most valuable when they are reviewed.
Research suggests that electronic note-taking often results in shallower engagement. If you've taken notes in class on your laptop, you might like to write them out by hand later. On the other hand, if you've scribbled down some notes on blank paper while watching the teacher, you might find that, unless you review and re-write them more legibly immediately afterwards, you'll be unable to decipher them within a week!

³⁰ <https://www.lifeprint.com/asl101/topics/how-fast-should-i-sign.htm>

³¹ The tips and tricks in this section are taken not only from HandSpeak, but from discussions among learners of sign languages (predominantly ASL) on forums like [Reddit](#) and [Quora](#). You might like to search for similar discussions and add your own tips.

How do I write down Auslan?

In language-learning settings, students are often encouraged to take notes in their target language. If you're learning Italian, you should practice taking notes in Italian. But what do the learners of sign languages do? As we learned in Chapter 2, there is no traditional or formal written form of Auslan, and none of the systems which exist for recording sign languages are widely used.

Here's what you can do:

- **Jot down notes in English** (or any other language you feel most comfortable with). While some learners worry that taking notes in English may keep their brain "locked" in English mode, fluent Auslan signers themselves take notes in English. Learning to switch between languages is an important skill, and your mother tongue can be a useful tool to help you learn Auslan.
- **Invent your own shorthand.** Experiment with different ways of capturing the handshape, orientation, location, and motion of signs, and non-manual features. For handshape, you might use some of the labels introduced in Chapter 4. For non-manual features, you could use some of the codes introduced in Chapter 10. But your system need not be so formal, as long as it makes sense to you.
- **Draw pictures.** You don't need to be an artist to record signs using drawings. Think simple and clear: a stick figure to show the location of a sign, or a simple sketch of a hand (a circle for the palm, five lines for the fingers) can help you record any new signs your teacher demonstrates that you can't find on SignBank or elsewhere.



Culture Note

Australia has a long history of deaf and signing cultures. In the previous module, we learned about Australia's indigenous sign languages and cultures.

The first deaf convict, Betty Steel, arrived in Australia in 1790, sentenced to 7 years for stealing a watch. Two years later, the first non-Indigenous deaf person, Robert Yeomans (Robinson) was born in Sydney Cove. The same year, the first educational establishment in the UK that admitted deaf children, regardless of social background and without fees, was established.

In 1810, Reverend Robert Cartwright, whose granddaughters were deaf, arrived in Australia. In 1819, John Fitzgerald, the first deaf convict who was known to sign, was sent to Australia. The following year, Margaret Aull, the daughter of convicts, was born. She grew up to be an independent, confident woman who managed her own household and raised seven children, until she was unfortunately hit by a train. These people's stories, and many more, can be found on the [Deaf History Australia](#) website.

One of the best resources for understanding Deaf History through Auslan can be found on the [Auslan Storybooks](#) site, which hosts the Australian Deaf History Series produced by Deaf TV and LaTrobe University. Episode 1 covers Betty Steel, while Episode 2 tells the story of FJ Rose, the first Deaf teacher in Melbourne, considered the 'founding father' of the Australian Deaf community.

It is highly recommended that you watch all of the videos in this series - most are only 5-10 minutes long, and even if you can't understand everything that is being signed, with the aid of the subtitles, you should be able to get a deeper insight into deaf history, culture, and education up to the 1990s.

Naomi Malone's PhD thesis³² outlines several key eras in the history of deaf education, focusing on post-WWII NSW. Firstly, **oralism**, or the belief that 'speech is the birthright of every child' (as the deaf-blind activist and author famously Hellen Keller put it), which persisted until the 1960s, and the march of **integration** in the 1970s. In the 1980s, there was a shift towards mainstreaming deaf students and the use and teaching of **Auslan**, which heralded a '**new era** in deaf education in Australia' in the 1990s.

The Australian Human Rights Commission have produced a short film, [Jacob's Story](#), which tells the story of Jacob Clarke. As Dr. Breda Carty explains, in the 1970s and 80s, many deaf people could not go past year 10 in their schooling, and as a result, almost all ended up in manual labour. In 1999, when Jacob was preparing to transition into high school, he found his new school was unwilling to provide an interpreter - an instant barrier to his education. His parents sued the Catholic Education Office in a landmark case which tested the newly-established Disability Discrimination Act. Find out what happened, and why having an interpreter was so important for Jacob, by watching the full video (in Auslan and English).

The 2000s, according to Malone, were characterised by diversity, and in 2010, with greater representation of Deaf people in decisionmaking about deaf education. Yet, there remains much to be done, with the final chapter of her thesis titled 'in pursuit of better outcomes'. As Young Australian of the Year for 2015, Drisana Levitzke-Gray, whose TEDx talk you may have seen back in Chapter 6, describes in an interview on [Talk the Talk](#), it often remains difficult for deaf students, particularly those who have hearing families and are less aware of effective means of advocacy, to enjoy their full educational rights. You can learn about Deaf History in more depth at the Certificate III level.

³² Malone, N. L. (2017). *A constant struggle: a history of deaf education in New South Wales since World War II* (Doctoral dissertation). This important work has since been [published by Gallaudet University Press as a book](#).



Activities

13.1 Class Bingo!

It's time to get to know your classmates a little better. Can you find someone who...

Birthday in July	Took public transport today	Likes football	Has more than 1 pet
Brushes their teeth more than twice a day	Likes writing	Has been overseas	Drinks coffee everyday
Rides a bike	Has eaten McDonald's this week	Drove to class	Loves the beach
Went to bed before 11pm last night	Hates exercise	Likes reading	Was born in October

13.2 Twenty Questions

One person should leave the room (or close their eyes!) while the rest of the class chooses a classroom object (e.g. whiteboard, pencil case, eraser...). The person then has to try and guess what the object is by asking 20 questions.

The rest of the class can only provide YES/NO answers.

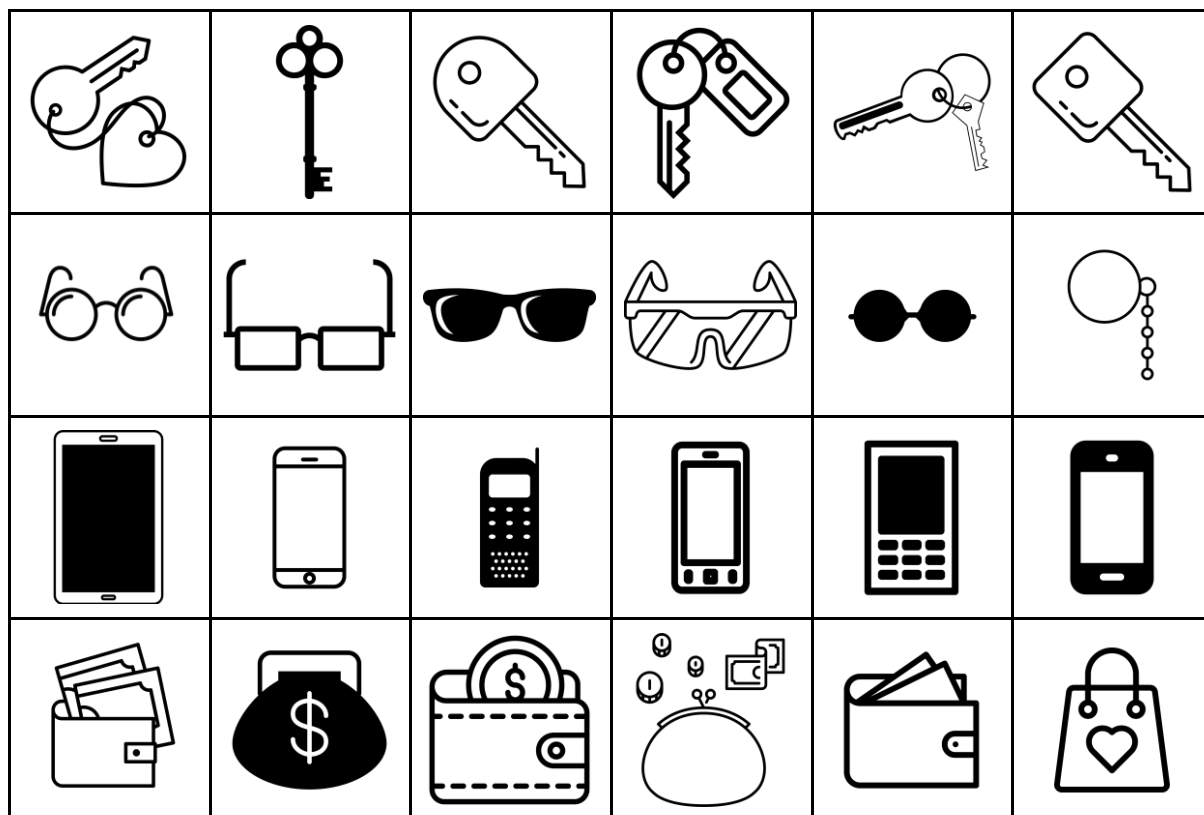
13.3 That's Mine!

PERSON 1: Last week, you left something important in class.

Choose one of the items below, then ask your classmate if they have seen it.

PERSON 2: Tell your classmate that no, you haven't seen what they're looking for.

It turns out you lost something, too. Choose one of the items below (from a different category), and ask your classmate if they've seen it.



Now, since neither of you have seen what the other lost, take turns telling the teacher what you are looking for.

Many things were left in the classroom last week, so make sure to give your teacher enough detail that they can determine which is yours.

13.4 Mystery Box

One person should leave the room, while the remaining members of the group place three items into three boxes or bags. (Make sure not to choose anything sharp or dangerous! Items you'd typically find in a classroom, like a pen, eraser, etc. are ideal.)

Then, the person who was outside must feel what is inside one of the bags or boxes and describe it to the group.

The first person to guess which of the items is being described wins!

13.5 A New Student

Imagine a new student has just joined your Auslan class.

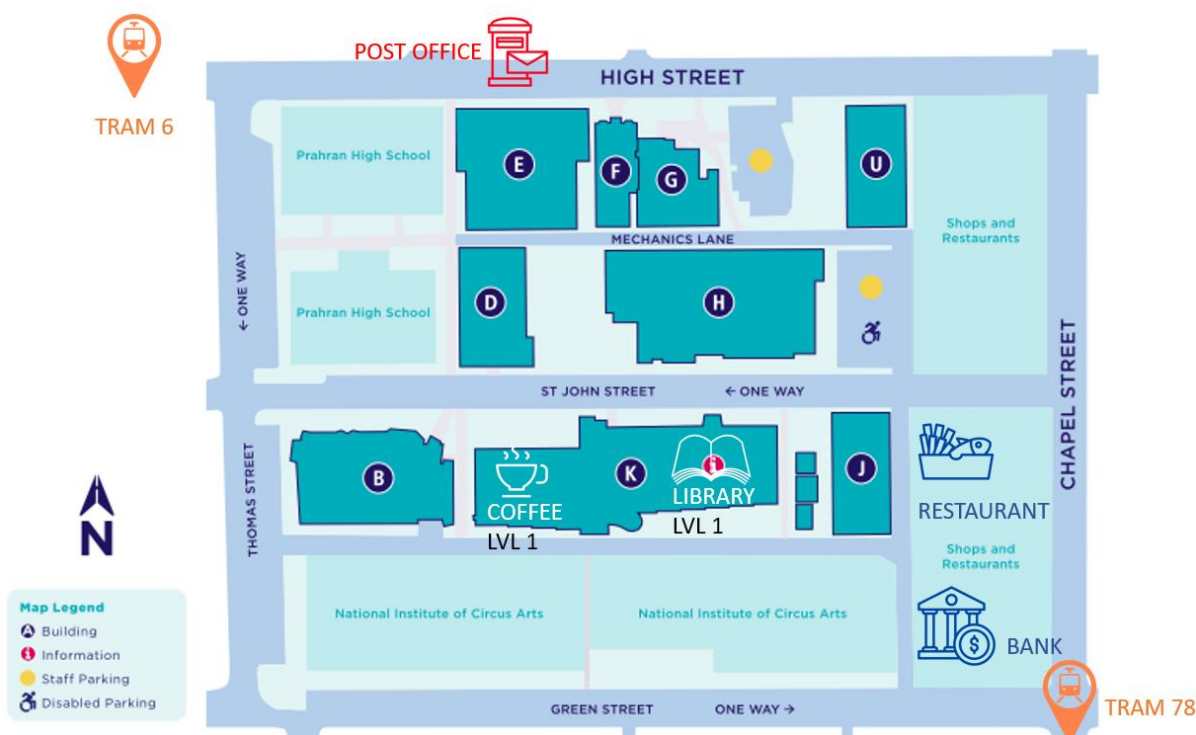
NEW STUDENT: Think of at least three questions you might want to ask your new classmates. Then, introduce yourself to the person sitting next to you, and ask them your questions.

CLASSMATE: Watch carefully as the new student introduces themselves to you. Confirm their name by fingerspelling it back, then answer their questions about the school.

13.6 School Tour

It's time for a tour of the school!

CLASSMATE: Using the map below, explain to the new student how to get to at least five key locations.

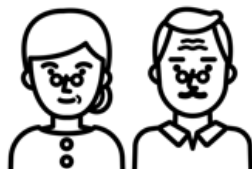


(Note: This map has been simplified. You can download a full [Prahran Campus Map](#))

NEW STUDENT: Watch carefully as your classmate gives directions. Make sure to ask a question about each location. For example, if they direct you to the library, you could ask when it is open. If they show you the cafe, you could ask what food is good.

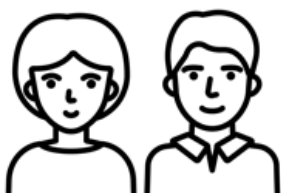
13.7 A Family of Scholars!

Frank's family love education more than anything. Watch carefully as your teacher explains what each person is studying, and write it down.



ALICE:

BOB:



CARLA:

DEREK:



ELLE:

FRANK:



GERRY:

HANK:



IRENE:

JACK:

13.8 School Uniforms

School uniforms around the world differ based on a number of factors: hot vs. cold climates, socioeconomic factors, and often, gender.

In pairs, take turns describing the uniforms on the following page.

TEACHER: Imagine you are meeting with the parent of a new child to your school. Explain what their child must wear to school.

PARENT: Watch carefully as the teacher describes the uniform. Then, see if you can guess which uniform they described by signing the name of the country. (Use the sign if you know it, or fingerspell the country name and give the continent) Now, swap!



CAMBODIA, ASIA



RWANDA, AFRICA



TIMOR-LESTE



MALAYSIA, ASIA



INDIA



VIETNAM, ASIA



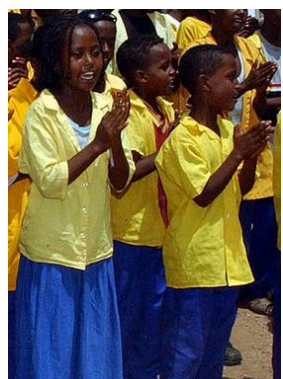
COLOMBIA, S. AMERICA



UK



JAPAN



ETHIOPIA, AFRICA



TAIWAN, ASIA



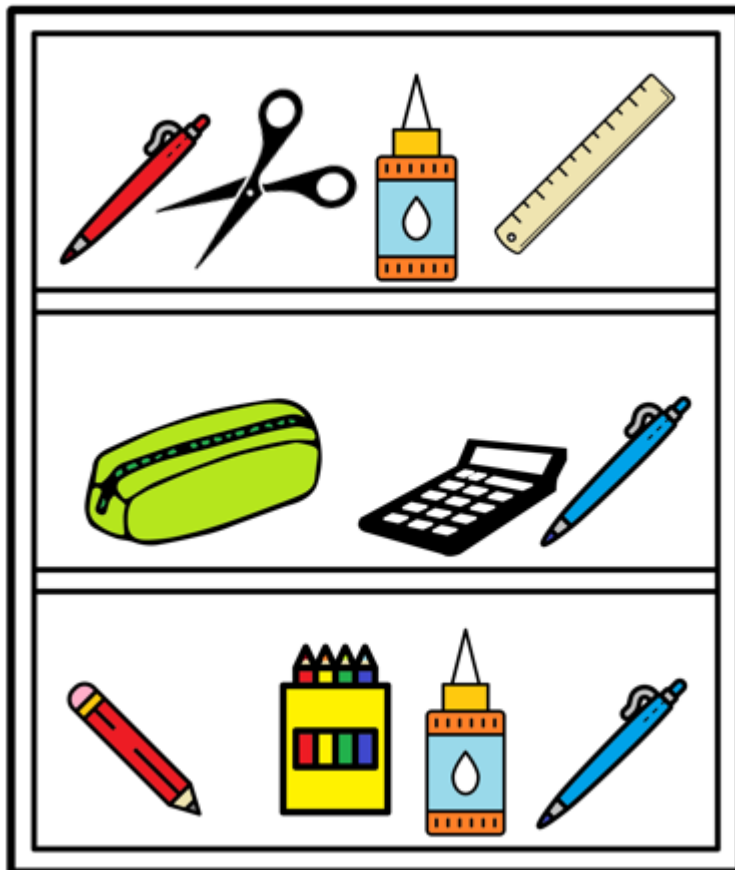
SINGAPORE

(Images: Wikipedia)

13.9 Shopping for School Supplies

Find a group of 3-4 students for this back-to-school activity!

PARENT: It's the start of the school year again, and your children have brought home lists of school supplies. Every year, it seems the lists are getting longer! So this time, you're going to check your cupboard at home first. Find out what your kids need, and check to see if you already have those supplies. If not, write down how many (total) you will need to buy.



CHILDREN: Using the school supplies lists below, tell your parent what you need them to buy so you're ready to start classes next week.

CHILD 1:

Central Middle School Supplies List (Term 1)

SCIENCE

- Scissors
- Glue

SPELLING

- Black pen
- Red pen

ART

- Coloured pencils
- Pencil case

GEOMETRY

- Ruler
- Pencil

CHILD 2:

Towering High School Supplies List (Term 1)

ART

- Scissors
- Glue

ENGLISH

- Black pen
- Pencil case

CHEMISTRY

- Safety glasses
- White coat

MATHS

- Calculator
- Ruler

13.10 The School Cafeteria

In the documentary *Where to Invade Next*, Michael Moore describes some of the differences between the American education system versus that in other countries. One of the key differences he notices is food. While in France, lunch time is treated almost like a lesson, and students learn about nutritional balance and how to be a good host, in the USA, cafeterias are often privately-run, for-profit enterprises which focus on providing the lowest-cost options.

In pairs, imagine you are students served the following food items at school. What do you imagine they are? Where do you think these meals were served? Do you think you would enjoy them?



(Images: American school meals ([abc](#)), French school meals ([bbc](#), Rebecca Plantier's [French School Lunch](#))

13.11 School Excursion

Imagine you are volunteering to help with a primary school excursion.

Choose one of the destinations below, then think of at least five rules you should tell the kids (do's or don'ts). Explain the rules to your class as if they are the students! See if they can guess which location your rules are for.

SCIENCE EXCURSION TO...



ART EXCURSION TO...



ENGLISH EXCURSION TO...



SPORTS EXCURSION TO...

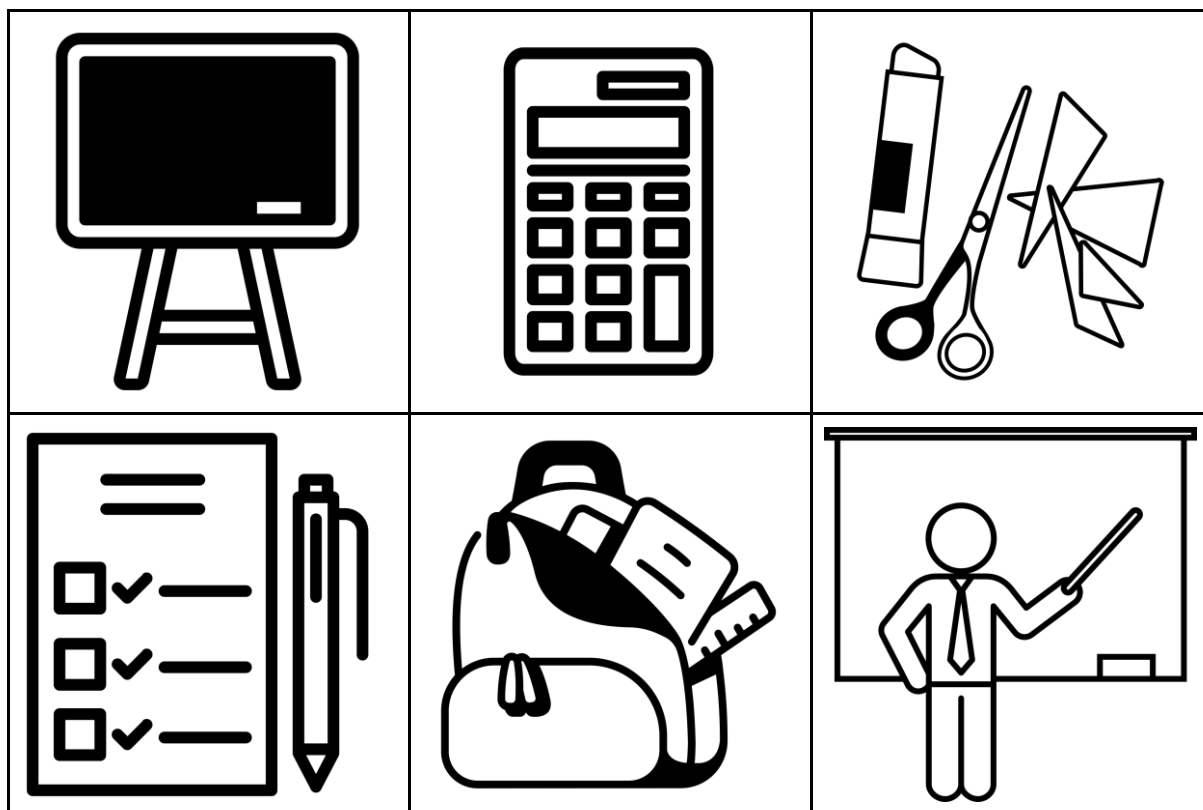


(Images: Wikipedia)

13.12 Classroom of the Future

For centuries, classrooms looked pretty much the same - rows of chairs and tables, a blackboard out the front. But as technology has changed, so has schools. Electronic whiteboards have replaced blackboards, tablet computers are taking the place of pen and paper...

What do you think the classroom of the future will look like? Come up with some ways in which the following familiar items might be different - or what they might be replaced with - in 50 years time:



13.13 Applying to Uni

Imagine you are applying to study at Gallaudet University, and have been asked to make a video in Auslan introducing yourself, the subjects you are interested in, and why you would like to study ASL in America.

13.14 Best of Times, Worst of Times

You've seen the family members tell Sam about their best and worst experiences at school in this chapter's conversation. What about you? What was your best and worst experience at school? What subjects did you enjoy/not enjoy, and why? Tell your partner, and then ask them the same.

13.15 A Fitting Farewell

One of your favourite teachers from your school days, Mr. Harrison, recently passed away, and the family have asked some of his former students to speak at his funeral.

Mr. Harrison's daughter Zara is deaf, as are many of her friends. Zara's best friend is going to describe what Mr. Harrison was like at home, but Zara would like you to share some of your memories of Mr. Harrison at the school, in Auslan.

Consider what you might include:

- What grade you were in/how old you were when Mr. Harrison was your teacher
- What subjects he taught
- Any funny stories from class



Extras!

In addition to all of the education-related videos in the [Australian Deaf History](#) series, there are a number of Sally and Possum episodes that will help you practice school and classroom signs: [Possum Wants to Go to School](#), [Possum's Classroom](#), [Possum Plays School](#), and [Moving School](#).

If you're ever in NSW, you might like to check out [Handshapes: Art in Auslan](#), which offers art, social, cultural, and educational workshops. While these workshops are characterised as taught by Deaf for Deaf, students of Auslan are also welcome (see the Skill Building section in Chapter 16 for more on attending Deaf Community Events). You may also be interested in viewing deaf education and human rights advocate [Braam Jordaan](#)'s artwork, which features sign language.

In recent years, greater visibility of Auslan in the mainstream media - including as a result of pandemic and bushfire coverage - has led to an unprecedented increase in students enrolling in Auslan courses, as [the Conversation Hour \(in Auslan\) notes](#). Later in this module, you'll learn some key medical terminology, and in the following module, we'll learn about Auslan media coverage of natural disasters and other major events.



Learning Outcomes

I can...

- Identify important **places on campus**, and describe what they contain
- Describe my **classmates** and educational environment
- **Compare** school experiences with others
- Identify and describe **items I use to study**
- Understand and give **simple instructions**



14. Occupations



Revision

Before starting this unit, make sure you can do the following...

- Sign the names of the occupations you've encountered so far (CHEF, WAITER, WAITRESS, TEACHER, UMPIRE/REFEREE, DRIVER...)
- Produce the signs for the various workplaces you've encountered so far (RESTAURANT, POST OFFICE, BANK, SCHOOL, LIBRARY...)
- Introduce yourself and others (Chapter 1)
- Converse about what to wear (Chapter 3)
- Produce the signs for animals (Chapter 10)
- Explain your educational background (Chapter 13)

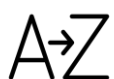
Look at the photograph above. What kind of occupations do you think these people have? Have a go at describing their uniforms and business attire in Auslan - then check the vocab list or SignBank to see if you can find the name of their professions.



Learning Objectives

After completing this unit, you will be able to...

- Give a simple explanation of your job, or a job you'd like to have
- Understand how interviews are conducted in Auslan
- Describe various areas of a workplace, and associated activities and hazards
- Know more about how Auslan is used in professional settings
- Give simple instructions and describe work roles



Fingerspelling: Consonants

Although vowels deserve special attention because they are often confusing to learners of Auslan (since they're so similar!), consonants tend to be more important in conveying meaning.

Compare the following texts:

T_XT W_TH__T V_W_LS

vs.

_E__ _I__OU_ _O_E__

Neither is easy to read, but chances are, you'd find the first easier to guess than the second.

This is why abbreviations in online communication are more likely to consist of consonants than vowels: RLY for really, MSG for message, PLS for please and THX for thanks. Were these words written as vowels, there'd be no way to tell EAE (**message**) from EAE (**please**).

Here are some English words which differ only in a single consonant. Watch carefully as your teacher signs words from the following list, and circle or highlight the one they signed:

S-A-T	H-A-T
C-O-D	C-O-P
S-I-X	N-I-X
C-O-P-E	H-O-P-E
M-E-E-T	F-E-E-T
B-A-R-E	M-A-R-E
S-K-I-P-S	S-H-I-P-S
T-R-I-P-E	T-R-I-K-E
T-R-U-N-K-S	D-R-U-N-K-S
T-R-A-C-T-S	T-R-A-C-K-S
B-E-A-C-H-E-S	P-E-A-C-H-E-S



Vocabulary

Types of Work

1. [Work](#)
2. [Volunteer](#)
3. [Full Time](#)
4. [Part Time](#)

Ask your teacher how to sign CASUAL
(fingerspell C, small clockwise)

Public Occupations

5. [Doctor](#)
6. [Nurse](#)
7. [Dentist](#)
8. [Firefighter](#)
9. [Police Officer](#)

Occupations

10. [Mechanic / Plumber / Electrician](#)
11. [Manager](#)
12. [Architect](#)
13. [Detective](#)
14. [Business](#) man/woman
15. [Carpenter](#) (also 'carpentry')
16. [Lawyer](#) (also 'court')
17. [Accountant](#) (also 'arithmetic')
18. [Videographer/Cinematographer](#)
(also 'film/movie')
19. [Reporter](#) (also 'interview')
20. [Builder](#) (also 'building')
21. [Hairdresser](#) (also 'haircut')
22. [Soldier](#) (also 'army/military')
23. [Painter](#) (also 'paint')
24. [Gardener](#) (also 'garden')
25. [Farmer](#) (also 'farm')
26. Veterinarian ([animal](#) doctor)



Note that the word for 'library' you learnt in Chapter 12 can also be used to mean [librarian](#). Similarly, many of the job titles above (e.g. hairdresser or farmer) can refer to both the occupation, and the product or place of that occupation (a haircut or a farm).

Although there is no specific sign for veterinarian in Signbank, you can convey this meaning by combining the signs [ANIMAL](#) + [DOCTOR](#).





Conversation 14: Career Day

It is the Career Day at Sam's school, and Sam has invited Rob, Carol, and Anna to share their experiences with the students. Read the questions below, then watch their [presentations](#).

1. What kind of business does Rob have?
GARDENING / BUILDING / CLOTHING / FOOD / MECHANICAL
How many years has it been running? 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9
How many employees does the business have today? 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9
What does Rob's PA do? Write down two things.
2. What is Carol's job? VET / CARPENTER / CHEF / LAWYER / HAIRDRESSER
Carol is upset because customers left her restaurant a 3-star review TRUE / FALSE
The food at Carol's restaurant is expensive TRUE / FALSE
Carol is the only person in her family who can cook. TRUE / FALSE
3. What is the name of the organisation Anna works for as a deafblind communication guide? _____
How many deafblind people attended the camp she volunteered at? _____
How many volunteers? _____
How can Anna communicate with deafblind people? Write down two things.
4. What is "deaf gain" and what example is given in this conversation?

Deafblindness

Deafblindness is defined as the condition of having no or little useful hearing or sight. One of the most prominent Deafblind people in history is of course Helen Keller, who was introduced in the previous chapter.

Due to the various degrees of hearing and vision loss experienced by each individual, the Deafblind community is quite diverse in terms of lifestyle, communication, education, and work, yet has its own culture, similar to the deaf or blind communities.

Studies suggest that between 0.2% and 3.3% of the population may be deafblind, a population of almost 100,000 in Australia - two-thirds of whom are over the ages of 65. While deafblindness from birth is referred to as 'congenital deafblindness', people who are born deaf, blind, or hearing with vision, may lose their hearing/sight over their lifetime, as a result of accident, injury, or disease. For many people, ageing leads to a loss of both vision and hearing. It is estimated that up to 36% of people over the age of 85 may be deafblind. You can read more on the [Deafblindness Information Australia](#) website.

Some Australians with deafblindness use Auslan as their first language. SensesWA has produced a video (signed, captioned, and audio-described) about [working with people with deafblindness](#). It outlines some of the adaptations made to Auslan by the Deafblind community, such as close range signing, visual frame signing, tactile signing, and deafblind fingerspelling.

These methods - and other forms of communication used by the Deafblind community - are explained in detail in the [Deafblind Communication methods and strategies](#) video. Produce the sign for DOG. Why might this sign be difficult for someone with a restricted

field of vision to see? How does the presenter suggest you could communicate this concept instead?

In what two methods of communication might a person place their hands on a signer's hands or wrists?

How do you communicate that something is a question in Auslan? Why might this be inaccessible for a deafblind person with low/no vision, and how can it be communicated instead?

How do some people use haptics to indicate, for example, the layout of an office building?

How does the Deafblind Fingerspelling alphabet differ from the fingerspelling you have learned in this course?



Skill Building

Focus on Form vs. Focus on Meaning

When you're trying to communicate a message in Auslan there is a lot to think about! As well as working out what to say and how to phrase it, you are probably also trying to make sure you form the signs correctly, put them in the right order and make appropriate use of facial expressions. All of this can feel overwhelming at times!

Because there's so much to think about – especially at the early stages of learning – it can be helpful to choose to focus on certain aspects at different times, rather than trying to get everything right all the time.

In language learning, we often differentiate between activities or situations where we are focusing on language form(s), and others where we focus on meaning.

When we focus on **form**, we are giving a lot of conscious attention to our language: trying to get the HOLM parameters of a sign exactly right, carefully choosing the order of your signs or making sure that you use features like space or signing intensity to convey the precise meaning that you are after.

When we focus on **meaning** by contrast what matters is getting our ideas across: we might make some mistakes in the language choices we make, but our communication partner should be able to clearly understand what we are trying to convey and the conversation should flow without too many problems.

Applied linguistics research tells us that both focussing on form and focussing on meaning is important to language learning. So try to create opportunities to do both in your private study of Auslan!

For focus on form activities you could revise tricky signs that you've learnt to check that you have all the parameters correct, or practice the difference between signs like DINNER and SISTER that have similar parameters.

For focus on meaning you could think about how you would spontaneously sign an idea or concept – past students have reported signing what they are doing as they tidy up at home.

When you're using Auslan with other people too think about whether this is a situation where it's more important to focus on form or on meaning and try to adjust your attention accordingly. Particularly if you've been feeling shy or nervous about signing with others you might find that this frees you up and makes you feel more like it's OK to make mistakes – while also acknowledging that there are some contexts (like an exam) where it is more appropriate to focus on form.



Culture Note

Deaf Gain

Deaf Gain is shorthand for a concept first articulated by British performance artist Aaron Williamson. Reflecting on his experience of beginning to lose his hearing at age 7, he questioned “why had all the doctors told me that I was losing my hearing and not a single one told me that I was gaining my deafness?”³³. Deaf Gain has been popularised as a term to encompass the range of good things or benefits that may flow from Deafness, or – as Bauman and Murray more formally define it – the “unique cognitive, creative and cultural gains manifested through deaf ways of being”³⁴ in a world that often devalues these experiences.

Deaf Gain is a concept that stands in strong opposition to the medical model of deafness introduced in Chapter 12. Ideas of Deaf Gain underpin the cultural view of deafness – i.e. that being Deaf is not inherently worse than being hearing it is just different, and draws attention to the positive ways in which being Deaf might impact on people's lives. This is not to say that Deaf Gain argues that it is better to be Deaf than hearing, but simply to counter the dominant discourse that deafness is a bad thing by show-casing positives. And there are many examples that can be found!

Examples of Deaf Gain range from small everyday practices to much larger cognitive and social differences in how Deaf and hearing people typically interact in the world. At an everyday level Deaf people (and hearing people who know how to sign) can communicate with ease in noisy environments and from further away than people using spoken language. You can also sign perfectly well with someone standing on the other side of a window, which was an aspect of Deaf Gain many signers exploited during COVID lockdowns!

More profoundly, research in cognition shows that deaf people process visual information differently to hearing non-signers, showing advantages in spatial and facial recognition, peripheral processing, and the detection of images³⁵. There is also emerging evidence that deaf people may process touch in different (and more sensitive) ways to hearing non-

³³ Quoted in Bauman and Murray 2014, p xv. (Bauman, H. D. L., & Murray, J. J. (Eds.). (2014). *Deaf Gain: Raising the stakes for human diversity*. University of Minnesota Press.)

³⁴ Ibid. (also quoted in Bauman and Murray, 2014)

³⁵ Napoli, D. J. (2014). A Magic Touch: Deaf Gain and the Benefits of Tactile Sensation. *Deaf Gain: Raising the Stakes for Human Diversity*, 211–232.

signers³⁶. The experience of being Deaf in a largely hearing world also heightens Deaf people's abilities to communicate across language and cultural differences and reach common understanding even if they do not share fluency in the same signed or written language as their conversation partner³⁷ - something that you'll see in action in the Culture Note on International Sign in the next module.

These notes are just a small taster on the concept of Deaf Gain and the advantages that deafness might confer. If you would like to find out more about the concept we recommend Bauman and Murray's 2009 article "[Reframing: From Hearing Loss to Deaf Gain](#)" as an accessible introduction to the topic.

ACTIVITY: Think of three examples of Deaf Gain not mentioned in this text.

³⁶ Ibid.

³⁷ Green, Mara (2014) Building the tower of Babel: International Sign, linguistic commensuration, and moral orientation. *Language in Society*, 43(4), 445–465.



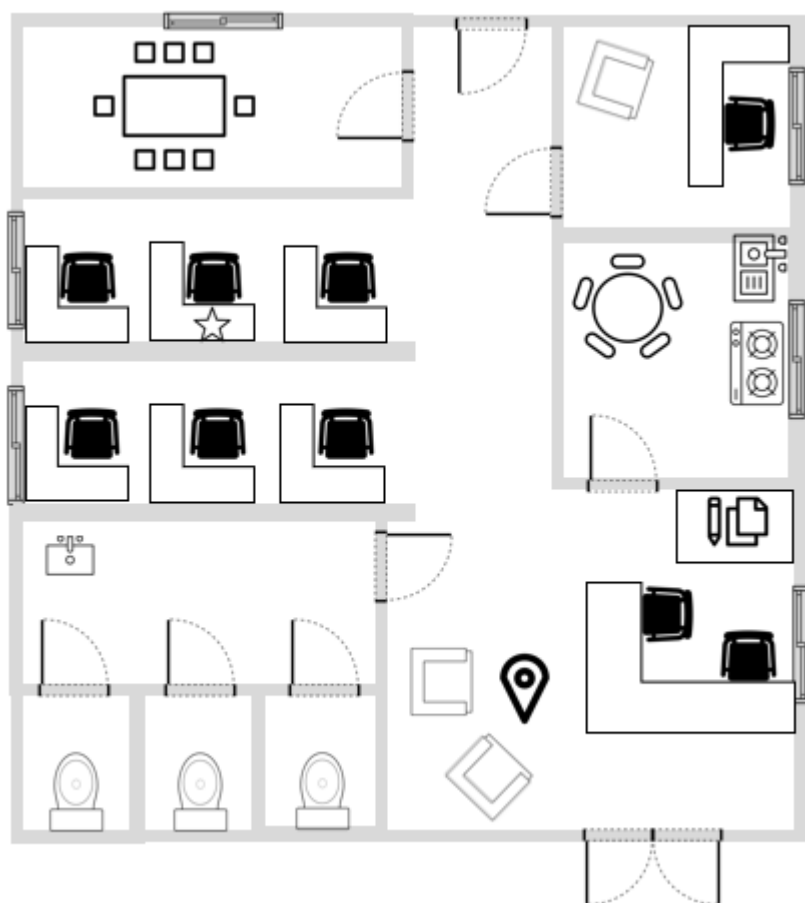
Activities

14.1 A New Colleague

Imagine you are showing a new colleague around the office. Make sure to show them where the following are:

- Toilet
- Their desk/computer
- Emergency exits
- Kitchen/coffee
- Where to get stationery

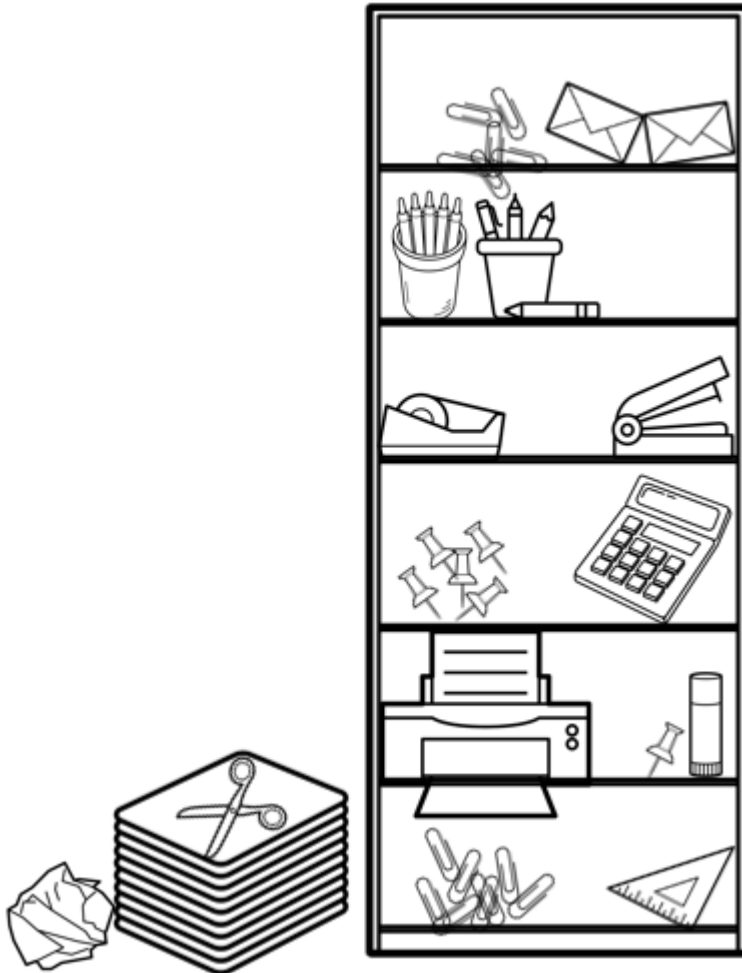
Note: You are meeting them in the reception area (marked with a 'you are here' pointer on the map). Your new colleague's workstation is marked with a star.



14.2 Your New Job

You have just started a new job, and the stationery cupboard is a mess! Ask your new friend, who is a long-term employee of the company, where to find the following items:

- Pens
- The stapler
- Paper
- A calculator
- Scissors



14.3 Boss for a Day

The company you work for has suddenly fired your boss, after discovering they stole more than a million dollars over the last three years, *and* has been taking all of the chocolate biscuits from the office tin. The company's owners have put you in charge - and in the confusion, you are free to make any rules you like.

Come up with five new rules to present at the upcoming staff meeting, and communicate them to the class (your employees).

- _____
- _____
- _____
- _____
- _____

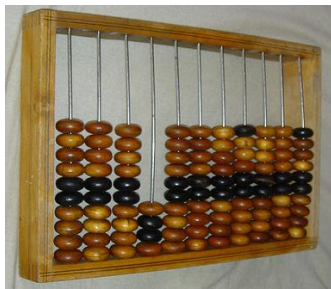
14.4 Dream Job

Every so often, a company offers a "dream job" - like the opportunity to travel the world for free, become a Chief Taco Officer, or bacon taste-tester, try every wine in Croatia, or live at a tropical resort.

Think about what your ideal job would be, and practice describing it to your partner. If you have time, you can then describe it to your whole class. Did anyone come up with a similar ideal job?

14.5 Old and New

Technology has changed the way we live and work. Imagine how different your (or any) job would look 50 or 100 years ago. Using gestures and descriptions where possible, pretend to use one of the following devices. Make sure your non-manual features indicate the ease or difficulty of use. Now, try the opposite – if you picked an old technology, show what it is like to use the new version (or vice-versa). Can your partner or classmates guess which device you were using?



(Images: Wikipedia)

14.6 Job Ads

Imagine you are looking for a job which involves Auslan. Read through the job descriptions below, and choose one.

Note: These are real job ads, with identifying characteristics removed, and edited for length. You can assume that you hold the other relevant certifications, but should **make sure that the role does not require a greater knowledge of Auslan than you currently possess**. Not all jobs are suitable.

JOB ID: 090001: Assistant Educator

We are currently seeking an experienced Assistant Educator to provide a rich, nurturing, environment for children between the ages of 6 weeks to 6 years. Our centre is well equipped with resources and specialised programs including music and movement, Auslan language and Bush Kinder.



- Certificate III or Diploma Qualification in Children's Services
- Strong understanding of Early Years Learning Framework (EYLF) and NQS
- Excellent verbal and written communication skills, and basic Auslan knowledge
- A current Working with Children Card
- First Aid Certificate

JOB ID: 090002: Customer Advisor

We are a not for profit organisation whose core purpose is to foster a community of communication without limits. This role is principally responsible for liaising with customers and potential customers, supporting them with their NDIS plan development and providing effective on-going service delivery.



- Written English skills sufficient for clear email communication and data entry
- Familiarity with the Disability Sector/NDIS
- Experience working with Deaf or Hard of Hearing clients/community;
- Lived experience of Deafness, knowledge of Deaf culture and history
- Intermediate level of Auslan proficiency

JOB ID: 090003: Receptionist/General Admin

We are a co-educational government school providing educational programs for children with a permanent, bilateral sensorineural hearing loss for students.



- Capacity to undertake routine support tasks within a school environment.
- Proficiency in the use of office systems and technical equipment.
- First Aid is an advantage, though it would be expected to be learned.
- Capacity to work with teachers, education support, students and parents.
- Ability to use Auslan is preferred, or a commitment to learn.

JOB ID: 090004: HR Business Partner

Our service is currently seeking an experienced Human Resource Partner who is passionate about inclusivity, problem solving and working collaboratively. The People and Culture team are a diverse group that enjoy the role we play in making the service a great place to work.



- Experience within a human resources environment
- A good working knowledge of employment legislation & interpretation of awards
- Well-developed interpersonal and communication skills
- Ability to analyse, collate and present summary information
- Auslan skills, or willingness to learn

Either a Cover Letter or Auslan recording outlining how your skills and experience meet the position requirements as outlined in the position description (no more than 1.5 pages or 5 min Auslan recording)

JOB ID: 090005: Pathways Coordinator

Our College for the Deaf, is a unique school setting, seeking a Pathways Coordinator to coordinate work experience.



- Experience coordinating work experience for Deaf and hard of hearing students.
- Knowledge of networks and organisations that align with students at the college.
- Demonstrated high level Auslan, oral and written communication skills.
- Technical knowledge and expertise relevant to the position.
- Capacity to provide advice and support to management in respect to the work area.

JOB ID: 090006: Auslan Interpreter

Our company is a rapidly growing Auslan Interpreting service based on the beautiful Gold Coast. We provide interpreting services to the Deaf, Deaf/blind and Hard of Hearing communities Australia wide.



- Valid and current NAATI Certification, very high level of Auslan proficiency
- Valid Blue card and NDIS Worker Screening Card (or willingness to obtain)
- Understanding of the ASLIA Code of Ethics;
- Excellent listening and communication skills;
- Proof of vaccination is required (Influenza, COVID-19 and childhood vaccines)

JOB ID: 090007: Marketing Coordinator

Our purpose is to empower Deaf and hard of hearing people to connect, contribute and participate in the wider community in all aspects of their life. This position is a 6 month contract Marketing Coordinator role with flexible working arrangements.



- Relevant tertiary qualifications (Communications/marketing/multimedia/digital)
- A minimum of 3 years' experience in a digital marketing or advertising position
- Great written and verbal communication skills
- Advanced knowledge of the Adobe Creative Suite
- Demonstrated understanding of implementing a digital strategy

Applications can be submitted in Auslan or English

JOB ID: 090008: Intake Booking Officer

We are a not-for-profit organisation whose main purpose is to foster a community of communication without limits.

This role will consist of fielding and responding to all enquiry handling requests via phone, fax, email or online.



- Written English skills sufficient for clear email communication and data entry
- Experience with Deaf or Hard of Hearing clients/community;
- Familiarity with the Disability Sector/NDIS
- Experience allocating appropriately skilled staff to match client needs
- Intermediate level of Auslan proficiency or willingness to learn Auslan

JOB ID: 090009: General Manager

We have a long-standing history of supporting Deaf Communities and positively impacting those who are Deaf and hard of hearing, and are seeking a General Manager People & Culture to lead the development and operationalisation of their People Strategy to align with and underpin their key business objectives.



- Experience as an HR generalist leader
- Experience in change management and recruitment
- Demonstrated experience in operationalising strategy
- Capability to engage with senior stakeholders
- Previous experience working within the Disability sector

We are an inclusive organisation with an aim to be an employer of an equal number of Deaf and Hard of hearing people. Applications from Deaf and Hard of Hearing candidates are encouraged. Applications can be made in Auslan.

You may have noticed that some of these positions specify that applications may be made either in writing, or in the form of a short video in Auslan.

Imagine you have decided to put together a video in Auslan as your application. Think about what you will include in your short video, and then practice and record it.

14.7 What to wear?

Congratulations! Your application was successful!

Find a partner who has applied to a *different* position, and help each other out.

Tell your partner a bit about the job you applied for (What does the role involve? Where would you work? Who with?) and then discuss what you should wear for the interview.

Bonus: Brainstorm some questions you might be asked at the interview, and practice them with your partner.

14.8 An Important Interview

In pairs, choose one of the following jobs. One person will act as the interviewer, the other as the candidate.

- Gardener at large school
- Receptionist at an interpreting service
- Newspaper reporter
- Chef at Tradeblock Cafe
- Data analyst
- Nanny for a deaf 5-year-old
- Carpenter
- Paramedic

INTERVIEWER: Imagine you are interviewing someone for one of the positions above. What questions (and follow-up questions) will you ask? What type of responses do you imagine you will receive - and what are you looking for in an applicant?

CANDIDATE: What kinds of questions (and follow-up questions) do you think you will be asked about the job you are applying for? What answers do you think they are looking for - and how will you respond?

After you've had a few minutes to brainstorm interview topics and practice on your own, actually conduct the interview.

Bonus: The tables have turned! Now the interviewer is seeking a job, and the candidate is the boss! Choose a different position from the above job list and conduct another interview.

14.9 Gesturing Jobs

While gestures are used all over the world by deaf, hard of hearing, and hearing people alike, there are also a variety of activities or occupations in which specialised systems of gesture exist. In the noisy environments of sports fields, orchestras, and traffic intersections, referees and umpires, conductors, and police officers have special gestures they use to direct others. Under the sea, divers, too, have a special form of communication.

Research one of these topics, then using only gesture, communicate the activity or occupation you chose to a partner. Try to find at least one gesture which has a corresponding sign in Auslan - and find out whether it means something similar (or perhaps wildly different!)

14.10 Introductions

You are in charge of introducing everyone at an upcoming meeting for a rural construction project. Referring to your colleagues' business cards, practice signing their personal information.

ALEX SMITH

Electrician

Mob. 0499 127 869

electrismith.com



BOA LEXINGTON

Beef Farmer

Mobile. 0428 976 358

Long Road, Lexington

Carl DeWatt

Carpenter

Mobile phone: 0419 369 960

Workshop 23, 5 Jones Road.



Dana Wells

Accountant

Ph. (03) 9972 2681

www.wellaccountedfor.com.au

Bonus! Find a group of three. Sketch out your own business card. Try to pick another occupation which might be involved in this project, e.g. ARCHITECT, MANAGER, LAWYER, GARDENER... Then, introduce yourself to one of the members of the group.

Using your business card as a reference, they should then introduce you to the remaining group member. Continue until everyone has had a go introducing themselves and someone else.

14.11 A Special Guest!

Imagine a special guest is coming to visit your Auslan class next week, and you have volunteered to introduce them. Choose one of the bios below, and practice making an introduction – then present it to the class.

Cindy Lu Fitzpatrick

- Swam in the Deaflympics, Commonwealth Games, and Pan-Pacific Games
- Won 19 gold, 4 silver, and 5 bronze medals
- Taught Auslan at University of Newcastle after retiring from sport

Sam Cartledge

- Vice-Captain of the Men's Deaf Basketball Team 'The Goannas'
- Represented Australia at Deaflympics and Asia Pacific Deaf Games
- Also works at Australian Hearing, Deaf Sports Australia and Hear For You

Alex Kirchner

- Has been swimming for Australia since the age of 12
- Represented Australia at the Deaflympics
- Youth Ambassador for Deaf Children Australia

Osher Gunsberg

- Presenter of *The Bachelor* on TV
- Also works on radio
- Became hard of hearing after working in the music industry

John Howard

- Australia's 2nd-longest serving Prime Minister
- Started wearing hearing aids when he was 19
- Says his hearing loss improved his memory

Elizabeth Richmond

- Opera singer & musician with hearing loss
- Also works as an artist
- Hobbies include skiing and golf

Kim Curtis

- One of the first deaf Aboriginal Australians to graduate from university
- Improved services in TAFE, hospital, and cinema
- Works to help Aboriginal people with disabilities

Hint: You don't need to introduce every piece of information - just pick the info you can sign. If you want, you can research more about these famous individuals to find out more!

14.12 Money, Money, Money

The designs of Australian coins up to \$1 typically depict animals, while the \$2 coin and notes depict people who have made a significant contribution to Australian society. From time to time, commemorative coins are issued for special events and people.

Imagine a commemorative coin is about to be issued for Auslan... and a new \$200 note will feature a prominent Deaf Australian. Do a little research, and then explain to the class a) what sign you think should feature on the coin, and b) who you think should feature on the note, and why.









Bonus: Can you sign the names of the animals on the coins below, and their values?



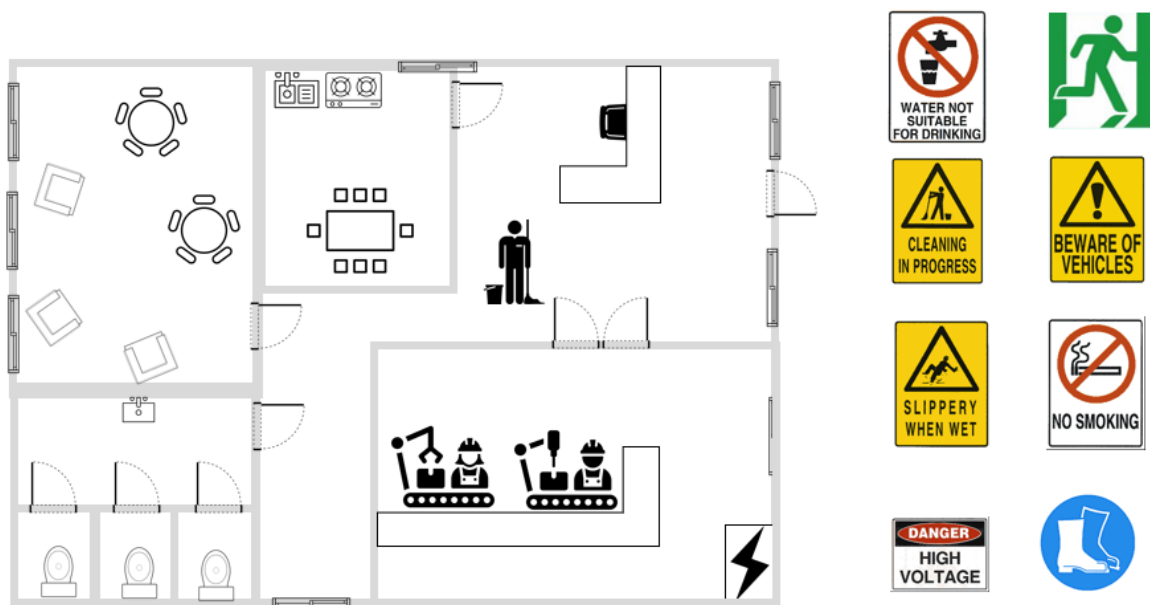
14.13 OH&S Review!

It's time for an occupational health and safety review!

OH&S Consultant: Referring to the guidelines below, explain to your client what every sign looks like/means, and where it should be placed. Remember, you can describe things in relation to other objects in the area, and/or you can draw the map in the air to indicate different rooms and spaces.

	This sign should be placed at a DOOR.		This sign should be placed near the KITCHEN FLOOR.
	This sign should be placed in the BATHROOM.		This sign should be placed OUTSIDE THE WORKROOM.
	This sign should be placed at the ENTRANCE.		This sign should be placed on the ELECTRICAL BOX.
	This sign should be used when someone is CLEANING.		This sign should be placed in the employee LOUNGE

Client: Pay attention as the consultant explains where each sign should go, then draw lines between the relevant sign and where it should be placed on the map.



14.14 Business Analysis

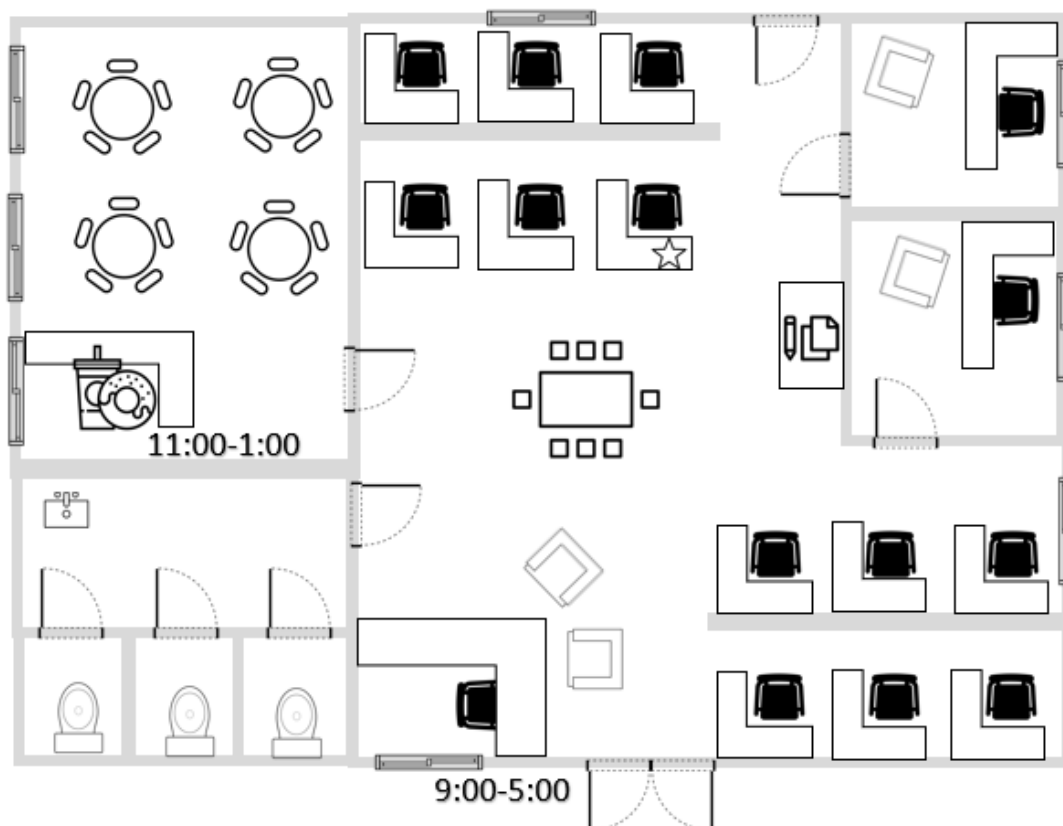
Your boss at a fashion company is interested in capturing information about each person's role within the business, and has put you in charge of interviewing your workmates. Ask your partner how often, when, and where they do the following things (then swap roles).

- Buy paper
- Use the computer
- Send email
- Travel
- Go to the post office
- Visit the bank
- Use a calculator
- Sell clothes
- Draw a new design

14.15 Work Experience

Imagine your workplace has been contacted by the Pathways Coordinator from the College for the Deaf (one of the positions advertised in exercise 14.5), and since your boss heard you were taking an Auslan course, you've been put in charge of showing the student around.

WORKER: What information will you need to give the student? Using the map and the notepad below, jot down some ideas of what you want to convey before they arrive.



Work Experience Orientation:

Work hours:

Where is their desk?

How long is lunch?

Where is the cafeteria?

What hours is lunch served?

Where is the toilet?

STUDENT: Think of at least three questions to ask the employee who will be showing you around your work placement.



Extras!

There are quite a few resources concerning occupations available in Auslan. However, most are, unsurprisingly, aimed at Deaf individuals seeking employment, rather than children or learners who may be less proficient in Auslan. But there's no need for you to understand everything that is signed for a video to be good practice. In fact, if you challenge yourself with something above your level, you might be surprised at how much you can pick up!

[Job Access](#) has a series which includes many Auslan-interpreted videos. Videos you might like to watch include one on the [interview and selection process](#), and another on [inclusive language](#).

Since you now know the sign for lawyer/court, you may also be interested in watching the video from the [Department of Communities and Justice NSW](#), which outlines the provision of Auslan interpreting services in the NSW courts. What sign does the presenter use for court?

You can find out about Victorian courts on the [Magistrates Court](#) page.

Did you know? Witnesses may be sworn into Victorian courts using Auslan³⁸. The witness is asked to place their hand on the Bible (or other religious text) before repeating the oath in Auslan. Interpreters must also swear to interpret faithfully and to the best of their abilities.



Learning Outcomes

I can...

- Give a simple explanation of different types of **work**
- Participate in a mock **interview** conducted in Auslan
- Describe various **workplace** environments
- Use basic Auslan in **professional** settings
- Give and follow simple **instructions**

³⁸ <https://www.judicialcollege.vic.edu.au/eManuals/VCPM/27689.htm>



15. Health



Revision

Before starting this unit, make sure you can do the following...

- Indicate whether you are (or someone else is) DEAF or HEARING (Chapter 1)
- Describe people and things around me (Chapters 1-3)
- Understand the components of the sign 'EXPENSIVE' (MONEY + SORE) (Chapter 6)
- Tell people to RELAX (or describe your own relaxation) (Chapter 11)
- Describe animals, and sign vet (ANIMAL + DOCTOR) (Chapter 10 & 14)



Learning Objectives

After completing this unit, you will be able to...

- Describe basic symptoms of different illnesses
- Express your feelings directly in Auslan
- Understand how others are feeling, and about their health
- Discuss simple physical and mental health topics
- Communicate about health related topics like diet and exercise

Fingerspelling: Double Consonants



In the previous chapter, we looked at the importance of signing consonants clearly when fingerspelling English words in Auslan. Now, let's practice words with double consonants.

There are a couple of techniques for fingerspelling words that have double consonants.

- **Glide:** for some letters, it may be possible to glide the letter sideways briefly to indicate that it is doubled.
- **Bounce:** you might lightly bounce your hand up and down to indicate a double consonant.

Although resources on more advanced fingerspelling techniques like this are scarce for Auslan, you might find this [ASL resource](#) helpful.

Note also the advice on pausing (and using slight nods) to indicate a space between words, and self-correction when you make a mistake while fingerspelling.

Now, let's practice some words with double consonants... and some with spaces!

A-L-L	O-F-F	I-L-L	E-G-G
L-E-S-S	B-A-L-L	A-L-L-Y	B-E-L-L
F-A-L-L	K-I-S-S	F-U-L-L	T-A-L-L
P-I-Z-Z-A	H-A-P-P-Y	A-P-P-L-E	P-U-P-P-Y
J-E-L-L-Y	B-U-L-L-Y	L-L-A-M-A	S-O-R-R-Y
P-E-N-N-Y	V-I-L-L-E	O-F-F-I-C-E	Y-E-L-L-O-W
B-E-T-T-E-R	B-O-T-T-L-E	H-A-P-P-E-N	L-I-T-T-L-E
C-R-O-S-S-E-D	P-R-I-N-C-E-S-S	B-U-S-I-N-E-S-S	F-O-O-T-B-A-L-L
K-I-N-D-N-E-S-S	S-Y-L-L-A-B-L-E	G-O-O-D-N-E-S-S	D-A-R-K-N-E-S-S
B-L-E-S-S Y-O-U	E-G-G F-L-I-P	H-A-P-P-Y D-A-Y	T-A-C-O B-E-L-L



Vocabulary

Health and Hygiene

1. [Health](#)
2. [Healthy](#)
3. [Sleep](#)
4. [Hygiene](#) (clean) /
[Hygiene](#) (wash face)
5. [Medicine](#) (also Chemist) / [Drug](#)
6. [Injection](#) / [Vaccination](#)
7. [Hospital](#)

Fitness and Physical Attributes

8. [Fit](#) ([Fit](#) [not](#) = unfit)
9. [Active](#)
10. [Height](#)
11. [Weight](#)
12. [Hearing aid](#)
13. [Cochlear Implant](#)
14. [Disability](#)

Physical Health

15. [Heart](#)
16. [Heart attack](#)
17. [Blood pressure](#)
18. [Muscle](#)
19. [Sore](#)
20. [Pain](#) / [Pain](#)*
21. [Skin](#)
22. [Breathing](#)
23. [Sick](#)

24. [Cold](#)

25. [Flu](#)

Mental Health

26. [Mental Health](#)
27. [Mental Illness](#)
28. [Attitude](#)
29. [Positive](#)
30. [Negative](#)
31. [Social](#)
32. [Habit](#)
33. [Anxiety](#)
34. [Depression](#)
35. [Stress](#)
36. [Wellbeing](#)
37. [Feel](#)
38. [Encourage](#)

Feelings / Emotions

39. [Happy](#)
40. [Sad](#)
41. [Angry](#)
42. [Frightened](#)
43. [Hungry](#)
44. [Thirsty](#)
45. [Silly](#)
46. [Upset](#)

Which sign?

You may have noticed that there are two signs listed for HYGIENE, and two signs listed for PAIN. Both are widely used by the deaf community - but they differ in their meaning. You should make sure to read the explanations on Signbank carefully to understand the contexts in which these signs are used.

Additionally, you should already be familiar with the sign for SORE. Remember EXPENSIVE = MONEY + SORE?

Asphyxia's fantastic video [Phrases for Medical Staff & Paramedics](#) is a must-watch for this chapter.

Finally, Deaf Services has produced an [Auslan for Emergencies](#) video featuring Paul, a Paramedic with the Queensland Ambulance Service and Auslan interpreter.



Masked Communication

Masks play a critical role in preventing infection - not only during a pandemic, but in medical situations such as dentistry, surgery, and other high-risk settings. But masks make it especially difficult for deaf people to 'read' how others are feeling. Some deaf or HOH people who are used to lipreading find themselves unable to do so. And as you know well by now, Auslan isn't all about the hands - non-manual features like facial expressions and mouthing play a vital role in communication.

Mid-2020, [Expression Australia and the ABC](#) produced a video to show how we can make our emotions clear even when wearing a mask. Pay particular attention to the signers' eyes - even when a person's mouth isn't visible, eyes communicate a lot!

Later in the same year, the Japanese non-profit organisation Silent Voice created an event called [Deaf Mart](#), designed to help hearing people get a better sense of the barriers deaf people encounter when spaces like convenience stores are not designed with non-verbal communication in mind. A further goal of this challenge - in which hearing participants learn from deaf people how to effectively communicate without relying on speech - was to promote Silent Voice's Clear Mask Project, responsible for distributing thousands of free transparent masks to help aid deaf people's communication during the pandemic.

The Clear Mask story actually began in a hospital though, when one of the cofounders of the company, Allysa Dittmar, was scheduled for surgery: "As a deaf person, Allysa relies heavily on visual communication, facial expressions, and lip reading to communicate." When her ASL interpreter didn't show up, Allysa was left to navigate an operating room full of covered faces, and unable to communicate. You can find out more about her story on the [ClearMask](#) website.

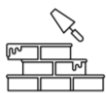


Conversation 15: A Telehealth Consultation

Anna is in a telehealth consultation with a doctor at a new clinic. The doctor is hearing, but knows Auslan. Read the form below, then watch their [conversation](#).

1. Fill in the rest of this new patient form:

NEW PATIENT REGISTRATION & INFORMATION FORM	
Family Name: [REDACTED]	Given Name: <i>Anna</i>
Preferred Name: <i>Anna</i>	Date of Birth: [REDACTED]
Occupation: <i>Deafblind communication guide</i>	Title: Mr / Mrs / Miss / Ms / Dr / Other
Address: [REDACTED]	Postcode: 3181
Phone No: [REDACTED]	Next of Kin: <i>Robert (brother)</i>
Do you identify as Aboriginal / Torres Strait Islander / Both / Neither	
Medicare Number: [REDACTED]	
Are you taking any medicines? <input type="checkbox"/> NO <input type="checkbox"/> YES (Please specify): _____	
Do you have any allergies? <input type="checkbox"/> NO <input type="checkbox"/> YES (Please specify): _____	
How often do you exercise per week? <input type="checkbox"/> 1 day <input type="checkbox"/> 2 days <input type="checkbox"/> 3 days <input type="checkbox"/> 4 days <input type="checkbox"/> 5+ days <input type="checkbox"/> Never	
Do you suffer from any of the following? <input type="checkbox"/> Diabetes <input type="checkbox"/> Asthma <input type="checkbox"/> Hypertension (high BP)	
Have you ever had surgery? <input type="checkbox"/> NO <input type="checkbox"/> YES (Please specify): Date __/__/__ Details _____	
Do you have a family history of the following? <input type="checkbox"/> Diabetes <input type="checkbox"/> Asthma <input type="checkbox"/> Hypertension <input type="checkbox"/> Cancer	



Skill Building

Foreign Language Anxiety

Learning a new language as an adult is a challenge that can sometimes feel overwhelming! Particularly if this is the first time we've developed fluency in a second language, it can feel strange to not be able to communicate our thoughts and feelings well, and we may feel embarrassed or child-like when we make mistakes.

In this study tip our first goal is to reassure you that if you are experiencing any of these feelings they are quite normal! In fact, they are so common that researchers even have a name for them: **Foreign Language Anxiety**. Almost all students report some level of Foreign Language Anxiety at times, which might include things such as your heart pounding if you have to answer a question in classes, feelings of inadequacy ("I'll never learn this!") or comparing yourself negatively to other students.

Now, a small amount of anxiety can actually be a good thing – it can help focus your mind/ attention more fully on the task at hand and help you perform better. So a rush of adrenaline before you perform for an assessment is not something to be worried about. But – as in other aspects of life – too much anxiety can be debilitating and get in the way of your learning. Some signs that Foreign Language Anxiety might be negatively affecting you can include

- Feeling sick/ unwell/ upset if you are called on in Auslan class (or feeling like that all the time in Auslan class, or while travelling to class)
- Strong negative emotions at the thought of practising/ revising Auslan
- Feeling overwhelmed or lost in trying to study Auslan ("there's so much to do! Where do I even start?")
- Worry that other people will laugh at you if you make mistakes

Anxiety often leads to procrastination, which in turn can build more anxiety as you fall behind in your work. So one of the first steps to managing anxiety is often to revisit your private study schedule and recommit to regular study/ revision. Shame is not a particularly helpful emotion, so try not to get upset at yourself that you have had problems and just focus on setting realistic goals for engagement going forward.

We also strongly recommend that you revisit the Skill Building section in Chapter 6 on The Individual Learner to help you better understand your strengths and weaknesses as a learner: often anxiety makes us think that we are "hopeless" at everything or don't know anything, but if you look carefully at your Auslan learning you'll likely find that you have learnt much more than you think!

It's also important to remember that language learning takes time – over the course of this book we have introduced you to a wide number of grammatical features of Auslan and hundreds of signs, but you are not going to remember them all instantly (or be able to use all of them correctly all of the time). The more you get out and use Auslan though, the more they will be reinforced.

Finally, if you are still struggling with Foreign Language Anxiety, it is a good idea to let your teacher know and see if they have any advice for your specific circumstances. If you're experiencing anxiety in your life more generally, you might find it useful to check out [Beyond Blue's anxiety resources](#) or to speak to a professional about this.



Culture Note

Deaf Healthcare

Limited access to healthcare and health information remains an important issue for many deaf people – especially those who do not have strong English literacy skills or prefer to receive health information in their native sign language. This issue has a number of parts to it. At the most simple level, there are still often problems for Deaf people securing a (qualified) interpreter for their health care appointments – meaning that on occasion they may need to see an interpreter without an interpreter, or they may misunderstand health information due to an interpreter error.

But there is also a more complicated issue of underlying **health literacy**: “The degree to which individuals can obtain, process, understand, and communicate about health-related information needed to make informed health decisions”³⁹. Because deaf people often grow up in hearing families where they are not able to overhear conversations, and because they often have difficulty communicating with their hearing family members, they are less likely to develop knowledge about basic health topics growing up at home. Similarly, if they have been educated in an oral environment, they may also have not had access to basic health information through schooling. The fact that there are few health resources available in Auslan also means that it can be hard for Deaf people as adults to plug gaps in their health knowledge.

The above text gives a very quick overview of how and why deaf people face issues in accessing health care. However, to truly understand the way these issues play out – and the impact they have on people's lives, it is far better to listen to the voice of Deaf people themselves discussing their experiences.

Please now watch the video [Deaf health stories in NZSL](#), produced by the Sign Language Research Unit at Victoria University of Wellington. The video runs for 55 minutes – if you do not have time to watch the full thing, please focus on the sections up to the 14 minute mark.

The signers are using NZSL, which is closely related to Auslan, so as you watch you may also like to reflect on some of the similarities and differences you notice in their signing compared to Auslan.

³⁹ Berkman, N. D., Davis, T. C., & McCormack, L. (2010). Health Literacy: What Is It? *Journal of Health Communication*, 15(sup2), 9–19. <https://doi.org/10.1080/10810730.2010.499985> (p. 16)



Activities

15.1 Eye Test

In 2008, the Lasik Eye Clinic in the US commissioned a series of advertisements featuring unique eye tests.

Two of the most notable tests included ASL fingerspelling, and facial expressions.

You can see full versions of these ads archived on [Ads of the World](#).

Have a go at the Auslan version on the following page.

(Note: this test is just for fun, not diagnostic purposes! It's just an activity to practice your fingerspelling recognition skills)



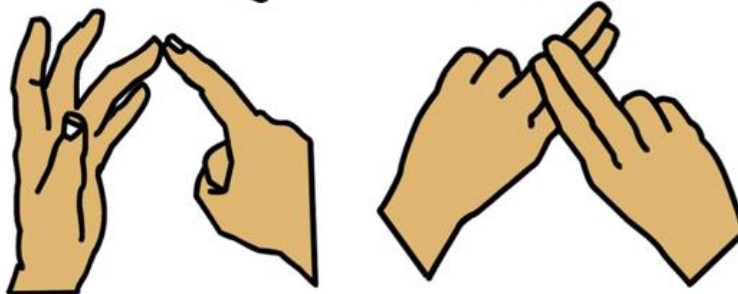
$\frac{20}{200}$

$\frac{200 \text{ FT}}{61 \text{ M}}$



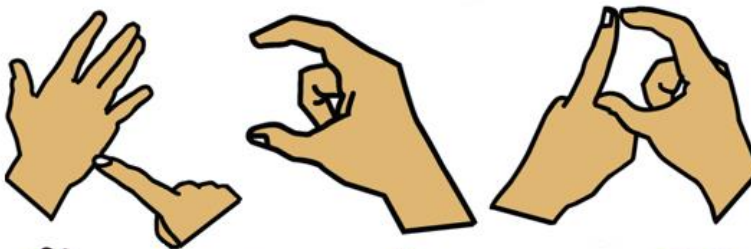
$\frac{20}{100}$

$\frac{100 \text{ FT}}{30.5 \text{ M}}$



$\frac{20}{70}$

$\frac{70 \text{ FT}}{21.3 \text{ M}}$



$\frac{20}{50}$

$\frac{50 \text{ FT}}{15.2 \text{ M}}$



$\frac{20}{40}$

$\frac{40 \text{ FT}}{12.2 \text{ M}}$

$\frac{20}{30}$

$\frac{30 \text{ FT}}{9.14 \text{ M}}$



$\frac{20}{25}$

$\frac{25 \text{ FT}}{7.62 \text{ M}}$



$\frac{20}{20}$

$\frac{20 \text{ FT}}{6.10 \text{ M}}$



$\frac{20}{15}$

$\frac{15 \text{ FT}}{4.57 \text{ M}}$



$\frac{20}{13}$

$\frac{13 \text{ FT}}{3.96 \text{ M}}$



$\frac{20}{10}$

$\frac{10 \text{ FT}}{3.05 \text{ M}}$



CREATED AT SIGNLANGUAGEFORUM.COM

SIGN LANGUAGE
FORUM

(Created using signs from SignLanguageForum.com)




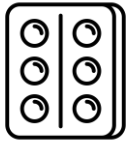

15.2 A Strange Set of Symptoms

In pairs, roleplay a doctor-patient scenario according to the following instructions:

Patient: Choose two or three of the following symptoms to describe to the doctor. Make sure to explain where they have occurred (what part of the body) and for how long (two days, three weeks, etc.)

- Pain in stomach
- Feel anxiety
- Sore legs
- Not hungry
- Muscle pain

Doctor: Pay close attention to your patient's self-reported symptoms, and ask follow-up questions if necessary. Have they eaten or drank anything unusual recently? Have they been travelling? Then find a medicine from the list below which will cure them (Note: depending on the number and kinds of symptoms, they may need more than one!) Make sure to explain to the patient how to take the medication according to the label.

	HUNGERMAX Increases appetite Take 1 spoon before meals
	PAINOFF Strong painkiller for athletes One injection before sports
	HAPPYNOW Improves mental health Take 2 every day in the morning
	SORENOMORE Over-the-counter painkiller Take 1 or 2 as desired
	TUMMYTONIC Settles the stomach Take 1 spoon after meals






15.3 Herbal Treatment

Swap roles, this time, the doctor is the patient, and the patient is now diagnosing... as a herbalist.

Patient: Choose two or three of the symptoms from the list below to describe to the herbalist.

- Feel hot
- Sore throat
- Sore skin
- Stomach ache
- Feel anxious

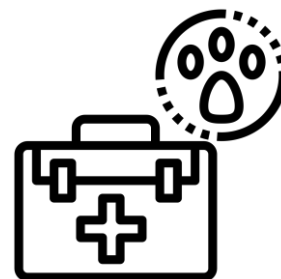
Herbalist: Select which ingredients you would use to make a herbal tea to cure the patient's ailments. Make sure to explain how to prepare and consume the tea, using gesture as necessary

	CALMME LEAF Eases anxiety and skin irritation Drink tea, or put on skin
	ROOT LEAF Good for colds Put in food
	FEVERDOWN Improves fevers and headaches Grind into powder
	KINKOS LEAF Soothes sore throat Mix with water
	GOLDFLOWER LEAF Treats stomach problems Make into tea or soup

15.4 A Visit to the Vet

PET OWNER: Your pet has been acting strangely recently, and you are concerned. Describe your pet and their symptoms to the vet. e.g. dog is walking strangely, cat is not eating.

VET: ask the owner questions and diagnose the pet's problem. You can make up a medicine or treatment you think will help the animal.



15.5 Drug Discovery

Imagine you work for a major drug manufacturer in the marketing department.

Your job is to look at the list of side effects of each failed drug, and invent a new illness you can promote that drug as treating. The illness should be something many people experience in order to maximise profits. For example, 'Mathphobia' or 'Threethirtyitis'.

Choose one of the drugs below and brainstorm ways it might actually help people. Then, give a presentation to the board (i.e. the class). They will vote on which use for each drug seems most convincing.

SLEEPNOX-37	Was supposed to make you sleep, but actually makes you see in the dark.
ENERMAX-96	Gives you a good night's sleep, but makes you very awake in the middle of the afternoon.
DYSNUMATONIN-001	Helps you focus on what you're reading, but makes you see numbers everywhere.
SLIMDOWNNN-89	Was supposed to make you lose weight, but instead increases hair growth 400%.

You should include:

- The name of your invented disease
- What its symptoms are
- A more marketable name for the drug
- How and how often the drug should be taken
- How patients will feel after taking the drug

15.6 A New Craze

Lately you've noticed a lot of influencers making money off of new exercise regimens they've invented. Think of a new exercise routine that you could promote, and try explaining it to your classmates. Have them follow along - the more ridiculous-looking, the better! Using Auslan, explain to your 'followers' what your exercise routine is called, and what 'benefits' it has for their health (or what sports it will help them perform better in).

15.7 Feelings

Get into a circle for this whole-class game.

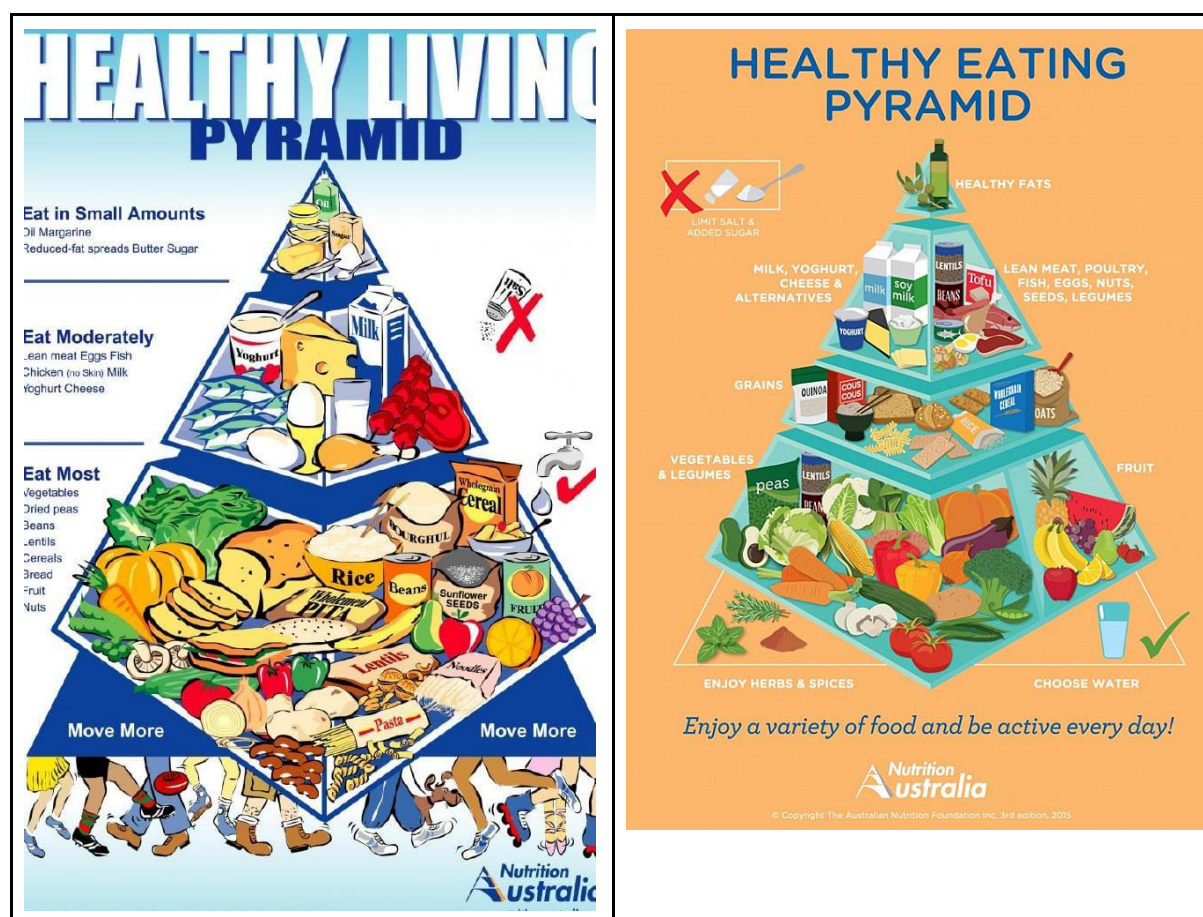
In this game, you need to produce a random sign - any sign you like - BUT you need to use non-manual features which convey the emotion the teacher says.

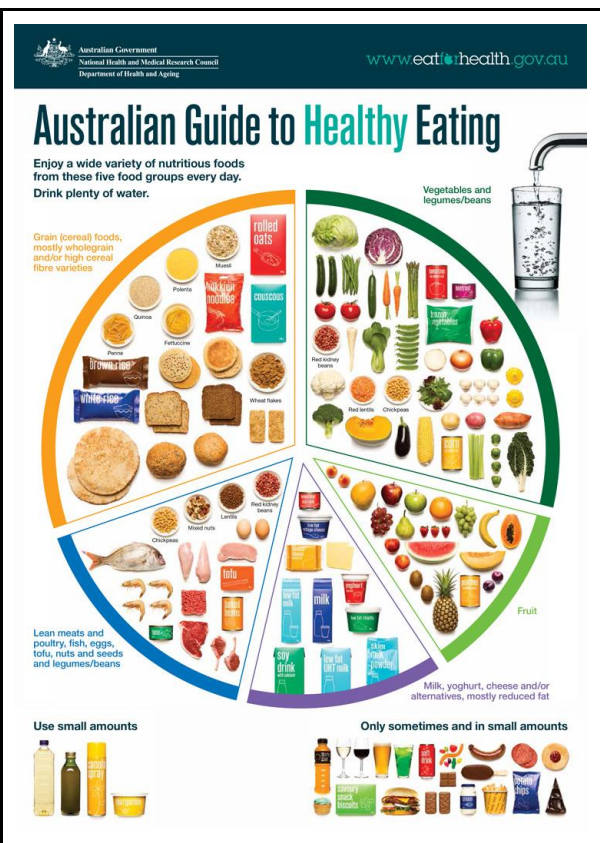
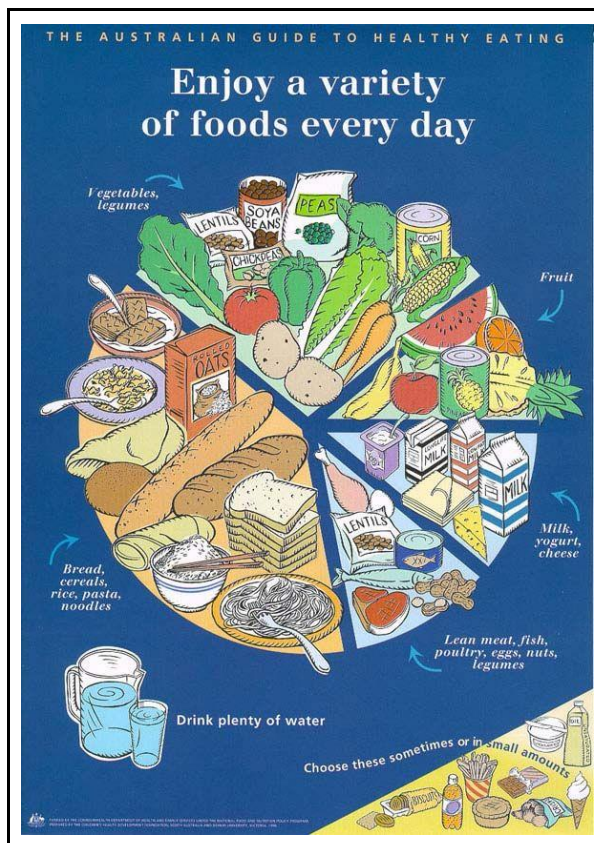
For example, if your teacher signs “HAPPY”, the first person circle might sign “PIZZA” with a happy face. The next person might sign “INJECTION” - but also with a happy face! If your teacher signed “SAD” though, the first person would sign “PIZZA” while looking sad, and so on.

15.8 Healthy Eating

Imagine you have been invited to give a presentation to a school group about healthy eating, and how nutritional guidelines have changed over the years. How would you describe the following models in Auslan?

Hint: Think not only about the items in these models, but how they are visually organised, and what this means.





(Image Source: Nutrition Australia, Australian Government)

15.9 A Busy Family Doctor!

Sandra's family has a lot of health problems!

DOCTOR: Imagine you are Sandra's rather incompetent family doctor. You've just realised that you accidentally spilled your milkshake all over the records. Since you can't afford to be sued for malpractice again, you decide to simply rewrite the records yourself. Ask Sandra about the health of the family members whose records you destroyed.



DEREK



ELENA
HIGH BLOOD PRESSURE



ANDREW
POOR BREATHING



SANDRA



BORIS
STRESS



OLGA



NELLY



EDGAR
MUSCLE PAIN



LIONEL

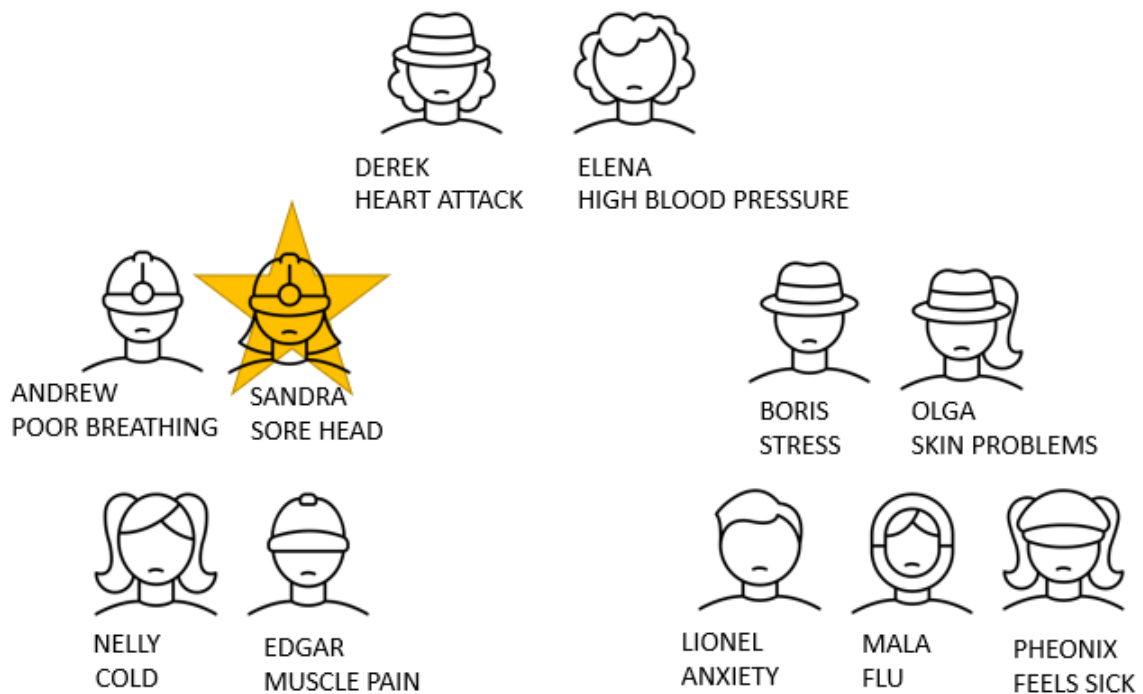


MALA
FLU



PHEONIX

SANDRA: Taking the perspective of Sandra, explain your large family's health problems to the doctor.



15.10 Workplace Checkup

Imagine you and a colleague are both trainee nurses, and have been sent to perform a routine workplace health checkup, including measuring the weight and height of workers, so you can calculate their Body Mass Index (BMI)

NURSE 1: Tell your colleague the height and weight measurements of each patient. Wait for them to give you the BMI of each patient, and then write this down.

Patient name	Height	Weight	BMI
Anderson, B. L.	192	180	
Otsuka, C. K.	157	69	
Partridge, A. M.	183	72	
Ranger, D. J.	142	43	
Roth, E. S.	176	51	

NURSE 2: Watch carefully as your colleague reports the height and weight of each patient. Plug those details into a [BMI calculator](#) (or use the equation below) and then relay the BMI of each patient back to your colleague for recording.

$$(\text{weight (kg)} \div \text{height (m)}) \div \text{height (m)}$$

Or in other words, divide weight by height, then divide this answer by height again.

Bonus! Can you explain how to calculate BMI in Auslan, using the signs you learned in Chapter 13?

15.11 Travel Health

WORLD TRAVELLER: Imagine you are planning a round-the-world trip to five different countries. Select five countries from below, and ask your doctor what vaccine you should get.

TRAVEL DOCTOR: Referring to the table below, give your patient advice about what vaccinations they should get before travelling. (Remember! This is just an Auslan practice activity! Although these requirements and recommendations were current at the time of writing, health and travel requirements change frequently)

COUNTRY	REQUIRED	RECOMMENDED
New Zealand	COVID-19	Hepatitis B, Influenza
Indonesia	COVID-19	Hepatitis A, Typhoid, Influenza
USA	COVID-19	Influenza
UK	COVID-19	Influenza
China	COVID-19	Hepatitis A & B, Influenza
Thailand	COVID-19	Hepatitis A & B, Influenza
Japan	COVID-19	Hepatitis B, Influenza
India	COVID-19	Hepatitis A, Typhoid, Influenza
Singapore	COVID-19	Hepatitis A & B, Influenza
South Korea	COVID-19	Hepatitis B, Influenza

15.12 Ask the Chemist!

CUSTOMER: Choose one of the profiles below, and ask the chemist for advice on what product to buy.

<ul style="list-style-type: none"> • Feel hot and cold • Coughing • Sore body 	<ul style="list-style-type: none"> • Skin is sore • Face has red dots • Feel stressed and anxious in public
<ul style="list-style-type: none"> • Feel hungry all the time • Want to lose weight • Love eating chocolate 	<ul style="list-style-type: none"> • Feel stressed • Very active every day • Want to relax

CHEMIST: Watch your customer's complaints carefully, then choose a product from the array below to recommend to your customer, and tell them the price.

Note - you might want to recommend more than one thing!

 <p>QV GENTLE WASH \$18.99</p>	 <p>CLEARASIL PIMPLE CREAM \$11.99</p>	 <p>CODRAL COLD & FLU + COUGH \$18.99</p>
 <p>DEEP HEAT PATCHES \$6.99</p>	 <p>OPTISLIM MEAL REPLACEMENT SHAKE \$32.99</p>	 <p>PALMOLIVE ANTI-STRESS SHOWER GEL \$4.99</p>

15.13 Healthcare Time Travel

Healthcare has changed enormously over the years. Until general anaesthesia was discovered in the mid-19th century, surgery was an absolute last resort. And prior to the discovery of penicillin around a century ago, even a small scratch could lead to a deadly infection. No longer do we rely on leeches to draw blood, or give teething toddlers heroin as a 'soothing syrup'!

What advances do you predict will occur in the next 100 years? Chat with a partner about the advances you think - or hope! - will occur.

15.14 Home Remedies

A number of plant and animal products have been shown to be effective in fighting certain illnesses.

RESEARCHER: Imagine you are interested in finding out what elderly people in your area traditionally have used as home remedies, so you can test them in your laboratory. Ask your interviewee what they eat/drink for the following problems:

Feel hot, sore throat	Feel cold, sore body
Feel tired	Feel stressed

INTERVIEWEE: Watch carefully as the researcher describes some symptoms, and then choose one of the remedies from below. If you like, you can explain how you think it might work.




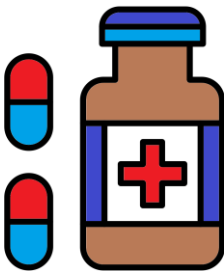





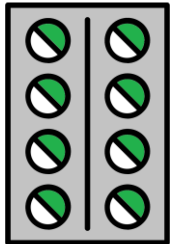


Chilli	Lizard tail	Oranges
Kangaroo tail	Rain water	Lavender flowers

15.15 Don't Forget to Take Your Medicine!

GRANDCHILD: Imagine you have just taken your elderly relative to the chemist, and receive instructions from the pharmacist about how often your grandparent should take the medicines the doctor prescribed. Referring to the below chart, repeat this information to your relative. Don't forget to describe the pills (colour, shape), number to take, time of day, and whether they should have food or drink with it.

Ensure your grandparent repeats the information back exactly, and correct them if they get something wrong (in this exercise, your muddled 'grandparent' will always get something wrong!)

GRANDPARENT: Imagine your grandchild has just taken you to the chemist to have your prescription filled, but you're not sure what the pharmacist said, and you're always getting muddled by the different pills and jars. Watch carefully as your grandchild explains when and how to take the medicine, and repeat it back to them... BUT! You should make sure to include a mistake, since you find the medicines so confusing!



Extras!

If you didn't watch [A Very Cold Day](#) back in Chapter 10, now is a good time to catch up on this episode of *Sally and Possum*!

You may also like to watch the star of Sally and Possum narrating the story of [Birdie and the Big Sickness](#) on the Queensland Department of Education Deaf/Hard of Hearing Services channel. The channel also contains information on coronavirus aimed at children in Auslan ([Auslan only](#)) ([captioned](#)).

Like the previous chapter on employment, there are also many resources in Auslan which are aimed at an audience of deaf adults who are fluent in Auslan, for example, [Karli Health Centre](#), which provides services including yoga and counselling in Auslan and English, has a [YouTube channel](#) with videos on topics like Deaf mental health, Deaf parenting, and yoga instruction.



Learning Outcomes

I can...

- Explain basic **symptoms** of **illness**
- Say how you are feeling in Auslan, via **signs** as well as **non-manual features**
- Understand how others are **feeling**, and about their health
- Discuss simple **physical** and **mental** health topics
- Communicate about **diet**, and **exercise**



16. Celebrations



Revision

Before starting this unit, make sure you can do the following...

- Say how old you, and other people, are (Chapter 2)
- Give descriptions of people and things (Chapter 3)
- Talk about food and drinks (Chapter 6)
- Specify dates and times (Chapter 7)
- Describe various leisure activities (Chapter 9)



Learning Objectives

After completing this unit, you will be able to...

- Greet people with seasonally-appropriate greetings
- Talk about giving and receiving gifts
- Plan the details of events
- Make announcements to friends and family
- Discuss your preferences



Fingerspelling: J

Have you been practising your fingerspelling skills each day?

In these last couple of chapters, we'll focus on some of the letters that typically cause learners of Auslan the most trouble, starting with a recap of the letter J.

J is one of the few letters in Auslan fingerspelling which involves movement. Specifically, you should trace your finger on the palm of your hand, from your middle finger to your thumb. If you are right-handed, the shape you form should look like a J:



One of the reasons J is a tricky letter to remember is it is used relatively infrequently. In fact, the least frequently used letters in English are X, Z, J and Q (which each account for around 1% of letters in use in words). Of these four, X and Q resemble their written counterparts quite closely. J and Z are more challenging to remember, and the sign for J additionally involves movement

You may recall from Chapter 5 that E is the most commonly used letter in English. You're over ten times more likely to encounter the letter E than you are the letter J or Z. But just because a letter is not as common doesn't mean you don't need to practice it. In fact, the infrequency of these letters means they warrant special attention, so that when you do have to produce them (such as in the commonly fingerspelled months J-U-N and J-U-L) you can do so fluently.

Here are some words which start with, or include, the letter J for you to practice:

J-O-B	R-A-J	J-E-T	T-A-J
J-A-M	F-U-J-I	J-O-Y	A-J-A-R
J-U-G	M-A-J-O-R	J-E-T	E-N-J-O-Y
J-O-I-N	O-B-J-E-C-T	J-U-S-T	I-N-J-U-R-Y
J-U-M-P	A-D-J-U-S-T	J-A-I-L	R-E-J-E-C-T
J-A-Z-Z	D-I-S-J-O-I-N	J-O-K-E	T-W-I-N-J-E-T
J-U-N-K	E-J-E-C-T-O-R	J-A-V-A	A-D-J-U-N-C-T
J-O-I-N-T	M-A-J-E-S-T-Y	J-A-P-A-N	P-E-R-J-U-R-Y
J-U-I-C-E	E-N-J-O-Y-I-N-G	J-E-L-L-Y	C-O-N-J-U-R-O-R
J-E-W-E-L	C-O-N-J-O-I-N	J-E-R-K-Y	M-I-S-J-U-D-G-E
J-O-L-L-Y	A-D-J-U-S-T-E-D	J-U-M-B-O	M-A-J-O-R-I-T-Y
J-A-D-E-D	E-N-J-O-I-N-D-E-R	J-E-T-T-Y	E-N-J-O-Y-A-B-L-E
J-U-N-I-O-R	M-A-H-A-R-A-J-A-H	J-E-R-S-E-Y	O-B-J-E-C-T-I-F-Y
J-A-C-K-E-T	U-N-I-N-J-U-R-E-D	J-U-M-P-E-R	B-L-A-C-K-J-A-C-K
J-A-R-G-O-N	I-N-J-E-C-T-I-O-N	J-A-G-U-A-R	P-R-E-J-U-D-I-C-E
J-A-G-G-E-D	T-E-A-R-J-E-R-K-E-R	J-U-M-B-L-E	C-R-A-C-K-A-J-A-C-K
J-U-G-G-L-E	A-D-J-E-C-T-I-V-A-L	J-E-S-T-E-R	P-R-O-J-E-C-T-I-L-E
J-A-U-N-T-Y	P-R-O-J-E-C-T-I-O-N	J-A-C-K-E-D	H-A-L-L-E-L-U-J-A-H
J-O-U-R-N-A-L	I-N-T-E-R-J-O-I-N-E-D	J-U-S-T-I-F-Y	D-E-J-E-C-T-E-D-N-E-S-S

Of course, you don't need to remember these words - the goal of this exercise is just to get you ready to whip out the letter J whenever it's needed!



Vocabulary

Public Holidays / Events

1. [New Year](#) Day / [Happy New Year](#)
2. [New Years](#) Eve ARE THESE THE SAME?
3. [Australia Day](#)
4. [Easter](#)
5. [Remembrance day](#)
6. [Christmas](#) / [Happy Christmas](#) / [Merry Christmas](#)
7. Boxing [Day](#) (fingerspell Boxing)
8. [Event](#)
9. [Parade](#) (ask your teacher how to sign the names of various parades, e.g. Mardi Gras)
10. [Culture](#)

Personal and Family Celebrations

11. [Birthday](#)
12. [Party](#)
13. [Celebration / Anniversary](#)
14. [Cake](#)
15. [Wedding](#)
16. [Engagement](#)
17. [Dance](#)

Decorations and Gifts

18. [Decoration](#)
19. [Balloon](#)
20. [Candle](#)
21. [Gift](#) / [Present](#)



Conversation 16: IWDP and IDSL

The family make plans for some important celebrations - IWDP and IDSL. Read the questions below, then watch their [conversation](#).

1. What does IWDP stand for?
How long has it been celebrated? 5+ / 7+ / 10+ / 50+ / 70+ / 100+ YEARS
How long does it last? ONE DAY / ONE WEEK / ONE MONTH
2. What does IDSL stand for?
When is it held? BEFORE / DURING / AFTER IWDP
What year was it first celebrated? 1903 / 1915 / 1918 / 1921 2003 / 2015 / 2018 / 2021
3. What kind of competition does Brett propose to celebrate?
FINGERSPELLING / STORYTELLING / COUNTING / FISHING
4. How does Morgan suggest they advertise the event? (More than one may apply)
TV / FACEBOOK / INSTAGRAM / YOUTUBE / NEWSPAPER
5. What food does Rob suggest? SAUSAGES / FISH / STEAK / POTATOES
6. What kind of beer does Sam suggest they serve? _____
7. What will they serve for dessert? CHOCOLATES / FRUIT / CAKE / ICE CREAM



Culture Note

In this chapter's Conversation, the family discuss two important celebrations, the International Week of Deaf People (IWDP) and the International Day of Sign Language (IDSL).

The **International Week of Deaf People** is celebrated across the world each year during the last full week of September.

In 2018, the **International Day of Sign Languages** was held for the first time during this week, and officially declared by the United Nations. The date of September 23 was chosen to mark the date that the World Federation of the Deaf (WFD) was established in 1951. You can find out more about upcoming events on the [World Federation of the Deaf](#) website.

[Behind the News](#) produced a profile on Auslan for IDSL. What famous man in a red suit do you see using Auslan with the children in this video? You can also see Prime Minister Scott Morrison having a go at Auslan in his [2020 IDSL Facebook message](#).



International Sign

While IDSL celebrates the richness and diversity of sign languages across the world, you may be curious about how users of sign language from different countries communicate when they meet up for important celebrations like those organised by the WFD, or sporting events like the Deaflympics we learned about in Chapter 9.

When people who do not have a language in common (or 'lingua franca') meet, they often develop what is known as a pidgin. Pidgins differ from languages like Auslan or ASL or English or Arabic in that they tend to be grammatically simplified, and have a limited range of vocabulary, drawn from several different languages.

Many (though not all!) people consider the sign language which Deaf people have created to communicate across languages at the WFD congress, events like the Deaflympics, as well as for international travel and socialising, a type of pidgin.⁴⁰ Yet, as Supalla and Webb (1995) note, International Sign is more complex than a typical pidgin⁴¹.

⁴⁰ In some respects, the creation of Gestuno resembles the construction of Esperanto, which was designed to be a universal second language for international communication, more than a spontaneously arising pidgin. Like Gestuno, Esperanto consists of an intentionally limited vocabulary (though with even fewer root words than Gestuno's signs), most of which come from European languages. Interestingly, Esperanto attempted its own manually coded version of Esperanto, Siguno, is based on the signs of Gestuno.

⁴¹ Supalla, T. and Webb, R. (1995). "The grammar of international sign: A new look at pidgin languages." In: Emmorey, Karen / Reilly, Judy S. (eds): *Language, gesture, and space*. (International Conference on Theoretical Issues in Sign Language Research) Hillsdale, N.J. : Erlbaum (p. 347).

According to the *Handbook of Deaf Studies*, deaf people across the Western and Middle Eastern world have used sign language together in gatherings for 2,000 years⁴². A contact variety of sign language has been in use at sporting and cultural events since the early 19th century, and the need to standardise an international sign system was discussed at the first WFD congress in 1951. The first standardised vocabulary was published in 1973, prioritising signs based on their ease and commonality of use among deaf people from different countries, in order to make the language easier to learn. In the early 1970s, the book [*Gestuno: International Sign Language of the Deaf*](#) was published, containing approximately 1,500 signs. (The name Gestuno, which has largely fallen out of use, was chosen to represent **gesture** + **oneness** (**uno** in Spanish)).

When Gestuno was first used at the 1976 WFD Congress in Bulgaria, however, it was incomprehensible to participants. The language was subsequently developed to include more grammar (in particular, features like role shift, movement repetition, the use of signing space, and classifiers, thought to be universal among sign languages), and gradually, more iconic signs and loan signs from various languages (typically ASL) replaced the original vocabulary. The following year, the first Gestuno training course was held, to prepare interpreters for the fifth World Congress on Deafness. You can find out more about International Sign at the [European Union of the Deaf](#) or [Babbel](#). You may also be interested in the [100 International Sign](#) guide prepared for the 8th WFD Youth Camp in Singapore. Note how much variation occurs even within these basic signs. (Note: these resources are purely for interest, and do not form part of the curriculum of this textbook. You do not need to view them if you're running short on time!)

Will International Sign replace languages like Auslan?

Despite the formal efforts described above, International Sign remains highly variable. To a certain extent, it arises on the spot, in negotiation between signers who lack a common language. Because many of the borrowed signs come from Western sign languages, deaf people from other parts of the world may face more challenges in settings where International Sign is used. However, research shows that most deaf people are highly motivated to do the work of communicating across linguistic and cultural differences⁴³. People make heavy use of role play, pointing, repetition, and SASS techniques, as well as fingerspelling (International Sign uses a [modified version of the ASL manual alphabet](#) - another reason it is handy to become familiar with the fingerspelling in the Appendix).

The WFD has also raised concerns about the limitations of International Sign, with its simplification and standardisation, issues which have also led the European Union of the Deaf (EUD) to recommend that wherever possible, interpreters should be provided for each of the national or local sign languages present. In fact, this is the only way to provide “full and equal access”. Yet, the EUD acknowledges that due to financial and professional constraints, this may not always be feasible. While by no means a perfect solution, it states, International Sign is “a good option when working with a diverse audience”.

⁴² Woll, Bencie and Ladd, Paddy (2003). Deaf communities. In M. Marschark and P. Spencer (eds.), *The Handbook of Deaf Studies, Language and Education* (pp. 151-163). Oxford: Oxford University Press.

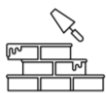
⁴³ Green, E. Mara (2014-08-13). "Building the tower of Babel: International Sign, linguistic commensuration, and moral orientation". *Language in Society*. **43** (4): 451–452.

Among spoken languages, similar efforts have been made, such as the constructed language [Esperanto](#), or the standardisation of already commonly used languages, such as [Basic English](#), yet none have had broad take up, and certainly have not replaced the wealth of languages which exist around the world. As useful as international auxiliary languages can be in contact settings, they remain limited in other ways (the mathematician Claude Shannon demonstrated, for example, that while a simplified vocabulary such as that of Basic English may be faster to learn, communicating with such a limited number of words is inefficient, necessitating a high level of redundancy, and resulting in slower communication). In short, International Sign is intended as a way to facilitate communication between people who otherwise do not have a language in common. It is not designed to replace fuller, more developed languages such as Auslan or ASL, with their much broader range of expression, and their unique ties to local culture.

Auslan Day

In Australia, there has been a move to celebrate April 13 as 'Auslan Day', since 13 April, 1989 was the date the first Auslan dictionary was published. In 2019, DSNSW made a video celebrating the 30th anniversary of the dictionary's publication, and since this time, members of the Deaf community have taken to social media to suggest marking Auslan Day as a way of proudly promoting Auslan, and the culture and history of the Australian Deaf community.

Take a look at [Deaf Australia's video explaining Auslan Day](#), and the accompanying video by Prof. Trevor Johnston (creator of the dictionary) explaining why we use ['Auslan', not 'AUSLAN'](#) to refer to this important language.



Skill Building

Attending Deaf Community Events

When we're learning a second language, the most valuable form of practice we can do is to use the language to communicate with someone else. This is one reason why your teachers have doubtless been encouraging you to attend Deaf community events and meet up with Deaf people outside your classes.

When you attend Deaf community events there are a few do's and don'ts that your teachers have probably mentioned already. These include:

- Not all events are appropriate for Auslan learners to attend – if in doubt, **check with organisers**
- **Going with a friend** can be a good idea – research shows that we're more likely to do something if we commit to doing it with someone else, and it means you have someone else to talk to/ ask for help if you are lonely or struggling to understand
- **Don't expect to understand everything!** Deaf community events aren't tailored for learners, so you'll see very different signing to what you've seen in the classroom. Try to enjoy the immersion experience and look out for smaller things – like how Deaf people greet each other or sign with their hands full – rather than focussing too much on understanding everything
- Many Deaf people will be friendly but please respect that not everyone will want to have a long chat with a beginner student. Enjoy the conversations that you have, but **be careful not to monopolise people**

These do's and don'ts have always been important, but they are particularly important these days because there are so many beginner students studying Auslan that Deaf people can sometimes feel overwhelmed. (If you watched the [Conversation Hour](#) video in Chapter 13, you may recall that in some locations, enrollments surged by 1,000%!). Twenty years ago or so, many sign language programs just assumed it would be easy for learners to attend Deaf Clubs and make Deaf friends. There are also fewer roles for students to volunteer as interpreters for Deaf people because we now recognise that interpreting is a skilled occupation and it is inappropriate for new signers to be attempting to interpret important matters for Deaf people.

So, what should new signers looking to practice do? One important lesson from past students is that finding volunteering roles that do still exist is a great way to practice their signing. Maybe there is an upcoming Deaf event where you could check people's tickets at arrival or make tea and coffee? Or an isolated older Deaf person in your community who would like someone to chat with? You can also practice with your classmates and other Auslan students at your provider – and of course take the time to greet your teachers and chat socially when you see them in the hallways outside of class. And of course do try to come along to any events or volunteering opportunities that your Auslan provider organises or promotes: these are a great way into the Deaf community and will give you some of the most authentic learning experiences you will have in your Auslan learning journey.



Activities

16.1 How Many Candles on the Cake?















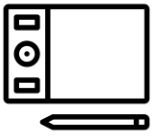





In pairs, take turns counting the number of candles on each cake. Then, the other person should sign back how old the person is.



16.2 A Special Gift

You and your partner HATE shopping, so you are trying to organise all of the gifts for the parties you will attend this year. You have already made a list of birthday presents, but now you want to organise gifts for the special anniversaries your family and friends will celebrate this year. The catch is, you don't want to visit too many stores, so all gifts must be available from the stores in your local shopping centre.

PERSON A: Find out how long each couple has been married from your partner, and, using the gift list below, match them with an appropriate present. Note: more than one gift idea may be appropriate (e.g. a modern and a traditional gift)

Couple	# Anniversary	Gift ideas (circle)
Mr. Andrew & Mrs. Betty HALLIFAX		   
Mr. Chris & Mr. Dom FORREST		   
Mr. Edgar & Dr. Fan CHEN		   
Mr. Greg & Ms. Hayley MARKS		   
Mrs. Iva & Ms. Jess SMYTHE		   

Year	Traditional Gift	Modern Gift
1	Paper	Clocks
2	Cotton	China
3	Leather	Crystal, Glass
4	Silk, Linen	Appliances
5	Wood	Silverware
6	Iron	Wood

7	Copper, Wool	Desk sets
8	Bronze	Lace, linen
9	Pottery	Leather
10	Aluminium, Tin	Diamond jewellery
11	Steel	Fashion jewellery
12	Linen, silk	Pearls
13	Lace	Textiles, fur
14	Ivory	Gold jewellery
15	Crystal	Watches
20	China	Platinum
25	Silver	Silver
30	Pearl	Diamond
35	Coral	Jade
40	Ruby	Ruby
45	Sapphire	Sapphire
50	Gold	Gold
55	Emerald	Emerald
60	Diamond	Diamond

PERSON B:

JAN	FEB	MAR	APR	MAY	JUN
A. & B. HALLIFAX 1st anniversary		E. & F. CHEN 15th anniversary			I. & J. SMYTHE 9th anniversary
JUL	AUG	SEP	OCT	NOV	DEC
	C. & D. FORREST 5th anniversary			G. & H. MARKS 4th anniversary	

16.3 Surprise Gift

Take turns pretending you have opened one of the following gifts. See if your partner can guess which one you are reacting to.



(Photo Source: Amazon)

Bonus: Ask each other what you like about the gift. For some presents, you might have to get creative in your response!

16.4 A Memorable Present

Many cultures celebrate special events by exchanging gifts - presents, food, even money. Some people's most treasured memories from childhood are opening up a special birthday or Christmas present, or using New Years money to buy something they loved.

On the other hand, every year, websites publish lists of the worst gifts people have received over the holidays.

Think of a particularly memorable gift you have received - one that you loved, or one that you hated!

Communicate to the class the **size**, **shape**, and **weight** of the gift, **how** you unwrapped it, and how you **reacted** when you saw what was inside. Then, see if anyone can guess what you received.

16.5 A Toast!

Imagine you have been asked to give a toast at one of the following celebrations. What would you say? Practice signing your short speech, then give it to the class.







- Your friend since primary school has gotten engaged.
- Your grandmother has turned 100 years old.
- You have been invited to your partner's parents' house for Christmas lunch for the first time.
- You and your friends have just graduated.
- You are at your school reunion dance.
- Your brother is getting married.



16.6 Language of Flowers

A new family has moved into the neighbourhood, and you want to give them some flowers as a welcome present. With your friend who is also a member of the local neighbourhood association, decide which flowers to order.

PERSON A: You like flowers, but don't know much about them, and want to get some advice from a friend, who you know is very enthusiastic about the symbolic meanings of flowers. Ask your friend about each of the flowers you see in the shop (e.g. ask what the name of the red flower is). Think about how you might describe their shape and colour.

					
1. Name:	2. Name:	3. Name:	4. Name:	5. Name:	6. Name:
Appropriate? Y/N	Appropriate? Y/N	Appropriate? Y/N	Appropriate? Y/N	Appropriate? Y/N	Appropriate? Y/N

PERSON B: You have always been interested in the meanings and symbolism of flowers from Victorian times. Refer to your book on the “Language of Flowers” to answer your friend’s questions. Fingerspell the name of each flower, and, using facial expressions, try to explain what sort of feelings or meanings they evoke.

The Language of Flowers

Daffodil - a **yellow** flower with six petals surrounding a cup. Symbolises **unrequited love**.

Hydrangea - a large ball-shaped **blue** flower. Symbolises **heartlessness**.

Marigold - a frilly **yellow-orange** flower. Symbolises **cruelty**.

Rose - **red**. Symbolises **passionate love**.

Starwort - a small star-shaped flower with **white** petals. Symbolises **welcome**.

Sweet pea - a small purple flower. Symbolises **goodbye**.

16.7 A Special Cake

Miscommunications when giving instructions can be disastrous! Just ask the customers on CakeWrecks.com, who received cakes with messages such as *I Want Sprinkles* iced onto a cake (... with no sprinkles on it), or a cake with a photograph of a USB stick on it (instead of a photo from the USB printed on the cake).

CUSTOMER: You are in charge of ordering a cake for an upcoming party.

Choose one of the events below, then describe what type of cake (shape, size, colours and flavours of the layers) and what sort of decorations (flowers, cars etc.) you would like. You should also fingerspell the message and/or sign the numbers you would like iced on the cake. And don’t forget to tell the baker the date of the party, and what time you’d like to pick the cake up!

- Your uncle’s 40th birthday party
- Your grandparents’ 50th wedding anniversary
- Your sister’s engagement party
- Your best friend’s retirement party
- Your grandmother’s 100th birthday

BAKER: Using the below order form as a guide, ask your client about the cake they would like to order, and sketch a design that meets their requirements.

CAKE ORDER #0099271

NAME OF CLIENT: _____

DATE AND TIME TO PICK UP CAKE: __:__ AM/PM ON ____/____/20____

MESSAGE ON CAKE: _____

SKETCH OF CAKE:

Check that the sketch accurately reflects the cake you desire, then swap roles, choosing a different event this time.




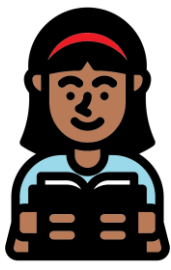




16.8 A Perfect Date

Valentine's Day is coming up, and people around the city are looking for last-minute dates!

AGENT: Internet dating is incredibly popular, but you are working for an agency that provides a more personal touch. Rather than uploading a photo or writing their own profile, you help potential romantics by interviewing them, and then finding their perfect match. According to your past performance, you believe that there are three factors which determine the success of a relationship: whether a person prefers

- football or dancing,
- cake or fruit, and whether they like
- balloons or candles for their birthday.

Interview your client, focusing on these issues, then select a date for them. Make sure to describe the physical attributes of their date, so they will know who they are looking for.

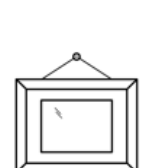
 <p>DATE #1 Loves dancing Prefers cake Likes balloons</p>	 <p>DATE #2 Loves dancing Prefers fruit Likes balloons</p>	 <p>DATE #3 Loves dancing Prefers cake Likes candles</p>	 <p>DATE #4 Loves dancing Prefers fruit Likes candles</p>
 <p>DATE #5 Loves football Prefers fruit Likes balloons</p>	 <p>DATE #6 Loves football Prefers fruit Likes candles</p>	 <p>DATE #7 Loves football Prefers cake Likes candles</p>	 <p>DATE #8 Loves football Prefers cake Likes balloons</p>

CLIENT: Answer the dating agent's questions, then discover your 'perfect match'.

Now swap!

16.9 Christmas Eve

You and your partner started buying gifts for the extended family back in January, and now, it's time to wrap them all up. Unfortunately, neither of you labelled who each gift is for, and you've both forgotten your original intentions. Take turns explaining who you think each gift is for, and why.

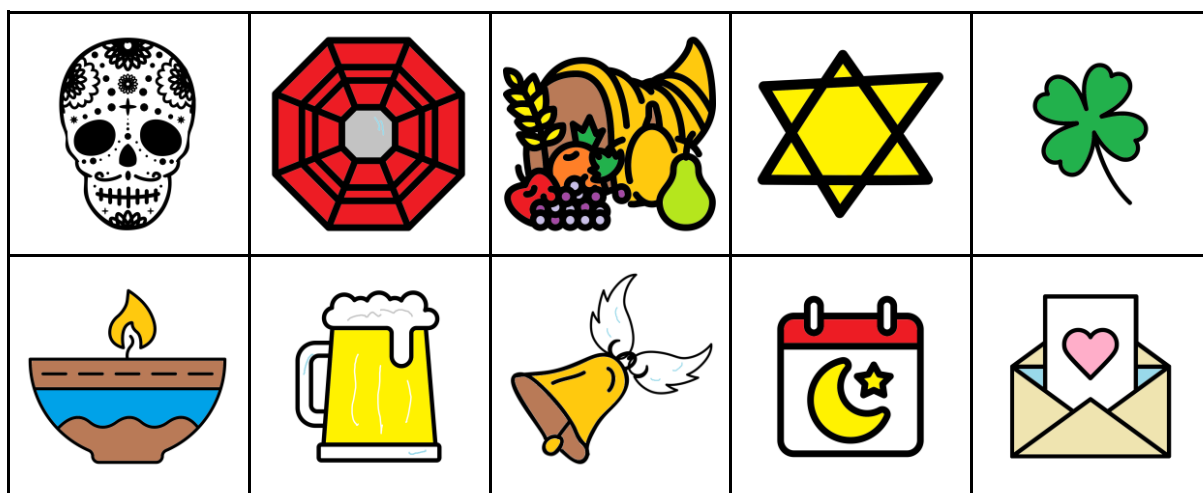


16.10 Symbols of the Season

Choose one of the symbols below and find out what holiday it matches. Find an interesting fact about that holiday (e.g. when it is celebrated, something eaten on that day, a traditional decoration, etc.) and present it to your class.

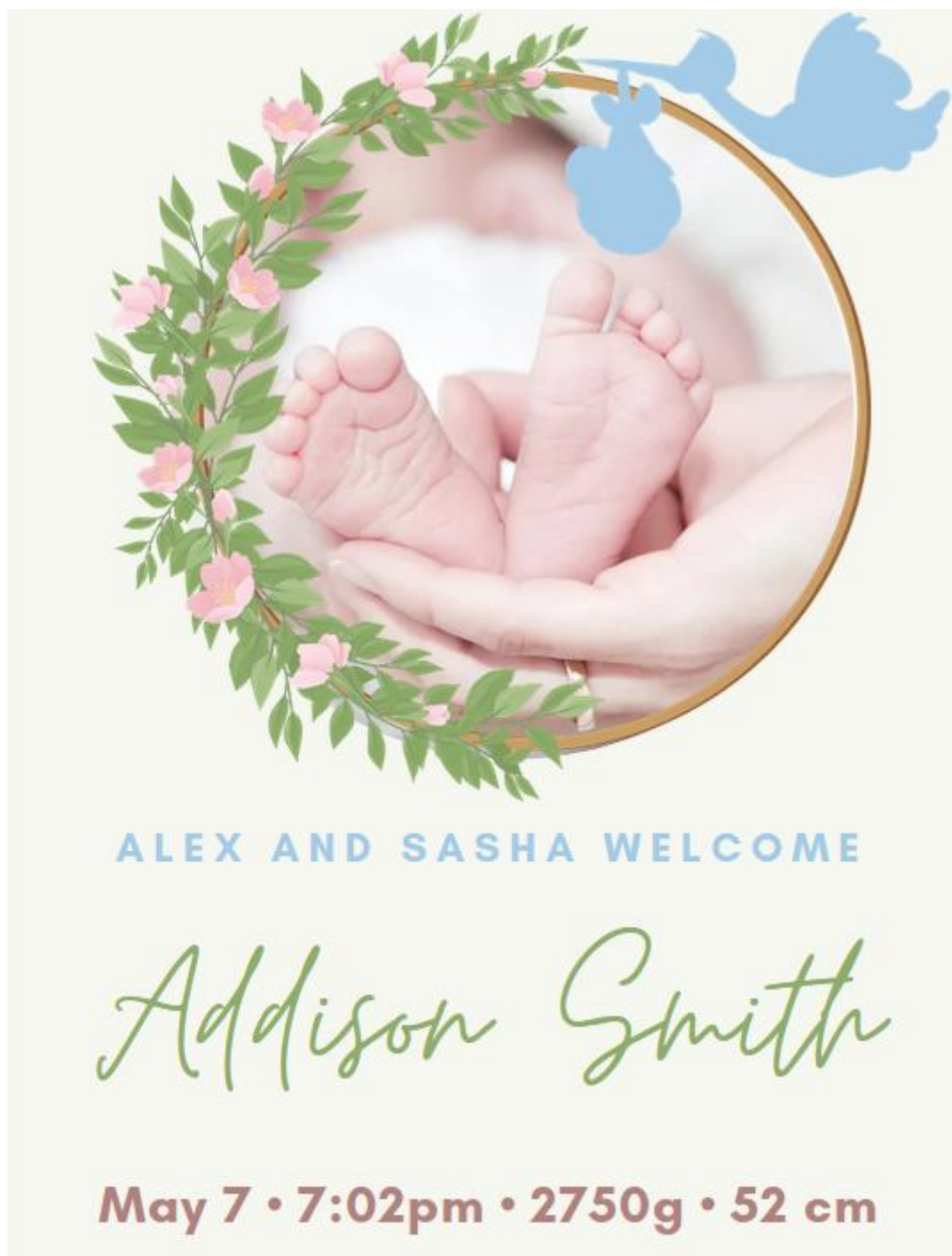
Hint: some of these holidays are local variations on international customs.

Your classmates should guess which symbol corresponds to the tradition you described, using SASS.



16.11 A Special Announcement

Imagine a friend or family member has just had a baby, and they've asked for your help in making a video birth announcement in Auslan. Using the details below, practice a short announcement.



Bonus! Actually make this video, and then swap with a friend. What aspects of your videos are similar/different? How could your friend have improved their introduction... and how could you improve yours?

16.12 New Years Bash!

You are throwing a big New Years Eve party, and want to send your friends a video invitation. Jot down some details below, and then make a video to share with your classmates.

PLACE _____

TIME _____







DRESS CODE _____

WHAT TO BRING _____







16.13 Spring is a Busy Time!

You and your partner are planning the family calendar for the next month, and a whole heap of invitations have just arrived in the mail. Take turns describing the various celebrations you have to attend over the next month, and noting them on the calendar. What day on a weekend do you both have free?

PERSON A:

MON	TUE	WED	THU	FRI	SAT	SUN
				1	Chris & Jaxon's Engagement  2	 Emelio's Stag Night 3
4	5	6	7	8	David's 40th Birthday  9	10
11	12	13	14	15	Work Social Party  16	17
18	19	20	21	22	23	Grandma's 90th Birthday  24
25	26	27	28	29	 Julia & Emelio's Wedding 30	31







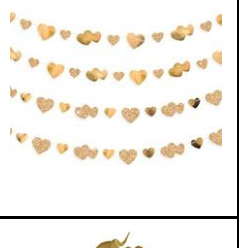
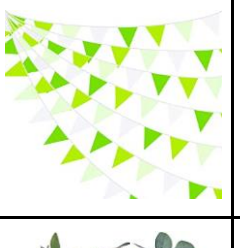
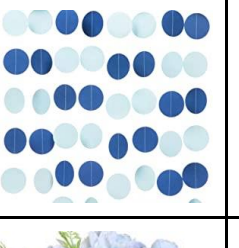







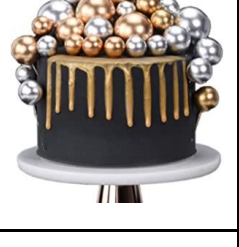



PERSON B:

MON	TUE	WED	THU	FRI	SAT	SUN
				1	<i>Jaxon & Chris'</i> <i>Engagement</i>  2	3
4	5	6	7	8	9	<i>Grandpa's 100th</i> <i>Birthday</i>  10
11	12	13	14	15	<i>Work Social</i> <i>Party</i>  16	17
18	19	20	21	22	<i>Emily's 16th</i> <i>Birthday</i>  23	24
25	26	27	28	29	 <i>Emelio &</i> <i>Julia's Wedding</i> 30	 <i>Julia's Hen</i> <i>Night</i> 31

16.14 A Fussy Couple

This is an activity for groups of three.

WEDDING PLANNER: Imagine you have been hired by a couple who are finding it hard to agree on how to plan their wedding. Using the catalogue below, make suggestions (describing the type, shape, and colour of each decoration), then pay attention to their objections to find something suitable.

				
				
				
				
First dance: 99 Red Balloons	First dance: Golden Hour	First dance: Green Light	First dance: Blue Suede Shoes	First dance: Purple Rain

(Images: Amazon)

SPOUSE-TO-BE A: You like red, gold and blue, but can't stand hearts or stars. If the wedding planner (or your partner) suggests anything you don't like, tell them.

SPOUSE-TO-BE B: You like gold, green, and stars, but can't stand hearts or red. If the wedding planner (or your partner) suggests anything you don't like, tell them.

16.15 A New Public Holiday

Imagine you have been put in charge of creating a new public holiday to be celebrated in Australia.

- What/who will your day commemorate or celebrate?
- When will it be held? What season, month, day/date?
- What will people wear?
- How will they decorate?
- What will they eat and drink?
- What activities will people engage in? (Dancing, watching sports...?)



Extras!

Songs are one of the ways many cultures around the world celebrate, and the Deaf community is no exception. Many Christmas carols, for example, are performed in Auslan. Take this rendition of the [12 Days of Christmas](#) by students from RIDBC Thomas Pattison School as an example.

Each year, [Music: Count Us In](#), a school-based initiative of Music Australia, provides Auslan and Braille resources alongside its other resources aimed at improving the quality of music education in Australian schools. Music: Count Us In culminates in 'Celebration Day', when all registered schools sing the same song, on the same day, and at the same time.



In 2020, the song selected for MCUI was '[You Won't Bring Us Down](#)', which you can see, also performed by the students from the Thomas Pattison School. The song was written at a workshop held in St Kilda, to which young songwriters from around the country were invited. If you search on YouTube, you'll find a number of past performances in Auslan - such as the 2017 video '[Shine Together](#)'. In a follow-up video, Louise de Beuzeville, a teacher at the Thomas Pattison School, explains how songs for each year's Celebration Day are translated into Auslan. As Louise explains, translation is a skilled process, and takes into account much more than simply literal translation of the words into signs. Students must consider what will look good on stage, and what will be effective in a group setting, and how movements can reflect the rhythm of the music. These considerations highlight why it is important for schools who wish to teach their students sign language to use resources developed by the Deaf community, rather than just assuming that a one-to-one translation from word to sign will be adequate.⁴⁴ It pays to keep this in mind when searching for songs online - while translating songs yourself can be excellent practice, videos produced by other learners may not be the best study resource.

⁴⁴ To get a sense of why this is the case, consider the following lyrics: "break through the snow on a one-horse open sled areas we go to laugh all the way bell on short tail ring refreshed How fun is it to ride a bike and sing sleigh song tonight" That's the second verse of Jingle Bells, translated into Chinese using Google Translate, and back again. Or these lyrics from the national anthem, translated into Russian and back: "On the history page, let each stage Pre-Australian Fair. In joyful tones then we will sing, Pre-Australian Fair." Meaning is built up through much more than just word-for-word (or sign-for-word) correspondences.

If you're looking for some simple Auslan resources to practice the vocabulary you've learned in this chapter, [The Surprise Party](#) and [Sally Has a Party](#) episodes of *Sally and Possum* have got you covered!



Learning Outcomes

I can...

- Use **seasonally-appropriate greetings**
- Talk about giving and receiving **gifts**
- Explain **events** that are important to me and make plans for them
- Make **announcements** to my family and friends
- Describe my **preferences**



17. News



Revision

Before starting this unit, make sure you can do the following...

- Sign/fingerspell 'TV', 'PAPER', and the names of social media you use (Chapters 4-7)
- Know the signs for locations in nature (Chapter 10) and globally (Chapter 11)
- Produce the signs for people in public careers/emergency services (Chapter 14)
- Understand basic descriptions of people's wellbeing and can express emotions (Chapter 15)
- Describe important national and international events (Chapter 16)



Learning Objectives

After completing this unit, you will be able to...

- Obtain a basic level of understanding of news presented in Auslan
- React to news in the media and in person
- Convey simple accounts of news to others
- Broaden your understanding of Auslan across media and entertainment
- Know the basic signs relevant to natural disasters and other emergencies

A→Z Fingerspelling: Z

Finally, let's pay some special attention to the last letter in the alphabet, the letter Z.

Like J, which we focused on in the previous chapter, the letter Z is one of two letters in Auslan spelling which is both used infrequently (meaning learners have few opportunities to practice it), and has a sign which does not resemble its written counterpart.

Here are some words which start with, or include, the letter Z for you to practice:

Z-O-O	O-O-Z-E	Z-I-P	J-A-Z-Z
Z-I-T	C-O-Z-Y	Z-A-G	D-A-Z-E
Z-O-N-E	G-A-Z-E	Z-I-N-E	L-A-Z-Y
Z-I-N-G-Y	F-R-I-Z-Z	Z-A-Z-E-N	M-U-Z-Z-Y
Z-E-B-R-A	P-L-A-Z-A	Z-I-L-C-H	R-I-T-Z-Y
Z-I-G-Z-A-G	G-I-Z-M-O	Z-I-N-G-E-R	A-M-A-Z-E
Z-E-P-H-Y-R	N-U-Z-Z-L-E	Z-O-M-B-I-E	F-R-I-Z-Z-Y
Z-I-P-L-O-C-K	B-R-A-Z-E-M	Z-I-L-L-I-O-N	E-C-Z-E-M-A
Z-E-A-L-O-U-S	D-A-Z-Z-L-E	Z-U-C-C-H-I-N-I	B-U-Z-Z-E-R
Z-I-G-G-U-R-A-T	L-I-Z-A-R-D	Z-E-A-L-O-T-R-Y	W-I-Z-A-R-D
Z-I-R-C-O-N-I-U-M	P-I-Z-Z-A-Z-Z	Z-O-O-P-L-A-N-K-T-O-N	M-A-G-A-Z-I-N-E

Once again, you don't need to remember these words - we've purposely selected words you're unlikely to have seen or signed before, so that you have the challenge of producing an unfamiliar word.

Hungry for more fingerspelling? Why not try the [BSL fingerspelling challenge?](#)



Vocabulary

News and Media

1. [News](#)
2. [Announcement](#)
3. [Radio](#)
4. [Newspaper](#)
5. [Movie \(Film\)*](#)
6. [Deaf Club](#)
7. [Gossip / Rumour](#)
8. [Dob](#)
9. [Speech](#)

Announcements

10. [Birth](#)
11. [Pass away](#)
12. [Accident](#)
13. [Evidence](#)
14. [Real](#)
15. [Coincidence](#)
16. [Interpreter](#)
17. [Protest](#)
18. [Election](#)
19. [Missing](#)

Natural Disasters

20. [Emergency](#)
21. [Fire](#)
22. [Damage](#)
23. [Earthquake](#)
24. [Volcano](#)
25. [Flood](#)

Verbs

26. [Declare](#)
27. [Report](#)
28. [Notify](#)
29. [Resign](#)
30. [Withdraw](#)
31. [Postpone](#) / [delay](#)
32. [Ready](#)
33. [Start](#)
34. [Search](#)

Reactions

35. [Surprised](#)
36. [Shocked](#)
37. [Excited](#)

*As in English, there are various signs for movie/film/cinema etc. The sign listed here as 'movie' is commonly used in Victoria, although there is another - ask your teacher. The sign listed as 'film' you will see used in the Conversation below.

Interpreter-on-Screen

The sign for an interpreter-on-screen is a compound of INTERPRETER + SCREEN.

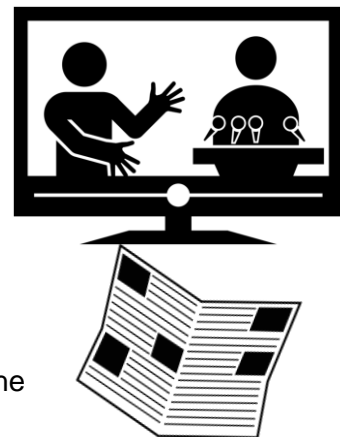


Ask your teacher to show you how this sign is produced.

Also, note how similar the sign for NEWSPAPER is to the sign for PAPER.

(Remember, you learned PAPER as part of the compound PAPER + SHOP = Newsagency back in Chapter 5).

Now is a good time to practice the fingerspelling for TV, and the spelling/signs of any social media you use!





Conversation 17: News

For the final video in this textbook, we want to challenge you to watch [a news update in Auslan](#), produced for a deaf audience. That means it will be faster, and more complex, than the designed-for-learners videos you have been used to in the Conversations section.

Don't worry if you don't understand everything - or even very much at all! - on your first watch. You may like to set the replay to a slower speed than you have become used to, and watch a few times. Use visual cues, like the title, description, and images shown on screen, to help you understand what is being signed, as well as paying close attention to names and titles that are fingerspelled. Make sure to read over the questions below first, so you know what to look for.

1. What emotion does the presenter express at the beginning of the video?
SURPRISE / SHOCK / EXCITEMENT / HAPPINESS / SADNESS
2. How is 'Oscar' signed by the presenter?
 - a. Fingerspelling O-S-C-A-R
 - b. Tracing the outline of a statue with both thumbs
 - c. Fingerspelling O-S-C-A-R, then tracing the outline of a trophy with both thumbs
 - d. Fingerspelling O-S-C-A-R, adopting the pose of the statue, then tracing the outline of a trophy with both thumbs
3. What is the title of the first movie mentioned? _____
4. Where can you see this movie? NETFLIX / APPLE TV / HULU
5. In addition to best picture, what other award was the film nominated for?
CINEMATOGRAPHY / ADAPTED SCREENPLAY / VISUAL EFFECTS
6. What is the name of the actor shown on screen? _____
7. What type of film is *Audible*? (Hint: three letters, an abbreviation of the English word)

8. What sport do the teenagers in *Audible* play? (Hint: because it is the American version of this sport, and different to what is played in Australia, it is fingerspelled)

9. Where does *Audible* take place?
(Hint: give the full name of the institution, not just the state)

10. A prominent figure in the Deaf community, Nyle D__ M __ __ __ was one of the executive producers of the film. What sign that you know resembles the sign for PRODUCER?
 - a. COMPUTER, as might be used for editing footage
 - b. SCISSORS, as might be used for cutting film
 - c. BLACKBOARD, as might be used by a director

You can watch the trailers for both films on JustWatch, and find out where to stream them ([Film 1](#), [Film 2](#))



Culture Note

Expression Australia (formerly known as Vicdeaf) produces daily Auslan Update videos like the one you just saw, and weekly ABC News Bulletins. Although these resources can be challenging for learners, as you've seen, depending on the topic, and with a bit of effort, it is possible for you to understand quite a lot!

You can subscribe to [Expression Australia's YouTube channel](#) to get daily updates, and if you have a free iView account, log in to the [ABC News With Auslan](#) website each week to watch the half-hour news program. The weekly bulletins are spoken English broadcasts interpreted into Auslan (with closed captions), with a short update in Auslan (translated into English via a voiceover) at the end. On the other hand, the daily updates are produced entirely in Auslan and do not have voiceovers or captions. While this makes the daily updates more challenging for learners, like the short segments at the end of the weekly bulletins, they are an extremely valuable taste of 'real' Auslan media produced for Auslan users, and at only a few minutes in length, are well worth the challenge.

Expression Australia's [Auslan News - Behind the Scenes](#) video provides a fascinating glimpse into what goes into producing both the daily updates on YouTube and the weekly bulletins on ABC. Try watching this video without captions at first. It begins with a supercut of introductions to the news update - different presenters giving the day, date, and time.

Here are some questions to guide your initial viewing:

Olivia Beasley - Community Engagement Coordinator

How many people are in the team? How many hours of work are involved each day?

Sam Cartledge - Marketing Coordinator

Where are videos uploaded to? (Circle all that Sam mentions):

FACEBOOK / TIKTOK / INSTAGRAM / VIMEO / TWITTER / YOUTUBE / WEBSITE

Stef Linder - Presenter

When do the presenters and interpreters meet to discuss news items?

FRIDAY / SATURDAY / SUNDAY

Note also the teleprompter Stef uses. How is it different to other teleprompters you may have seen - and why do you think this is?

Sarah Howell - Auslan/English Interpreter

When does Sarah receive the video and write her translation?

FRIDAY / SATURDAY / SUNDAY

Brent Phillips - Presenter

How long is the Auslan news segment each week?

1 MINUTE / 2 MINUTES/ 5 MINUTES

Mark Quinn - Auslan/English Interpreter

What does Mark do in the car on the way to the ABC studio?

LISTEN TO NEWS ON THE RADIO / LISTEN TO MUSIC / SING / TALK TO COLLEAGUES

Julie Judd - Auslan/English Interpreter

How long to the interpreters have to switch mid-broadcast?

2-3 SECONDS / 20-30 SECONDS / 2-3 MINUTES



Skill Building

Using Context to Boost Understanding

Research into second language learning shows that successful language learners are often very good at guessing meaning when they don't know exactly what someone is saying. But how do they do it?

Well, fortunately, being a good guesser isn't a magic power! Like most magic tricks, it's something that you can learn and practice.

The most important step in being a good guesser is understanding that our communication is rule-bound and predictable. For example, if in English I say "I went to the ____" you know that the missing word has to be a noun (because nouns come after words like "the") and more specifically that it has to be a place to make sense. You can also assume that it's more likely that I'll say something like "I went to the shop" than "I went to the moon" or "I went to the middle of the Sahara Desert" because, well, we know the sorts of things people in Australia normally get up to. This shared understanding of how the world works and what is likely/ unlikely can be a great help in anticipating what someone might be trying to say and helps us to piece together information if we don't catch every word/ sign someone uses. It can also help us to anticipate what might be an appropriate response even if we are still guessing at meaning – for example if someone is making you a cup of coffee and asks you a question you might say "yes" even if you didn't understand, thinking that the worst thing that can happen is that you end up with more sugar or a different type of milk that what you'd like.

However, good guessers can't get too complacent because of a second rule about language: we are more likely to talk about something if it is unusual and breaks our expectations than if it is highly routine. We don't tell stories about going to the supermarket and picking up milk and toilet paper, but we do tell stories about arriving at the supermarket and finding that there is no toilet paper in stock! So good guessers are on the look out for slightly unpredictable things to happen in conversation, but still use their real-world knowledge to anticipate that while a supermarket might be out of toilet paper, if the story seems to be about the supermarket being out of "Elephants" or "War" we have likely misunderstood and need to seek clarification.

Finally, good guessers are very aware of context and what is likely to be relevant in the situation. We saw this above with the coffee example: if someone is making you coffee and

asks you a question, they are much more likely to be asking something about how to make the coffee than anything else. Of course this is not a perfect rule, but it certainly helps us prepare – and is of course how and why Auslan interpreters prepare for interpreting assignments by brushing up on words or phrases that are likely to be relevant given the situation of the job.



Activities

17.1 Introductions - with a twist

It's been a long time since you introduced yourself to the class... and you've learned to say a lot more in Auslan since!

Now, introduce yourself again using some of these new phrases... but with a twist! You should say **three things about yourself** (e.g. about your family, your work, your hobbies...) **but one of them should be a lie**. Your classmates will vote on which of these statements is true.

(Note: remember the tip on preparing a 'script' from Chapter 3. Think about what you want to say and practice before you tell the class. This will make your signing more fluent... and your lie more convincing!)

17.2 Perfect Match

Your friend has just won a spot on an Auslan version of the popular dating show *If You Are The One*. The show's format always includes a segment where friends and family introduce the contestant to a panel of potential romantic partners. While they watch this introduction video, the panellists turn off the lights on their podiums if they are "turned off" by any of the information revealed about the contestant.

Your mission is to describe your friend in glowing terms so that they will have as many potential partners as possible leaving their lights on by the end of your introduction. In this game, you should sign LIGHT-OFF if you are no longer interested, and sit down.

This is a whole-class activity.

17.3 Interview Time!

Compose a list of at least 5 questions to ask a classmate. Think about all of the different questions you can now ask - about family and home life, friends and pets, work and education, what they like to do in their leisure time...

Practice asking your questions until you can do so smoothly.

Now, find a partner and conduct an interview. Take turns playing the interviewer and interviewee.

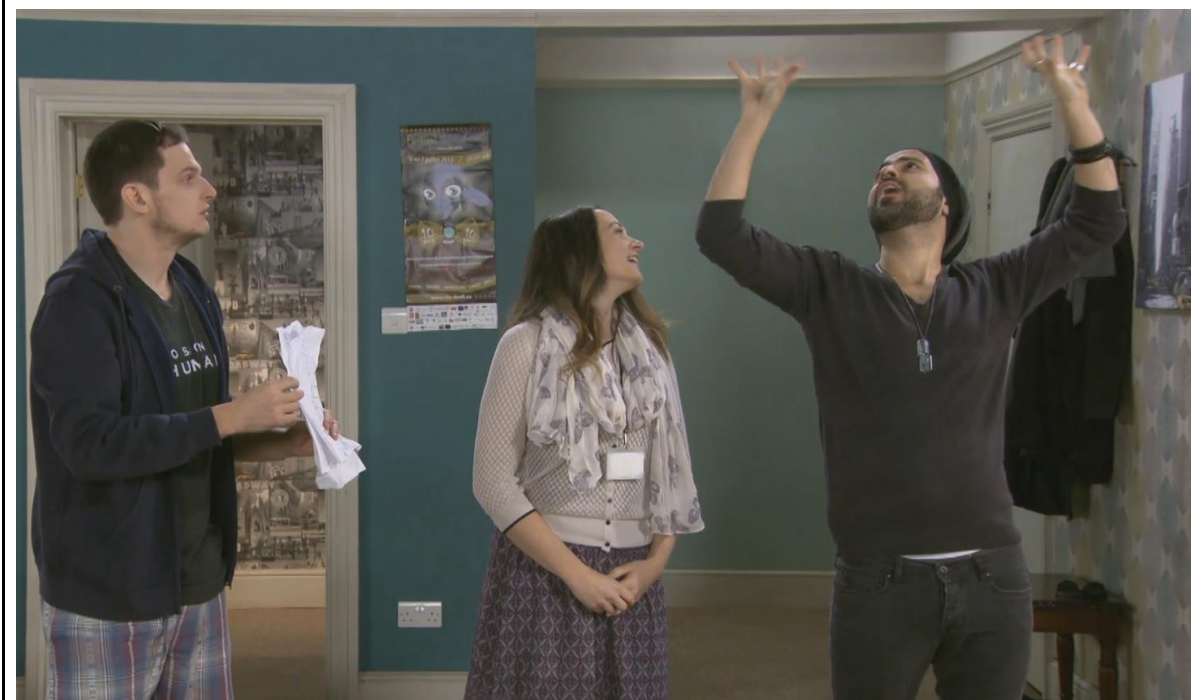
Bonus! Video record your interview so that you can share it with your classmates, and practice watching other interviews.

17.4 Small World

[Small World](#) is a BSL (British Sign Language) sitcom about a group of flatmates, which you may remember Brett and Morgan watching in Chapter 4.

Choose one of the following scenes, and devise a scenario in which the characters are involved. In addition to their location and appearance, make sure to look carefully at the actors' body language, facial expressions, and gestures in coming up with your scenario. In pairs or small groups, assign roles and try acting out the scene.







How is your interpretation of the situation similar to or different from other pairs who chose the same scenario?

Bonus! If you're interested in finding out what *really* happened in *Small World*, all of these scenes come from the first episode, which is available (in BSL, with captions in English) on the [BSL Zone](#) website.

What similarities and differences do you notice between Auslan and BSL?
Can you pick up anything fingerspelled by the actors?

17.5 Star Quality

Imagine you and your partner have won an award for your role in the previous scene, and now have to prepare for an interview.

Your agent has given you the following list of questions the interviewer might ask. Practice your responses to these questions:

My earliest memory is...
When I was a child, I always...
At high school, I...
I'm very bad at...





17.6 Awards Night

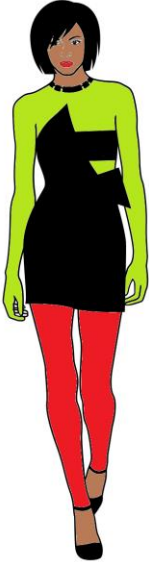

Congratulations! You've won the award!

Practice an acceptance speech, making sure to thank your fellow actor(s),

17.7 Red Carpet

You have been hired by a new TV station to provide fashion commentary in Auslan for an upcoming gala event. Your co-anchor will introduce each celebrity, and your task is to describe what they are wearing. Make sure to be as expressive as possible - this is entertainment news!

 A stylized illustration of a woman with dark hair, wearing a long, red, floor-length gown with a black lace collar and a long train. The gown is covered in small white dots, suggesting sequins or beads. She is standing with her hands on her hips.	<p>Akane O'Hara (62) star of the TV drama series 'Daily Soap'</p>
 A stylized illustration of a man with a beard, wearing a light blue suit, a white shirt, and a pink bow tie. He is standing with his hands in his pockets.	<p>James Connolley (41) star of the movie 'Love Note from Beyond'</p>

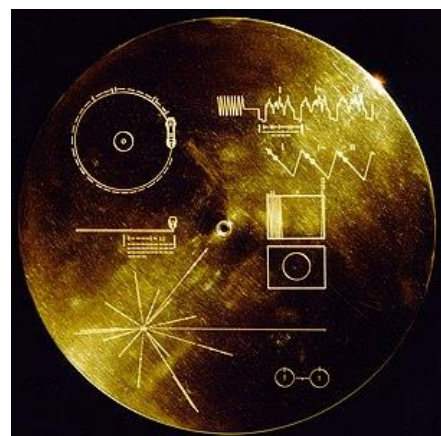
	<p>Linda Jackson (39) star of the movie 'Planet of the Planets'</p>
	<p>Benjamin Kang (23) star of the TV comedy series 'Kang's Breakfast'</p>

17.8 A Message to the Stars

In 1977, Voyager was launched with a special cargo: a golden record designed to communicate to any extraterrestrials who might happen across it who we are on earth.

The disc contains images and sounds, including music, and greetings in 55 spoken languages.

Imagine that a new launch will take place next year, this time with improved technology capable of reproducing signed languages. Think of a message you would like to send into space. As a group, decide which message should represent Auslan on the new record.



17.9 Emergency Bag

Living in an area prone to both bushfires and floods, the local emergency services have recommended everyone put together an emergency bag.

Think about what things you would put in your bag - both items that are important for you to **save**, like photos or letters, and items that are important to your **survival**, like canned food or medicine - and tell the class. Choose three of each type.

Which items are most popular in class members' emergency bags?

(One student, or the teacher, should keep track of these items on the board)

17.10 Reporter on the Scene

In pairs, take turns acting out something, and then the other person reports what they did.

e.g. Person A opens a book, then writes 'CAT'.

Person B then reports that Person A opened the book and wrote cat.

Person B mimes kicking a football.

Person B then reports that Person A was playing football.





17.11 Movie Time!

You and a friend want to see a movie.

Person A: You want to see one of the following movies, with closed captions (CC). Ask your partner what time each of them is on. You are free any night between 6 and 11pm.

- Scream
- Spiderman
- Uncharted

Person B: You don't really mind what movie you see, as long as it has open captions. Watch carefully as your friend tells you what movies they'd like to see, and tell them what time each of the closed captions (CC) sessions for that movie is on that you can attend. You are free during the day before 2pm, and in the evenings between 6 and 10pm.

	<table> <tr> <td> 10:30AM XTREMESCREEN AD CC </td><td> 11:30AM STANDARD AD </td></tr> <tr> <td> 1:10PM XTREMESCREEN AD CC </td><td> 2:10PM STANDARD AD </td></tr> <tr> <td> 3:45PM XTREMESCREEN AD CC </td><td> 4:45PM STANDARD AD </td></tr> <tr> <td> 6:30PM XTREMESCREEN AD CC </td><td> 7:30PM STANDARD AD </td></tr> </table>	10:30AM XTREMESCREEN AD CC	11:30AM STANDARD AD	1:10PM XTREMESCREEN AD CC	2:10PM STANDARD AD	3:45PM XTREMESCREEN AD CC	4:45PM STANDARD AD	6:30PM XTREMESCREEN AD CC	7:30PM STANDARD AD
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	<table> <tr> <td> 12:30PM STANDARD AD CC </td><td> 5:40PM STANDARD </td></tr> </table> <p>Note: AD = Audio Description, CC = Closed Captions</p>	12:30PM STANDARD AD CC	5:40PM STANDARD						
12:30PM STANDARD AD CC	5:40PM STANDARD								



Ever wondered what the ‘Closed’ in Closed Captioning refers to?

As the [Hoyts website](#) explains, Closed Captioning utilises the CaptiView system, which consists of “a small LED display on a bendable support arm that fits into the theatre seat cup holder”.









By contrast, Open Captioning allows the Deaf and Hard of Hearing community “to watch movies with text and sound descriptions displayed on screen (English subtitles).”

Alex Jones from Ai-Media (which we first encountered back in Chapter 2) has produced an excellent video explaining in Auslan what it is like to use both methods - [CaptiView and Open Captions](#) - and what led to their becoming more commonly available.

17.12 First Signs of Love

Married at First Sight is a popular TV show in many countries around the world, in which couples are matched by a team of ‘experts’. Despite the show’s popularity, it has a dismal success rate, with 93% of the ‘expert-matched’ couples separating.

Imagine you and your colleague(s) have been invited to act as consultants on an upcoming season of MAFS. Who of the following would you match – and why? Discuss in pairs or small groups.

<p>BARB</p> <p>Has 3 kids</p> <p>Divorced</p> <p>Loves camping</p>		<p>DOM</p> <p>Single</p> <p>22 years old</p> <p>Works in a bank</p>	
<p>ALEXA</p> <p>Single</p> <p>Loves cooking</p> <p>Doesn't like parties</p>		<p>SASHA</p> <p>Divorced</p> <p>Loves eating</p> <p>Hates traveling</p>	
<p>TODD</p> <p>Divorced</p> <p>Has 5 kids</p> <p>Likes animals and nature</p>		<p>BERT</p> <p>Single</p> <p>Likes the ocean</p> <p>Works in a bank</p>	
<p>NATASHA</p> <p>23 years old</p> <p>Single</p> <p>Loves expensive jewellery</p>		<p>CHRIS</p> <p>Likes to travel</p> <p>Single</p> <p>Wants to buy a boat</p>	

17.13 Mini Documentary

Imagine you have been asked to produce a short biographical piece about a famous or remarkable person in Auslan. Jot down a few facts about the person you have chosen, and then either film yourself describing them, or present to the class.

17.14 Big News!

Take turns telling, and reacting to, one of the following pieces of personal, national, or international news. Make sure your reaction matches the news shared. Remember, you can congratulate, express emotions, and use non-manual features

PERSON A:

- You read in the newspaper there will be an election next month.
- Your sister gave birth to a baby.
- You saw on TV there is a fire in the Grampians.
- Your friend's grandfather passed away.
- You saw on Facebook there is a flood in India.
- Your car got struck by lightning.
- Your work colleague, John, was in a car accident.
- You saw on YouTube a volcano erupted in Indonesia.
- Your house was damaged in an earthquake.

PERSON B:

- Your work colleague Tom dobbed on you for eating all of the cake.
- You read in the newspaper that people are searching for survivors after the fire.
- You have some gossip that James is going to resign.
- You saw on TV that there was an earthquake in Japan.
- Your TV was damaged in the flood.
- Your friend told you a rumour that Cindy won first prize in a pizza eating competition.
- You saw on Facebook that there will be an election in North Korea.
- Your grandmother passed away in a car accident.
- Your car was damaged by hail.

17.15 Foreign Flicks

Here are some foreign movie posters – can you guess the plot of these films? Choose one to act out with a partner, and create a short dialogue you imagine might be in the movie, or act out a scene you think it might contain. Can your classmates tell which poster you picked?

MOVIE 1



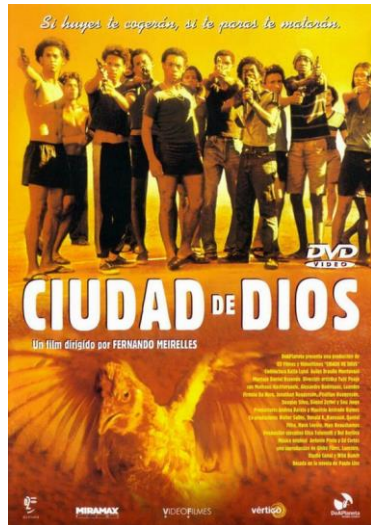
MOVIE 2



MOVIE 3



MOVIE 4



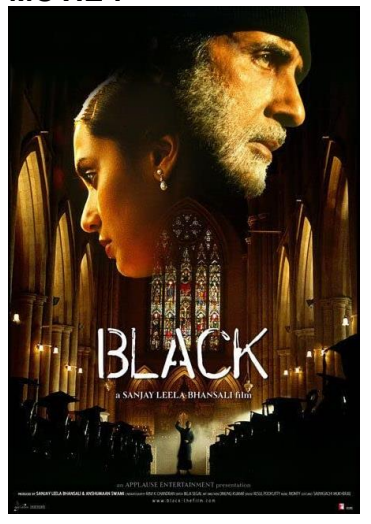
MOVIE 5



MOVIE 6



MOVIE 7



MOVIE 8



MOVIE 9



Did you know? All of the odd-numbered films in activity 17.15 feature, or are entirely told via, sign languages. You can find out more about them on John Lobotsky's [Deaf Movies](#) webpage.

There, you'll also find information about Deaf Film Festivals all around the world - The Seattle, Maine, and Flagstaff Deaf Film Festivals (USA), Deaffest in Wolverhampton (UK), the Hong Kong International Deaf Film Festival, Deaf in the Picture (Netherlands), and the Toronto International Deaf Film & Arts Festival (Canada), among many others. If you're a cinema buff, you might also enjoy reading the [Deaf Women in Film](#) blog.

The first Australian feature film to showcase Auslan was *A Silent Agreement*, a romantic drama telling the tale, in the words of Paul Mercurio, "a gay guy who stutters who falls in love with a gay guy who is deaf". The couple (played by Hardy and Joshua Sealy) seek the mentorship of a washed-up actor (played by Mercurio) who plots a betrayal. You can watch trailers and interviews about the film on [IMDB](#), including a half-hour Q&A in Auslan (with captions).

A Silent Agreement was director Davo Hardy's second film to feature Auslan, after the short film *Last Night*, which won the 2011 Deaf Club Film Competition in Sydney. *Last Night* depicts the final night that two feuding flatmates live together in their apartment. You can watch the entire short film starring Hardy along with Andrew Niven on [YouTube](#).



Culture Note

Film and television can be made more accessible via captioning for deaf and HOH audiences, but what about live performances, like comedy, theatre, and opera?

Sometimes, performers or companies provide Auslan-interpreted performances - like this announcement for [The Last Temptation of Randy](#) demonstrates. (Interpreting was particularly necessary, the puppet jokes, because of how impossible it would be to read his lips!) A year later, the follow-up show [Randy Writes a Novel](#) was similarly interpreted into Auslan... This announcement is well worth watching with the sound off. Do you notice anything unusual about the announcement? How do interpreters of comedy shows have to sign differently to, say, interpreters of emergency broadcasts?

Other times, performances actually incorporate Auslan, or are even presented entirely in Auslan. Watch this interview with several Deaf parents about [interpreted theatre](#) (Auslan & captions) - you may even see a familiar face! What factors influence how performances are experienced?

Interpreting

As we learned in the previous chapter, there has been increasing recognition in recent years of the important role of interpreters in society. Interpreting generally is a highly skilled profession which requires a very high level of competence in both languages, and Auslan-English interpreting is no different, requiring substantial experience and education. You can learn more about working with Auslan interpreters via the [Deaf Society's fact sheet](#).

On a personal level, such as business meetings, interviews, or doctor's visits, professional interpreters can provide not only a higher level of accuracy than a beginning or intermediate signer, but the privacy and neutrality that even friend or family member who is fluent at Auslan cannot.

In public contexts, interpreters play a vital role in ensuring the Deaf community can access information and entertainment which is typically presented in English. Unlike our neighbours, New Zealand, where NZSL is one of three official languages (alongside Māori and English), Auslan is, at time of writing, recognised only as "a community language other than English" and the preferred language of the Deaf community.

NAATI, the national standards and certifying authority for translators and interpreters in Australia, maintains a [list of news items highlighting the importance of Auslan interpreters](#). Yet, even when interpreters are present, they are not always visible! Take this example of an interview with [Drisana Levitzke-Gray on Studio 10](#). Even though the subject of the interview is "teaching Auslan", the interpreter is cut off the screen, making the questions asked by the hosts inaccessible to Deaf/HOH audience.

While interpreters being cut offscreen on daytime television, especially when discussing Auslan, is disappointing to say the least, as the ABC points out, [Auslan interpreters save lives in bushfires](#) - "but only if they make the TV screen".

Many students come to learn Auslan having mainly seen Auslan used in emergency broadcasts. [VicEmergency](#) provides excellent insight into how emergency messages are interpreted into Auslan, and the kind of training that is necessary to work in this area, as well as highlighting why captioning is insufficient.

Hopefully this chapter, and this book more generally, has given you not only an appreciation for the work of interpreters, but a taste of the rich world of Auslan media - DeafTV, film, Auslan storybooks, children's television, YouTube tutorials and vlogs, and more. While it may be a little more challenging to find media in Auslan than in, say, Italian, or Korean, the more you immerse yourself in this world, the more you'll discover.



Extras!

From time to time, you may see matters of importance to the Deaf community discussed in the news or on programs like Insight - [The Deaf Divide](#) episode is one example (note: you will need a free SBS account to watch this episode).

Of course, there is more than one side to most issues, and only so many perspectives which can be aired in a single show. It's always a good idea to explore commentary on important issues - and you'll find responses to programs like this in Auslan online (see [Deaf Australia's response to the SBS Insight program The Deaf Divide](#) as a relevant example). The more viewpoints you encounter, the more you will deepen your understanding of the issues discussed - and the more you will be able to practice Auslan!



Learning Outcomes

I can...

- Glean a basic understanding of **news** items presented in Auslan
- **React** to news in the media and in person
- **Relay** simple accounts of news to others
- Understand snippets of Auslan used in media such as **cinema, TV, and online**
- Use basic signs relating to **natural disasters** and other emergencies



18. Review



Revision

This chapter is designed to help you revise what you've learned throughout this textbook. Use the checklist below to assess where you are at, and jot down in your learning journal the things you would like to focus on.



Learning Objectives

After completing this textbook, you should be able to...

- Understand videos in Auslan about predictable, everyday matters, which are signed slowly and clearly.
- Identify the topic of conversation when proficient or native signers are having a conversation about everyday matters.
- Use Auslan to communicate using the vocabulary covered in Chapters 1-17 (which you'll find in the Appendix)
- Participate in Auslan conversations about common topics relevant to the immediate environment with another signer for a few minutes at a time.
- Spell commonly fingerspelled names and places correctly, producing letters smoothly

- Use simple interactional strategies such as nodding to show interest, attention, and attitude
- Correctly form signs that use high-frequency handshapes, no movement path, and use high-frequency locations, including neutral signing space
- Understand some of the differences between Auslan and English, and begin to demonstrate this awareness in your signing

You might also find now a good time to test yourself on the comprehensive Vocabulary list.



Activities

18.1 A Small Wedding, Big Drama!

Form a group of three - one person is the wedding planner, the other two are the happy couple.

You are planning a small wedding at a boutique venue which can only hold 20 people, including the wedding party (which is four people including the couple).

Wedding planner: Help the couple write down a list of who to send invites to. Your goal is to try and keep both partners happy by ensuring the guest list is fairly split, and to make sure no more than 16 people are invited, since additional invites will mean the wedding needs to move to a different venue.

Couple: Take a few moments to read the information below, and make a list of who you'd like to invite. Then tell the wedding planner who you want to invite, and what their relationship is to you. Your goal is to make sure the most important family members are invited... while avoiding those you'd rather not see on the big day!

Person A's guestlist

Ben	uncle	Your favourite uncle
Carrie	aunt	Your favourite aunt
Danny	cousin	Danny used to date your partner's sister, and things are awkward
Eli	cousin	A distant cousin
Fred	brother-in-law	Geri's husband
Geri	sister	You had a big fight with Geri two months ago
Haley	sister	Your older sister who is your favourite.
Ivan	father	
Jakob	nephew	A three-year old who cries a lot, Geri's son.

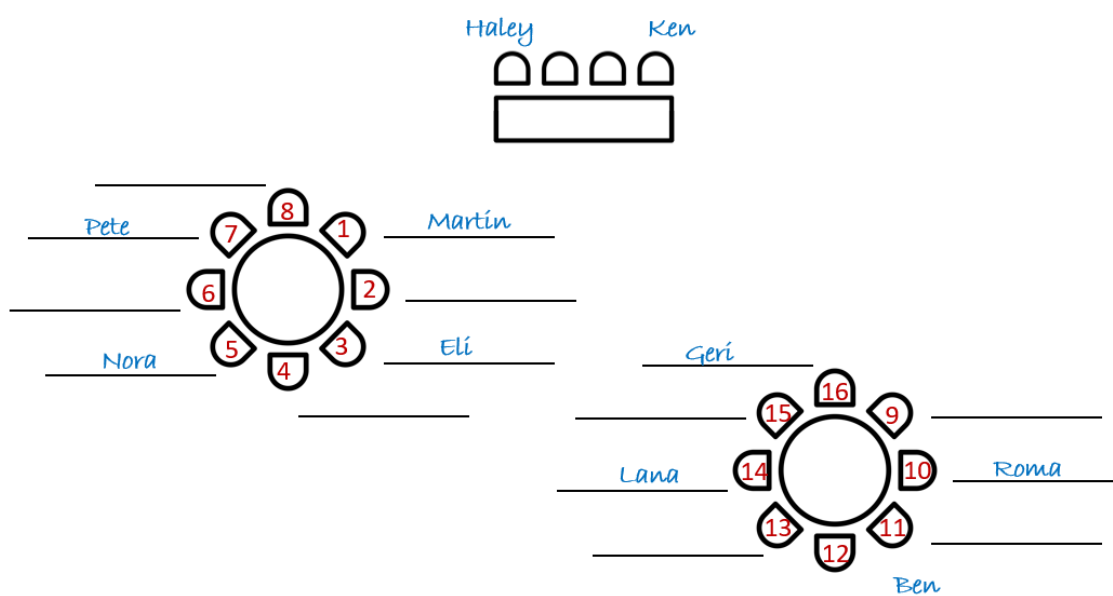
Person B's guestlist

Ken	brother	You had a big fight with Ken two months ago
Lana	sister	Lana used to date your partner's cousin, and she wants to see him again
Martin	uncle	An estranged uncle who stole money from your mother
Nora	aunt	Your favourite aunt, who raised you.
Olivia	grandma	
Pete	cousin	Your favourite cousin, you grew up together. More like a brother.
Quade		Pete's partner
Roma	mother	
Steve	father	
Jakob		You want to ask Jakob to be a ring-bearer (he's three).

18.2 The Reception

At the last minute, Uncle Martin generously decided to pay for the whole wedding with some money he "found". Now everybody is invited! The invitations have been sent, the responses received, and it's time to work out a seating plan.

Wedding Planner: Using the floorplan of the venue below, help the couple fill in a seating plan which will minimise family tensions. Explain to the couple the arrangement of the room (there are two circular tables for guests, and a rectangular table for the bridal party). Then, you can point to seats and ask who should sit where. (Note: the couple should also be able to see this plan)



Couple: Referring to what you know about your family members, make suggestions to the wedding planner about who should sit where.
(To get you started, some seats have already been filled in).

Person A's family information

Ben	Married to Aunt Carrie. Wants to sit at the back, nearest the toilet.
Carrie	Wants to sit next to her husband, your uncle Ben, at one of the circular tables.
Danny	Son of Aunt Carrie and Uncle Ben. Doesn't want to sit next to his ex, Lana
Eli	Wants to sit on table A so he can be first in line for the buffet.
Fred	Married to Geri.
Geri	Married to Fred. You don't want to see her face from the rectangular bridal table.
Haley	Your favourite sister will be your Maid of Honour.
Ivan	Your father wants to sit at the table closest to the bridal table.
Jakob	Needs to sit next to Geri. You want him at the table furthest from the bridal table.

Person B's guestlist

Ken	You have reconciled after your fight, and have asked Ken to be your Best Man. He will sit next to you at the rectangular bridal table.
Lana	Wants to sit at the same table as her ex, Danny, at one of the circular tables so she can see him easily.
Martin	Is insisting he get to sit at seat number 1 since he paid for the wedding.
Nora	Doesn't want to sit at the same table as your mother, Roma.
Olivia	Wants to sit close to the front because she can't see or hear well.
Pete	Son of Nora and grandson of Olivia. Needs to sit near Olivia to help her.
Quade	Pete's partner.
Roma	Your mother doesn't want to sit at the same table as your uncle, Martin.
Steve	Wants to sit at table A so he will be first in line for the buffet.

18.3 The Wedding Photos

Now, imagine you are one of the guests who attended the wedding. It's a week after the big day, and while the happy couple are on honeymoon, you are putting together a photo album to surprise them on their return.

You've been telling your friend all about the wedding - the fight between Roma, who accused Martin of stealing money from her, the shoving match between Steve and Eli in the buffet queue, and who could forget when Ben threw mashed potatoes at Danny?

PERSON A, show your friend the photograph from the wedding, and explain who each person is.


PERSON B, ask questions about each of the people in the photo below. You are especially interested in seeing a picture of the **uncle** accused of stealing by the **mother**, the **brother** who was the best man, and the mother of the child who threw the mashed potato (**Lana**).



18.4 Old Boots

You and your friends have just finished eating dinner at an authentic Japanese restaurant with a group of friends - so you've all taken off your shoes! Unfortunately, one friend's shoes have gone missing. Watch carefully as your friend signs a description, and see if you can find their shoes.

After finding your friend's shoes, you realise yours aren't where you thought you put them either! Someone must have switched the boxes. Describe your shoes to your friend and see if they can help you this time.

BOX 001 	BOX 002 	BOX 003 	BOX 004 
BOX 005 	BOX 006 	BOX 007 	BOX 008 

18.5 Time Traveller

Imagine someone from 1888 has found themselves flung forward in time.

HOME OWNER: Using space appropriately, explain to them the layout of your home, and what is in each room, making sure to explain anything they might find new or confusing.

TIME TRAVELLER: Watch carefully as your partner explains the layout of their home, asking questions about anything which might not have existed in your time.

18.6 Heritage Listing

HISTORY BUFF: You love researching local history, and have just found out that someone famous used to live at the house next door. Explain why you think the house is significant and should be protected.

NEW HOMEOWNER: You just bought an old house, with plans to knock it down and build a new one. But now your neighbour wants to have the old house heritage listed. Explain why you think it is not a very good house.




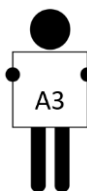
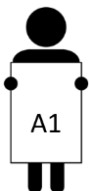
18.7 A Start-up

You and a friend have decided to run an online store together.







Person A is in charge of the creative side of the business. You design and paint T-shirts, mugs, cushions, and posters. Your task is to describe the new products you have come up with to your business partner.

Person B is in charge of the business aspects. You determine the prices of goods and make sure that every product makes a profit. Your task is to find out the size and weight of the items your business partner has designed, and determine the most cost effective postal options for each product from the prepaid boxes and mailing tubes available.

PERSON A

				
300g	500g	500g	A3	A1
Mailing option: #_____	Mailing option: #_____	Mailing option: #_____	Mailing option: #_____	Mailing option: #_____

PERSON B

1 	2 	3 	4 	5 	6 
220 x 160 x 70 mm	240 x 190 x 120 mm	390 x 280 x 140 mm	60 x 420 mm	60 x 660 mm	90 x 850 mm
< 1kg	< 2kg	<5 kg	< A3 page	< A2 page	< A1 page
\$10	\$12.50	\$15	\$10	\$12.50	\$15

18.8 Sign-Back Show

Imagine there is a 'talk-back' style show on a popular streaming platform like Twitch, in which the host takes video calls from Auslan signers to discuss important, entertaining, or controversial topics.

In a group of three, choose one of the topics below to discuss.

- Should people be encouraged to build homes in bushfire areas?
- Should children be paid for doing chores at home?
- Should all schools have the same uniform?
- Is eating breakfast really healthy?
- Is furniture (or, are clothes) too cheap?

One person should be the host, and the other two callers represent opposite sides of the topic.

HOST: jot down some questions you can ask the callers.

CALLERS: jot down some points to make about your view, and think about how to sign them.

Have a go at conducting the show - if you like, you can even record it, for added authenticity! Don't forget to introduce yourselves - the name of the show, and the names of the host and guests - at the start. If relevant, guests might also like to explain their connection to the topic.

BONUS: If you do make a recording, rewatch it afterwards.

What would you do differently if you were to do the show again?

Write down two things you have learned from watching your group members.

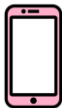



18.9 Grandparent's New Gift

Remember when your grandparent received a new gift (back in Chapter 7)?

Now that you've found it, explain to them how to use it!

GRANDPARENT: Choose one of the devices below, then ask the corresponding question, making sure to specify which device you are asking about.

This time, "blow up" parts to explain what shape buttons there are, what you see on the screen, etc.

 PHONE	 SWITCH	 LAPTOP	 TV
--	---	--	---

PHONE: How to use Twitter?

SWITCH: How to run in a game?

LAPTOP: How to copy a photo?

TV: How to use captions?

GRANDCHILD: Watch carefully as your grandparent explains what device they are using, and what they want to know how to use.

Then, give them instructions. Think about how you will explain the layout of the device or controller, and how you will explain what to do. Hint: you may need to “blow up” parts to describe the colour or shape of buttons.

Tech Tips:

PHONE: How to use Twitter? = tap the picture of a blue bird at the bottom right of the screen

SWITCH: How to run in a game? = hold Y button and the direction you want to go (left/right)

LAPTOP: How to copy a photo? = click right mouse button and choose the picture of a copy

TV: How to use captions? = on the remote, press the button that says CC or ... at the top

18.10 Life Hacks

Imagine an Auslan YouTube channel is making a video about productivity hacks.

You and a friend have been invited to star in the show.

PERSON A: Describe your daily routine - which is in need of improvement. Try to come across as lazy as possible.

PERSON B: Make suggestions as to how your friend can improve their routine!

18.11 Lifestyles of the Rich and the Famous

Luxxi Licious and Max Dollars are famous for... being famous. Although they like to consider themselves “in touch” with their millions of social media followers, they are so rich that they have staff to do every little thing for them.

Taking the role of either Luxxi or Max, describe three small things that might go wrong (e.g. breaking a nail, having to pour your own cereal...) that these celebrities might consider disastrous!

18.12 Fairy Tales

By now, you will have seen quite a few fairy tales and children’s stories in Auslan.

Think of a story that you know well that you haven’t seen so far in Auslan, and see if you can tell the story using as much Auslan as possible (and gesture if you don’t know the signs).

You might like to make a video of your fairytale to share with your classmates.

18.13 Intriguing Objects

Take a look at the following designer objects, and try to imagine what they are for. Choose one, and describe a possible use to the class. Can your classmates guess which object you were describing?



(Images: Wikipedia & Amazon)

18.14 And the Survey Says...

Survey your classmates about how often they do the following things.

	ALWAYS	OFTEN	SOMETIMES	RARE	NEVER
Stay in a tent, not a hotel					
Have a shower, not a bath					
Order takeaway, not cook					
Read a book, not watch TV					
Play sport, not watch sport					

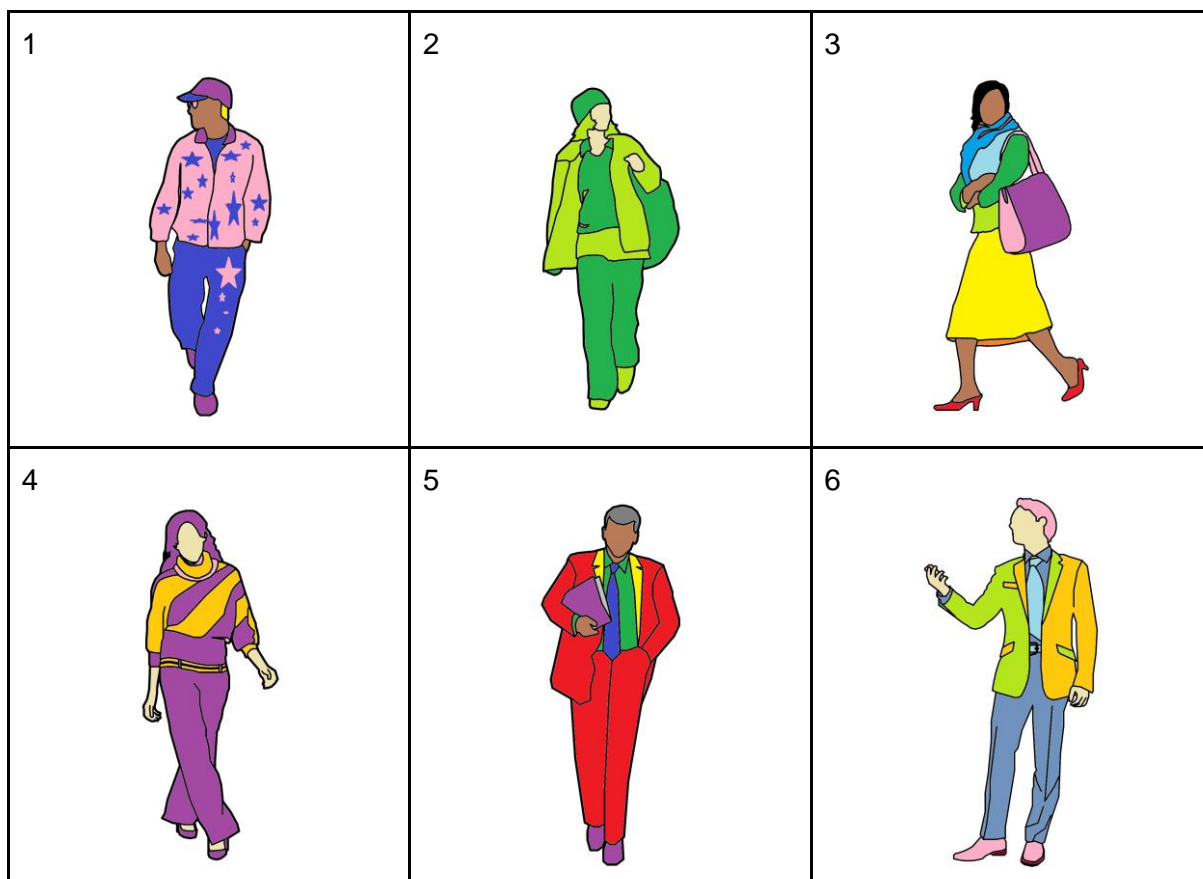
18.15 Vintage Cookbooks

Examine these photos from vintage cookbooks and see if you and your partner can identify any of the ingredients used in each.



18.16 A positive and negative image.

Imagine you are a fashion designer. Describe a person below in glowing terms, ensuring your non-manual features indicate that you think their outfit is fabulous.

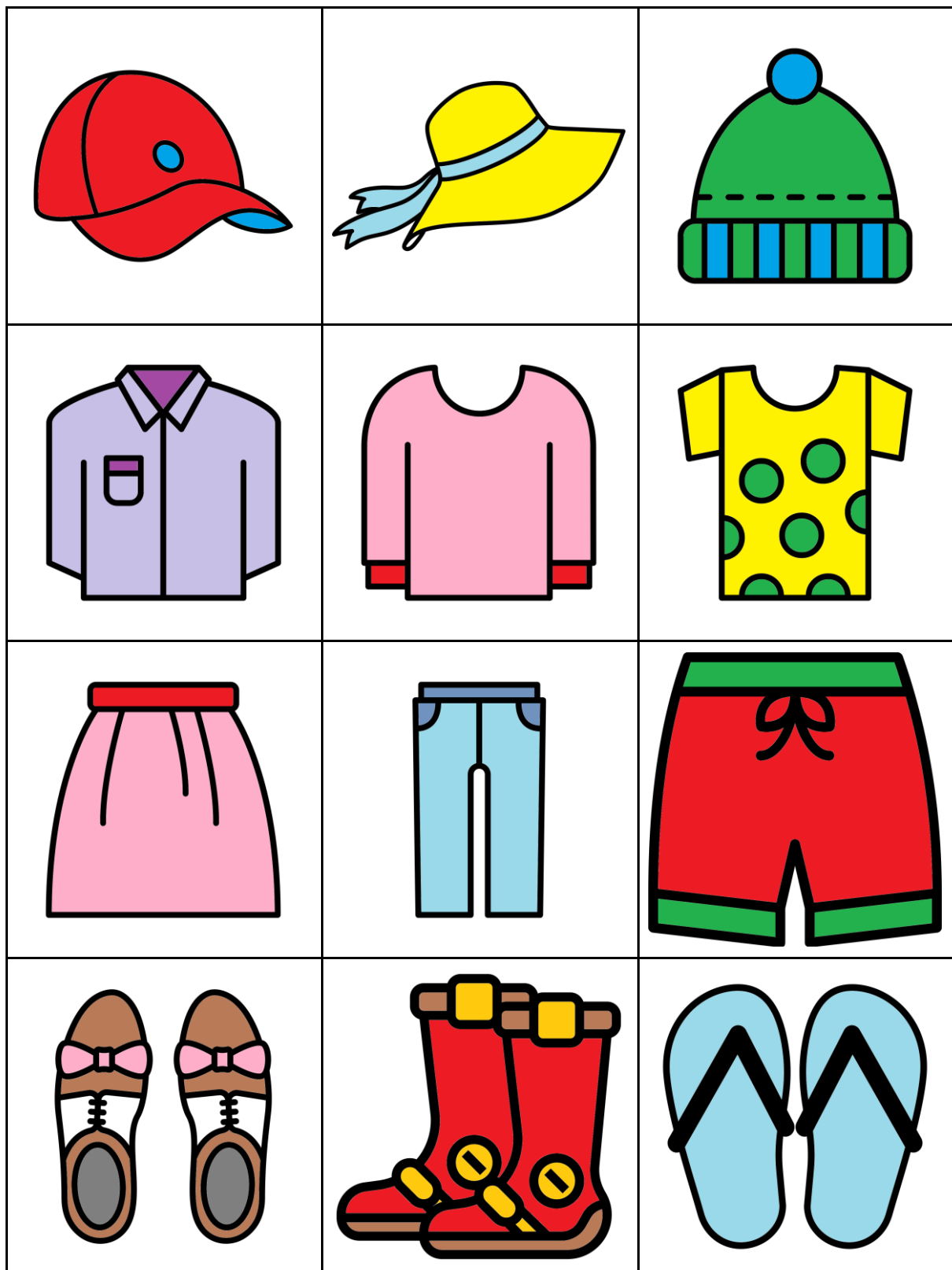


Now, describe the same person again, imagining you are a very simple dresser with no taste for strange fashion. Make sure your NMFS indicate that you really dislike their outfit and find it ridiculous.

Choose one of these versions to present to the class. See if your classmates can guess a) which person you were describing, and b) whether you like or dislike their outfit.

18.17 Designer Duds

Create an outfit from the following pieces, and describe it to your partner. See if they can correctly circle the elements you used. Now, swap roles.



18.18 Cruisin'

Imagine you and a friend are on a cruise, and you're deciding what activities to do today. Before this cruise, you hadn't seen your friend in six years, so you want to spend as much time together as possible. Referring to the newsletter below, discuss what to do.

	Activity Centre	Pool Deck	On Shore
10:00-11:00	Learn to cook pizza	Diving competition	Zoo visit
11:00-12:00	Video game competition	Free swimming	
1:00-2:00	Learn to dance	Tennis competition	Local lunch
2:00-3:00	Art sale	Running	Farm visit
3:00-4:00	Wine tasting	Free swimming	
4:00-5:00	Quiz	Learn to dive	ALL ABOARD!

PASSENGER A: You like sports and cooking, but are allergic to animals.

PASSENGER B: You like eating and drinking and music, but have a broken arm.

18.19 Postcards

Make a video postcard/travel blog using one of the following photographs as inspiration (or use one of your own favourite holiday snaps)



18.20 Glamping

Imagine you are going on a camping trip. In a pair, discuss:

- Whether you are bringing any friends or family, and hence, which tent(s) you will need

Note: try to find the cheapest option. E.g. which is cheaper? Buying 2x 2-person tents, or 1x 4-person tent?



- How long you will go for, and hence, how much food you will need to bring.

Make a shopping list together.

18.21 There's a Fly in My Soup!

Imagine you are at a fancy restaurant to celebrate an important event... but everything is going wrong!

CUSTOMER: Ask as many questions, or make as many complaints as you can think of: your dessert hasn't arrived, there are too many candles on the birthday cake you ordered, the ring you put into a wine glass to propose to your partner was in the glass of someone at the next table, your steak smells weird, the egg is a strange colour... anything!

SERVER: Pay attention to the complaints your customer has, and, if possible, suggest ways to make things better. Make sure your facial expressions and body language match your apology and the severity of the situation.

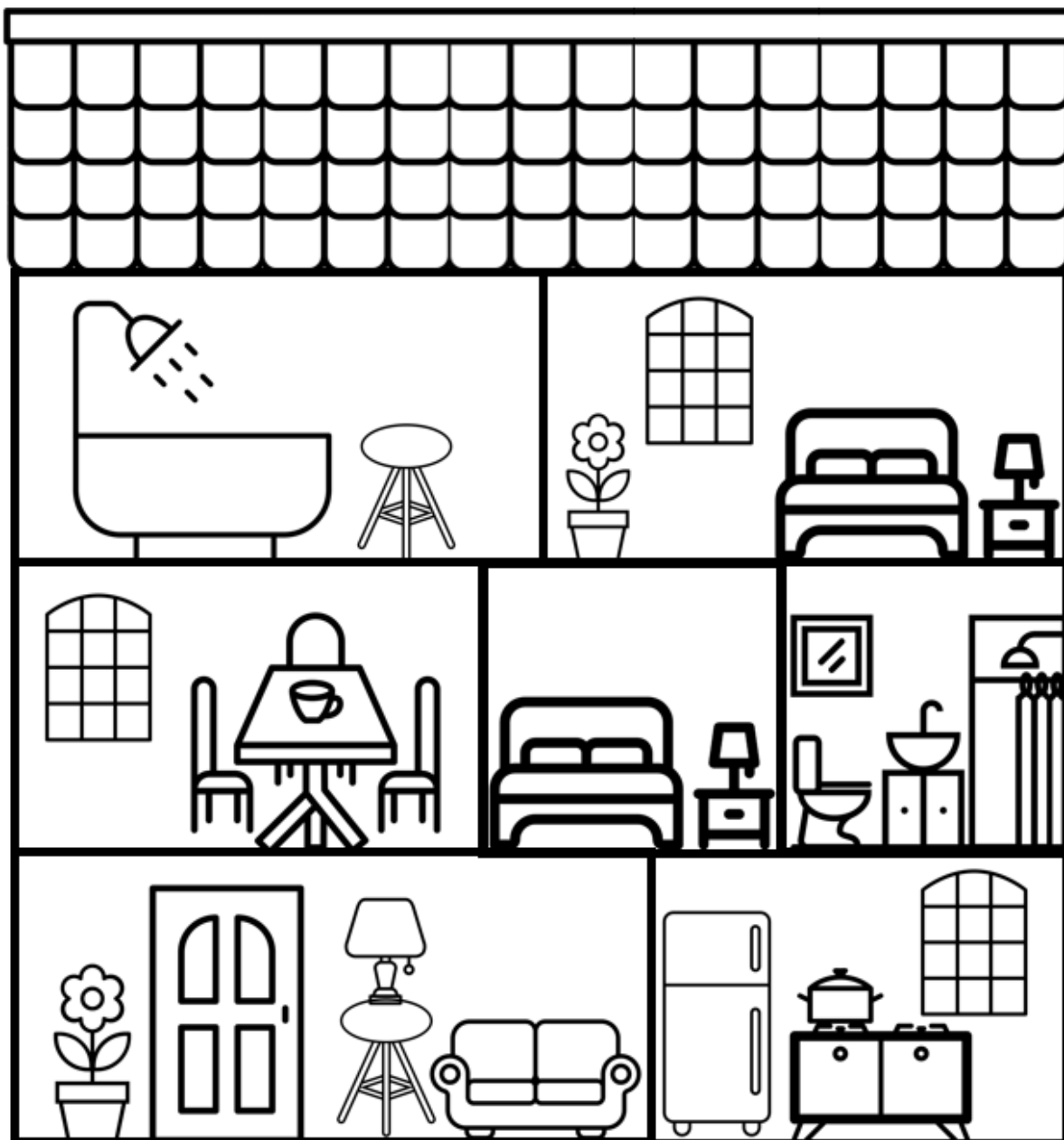
18.22 The Price is Right!

Watch as your teacher shows the price of various items, either from recent sales, or in the distant past. Can you guess how much the same (or a comparable item) cost now vs then? Your teacher will indicate whether your guess should be higher or lower.

18.23 Where Am I?

Choose one of the rooms in the house below to describe to your partner.

You cannot say the name of the room. Describe it only by explaining what you could see if you were in the room (e.g. *I can see flowers*)



18.24 Games, Games, Games!

What games can you adapt to practice Auslan? UNO is a great example - you have to sign the colours or numbers to play. Think about how you can adapt this game to make it more Auslan-friendly. How can you ensure that all players can sign freely?

It's not just physical games you can use for Auslan practice. What digital games could you play with your classmates? Heads Up! is one example of a game ripe for Auslan practice (available on the [Google Play](#) or the [App Store](#))

18.25 Teach the teacher!

It's time for *you* to teach your teacher this time! Think of something - like a hobby - you might be able to teach your teacher. Art and craft based hobbies are particularly good, e.g. sewing, crocheting, or knitting.

You might like to watch some of this [video on drawing by Racheal Tamehana](#) for inspiration. Pay close attention to how she explains shading light and dark.

Bonus!

You may remember this activity from the beginning of this book, in which you had to say goodbye to someone using appropriate non-manual features.

	Person A	Person B	Situation
1	Parent	Child	Drop-off for first day of school
2	(Adult) child	Parent	Adult child is moving overseas
3	Prisoner	Cell mate	Prisoner is being released from jail
4	Australian PM	President of USA	End of an important meeting
5	Boy/girlfriend	Boy/girlfriend	Person A has broken up with Person B.

This time, add some extra dialogue. How much more have you learned since Chapter 1?



Extras!

Now that we're at the end of the book, we hope you'll continue to maintain and further your Auslan. Take a look over the previous chapters' learning tips and see what else you'd like to try - and the extras below that will keep you practising!

If you're an art lover, check out the rest of the videos on [Art with Racheal](#).

If you've enjoyed Auslan storytelling from books, you're sure to enjoy [The Wrong Book](#) in Auslan, which was selected for the National Simultaneous Storytime in 2013.

If you liked Drisana Levitzke-Gray's TEDx talk in Auslan, you may like to add the [TEDx Canberra](#) talks to your playlist. Although interpreted rather than given in Auslan like Drisana's talk, [Jane Frost's talk](#) in particular may be of interest - and especially useful for brushing up on family, food, and medicine-related vocabulary)

And if you liked learning more about different sign languages and deaf cultures from around the world, you might like to try the US show [Switched At Birth](#).

Finally, Cranbourne East Primary School has produced an [Auslan Conversation](#) which includes many of the signs you've learned throughout this book. Take a look, and think about how much you can understand now without the captions!



Learning Outcomes

The learning outcomes listed below are drawn from levels A1 and A2 of the Central European Framework of Reference for Languages (CEFR), a framework which is commonly used internationally to describe language competency. [PRO-SIGN](#) provides information (in English and International Sign) about each of the levels as they relate to sign languages.

We hope you have enjoyed learning Auslan, and that you will continue to learn and use Auslan for many years to come! Take this opportunity to reflect on how far you have come since Chapter 1!

I can...

Production

- Give short, rehearsed presentations, e.g. introducing a presenter/proposing a toast, on familiar topics related to my everyday life, giving brief reasons for my opinions, plans, and actions, and answer follow-up questions (*Addressing Audiences*)
- Use pointing or related signs to indicate what I want to say when I don't know a sign (*Compensating*)
- Produce set phrases like greetings, and deliver short announcements of predictable content which can be understood by those who are prepared to concentrate (*Planning*)

- Explain what I like or dislike about things, and describe myself, my work, and where I live (*Public announcements*)
- Tell a story using a simple list of points, describe plans, arrangements, habits, and routines, compare objects and possessions (*Sustained monologue*)
- Give simple descriptions of people, living, and working conditions, talk about my daily routines, likes, and dislikes (*Overall production*)

Comprehension

- Understand and extract essential information from short videos about everyday matters that are delivered slowly and clearly (*Comprehension of visual media*)
- Guess the probable meaning of unknown signs using the context (*Identifying cues and inferring*)
- Identify the topic of discussions between native signers which are conducted slowly and clearly (*Understanding conversation between native signers*)
- Understand instructions which are signed carefully and slowly, and follow simple directions relating to travelling by foot or public transport (*Watching announcements and instructions*)
- Pick up the main idea of factual TV news items (*Watching TV and film*)
- Understand slow, clearly articulated phrases and expressions relating to basic personal and family information, shopping, local geography, and employment (*Overall comprehension*)

Signed Interaction

- Make introductions, greet people, and farewell, ask how people are and react to news, participating in very short social exchanges on topics of interest and express how I feel in simple terms (*Conversation*)
- Discuss what to do on the weekend, make and respond to invitations suggestions, and apologies, agree or disagree with others, make arrangements to meet (*Informal discussion*)
- Ask and answer simple questions, indicating time using phrases like NEXT WEEK, RECENT, NOVEMBER, 3 O'CLOCK etc. to manage simple, routine exchanges dealing with practical everyday habits and routines, ask and answer questions about the past, work, and free time (*Information exchange*)
- Reply to simple direct questions about personal details in an interview which are signed very slowly and clearly, communicating ideas and information about unfamiliar topics with help and when allowed to ask for clarification occasionally (*Interviewing and being interviewed*)
- Ask people for things and give them things, using numbers, quantities, cost, and time, and get simple information about buses, trains, and taxis, directions, and purchasing tickets and items in shops, including asking prices and ordering meals (*Transactions to obtain goods and services*)
- Understand enough to manage simple, routine exchanges in simple, everyday conversations with signers who take the trouble to sign clearly, slowly, and directly to me (*Understanding a native signer interlocutor*)
- Interact with reasonable ease in structured situations and short conversations with help from the other person, rephrasing, or repairing the conversation as needed (*Overall signed interaction*)

Interaction Strategies

- Ask very simply for repetition when I do not understand, or for clarification about keywords or phrases, and say I do not understand (*Asking for clarification*)
- Indicate when I am following what is being signed, e.g. by nodding (*Co-operating*)
- Use simple techniques to start, maintain, or end a face-to-face conversation, and ask for attention appropriately (*Taking the floor*)

Processing Text

- Use a basic range of simple expressions and memorised short phrases about personal details and concrete needs (*General linguistic range*)
- Produce sentences according to a few simple patterns which can be understood, even when I make mistakes (*Grammatical accuracy*)
- Produce learnt signs and phrases which can be understood by native speakers used to dealing with learner signers, although with an 'accent' (*Phonological control*)
- Socialise simply but effectively, using greetings and everyday polite forms including please, thank you, sorry, etc. (*Sociolinguistic appropriateness*)
- Control a narrow repertoire of signs dealing with concrete, everyday needs (*Vocabulary control*)
- Use an established vocabulary of basic signs and phrases to meet my basic communicative and survival needs in Auslan (*Vocabulary range*)

Pragmatic Competencies

- Adapt well-rehearsed simple phrases I have memorised to particular circumstances, expanding on learned phrases and recombining their elements (*Flexibility*)
- Tell a story or describe something in a simple list of points (*Narratives*)

Thematic Development











- Link words or groups of words with connectors, like NEXT, BUT, or WHY-BECAUSE, and use list buoys (*Coherence and cohesion*)





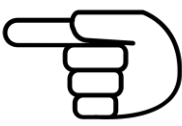


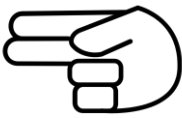








Qualitative Factors


















- Communicate what I want to say in a simple, direct exchange on familiar or routine matters, even if I have to compromise the message in other situations (*Propositional precision*)
- Make myself understood in short conversations, even though I may pause, make false starts, and need to reformulate what I want to say (*Sign fluency*)













We hope you've enjoyed learning Auslan - and using this book!








Appendix

	AUSLAN (Australian)	ASL (American)	ISL (Irish)
A			
B			
C			
D			
E			

F			
G			
H			
I			
J			
K			

L			
M			
N			
O			
P			
Q			

R		
S		
T		
U		
V		
W		

X			
Y			
Z			

The ISL Manual/Fingerspelling Alphabet. [Aren8906754](#) / [CC-BY-SA-3.0](#)

Vocabulary

Here you can find all of the vocabulary taught in this book in alphabetical order.

The number next to each item indicates which chapter it is introduced in.

Students may find this list useful for revision (and teachers, for planning).

This list, at around 1,000 items, might feel overwhelming, but don't panic! Around 100 are for recognition only, marked with *. Another approximately 175 items are repetitions (since the sign for ACCOMMODATION / HOTEL, for example, is listed under both A and H). Finally, around 25 items marked with ^ are not signs, but rather fingerspelled.

That leaves around 700 unique signs, or approximately 45 per chapter. If you're studying this book over an 18-week period, you need only study five to ten new signs per day in order to master all of the signs below. If you're running short on time, we've highlighted the 100 most frequently used signs in yellow.

A

ABOVE (12)
AC (AIRCONDITIONER) (4)^
ACCIDENT (17)
ACCOMMODATION / HOTEL (11)
ACCOUNTANT / ARITHMETIC (14)
ACROSS (12)
ACT (AUSTRALIAN CAPITAL TERRITORY) (12)^
ACTIVE (15)
ADD / ADDITION (13)
ADELAIDE (12)
AERO/AIRPLANE (11)
AEROBICS / EXERCISE (9)
AFFORD (11)
AFL / FOOTBALL (also, to play) (9)
AFTER (7)
AFTERNOON TEA (6)
AGAIN / REPEAT (1)
AGE (2)
AGO (7)
AIR/AEROPLANE (11)
AIRCONDITIONER (AC) (4)^
ALCOHOL (6)
ALL (8)
ALWAYS (8)
AMERICA (country) (11)
AMERICAS (continent) (11)
ANGRY (15)
ANIMAL (10)

ANNIVERSARY / CELEBRATION (16)
ANNOUNCEMENT (17)
ANXIETY (15)

APARTMENT (4)
APPRENTICE
ARCHERY / SHOOT / BOW (9)
ARCHITECT (14)
AREA (12)
ARITHMETIC / ACCOUNTANT (14)
ARMY / SOLDIER / MILITARY (14)
AROUND (12)
ARRIVE (11)
ART (13)*
ASIA (11)
ASK (2)
ASSEMBLY (13)
ATHLETICS / SPRINT / RACE (9)
ATM (AUTOMATIC TELLER MACHINE) (5)
ATTITUDE (15)
AUNTIE (2)*
AUSLAN (1)
AUSTRALIA (11)
AUSTRALIA DAY (16)
AUSTRALIAN CAPITAL TERRITORY (ACT)^
AUTOMATIC TELLER MACHINE (ATM) (5)
AUTUMN (10)
AWAY / LEAVE / DEPARTURE (11)

B

BABY (2)
BACK YARD (4)
BAD (5)
BADMINTON (also, to play) (9)
BAG (5)
BAKERY (BREAD SHOP) (5)
BALD (3)
BALL (9)

BALLOON (16)
 BANK (12)
 BARBECUE (BBQ) (4)*
 BASKET (5)
 BASKETBALL (also, to play) (9)
 BASKETBALL GOAL (9)
 BAT (cricket) (9)
 BATH(ROOM) (4)
 BBQ (BARBECUE) (4)*
 BEACH (10)
 BEAR (10)*
 BEARD (3)
 BECAUSE / WHY? (5)
 BED (4)
 BEDROOM (4)
 BEER (6)
 BEFORE (7)
 BEHIND (12)
 BELT (3)*
 BETWEEN (12)
 BICYCLE (11)
 BIG (3)
 BIKE / CYCLING / CYCLE (9)
 BILLIARDS / SNOOKER (also, to play) (9)
 BIN (8)
 BIOLOGY (13)*
 BIRD (10)
 BIRTH (17)
 BIRTHDAY (16)
 BLACK (3)
 BLACKBOARD (13)
 BLAME (2)
 BLONDE (3)
 BLOOD PRESSURE (15)
 BLUE (3)
 BOOK (5)
 BOOKING (6)
 BORED / BORING (3)
 BOW / ARCHERY / SHOOT (9)
 BOW TIE (3)*
 BOWL (lawn bowls) (9)
 BOXING / BOX (9)
 BOXING DAY (16)^
 BOY (2)
 BREAD (5)
 BREAKFAST (6)
 BREASTSTROKE / SWIM (11)*
 BREATHING (15)
 BRING (2)
 BRISBANE (12)
 BRONZE MEDAL (9)
 BROOM (8)
 BROTHER (2)
 BROWN (3)
 BUCKET (8)
 BUDGET (5)*

BUILDER / BUILDING (14)
 BUNK BED (4)*
 BUS (11)
 BUS STOP (12)
 BUSINESS(WO)MAN (14)
 BUSY (6)
 BUT (8)^
 BUY (5)
 BYE (1)

C

CAKE (16)
 CALCULATOR (13)
 CALENDAR (7)
 CAMEL (10)*
 CAMERA / PHOTO (7)
 CAMPING / TENT (11)
 CAN (8)
 CAN'T (8)
 CAN'T BE BOTHERED (8)
 CANBERRA (12)
 CANCEL (11)
 CANDLE (16)
 CANOE / KAYAK (9)
 CAP / HAT (3)
 CAR (8)
 CARAVAN (11)
 CARPENTER / CARPENTRY (14)
 CASH / MONEY (5)
 CASUAL (14)
 CAT (8)
 CATCH (9)
 CELEBRATION / ANNIVERSARY (16)
 CENT (5)
 CHAIR(S) (4)
 CHANGE (5)
 CHANGE ROOM (5)
 CHEAP (6)
 CHEF (6)
 CHEMIST (5)
 CHEMIST / MEDICINE (15)
 CHEMISTRY (13)*
 CHICKEN (animal) (10)
 CHICKEN (food) (6)
 CHILD (2)
 CHILDREN (2)
 CHINA (country) (11)
 CHIP(S) (6)
 CHOCOLATE (6)
 CHRISTMAS (16)
 CINEMATOGRAPHER /
 VIDEOGRAPHER (14)
 CLASS (13)
 CLEAN (hygiene) (15)
 CLEAN (up) (8)

CLIFF (10)
 CLOCK (7)
 CLOSE (distance) (12)
 CLOSE (verb) (5)
 CLOTHES (3)
 CLOUD (10)
 CLUB (9)
 COACH (9)
 COAT (3)
 COCHLEAR IMPLANT (15)
 COCKATOO (10)
 COFFEE (6)
 COINCIDENCE (17)
 COLD (illness) (15)
 COLD (temperature) (6)
 COLOUR (3)
 COLOUR(ED) PENCILS (13)
 COME (12)
 COMPETE (9)
 COMPETITION (9)
 COMPUTER (7)
 COMPUTER DISK (7)*
 CONFERENCE (7)
 CONGRATULATIONS (1)
 CONTINUE (8)
 CONVERSATION (8)
 COOKING (8)
 COOL (10)
 COPY (7)
 CORNER (12)
 CORRECT (13)
 COUCH / LOUNGE (4)
 COUNTRY (10)
 COUPLE (4)*
 COURT / LAWYER (14)
 COUSIN (2)*
 COW (10)
 CRAB (10)*
 CREDIT CARD (5)
 CRICKET (also, to play) (9)
 CRICKET BAT (9)
 CROCODILE (10)
 CROSS (verb) (12)
 CRUISE (11)
 CULTURE (16)
 CUP (9)
 CUPBOARD (4)
 CURLY (3)
 CURTAIN (4)*
 CYCLE / CYCLING / BIKE (9)

D

DAMAGE (17)
 DANCE (16)
 DART(S) / THROW (9)

DARWIN (12)
 DAUGHTER (2)
 DAY (7)
 DEAF (1)
 DEAF CLUB (17)
 DEAFLYMPICS (9)
 DECLARE (17)
 DECORATION (16)
 DEER (10)*
 DELAY (17)
 DELETE (7)
 DELICIOUS (6)
 DELIVER (5)
 DENTIST (14)
 DEPARTURE / LEAVE / AWAY (11)
 DEPRESSION (15)
 DESSERT (6)
 DETECTIVE (14)
 DIFFERENT (1)
 DIGITAL WATCH (7)
 DINGO (10)
 DINING ROOM (4)
 DINNER (6)
 DIRT (4)*
 DISABILITY (15)
 DISCOUNT (5)*
 DISCUS / THROW (9)
 DISGUSTING (6)
 DIVIDE (13)
 DIVORCED (4)*
 DO (8)^
 DOB (17)
 DOCTOR (14)
 DOG (8)
 DOLLAR (5)
 DOLPHIN (10)*
 DOOR (4)
 DOORBELL (4)*
 DOORBELL (FLASHING LIGHT) (4)*
 DOWN (12)
 DOWNSTAIRS (4)
 DRAW (9)
 DRESS (3)
 DRINK (6)
 DRIVE(R) (11)
 DRUG (15)

E

EAGLE (10)*
 EARLY (7)
 EARTHQUAKE (17)
 EAST (12)
 EASTER (16)
 ELECTION (17)
 ELECTRICIAN / MECHANIC / PLUMBER

(14)
 ELEPHANT (10)*
 ELEVATOR / LIFT (5)
 EMAIL (7)
 EMERGENCY (17)
 EMU (10)
 ENCOURAGE (15)
 ENGAGED (4)*
 ENGAGEMENT (16)
 ENGLAND (11)
 ENGLISH (13)*
 ENTRY (4)*
 EQUAL (9)
 EQUALS (13)
 EQUIPMENT (9)
 ERASER / RUBBER (13)
 ESCALATOR (5)
 EUROPE (11)
 EVENT (16)
 EVERY (7)
 EVIDENCE (17)
 EXCHANGE (money) (11)
 EXCITED (17)
 EXERCISE / AEROBICS (9)
 EXPENSIVE (6)
 EXPERIENCE (11)
 EXPLORE (11)
 EYE (3)
 FACE (3)

F

FAIL (13)
 FAMILY (2)
 FARM(ER) (14)
 FAST (7)
 FAT (3)
 FATHER (2)
 FEED (8)
 FEEL (15)
 FENCE (4)*
 FIANCE(E) (2)*
 FIJI (11)^
 FINISH (7)
 FIRE (17)
 FIREFIGHTER (14)
 FISH (6)
 FIT (15)
 FLAT (noun) (4)
 FLOOD (17)
 FLOOR (8)
 FLORIST (FLOWER SHOP) (5)
 FLOWER(S) (4)
 FLU (15)
 FOOD (5)
 FOOTBALL / AFL (also, to play) (9)

FOOTBALL GOAL (9)
 FOR (8)
 FOREST (10)
 FORK (6)
 FREE (5)
 FREEZE (7)
 FREEZER (4)*
 FRIDAY (5)
 FRIEND (2)
 FRIGHTENED (15)
 FROG (10)*
 FRONT YARD (4)
 FRUIT (6)
 FULL-TIME (14)
 FUNNY / LAUGH (3)
 FUTURE (7)

G

GAMES (7)
 GARAGE (4)
 GARDEN (4)
 GARDEN(ER) (14)
 GATE (4)*
 GEOMETRY (13)*
 GIFT (16)
 GIRAFFE (10)*
 GIRL (2)
 GIVE (2)
 GLASS (6)
 GLASSES (3)
 GLOVE(S) (3)*
 GLUE (13)
 GO (12)
 GOAL (basketball) (9)
 GOAL (football) (9)
 GOAT (10)
 GOLD (3)
 GOLF (also, to play) (9)
 GOOD (1)
 GOOD AFTERNOON (1)
 GOOD MORNING (1)
 GOSSIP / RUMOUR (17)
 GRASS (4)*
 GREEN (3)
 GREY (3)
 GREY-HAIRED (3)
 GROUP (2)
 GUTTER (4)*
 GYM / WEIGHTLIFTING / TRAIN (9)

H

HABIT (15)
 HAIL (10)

HAIR (3)
 HAIRCUT / HAIRDRESSER (14)
 HALF PAST (7)
 HALLWAY (4)*
 HAMBURGER (6)
 HAPPY (15)
 HAPPY CHRISTMAS (16)
 HAPPY NEW YEAR (16)
 HAT / CAP (3)
 HAVE (2)
 HAVE NONE (2)
 HE / SHE / IT / THERE / THAT (1)
 HEAD (soccer ball) (9)
 HEADS (5)*
 HEALTH (15)
 HEALTHY (15)
 HEAR (3)
 HEARING (1)
 HEARING AID (15)
 HEART (15)
 HEART ATTACK (15)
 HEATER (4)
 HEIGHT (15)
 HELLO (1)
 HELP (2)
 HER(S) / HIS (1)
 HERE / THIS (1)
 HIKE / RUCKSACK (11)*
 HILL (10)
 HIPPOPOTAMUS (10)*
 HIS / HER(S) (1)
 HISTORY (7)
 HOBART (12)
 HOCKEY (9)*
 HORSE (10)
 HOSPITAL (15)
 HOT (6)
 HOTEL / ACCOMMODATION (11)
 HOUR (7)
 HOUSE (4)
 HOW ARE YOU? / WELL (1)
 HOW? (7)
 HUNDRED (4)
 HUNGRY (15)
 HUNGRY (6)
 HUSBAND / SPOUSE / WIFE (2)
 HYGIENE (clean) (15)
 HYGIENE (wash face) (15)

I

I / ME (1)
 ICE SKATE(S) (9)
 ICE CREAM (6)
 IF (1)^
 IGNORE (2)

IN (12)
 INDIA (11)
 INDONESIA (11)
 INFORMATION (13)
 INJECTION / VACCINATION (15)
 INSERT (7)
 INSIDE (12)
 INSTAGRAM (7)
 INTERNET (7)
 INTERPRETER (17)
 INTERVIEW / REPORTER (14)
 INTRODUCE (1)
 iPad (7)
 iPhone / SMART PHONE / TEXT MESSAGE (7)
 IRONING (8)
 ISLAND (10)
 IT / HE / SHE / THERE / THAT (1)

J

JAPAN (11)
 JAVELIN / THROW (9)
 JEANS (3)
 JUMP (9)
 JUMPER (3)

K

KANGAROO (10)
 KARATE (9)*
 KAYAK / CANOE (9)
 KITCHEN (4)
 KNIFE (6)
 KNOW (13)
 KNOW-NOT (13)
 KOALA (10)
 KOOKABURRA (10)
 KOREA (11)

L

LACROSSE (9)*
 LADY (2)
 LAMB (6)
 LANGUAGE (13)*
 LAST (7)
 LATE (7)
 LAUGH / FUNNY (3)
 LAUNDRY (8)
 LAWN BOWLS / BOWL (9)
 LAWYER / COURT (14)
 LAZY (8)
 LEARN (13)
 LEAVE / DEPARTURE / AWAY (11)

LEFT (12)
 LEFT (turn) (12)
 LETTERBOX (4)*
 LIBRARIAN / LIBRARY (12)
 LIFT / ELEVATOR (5)
 LIGHT OFF (4)
 LIGHT ON (4)
 LIGHTNING (10)
 LIKE (5)
 LION (10)*
 LITTLE / SOON (8)
 LIVE (verb) (3)
 LIVINGROOM (4)
 LIZARD (10)
 LONG (12)
 LONG (hair) (3)
 LOOK (2)
 LOSE (9)
 LOUNGE / COUCH (4)
 LOVELY (1)
 LUNCH (6)

M

MAKE BED (8)
 MAN (2)
 MANAGER (14)
 MAP (13)^
 MARKET (5)
 MARRIED (4)*
 MATHS (13)*
 MAYBE / PERHAPS (8)
 ME / I (1)
 MEAT (6)
 MECHANIC / PLUMBER / ELECTRICIAN (14)
 MEDAL (9)
 MEDICINE / CHEMIST (15)
 MEET (1)
 MELBOURNE (12)
 MENTAL HEALTH (15)
 MENTAL ILLNESS (15)
 MENU (6)
 MERRY CHRISTMAS (16)
 MICROWAVE (4)
 MILITARY / SOLDIER / ARMY (14)
 MILK (6)
 MILKSHAKE (6)
 MINE / MY (1)
 MINUS / SUBTRACT (13)
 MINUTE (7)
 MIRROR (4)
 MISSING (17)
 MONDAY (5)
 MONEY / CASH (5)
 MONEY BACK / REFUND (11)

MONEY EXCHANGE (11)
 MONITOR (7)
 MONKEY (10)*
 MONTH (7)
 MOP (8)
 MORNING (7)
 MORNING TEA (6)
 MOTHER (2)
 MOUNTAIN (10)
 MOUSE (7)
 MOVE (9)
 MOVIE (17)
 MOW (8)
 MULTIPLY / TIMES (13)
 MUSCLE (15)
 MUSEUM (11)
 MY / MINE (1)

N

NAME (1)
 NAPKIN (6)
 NEAR (12)
 NEGATIVE (15)
 NEIGHBOUR (4)
 NEPHEW (2)*
 NETBALL (also, to play) (9)
 NEVER (8)
 NEW (5)
 NEW SOUTH WALES (NSW) (12)^
 NEW YEAR (16)
 NEW YEARS DAY (16)
 NEW YEARS EVE (16)
 NEW ZEALAND (11)
 NEWS (17)
 NEWSAGENCY (PAPER SHOP) (5)
 NEWSPAPER (17)
 NEXT (7)
 NIBBLES (6)
 NICE (1)
 NIECE (2)*
 NIGHT (7)
 NO (1)
 NORTH (12)
 NORTH AMERICA (11)
 NORTHERN TERRITORY (NT) (12)^
 NOTIFY (17)
 NOW (7)
 NSW (NEW SOUTH WALES) (12)^
 NT (NORTHERN TERRITORY) (12)^
 NURSE (14)

O

OBSERVE / SEE (13)

OCEAN (10)
 OCTOPUS (10)*
 OFF (12)
 OFF (light) (4)
 OFTEN (8)
 OKAY? (1)
 OLD (5)
 OLYMPICS (9)
 ON (12)
 ON (light) (4)
 ONE (1)
 ONLY (8)
 OPEN (5)
 OPPOSITE (12)
 OPTOMETRIST (GLASSES SHOP) (5)
 ORANGE (3)
 ORDER (6)
 OTHER (8)
 OUR(S) (1)
 OUTSIDE (12)
 OVEN (4)*
 OVER (12)
 OVERSEAS (11)
 OWL (10)*

P

PAIN (15)
 PAINT(ER) (14)
 PAINTING (8)
 PAPER (5)
 PARADE (16)
 PARALYMPICS (9)
 PART-TIME (14)
 PARTY (16)
 PASS (direction) (12)
 PASS (grade) (13)
 PASS AWAY (17)
 PAST (7)
 PASTA (6)
 PATTERNED (3)
 PAY (2)
 PEN (13)
 PENCIL (13)
 PENCIL CASE (13)
 PEOPLE (2)
 PERCENTAGE (%) (5)*
 PERHAPS / MAYBE (8)
 PERSON (2)
 PERTH (12)
 PHONE (5)
 PHOTOCOPIER (7)*
 PICK UP (8)
 PIG (10)
 PINK (3)
 PIZZA (6)

PLANE (11)
 PLANT(S) (4)
 PLATYPUS (10)
 PLAY (verb) (9)
 PLEASE (1)
 PLUMBER / MECHANIC / ELECTRICIAN (14)
 POLICE OFFICER (14)
 POLISH (verb) (8)
 POOL (4)*
 PORK (6)
 POSITIVE (15)
 POSSUM (10)
 POST (2)
 POST OFFICE (12)
 POSTPONE (17)
 POTATO (6)
 PRESENT (16)
 PRINCIPAL (13)
 PRINTER (7)*
 PROTEST (17)
 PURPLE (3)
 PUT AWAY (8)

Q

QUEENSLAND (12)
 QUICK (7)
 QUIET (6)

R

RABBIT (10)
 RACE (9)
 RACE (long) / RUN (9)
 RACE (short) / ATHLETICS / SPRINT (9)
 RADIO (17)
 RAIN (10)
 RAKE (8)
 RARELY (8)
 READ (13)
 READY (17)
 REAL (17)
 RECEIPT (5)
 RECENT (7)
 RECESS (13)
 RED (3)
 REFEREE / UMPIRE (9)
 REFRIGERATOR (4)
 REFUND / MONEY BACK (11)
 RELATE(D) (2)
 RELAX (11)
 REMEMBRANCE DAY (16)
 REPEAT / AGAIN (1)
 REPORT (17)

REPORTER / INTERVIEW (14)
 RESERVATION (6)
 RESIGN (17)
 RESTAURANT (6)
 RHINOCEROS (10)*
 RIGHT (12)
 RIGHT (turn) (12)
 RIVER (10)
 ROCK CLIMB (9)*
 ROLLERSKATE(S) (9)
 ROOF (4)*
 ROOM (5)
 ROOSTER (10)
 ROW (9)
 ROW BOAT (9)
 RUBBER / ERASER (13)
 RUBBISH (8)
 RUBBISH BIN (8)
 RUCKSACK / HIKE (11)*
 RUGBY (9)*
 RULER (13)
 RUN / RACE (9)

S

SA (SOUTH AUSTRALIA) (12)^
 SAD (15)
 SALAD (6)
 SALE / SOLD (5)
 SALT (6)
 SAME (1)
 SANDAL(S) (3)*
 SANDWICH (6)
 SATURDAY (5)
 SAVE (5)*
 SAY (2)
 SCARF (3)*
 SCHOOL (13)
 SCIENCE (13)*
 SCISSORS (13)
 SCOLD (2)
 SCORE (9)
 SCOREBOARD (9)
 SCREAM / YELL (2)
 SCUBA DIVE(R) (9)
 SEA (10)^
 SEAL (10)*
 SEARCH (17)
 SECOND (7)
 SECONDHAND (5)
 SEE (socially) (3)
 SEE / OBSERVE (13)
 SEND (2)
 SEPARATED (from partner) (4)*
 SHE / HE / IT / THERE / THAT (1)
 SHEEP (10)

SHIRT (3)
 SHOCKED (17)
 SHOE(S) (3)
 SHOOT / ARCHERY / BOW (9)
 SHOP (5)
 SHORT (hair) (3)
 SHORT (height) (3)
 SHORTS (3)
 SHOW (2)
 SHOWER (4)
 SICK (15)
 SIGN (1)
 SIGN(ATURE) (5)
 SILLY (15)
 SILVER (3)
 SINGAPORE (11)
 SINGLE (4)*
 SINK (4)
 SISTER (2)
 SIZE (5)
 SKATEBOARD (verb/noun) (9)
 SKI (9)
 SKIN (15)
 SKIRT (3)
 SKY (10)
 SLEEP (8)
 SLOW (7)
 SMALL (3)
 SMART PHONE / iPHONE / TEXT
 MESSAGE (7)
 SNAKE (10)
 SNOOKER / BILLIARDS (also, to play) (9)
 SNOW (10)
 SO (1)^
 SOCCER / HEAD BALL (9)
 SOCIAL (15)
 SOCK(S) / BOOT(S) (3)*
 SOFT DRINK (6)
 SOLD / SALE (5)
 SOLDIER / ARMY / MILITARY (14)
 SOME (8)
 SOMETIMES (8)
 SON (2)
 SOON / LITTLE (8)
 SORE (15)
 SOUTH (12)
 SOUTH AMERICA (11)
 SOUTH AUSTRALIA (SA) (12)^
 SPEECH (17)
 SPELLING (13)*
 SPEND (5)*
 SPENDTHRIFT (5)*
 SPIDER (10)
 SPIRITS (6)
 SPONGE (8)
 SPOON (6)

SPORT (9)
 SPOTTED (pattern) (3)
 SPOUSE / WIFE / HUSBAND (2)
 SPRAY (8)
 SPRING (10)
 SPRINT / ATHLETICS / RACE (9)
 SQUASH (sport, also to play) (9)
 START (17)
 START (7)
 STATION (12)
 STAY (11)
 STILL (7)
 STOP (12)
 STOVE (4)
 STRAIGHT (12)
 STRAIGHT AHEAD (12)
 STRESS (15)
 STRIPED (3)
 STUDENT (13)
 STUDY (verb) (13)
 SUBJECT (13)*
 SUBTRACT / MINUS (13)
 SUMMER (10)
 SUN (10)
 SUNDAY (5)
 SUNNY (10)
 SUNRISE (7)
 SUNSET (7)
 SUPERMARKET (FOOD SHOP) (5)
 SURF(BOARD) (9)
 SURPRISED (17)
 SWEEP (8)
 SWIM / BREASTSTROKE (11)*
 SYDNEY (12)

T

T-SHIRT (3)
 TABLE (4)
 TAILS (5)*
 TAKE (out rubbish) (8)
 TAKE-AWAY (6)
 TALK (3)
 TALL (height) (3)
 TASMANIA (TAS) (12)^
 TASTE (6)
 TEA (6)
 TEACHER (13)
 TEACHING (13)
 TEAM (9)
 TEASE (2)
 TECHNOLOGY (13)*
 TELEVISION (TV) (4)^
 TELL (2)
 TEMPERATURE (10)
 TENNIS / SERVE (9)

TENT / CAMPING (11)
 TEST (13)
 TEXT MESSAGE / SMART PHONE /
 IPHONE (7)
 THAILAND (11)
 THANK YOU (1)
 THAT / HE / SHE / IT / THERE (1)
 THEIR(S) (1)
 THEM / THEY (1)
 THEN (12)
 THERE / HE / SHE / IT / THAT (1)
 THEY / THEM (1)
 THIN (3)
 THINK (13)
 THIRSTY (15)
 THIS / HERE (1)
 THOUSAND (5)
 THROUGH (12)
 THROW (9)
 THROW (dart(s)) (9)
 THROW (discus) (9)
 THROW (javelin) (9)
 THUNDER (10)
 THURSDAY (5)
 TIE (clothing) (3)*
 TIE (draw) (9)
 TIGER (10)*
 TIMES / MULTIPLY (13)
 TO (1)^
 TODAY (6)
 TOILET (4)
 TOMORROW (6)
 TORTOISE (10)
 TOY (5)
 TRAFFIC LIGHTS (12)
 TRAIN (11)
 TRAIN (12)
 TRAIN / GYM / WEIGHTLIFTING (9)
 TRAIN STATION (12)
 TRAINING (13)
 TRAM (11)
 TRAM (12)
 TRAM STOP (12)
 TRAMPOLINE (9)
 TRAVEL (11)
 TREE(S) (4)
 TROLLEY (5)
 TROUSERS (3)
 TUESDAY (5)
 TURN LEFT (12)
 TURN RIGHT (12)
 TURTLE (10)
 TV (TELEVISION) (4)^
 TWITTER (7)
 TWO(1)

U

UMPIRE / REFEREE (9)
UNCLE (2)*
UNDER (12)
UNDERPANTS (3)*
UNFIT (FIT NOT) (15)
UNIFORM (9)
UNITED STATES OF AMERICA (USA)
(11)
UP (12)
UPSET (15)
UPSTAIRS (4)
US / WE (1)
USA (UNITED STATES OF AMERICA)
(11)

V

VACCINATION / INJECTION (15)
VALLEY (10)
VEGETABLES (6)
VEGETARIAN (6)
VETERINARIAN (14)
VICTORIA (VIC) (12)^
VIDEO (7)
VIDEO CONFERENCE (7)
VIDEOGRAPHER /
CINEMATOGRAPHER (14)
VISIT (2)
VOLCANO (17)
VOLLEYBALL (also, to play) (9)
VOLUNTEER (14)

W

WA (WESTERN AUSTRALIA) (12)^
WAITER / WAITRESS (6)
WAKE (up) (8)
WALK (11)*
WANT (5)
WARDROBE (4)
WARM (10)
WASH (8)
WASH FACE (hygiene) (15)
WASHING MACHINE (4)
WATCH (verb) (7)
WATER (6)
WATER GARDEN (8)
WATER POLO (9)*
WATER SKI (11)*
WATERFALL (10)
WAVE (10)
WE / US (1)
WEATHER (10)

WEDDING (16)
WEDNESDAY (5)
WEEK (7)
WEIGHT (15)
WEIGHTLIFTING / GYM / TRAIN (9)
WELCOME (1)
WELL / HOW ARE YOU? (1)
WELLBEING (15)
WEST (12)
WESTERN AUSTRALIA (WA) (12)^
WHALE (10)*
WHAT (1)
WHEN (7)
WHERE (1)
WHITE (3)
WHITEBOARD (13)
WHO (1)
WHY NOT (8)
WHY / BECAUSE (5)
WICKET (9)
WIFE / SPOUSE / HUSBAND (2)
WILL (8)
WIN (9)
WINDOW (4)
WINE (6)
WINTER (10)
WIPE UP (8)
WITH (12)
WITHDRAW (17)
WOLF (10)*
WOMAN (2)
WOMBAT (10)
WON'T (8)
WORK (14)
WORLD (11)
WRITE (13)
WRONG (13)

Y

YACHTING / SAIL (verb/noun) (9)
YEAR (7)
YELL / SCREAM (2)
YELLOW (3)
YES (1)
YESTERDAY (6)
YOU (1)
YOUR(S) (1)

Z

ZEBRA (10)*
ZOO (11)

