

**ADVANCED SIGN
LANGUAGE VOCABULARY**

ADVANCED SIGN LANGUAGE VOCABULARY

A Resource Text for
Educators, Interpreters, Parents,
and Sign Language Instructors

By

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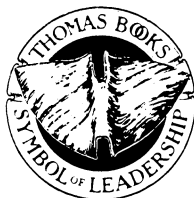
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CIP

*In Memory of
Mark Porcher
and
Vera Weston*

*With Special Thanks
For the Support of
Our Husbands—Jack and Jim
And the Help of My Children—
John and Tim
E.E.W.*

INTRODUCTION

This book is a collection of advanced sign language vocabulary intended for use by educators, interpreters, parents, and anyone wishing to enlarge their sign vocabulary. The signs have been collected from established base signs, and initialized signs which have been observed within the Deaf community throughout the United States. Although a high level of vocabulary is presented, it contains no unnecessary modifications, initializations, or sign markers if the traditional base sign expresses the desired word adequately. Fingerspelling and established sign markers are used when the base sign alone is insufficient for clarifying affixes and contractions. The resulting collection represents the vocabulary one would encounter in an educational or employment-related setting.

Through the years, sign language has evolved to encompass new idioms, new technological terms, and a broader range of vocabulary. Such is the case with initialized signs. Initialized signs developed out of a need to accommodate the advanced level of English vocabulary encountered in the course of a child's education. The purpose of these specialized signs is to reduce the ambiguity experienced when one base sign is used to convey a variety of concepts. For example, the traditional sign for *bother* may be used to express the additional concepts of *harass*, *interrupt*, *disturb*, and *annoy*. However, if the intent is to maintain this level of English vocabulary, an initialized sign may be used where the letters *h,i,d*, and *a*, respectively, would be incorporated into the movement of the base sign.

New conceptual signs also evolved where there were no existing signs to effectively express a specific word. Such is the case with the word *fleet*, which is made by signing *ship* several times moving to the right, or with the word *recycle*, which is made by circling an *R* representing the recycling emblem.

Fingerspelling remains the preferred mode when expressing words with approximately three letters or less, as in *dog*, *car*, or *so*. It is also

preferred when there are no time or reading limitations. Fingerspelling is recommended when initially identifying a specific word, which may be signed thereafter. If there is no known sign for a desired word, it may also be spelled and abbreviated thereafter.

In all language learning environments, maintaining an age-appropriate language and vocabulary level is of utmost importance. Individuals must be exposed, in a natural manner, to the language and vocabulary that surrounds them if they are to become proficient in its use. Parents and educators must raise their level of expectations if their hearing impaired children are to realize their potentials.

This book grew out of the authors' unwillingness to compromise their students' academic standards. It is their hope that this resource will encourage others to communicate using an enriched vocabulary level with hearing impaired children. The book is by no means complete, as the authors realize that with new experiences, there will always be new vocabulary to be expressed.

USE OF TEXT

This book is also designed for those wishing to expand their existing basic knowledge of sign language. The authors do not advocate one sign system over another, but rather advocate the development of an increase sign language vocabulary for anyone wishing to more precisely express themselves. The signs are divided into academic categories to benefit those who are in educational settings. An alphabetical index is provided as a means of locating individual words quickly. Each sign is clearly illustrated showing the image of a right-handed signer. Movement is shown by a directional arrow and/or a circled diagram indicating the position of the final movement. Each sign movement is described to provide further clarity as to its production. The sign origin explains the base concept from which the sign developed, therefore providing the reader with a mental image with which to remember the sign.

If one's goal is to present a complete model of the English language, the use of sign markers is strongly encouraged. In this instance, the marker is signed immediately at the conclusion of the root word (or immediately preceding if the marker is a prefix). Whether engaged in conversation or when interpreting, the use of sign markers must be consistent for their usage to be effective. In the sentence *The advertisement featured an unusual product*, in addition to signing every word, the

following markers are also to be signed: *ment*, *ed*, and *un*. It is noted that some markers are more widely accepted than others. Consequently, some may be expressed as signs, while others may be fingerspelled. The inclusion of the marker is a primary goal, regardless of preference to signing or fingerspelling.

You, the signer, must practice to achieve the proficiency required to accurately express yourself in a complete language, whether it be American Sign Language or a model of the English language. The pursuit of this proficiency can be stimulating and enriching when the positive effects are seen in those around you.

ACKNOWLEDGMENTS

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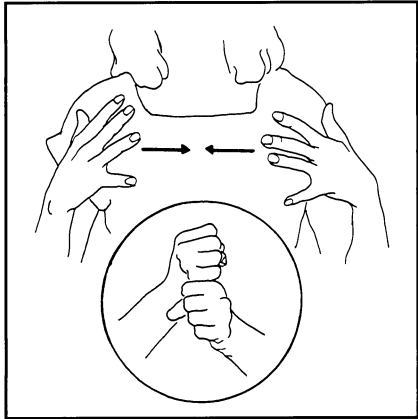
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**ADVANCED SIGN
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Chapter One

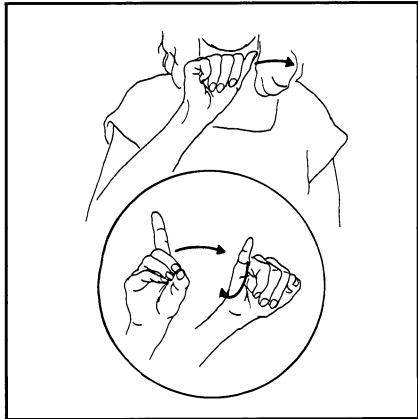
ENGLISH



ABBREVIATE

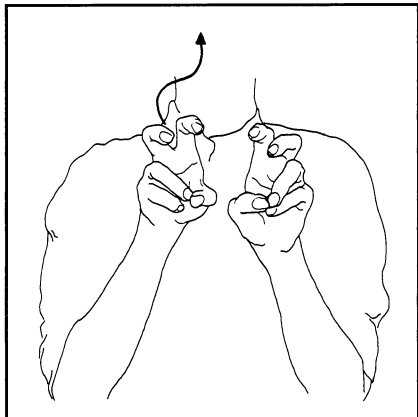
Both "FIVE" hands, palms facing, move towards each other, fingers moving alternatively. End in two "S" hands, right hand on top.

Origin: Condensing into a small form.



ADJECTIVE

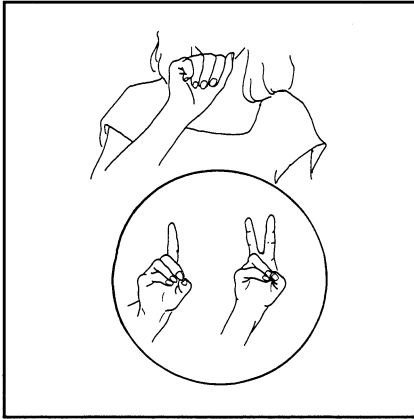
Right hand spells out the abbreviation "ADJ."



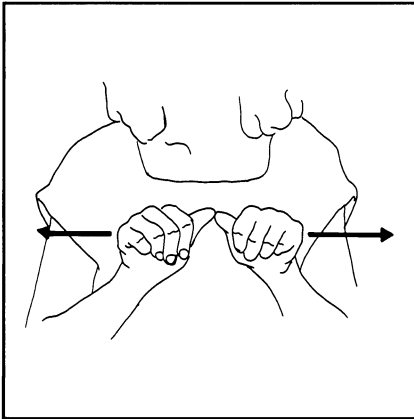
ADVENTURE

Both bend "V" hands face forward. Move the right hand up and over the left.

Origin: Referring to travel.

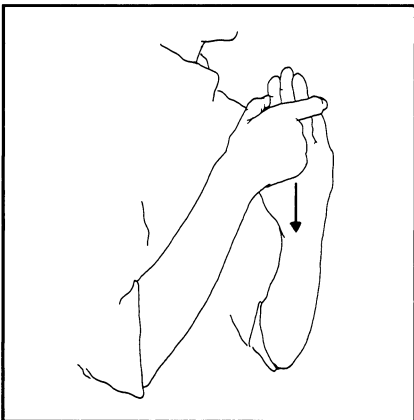
**ADVERB**

Right hand spells out the abbreviation "ADV."

**ANTONYM**

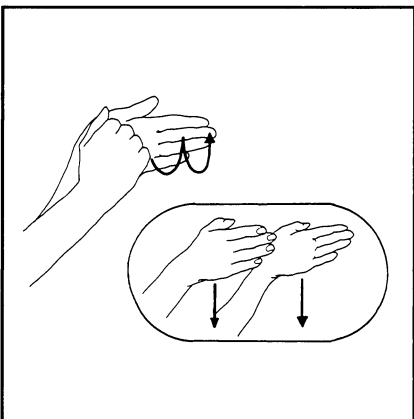
Both "A" hands, palms down, move apart.

Origin: Referring to something opposite in meaning.

**ARTICLE**

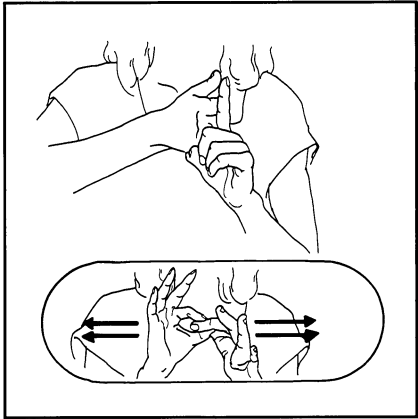
Open left hand faces right. The thumb and index finger of right hand move down to palm of left hand.

Origin: Tracing the shape of an article on the printed page.

**AUTHOR**

Right "A" hand makes a writing movement across left palm from heel to fingers; add person marker.

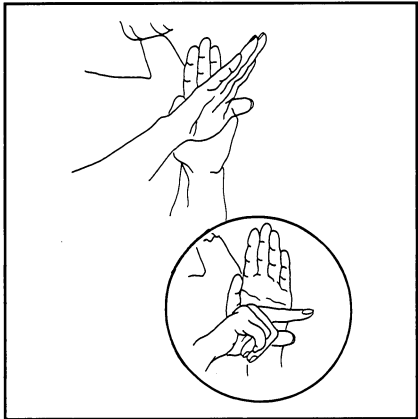
Origin: Indicating a person who writes.



AUTOBIOGRAPHY

Right “A” hand touches left index finger with knuckles. Then both “F” hands join and separate, moving away from each other. Repeat second movement, alternating grasp of “F” hands.

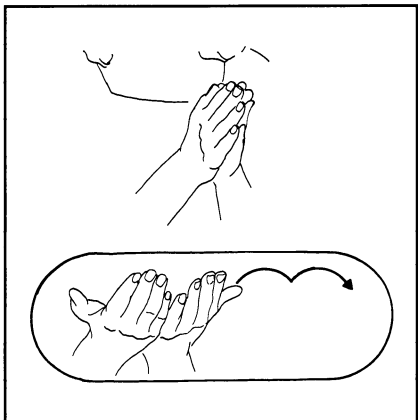
Origin: Indicating a story written by oneself.



BACKGROUND

Right “B” hand touches fingers of open left hand; changes to “G” moving down to heel of left palm.

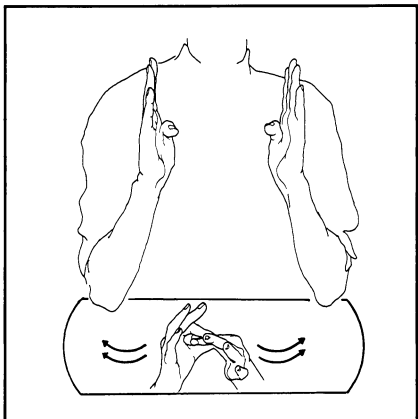
Origin: Based on the sign for “below.”



BIBLIOGRAPHY

Place open hands together. Open to palms facing up. Repeat movement twice, moving to the right each time.

Origin: Indicating many books.



BIOGRAPHY

Move both “B” hands downward. Then change both to “F” hands; join and separate moving away from each other. Repeat second movement, alternating grasp of “F” hands.

Origin: Showing a story written about a person.