British Sign Language for Dummies

Learn to:
- Get to grips with everyday BSL grammar and vocabulary
- Use your body as a communication tool
- Understand Deaf culture
- Start signing right away using the companion CD-Rom

city lit
The centre for adult learning
About the Authors

City Lit, based in London, is the largest adult education college in Europe, providing thousands of part-time courses each year, from the visual and performing arts, to languages, humanities, complementary therapies, and counselling.

City Lit’s Faculty of Deaf Education and Learning Support offers one of the most comprehensive programmes in Europe for D/deaf learners and those interested in working in a deaf-related field. With over 60 years’ experience, the provision is nationally and internationally viewed as a centre of excellence, and the department is frequently contacted to offer advice, support and training on a wide variety of issues related to deafness, deaf learners, and working with deaf people.

Learners come from all over the country and beyond – so unique is the programme and so highly regarded are the expertise and skills of staff (who are D/deaf, hard of hearing, and hearing). The team includes teachers of the deaf, of lipreading and sign language; teacher trainers, interpreters, communicators, note takers (manual and electronic) and hearing therapists.

City Lit’s annual Deaf Day celebration is a free national event providing a large exhibition and many exciting workshops. Usually held in March or April, it is open to all. For more information please visit www.citylit.ac.uk.

Melinda Napier is Deaf from birth and comes from a Deaf family. She has worked at City Lit for over 25 years, managing the Communication and Training Programme Area. She has taught on Teacher Training courses since 1981 and has vast experience of teaching BSL from Level 1 to Level 4. She was with the Association of British Sign Language Tutors and Assessors from the very start and is now its Chair. She lives in Surrey and loves London, her children and new Australian granddaughter. She is living in the hope that her granddaughter will learn from the book to communicate with her grandmother in BSL not AUSLAN (Australian Sign Language).

James Fitzgerald has been working within the faculty of Deaf Education at City Lit for the past 9 years. In that time, he has worked as a note-taker, a communication support worker, a lip-speaker, a support tutor and now as a qualified BSL/English interpreter. In addition to interpreting, James coordinates the faculty’s Business Training & Interpreting Unit and delivers deaf awareness and communication courses with a Deaf colleague to staff at City Lit, and to external businesses around London. Apart from BSL, James has a love of log-fires and wellington boots, and lives in leafy Surrey with his wife and four kids . . . and seven ducks!
Elise Pacquette (the illustrator) attended Norwich School of Art and Design, where she studied for a BA (Hons) in Illustration, and an MA in Fine Art. Whilst working as a prop maker in London, she started learning BSL. She has worked at City Lit since 2002 as a Senior Communicator and is currently studying a PGDip in BSL/English interpreting. She lives in London with her husband and two young children and regularly receives painting commissions to fit into her free (!) time. She loves baking, singing, painting, and (oh, yes) signing.
Authors’ Acknowledgements

With a huge thanks to all the staff and students from the City Lit Faculty of Deaf Education and Learning Support whose contributions and support have been invaluable in putting together this resource. We are confident that all new learners of BSL will not only benefit from their hard work but will also enjoy themselves learning the language of the Deaf community in Britain!
Publisher’s Acknowledgments
We're proud of this book; please send us your comments through our Dummies online registration form located at www.dummies.com/register/.
Some of the people who helped bring this book to market include the following:

Acquisitions, Editorial, and Media Development
- **Project Editor:** Simon Bell
- **Technical Reviewer:** Charles Herd
- **Content Editor:** Jo Theedom
- **Copy Editor:** Kim Vernon
- **Publisher:** Jason Dunne
- **Executive Editor:** Samantha Spickernell
- **Acquisitions Editor:** Nicole Hermitage
- **Executive Project Editor:** Daniel Mersey
- **Cover Photos:** © Vikki Martin/Alamy
- **Cartoons:** Ed McLachlan

Composition Services
- **Project Coordinator:** Lynsey Stanford
- **Layout and Graphics:** Stacie Brooks, Nikki Gately, Melaniee Habig, Erin Zeltner
- **Proofreader:** Laura Albert
- **Indexer:** Johanna VanHoose Dinse

Publishing and Editorial for Consumer Dummies
- **Diane Graves Steele,** Vice President and Publisher, Consumer Dummies
- **Joyce Pepple,** Acquisitions Director, Consumer Dummies
- **Kristin A. Cocks,** Product Development Director, Consumer Dummies
- **Michael Spring,** Vice President and Publisher, Travel
- **Kelly Regan,** Editorial Director, Travel

Publishing for Technology Dummies
- **Andy Cummings,** Vice President and Publisher, Dummies Technology/General User

Composition Services
- **Gerry Fahey,** Vice President of Production Services
- **Debbie Stailey,** Director of Composition Services
## Contents at a Glance

**Introduction** ................................................................. 1

**Part I: Starting to Sign** ................................................... 5  
Chapter 1: Discovering Who’s Who – And How They Communicate .......................... 7  
Chapter 2: Sign Language You Didn’t Know You Knew .............................................. 17

**Part II: Everyday BSL** .................................................. 31  
Chapter 3: Meeting and Greeting ............................................................................. 33  
Chapter 4: Knowing Me, Knowing You...................................................................... 53  
Chapter 5: Expressing Your Feelings ....................................................................... 69  
Chapter 6: Nailing Numbers .................................................................................... 95  
Chapter 7: Describing Weather, Colour, and Clothes .............................................. 119

**Part III: Getting Out and About** ................................... 141  
Chapter 8: Getting from A to B................................................................................ 143  
Chapter 9: Arranging Not So Blind Dates ............................................................... 167  
Chapter 10: Fancy Fish and Chips? ............................................................................ 189  
Chapter 11: Making the Most of Your Free Time ................................................... 217

**Part IV: Looking into Deaf Life** ...................................... 243  
Chapter 12: Deaf Community and Culture ............................................................... 245  
Chapter 13: Technology and Modifications for Deaf People .................................. 257

**Part V: The Part of Tens** .................................................. 263  
Chapter 14: Ten Top Tips To Improve Your Signing Skills..................................... 265  
Chapter 15: Ten Top Tips For Good Communication ............................................... 269  
Chapter 16: Ten Top BSL Resources .......................................................... 275  
Chapter 17: Ten Really Useful Phrases ................................................................. 279  
Chapter 18: Ten Things You (Probably) Didn’t Know about Deaf Culture and History ........................................................................................................ 285

**Part VI: Appendixes** ..................................................... 289  
Appendix A: Answer Key to Fun & Games ............................................................. 291  
Appendix B: About the CD ...................................................................................... 293

**Index** .............................................................................. 297
# Table of Contents

**Introduction** ................................................................. 1
  - About This Book ................................................................ 1
  - Conventions Used in This Book ....................................... 1
  - Foolish Assumptions ........................................................ 2
  - How This Book Is Organised ............................................. 3
  - Part I: Starting to Sign ........................................................ 3
  - Part II: Everyday BSL ....................................................... 3
  - Part III: Getting Out and About ......................................... 3
  - Part IV: Looking into Deaf Life ......................................... 3
  - Part V: The Part of Tens ..................................................... 3
  - Part VI: Appendixes .......................................................... 4
  - Icons Used in This Book .................................................... 4
  - Where to Go from Here ..................................................... 4

**Part I: Starting to Sign** .................................................... 5

**Chapter 1: Discovering Who’s Who – And How They Communicate** ................................................................. 7
  - Different Groups of Deaf People ........................................... 7
  - Who’s dumb? ...................................................................... 7
  - Understanding who’s who .................................................... 8
  - ... And how do they communicate? ..................................... 10
  - Attracting a Deaf Person’s Attention? ................................. 13
    - Touching on the arm or shoulder ...................................... 13
    - Waving ............................................................................ 14
    - Stamping on the floor ...................................................... 14
    - Switching the light on and off ......................................... 14
    - Watch My Lips!! ............................................................... 14

**Chapter 2: Sign Language You Didn’t Know You Knew** ............. 17
  - Signs That Make Sense ....................................................... 17
  - Gestures ............................................................................ 17
  - How do you sign this word? .............................................. 18
  - How does BSL create new signs? ....................................... 19
  - Making It Clear with Body Language ................................. 20
  - Let Me Spell It Out: Finger-spelling ................................. 20
    - Left or right? ................................................................ 22
    - Watch my lips – not my fingers .................................... 23
    - Now you see it, now you don’t ...................................... 23
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Meeting and Greeting</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Greetings! Starting a Conversation</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>WH questions (open)</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Yes/no questions (closed)</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Rhetorical questions</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>Getting to Know You</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>What’s in a Name?</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Where do you live?</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>So Long, Farewell, Auf Wiedersehen, Goodbye</td>
<td>47</td>
</tr>
<tr>
<td>4</td>
<td>Knowing Me, Knowing You</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>Don’t Point! It’s Rude! Or Is It?</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>Telling Others about Yourself</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>Family and friends</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>Talking about your job</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>Discussing your workplace</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>Expressing Your Feelings</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>How’s Life? Talking about Your Feelings</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>You OK? Talking about your health</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Where does it hurt?</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td>Just take one of these</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>999 Emergency</td>
<td>88</td>
</tr>
<tr>
<td>6</td>
<td>Nailing Numbers</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>Explaining Regional Signs</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>Numbers? Count me in</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Who’s first?</td>
<td>102</td>
</tr>
<tr>
<td></td>
<td>Telling the time</td>
<td>103</td>
</tr>
</tbody>
</table>
Table of Contents

Talking about money ................................................................. 105
Asking someone's age ............................................................... 107

Chapter 7: Describing Weather, Colour, and Clothes ............. 119
Signing Come Rain, Come Shine ........................................... 119
Describing Colours ................................................................. 123
Developing Dress Sense ......................................................... 125
Eyeing up everyday clothes .................................................. 126
Mentioning the unmentionables ............................................ 129
Wrapping up winter warmth .................................................. 130
Putting a spring in your signs ............................................... 134
Summer sun (if you’re lucky) .................................................. 135

Part III: Getting Out and About ............................................. 141

Chapter 8: Getting from A to B .............................................. 143
Signing Space ............................................................ 143
Placement of signs ............................................................... 144
Prepositions ........................................................................ 144
How Do I Get To . . .? ........................................................... 145
Getting to and from work ..................................................... 148
Location, location, location .................................................. 152
Looking out for local landmarks ......................................... 153
Countryside landmarks ......................................................... 157
Out on the Town ................................................................. 159

Chapter 9: Arranging Not So Blind Dates ............................. 167
Getting Tense about Time ...................................................... 167
Arranging To Meet ............................................................... 169
Today’s the day ................................................................. 169
When shall we meet? .......................................................... 172
Mastering months ............................................................... 178
Special Celebrations ........................................................... 181

Chapter 10: Fancy Fish and Chips? ...................................... 189
On Today's Menu ............................................................... 189
Which knife and fork to use? ............................................... 189
Want breakfast? ............................................................... 193
Grabbing a quick lunch ...................................................... 197
Tea, a drink with jam and bread ......................................... 204
What's for dinner? ........................................................... 206
Eating Out ................................................................. 209
Take-away food ............................................................... 210
Fancy a drink anyone? ....................................................... 213
Chapter 11: Making the Most of Your Free Time .......................................................... 217
Having Fun with Leisure Activities ............................................................................. 217
Getting Sporty ..................................................................................................................... 222
Playing Indoor Games ....................................................................................................... 230
Having Fun with Hobbies ................................................................................................. 234

Part IV: Looking into Deaf Life ................................................................. 243

Chapter 12: Deaf Community and Culture ............................................. 245
Digging Into the History of BSL .................................................................................. 245
Exploring the Origins of Deaf Education ................................................................. 246
Deaf 1880 Milan conference ............................................................................................. 246
The oral method .............................................................................................................. 247
Enlightenment at last! ....................................................................................................... 247
The Social Side of the Deaf World .................................................................................. 247
Discovering Deaf clubs ..................................................................................................... 248
Embracing the new ........................................................................................................... 248
Access for Deaf people – Language Service Professionals (LSPs) ......................... 249
Investigating interpreters ................................................................................................. 249
Communicators/Communication Support Workers (CSWs) ....................................... 251
Lipspeakers ...................................................................................................................... 251
Manual notetakers .......................................................................................................... 253
Electronic note-takers ...................................................................................................... 253
Palantypist/speech-to-text reporter (STTR) ................................................................. 254
LSP etiquette .................................................................................................................... 254

Chapter 13: Technology and Modifications for Deaf People ................. 257
Keeping in Touch .............................................................................................................. 257
Minicomms and Text-phones .......................................................................................... 258
Type-Talk and Text-Direct .............................................................................................. 259
SMS .................................................................................................................................. 259
Fax machines ..................................................................................................................... 260
Email ................................................................................................................................. 260
Videophones/webcams ..................................................................................................... 260
Wakey-wakey! Flashing Lights and Vibrating Alarms .................................................... 260
Somebody at the door ....................................................................................................... 261
Fire! Fire!/Baby’s crying! ................................................................................................. 261
Wake-up call ....................................................................................................................... 261

Part V: The Part of Tens ................................................................................................. 263

Chapter 14: Ten Top Tips To Improve Your Signing Skills ...................... 265
Watch My Face .................................................................................................................. 265
RSVP Please ....................................................................................................................... 265
Showing the Sign! ............................................................................................................... 266
Table of Contents

Spotting the Difference ................................................................. 266
Being Honest .................................................................................. 266
Mirror, Mirror, on the Wall.......................................................... 266
Being a Film Star ........................................................................... 267
Keeping a Record .......................................................................... 267
Hare or Tortoise? ......................................................................... 267
The Way of the World ................................................................. 267

Chapter 15: Ten Top Tips For Good Communication ............... 269
Get an Attitude.............................................................................. 269
Lights, Camera ... Action! ............................................................ 270
Does He Take Sugar? ................................................................... 270
Get Body-Conscious .................................................................... 270
What’s the Point? ......................................................................... 271
Keep Clear – Access Required ..................................................... 271
Be Environmentally Friendly ....................................................... 272
One at a Time Please! ................................................................. 272
English versus BSL ...................................................................... 272
Don’t Give Up! ............................................................................. 273

Chapter 16: Ten Top BSL Resources ......................................... 275
Honoring Your Skills at BSL Classes .......................................... 275
Attending a Communication Club ............................................... 275
Going to Deaf Pubs ...................................................................... 276
Taking a Trip to the Theatre or Cinema ...................................... 276
Attending Deaf Workshops and Conferences .............................. 277
Watching BSL Signed DVDs ......................................................... 277
Taking in TV Programmes ............................................................ 277
Wising Up to Websites ................................................................. 278
Weighing Up Webcams ............................................................... 278
Making Deaf Friends .................................................................... 278

Chapter 17: Ten Really Useful Phrases ...................................... 279
How Are You?.............................................................................. 279
You All Right? ............................................................................... 280
Again, Please ............................................................................... 280
I’m Sorry ...................................................................................... 281
I Don’t Understand ...................................................................... 281
Do You Need Help? ...................................................................... 282
That’s Right! ............................................................................... 282
That’s Bad/Wrong! ...................................................................... 283
Excuse Me ................................................................................... 283
See You Around/Soon! ............................................................... 284
Chapter 18: Ten Things You (Probably) Didn’t Know about Deaf Culture and History ........................................ 285

British Sign Language (BSL) ................................................................. 285
St John of Beverley .............................................................................. 286
Early Signs of Sign Language ................................................................. 286
Vows of Silence .................................................................................. 286
To Read and Write – Right? ................................................................. 286
Finger-spelling Circa 1720 ..................................................................... 287
Give Us a Bell ...................................................................................... 287
Deaf Church to Department Store ....................................................... 287
The Queen Amused Others ................................................................. 287
Deaf to the Crowd ............................................................................... 288

Part VI: Appendixes ........................................................................ 289

Appendix A: Answer Key to Fun & Games ........................................... 291
Appendix B: About the CD ................................................................. 293

System Requirements .......................................................................... 293
Using the CD ..................................................................................... 294
What You’ll Find on the CD .................................................................. 294
Dialogues ........................................................................................... 295
Troubleshooting .................................................................................. 296
Customer Care ................................................................................... 296

Index ................................................................................................. 297
Introduction

You may have seen people signing in the streets, restaurants, or shops and didn’t know what they were saying. Perhaps you wondered whether they were using proper language or just miming. You may have heard of Deaf culture but didn’t know what the term meant. You may have bought this book because you want to learn signing and communicate with a deaf person you know, a work colleague, or a neighbour so here is your opportunity to learn their language and be able to hold basic conversations with them.

Whatever the reason why you’re reading this now, British Sign Language For Dummies introduces you to basic sign language and helps you get an understanding of Deaf culture. You cannot learn sign language without understanding a bit of Deaf culture as they go hand in hand, and once you understand both, you become a better signer.

About This Book

This book focuses on British Sign Language (BSL) with some simple explanations of grammatical rules. We assume you bought this book because you want to learn BSL, not to learn about grammatical jargon in depth. There are plenty of books around that explain the linguistics aspects of sign language.

Like any spoken language, BSL has regional signs and dialects. For this book, we have chosen the most common signs, the ones that are understood all over the UK.

This book is categorised according to subject. You can use each chapter as a building block for the next chapter, or you can skip around wherever you please. Just choose a subject that interests you and dig in. Just remember that it is fun to learn BSL and you can practise with your friends. Don’t worry if you couldn’t get the hang of it, just keep on practising and your Deaf friends will help you.

Conventions Used in This Book

To help you navigate through this book, let us explain some conventions we’ve used when writing this book:
Whenever we use a sign in lists, examples and dialogues, we print the word version of the sign in capital letters to show that it’s the closest equivalent to its English counterpart.

When we are about to introduce a new sign, we print it in **bold** in the text, so that you know you’re about to learn a new sign.

We capitalise the letter D in the word Deaf whenever it means culturally Deaf (explained in depth in Chapter 1).

The text for both signs and English always come before the equivalent illustrations.

The illustrations have arrows on them to show the direction of the sign. A wavy line indicates that the fingers of the signing hand wiggle up and down. See the sign for ‘when’ on page 36.

To save space, words that are fingerspelled do not have illustrations, and you can refer to Chapter 1 or Cheat Sheet if you need help remembering how to sign a letter or number.

Web sites appear in *monofont*.

This book also includes a few elements that other *For Dummies* books do not have. The elements that you’ll find are as follows

- **Starting To Sign**: Seeing signs in actual context in the text and on the CD helps you understand how to sign the dialogues in correct grammatical order.

- **Fun & Games activities**: These visual games help you practise your signing skills and are a good way to have fun while checking your progress; and you can have more fun if you practise this with a friend.

The English sentences are translated into British Sign Language (BSL) and are not to be taken as word-for-word translations.

**Foolish Assumptions**

We hate to assume anything about anyone, but when writing this book, we had to make a few foolish assumptions about you. Here they are (we hope we were right):

- You have little or no experience in this type of communication, but you have a genuine interest.

- You don’t expect to be a fluent signer after learning from this book. You just want some basic signs in simple sentences.

- You aren’t interested in learning about grammatical rules of BSL; you just want to communicate. Some basic explanations are sprinkled throughout the book, however.
You want to learn a few signs in order to be able to communicate with Deaf friends, family members and colleagues.

**How This Book Is Organised**

This book is divided by topics into parts, then divided into chapters. The following sections let you know what kind of information you can find in each part.

**Part I: Starting to Sign**

This part introduces you to the concept of communicating with different groups of Deaf people with a range of hearing losses, and how to attract their attention, as well as looking at some principles of good communication. Chapter 2 helps you to understand fingerspelling and how to make sense of signing and facial expressions.

**Part II: Everyday BSL**

In this part, you learn how to communicate with Deaf people using basic signs and sentence structure. You will be able to ask and understand simple questions, express and recognise basic facial expressions.

**Part III: Getting Out and About**

All the signs you need from giving directions, making plans, meeting friends and getting around are in this part.

**Part IV: Looking into Deaf Life**

Read this part to learn about Deaf history of education, community and culture as well as finding out how Deaf people use technology to get better access to information.

**Part V: The Part of Tens**

Here you can find useful tips to help you improve your signing skills. This part gives you ideas for good communication and helps you overcome any uncertainty you may feel. You’ll also be amazed by some information you didn’t know about Deaf people.
Part VI: Appendixes

This book has two appendixes. Appendix A gives you all the answers to the Fun & Games questions. Appendix B gives you detailed instructions for playing and using the CD that accompanies this book.

Icons Used in This Book

To help you find certain types of information more easily, we’ve included several icons in this book. You find them on the left-hand side of the page, sprinkled throughout:

This icon gives the handy hints and tricks of the trade that can make signing easier.

This icon emphasises important information that you should take away with you.

This icon warns you to avoid making a mistake or offending a Deaf person, so take note of what these paragraphs have to say.

This icon highlights useful tips about BSL grammar rules.

This icon helps you to understand bits of information about the culture of the Deaf people.

This icon highlights the text that you also find on the CD. Many Starting To Sign dialogues appear on the CD, so you can practise with other signers.

Where to Go from Here

The beauty of this book is that you can go anywhere you want. You may find it helpful to start with the first two chapters to get down the basics, but if that’s not your thing, feel free to jump in wherever you want. Find a subject that interests you, start signing, and have fun!
Part I
Starting to Sign

The 5th Wave
By Rich Tennant

“I never thought I’d have to say this, but this is a public library. Please tell your friends to keep their signing to a whisper.”
In this part . . .

This Part gets you up and running with BSL. We talk in detail about the different sorts of people with hearing loss, and introduce you to the basic ground rules for good signing communication.

We also show you a few basic signs, including the BSL signs you already knew without realising.
In this chapter, we talk about the different terms used to describe people who don’t hear. This is the starting point of good communication – getting the descriptions right. We look at the differences between those who describe themselves as ‘deaf’ (with a small ‘d’) and those who use ‘Deaf’ (with a big ‘D’). We look at the variety of communication tactics which you can use with different groups, and show that not all deaf people sign, and not all deaf people lipread. Knowing what’s what and being flexible will make a big difference to your whole experience of communication.

Different Groups of Deaf People

Terminology is changing all the time – that’s what happens with all living languages. In any subject there may be words that become commonly used, and those that go out-of-date . . . and some that no longer carry their original meaning at all and can even become offensive.

Who’s dumb?

Deaf-related terminology changes like that of any other language. Take ‘deaf and dumb’, for example, which was originally used to mean someone without hearing or speech. Decades ago, this was a common term and there were ‘schools for the deaf and dumb’. Older people may still use this term, but its
meaning has now changed and the term can cause offence. Dumb now has another meaning, ‘stupid’, and nobody wants to be called stupid! There may be many reasons why a deaf person chooses not to use their voice – one of them being that they are a BSL user’s – and BSL is not a spoken language. Deafmute is also not used. It may be more appropriate to say ‘deaf without speech’ if the deaf person has chosen to use other methods of communication. True ‘muteness’ is a different matter and is not directly related to deafness.

Generally unacceptable terms to describe deaf people include: deaf and dumb, deaf-mute, stone deaf, Mutt and Jeff, special needs (a better term might be ‘have special requirements’ or ‘additional requirements/support’), non-hearing (what woman would call herself non-male, for example?) and anything with ‘-challenged’ at the end.

Understanding who’s who

So what about other terms? What terms used to describe deaf people are generally acceptable to use now, and what do they mean? The following sections cover some terms and their descriptions that you may find useful.

*deaf*

When you use the word *deaf* (with a small ‘d’) you’re referring to anyone with a hearing loss, for whatever reason, and at whatever level. The term is mostly used by deaf people who use methods *other than* sign language to communicate.

Out of a population of about 60 million, there are approximately 9 million in the UK who have a hearing loss to some degree. That’s 1 in 7 of the population!

*Deaf*

*Deaf* (with a capital ‘D’) is quite a different matter, and refers to the Deaf community. Just as we might use capital ‘B’ for British or ‘A’ for Australian, so a capital ‘D’ is used to show that this is about a person’s identity, not about their medical condition. The defining characteristic of a Deaf person is that they use BSL as their first or preferred language. People who are Deaf often share a common ‘Deaf culture’ which includes Deaf history, education, clubs, social events, sports (such as the Deaf Olympics) as well as sign language. Those who do not use sign language would not use the capital ‘D’ (unless of course it’s at the start of a sentence!). Sometimes you may see the term D/deaf which includes those who are ‘hearing impaired’ as well as those who are part of a linguistic minority group (BSL users).

BSL is the first or preferred language of about 70,000 Deaf people in the UK.
Chapter 1: Discovering Who’s Who – And How They Communicate

You can be part of the Deaf community without actually being Deaf yourself. A CODA is a Child Of Deaf Adults who is hearing, but raised in the Deaf community by parents who are Deaf. A CODA is likely to be bilingual – switching easily from BSL to spoken English, but may consider BSL to be their first language.

**Hard of hearing**

*Hard of hearing* is not just a term for an old person who may be losing their hearing. You can be hard of hearing at any age for many reasons. The term tends to refer to someone with a mild or moderate hearing loss. Hard of hearing people might rely on the hearing they’ve got (residual hearing), and use technical devices such as hearing aids and loop systems to amplify the sound. A HOH person may also be relying a lot on lipreading to communicate, and has possibly joined a lipreading class to help them with this. More often than not, someone who is HOH has lost their hearing later in life, in any regards after they have acquired language. So a hard of hearing person is, a lot of the time, said to have an ‘acquired hearing loss’ rather than a ‘congenital’ one (i.e. born deaf).

Out of 9 million people in the UK with a hearing loss of some degree, approximately 8.3 million of these are ‘hard of hearing’.

**Hearing impaired**

*Hearing impaired* is a generally acceptable term used to describe someone who has a hearing loss. It could refer to someone who is born deaf, or became deaf later in life. Some people prefer the term ‘hearing impaired’ to being described as ‘deaf’, especially if they are relying on residual hearing.

The term ‘hearing impaired’ would not be used by someone who is Deaf (with a capital ‘D’), as he or she is part of a Deaf cultural community, and doesn’t consider himself or herself to be ‘impaired’ by their deafness.

**Deafened**

We might say ‘that music was deafening’ if it’s particularly loud and those with so-called ‘selective hearing’ might say they are ‘deafened’ to the sound of your voice. But this term also refers to a unique group of deaf people – those who have suddenly lost their hearing (normally in adulthood) and have acquired a severe or profound level of deafness. This might be caused by several things, including noise damage (for example a bomb blast, or industrial noise), a trauma to the head (such as a car accident), an illness, or even a severe reaction to medication. Of course, the cause might also be unknown. A deafened person has perhaps not had any time to get used to losing their hearing. It could even happen overnight. Imagine if that happened to you, how your life would change. Your ability to communicate with your family, friends, at work, on public transport . . . everything will have been affected. You can no longer hear the radio, the TV, use the phone, or hear that double-glazing salesman at the door (some would say that’s the only advantage!). If
Part I: Starting to Sign

you suddenly lose your hearing, you won’t automatically know how to lip-read – it’s not something you’ve ever had to do. You’re also unlikely to want to learn BSL – what would be the point, if your family or friends don’t know how to sign?

One of the other challenges with being ‘deafened’ is that other people may have no idea you have a hearing loss. After all, your voice would stay the same; there’d be no issue with your speech. You may not wear hearing aids, as they can take a while to get used to, and some deafened people might be concerned about the stigma of wearing them. It’s not as if you’d be wearing a bright pink t-shirt saying ‘I’m deafened’, so others are likely to be completely unaware and babble on regardless. This can cause a huge amount of frustration and bewilderment, which is why ‘deafened’ people are in a group of their own. They have unique communication requirements, and support needs.

There are approximately 150,000 deafened people in the UK

**Deafblind**

*Deafblind* is the term used to describe someone with a dual sensory loss – it could be that a person was deaf and lost their sight later, or blind, and lost their hearing later. Or they may have been hearing and sighted and lose effective use of both senses later in life. Due to immunisation against [Rubella](#), it’s becoming rarer for a child to be born both deaf and blind (the main cause was the mother contracting [Rubella](#) while pregnant). Someone who is part of the Deaf community (see above) and loses their sight (maybe due to a syndrome called ‘Usher’) would write Deafblind (with a capital D), for the same reasons as given above.

In the UK, there are approximately 24,000 registered deafblind people.

... And how do they communicate?

The preferred method of communication for a deaf person will usually depend on which of the main groups he or she belongs to. The following sections walk you through each of these preferred methods.

**Deaf (capital ‘D’)**

British Sign Language! The language of the Deaf community in the UK. Presumably you’re reading this book because you want to learn to sign. Well this is the group to practise with. Don’t go practising your signs on anyone who happens to be wearing a hearing aid. It’s only Deaf people who use BSL as their first and preferred language, in Britain. Unless they’ve learned the language for another reason, anybody else won’t know what you’re on about, and might think you’re performing a mime act.
Chapter 1: Discovering Who’s Who – And How They Communicate

If you want to communicate with a Deaf BSL-user, and you don’t use BSL yourself, try to think visually. Use some more gestures (as appropriate) and communicate more with your face. Raise your eyebrows to ask questions, nod to show you have understood, shake your head to indicate ‘no’ . . . and smile if you’re saying something positive! Deaf people are pretty good at reading your body language and facial expressions, so limber up and show what you mean to say! Keep using the English language but avoid using long complex sentences or jargon, and keep to the point.

For Deaf Sign Language users, English may not be their first language. It can be pretty difficult to lipread a language you don’t know well.

Don’t switch your voice off and stop moving your lips when talking to a BSL user (unless you’re using BSL yourself). Even if English is not their mother tongue, the Deaf person will want to get information from your lips and may benefit from hearing some sound from your speech to accompany lipreading – if they have some residual hearing or use hearing aids.

You don’t need to gesture everything! Just key points, to get your message across. If you’re asking about their Christmas holidays, you don’t need to perform a whole Nativity play to get across the word ‘Christmas’. Don’t labour it – just find another way of saying ‘Christmas’ – for example, ‘December the 25th’ (showing 2 and 5 on your hands). You can always write down key words too!

Hard of hearing

If they’re English – keep using English. But don’t use BSL for this group. Keep using your voice, and be aware that a hard of hearing person will most likely be lipreading you. Some hard of hearing people will have attended lipreading classes, and may be making effective use of recognising speech patterns. However, even the best lipreaders only get a maximum of about 30 per cent from lip-patterns alone. Lipreaders take in information from body language, facial expressions, the context and other clues to make informed decisions about what a phrase or word might be on the lips. It can take a lot of skill and a lot of experience, and can be extremely frustrating for the lipreader, but there are things you can do to make lipreading much more effective. See the section below for some lipreading tips.

A hard of hearing person may also use various pieces of equipment to help with communication. Depending on their type and level of deafness, they may find a loop system helpful, or may use radio aids or other amplification systems. Sometimes it may help if you speak up a little bit – but don’t shout! Shouting will distort your lips and could give you an aggressive facial expression. And who likes to be shouted at anyway? Speaking more clearly is much more effective. Something to bear in mind: there’s really no need to exaggerate your lips. Rubber lips not only make you look peculiar, they don’t help with lipreading either! Keep it natural.
Deafened
If you suddenly lose your hearing, you will naturally try to lipread, but lipreading is likely to be hard work and exhausting, especially if you are recently deafened. For some deafened people, lipreading is just too difficult, so the main communication choice would be the use of pen and paper. But remember – there’s not a problem with language . . . so you don’t need to simplify your English. Just write everything down, as normal. Just because you’ve lost your hearing, doesn’t mean you’ve lost your language too. A deafened person will normally respond using their own voice. So if you shout to make yourself understood, you might get shouted at in reply!

Don’t go heavy on the gestures and animated facial expressions with a deafened person. Just use natural gestures. A deafened person is quite unlike a visually-communicative Deaf signer, and if they’re stereotypically English, they’re not going to be comfortable expressing themselves with wild gesticulations, and will not thank you for doing so either. It’s also hard to lipread if you’re used to a stiff upper-lip!

Deafblind
How a deafblind person communicates depends on lots of things – their level of deafness and blindness, as well as on when they became deaf or blind. Someone born blind who then loses their hearing would use different forms of communication to someone born deaf who then loses their sight. A Deaf BSL-user who loses their sight later in life is still a member of the Deaf community, and might want to keep using BSL so may use ‘hands-on BSL’ by putting their hands over the person signing to feel the movements. The person they are talking to would need to modify their signing slightly to compensate for the fact that their facial expressions (an important part of BSL) cannot be seen clearly.

A lot of deafblind people choose to communicate using the ‘deafblind manual alphabet’ which is BSL fingerspelling modified so that it is done onto one hand of the deafblind person, who reads it through touch. Some ‘signs’ are also made into the palm as shortened ways of saying things such as ‘yes’ and ‘no’ or ‘again’. Some deafblind people can pick up deafblind manual at more than 80 words per minute, without the need to pause between words. Of course, not everyone can spell that fast, but many deafblind manual interpreters may operate at that speed. If the person has a good knowledge of English, full sentences are spelled out onto the palm. If English is not their preferred language, the same rules apply as if you’re writing on paper – everyday words, to the point, simple sentences and not too much waffle. Yes – you can still waffle using deafblind manual!

So what if you were to meet a deafblind person, and wanted to communicate with them? Let’s say you don’t know hands-on BSL, you can’t get your fingers around deafblind manual, and there’s no-one else nearby who’s learnt it either. What would you do? No running off! If you know how to write and
you’ve got fingers, you have all you need. You can use the standard alphabet, and spell out words into the palm of the deafblind person’s hand. It’s called the ‘block manual alphabet’. Write in capital letters – it’s much easier to distinguish through touch. And make sure you spell out each word properly – one letter on top of the other. Don’t go writing essays over their whole body, up the arms and down the legs. They might not thank you for that, and worse . . . they might be ticklish.

Spell out words properly – don’t abbreviate to ‘U R’ instead of ‘you are’ – as this way has only really been developed from texting. Don’t worry if you make a mistake – you can always rub it out! (but not with a rubber . . . and certainly not with tippex!)

**Attracting a Deaf Person’s Attention?**

There’s no point in saying ‘excuse me’ ‘now listen . . .' or ‘Oi you!’. They won’t hear you. And don’t be tempted to say ‘are you deaf, or what?’ In this situation, you know the answer.

There are several ways of getting a D/deaf person’s attention – some ways are more suited to a particular situation, and it depends also on how well you know the person. The important thing is: get the D/deaf person’s attention BEFORE you start speaking. It’s no good getting their attention *while* you’re talking – it will take a few moments for the D/deaf person to register your face, adjust themselves to you, the light, and the environment. So allow a few moments before you start speaking, otherwise your first few words or sentences might be lost, and the conversation will have started off on a bad footing. Here are a few ways you might try:

**Touching on the arm or shoulder**

If you know the person, and you know they are comfortable with this, then touching them lightly on the arm or shoulder might be a perfectly okay way of getting their attention. If you don’t know them, you might want to be cautious about using touch – some people are not comfortable with it, for personal, social or cultural reasons. Also – be careful not to grab or startle someone with a sudden touch. You might end up with a black eye.

Don’t grab a Deaf person’s arm to catch their attention if they are signing. It’s the equivalent of sticking your finger in someone’s mouth while they’re talking!
Part I: Starting to Sign

Waving

Not the Mexican type. More a gentle wave of the arm to catch their eye. Half-way between an air-traffic control signal and a gentle butterfly motion should do the trick. If they don’t see you, move a little closer. Don’t just stand there waving. You might attract the unwanted attention of some bird-spotters.

Stamping on the floor

Never one-to-one, unless you’re two years-old and having a tantrum. But in a Deaf school, the teacher might use this method to get the attention of the whole class. It saves time having to wave at each student – by the time you’ve got the last person’s attention, you’ve lost it with the first lot. So sometimes stamping the feet is used, as vibrations are sent through the floor, and everyone turns to face the teacher at the same time. Not to be recommended on concrete floors, however. You might just break your foot.

While stamping on the floor or banging on the table might be something familiar within Deaf culture in schools, it’s not used in the mainstream – unless you want to come across as angry or impatient. So within a group of hard of hearing people, in a lipreading class perhaps, the teacher would not use this means to get the class’s attention. It could easily offend!

Switching the light on and off

This works well to get the attention of a group of people who have a hearing loss. It’s always best to establish this way with the group at the outset, or people could think there’s a problem with the electrics, or that you’re trying to set up a disco. Flashing lights are very much a part of Deaf culture, as they are a visual way of getting attention – whether as a fire alarm, door bell, or to signify the start of a presentation or class (as in a Deaf school).

Watch My Lips!

Lipreading is used as a communication tool for a large number of deaf people, including Deaf BSL users who are communicating with those who don’t sign. In fact, everyone uses lipreading to an extent. Have you ever tried to hold a conversation with someone through a closed window? Or across a crowded pub (did he say ‘do you want a pint of coke’, or ‘do you want to buy a goat’?). You may have noticed that when you can’t quite hear what someone is saying, your eyes will automatically flick down to their lips, and you will try to lipread. Try it yourself by watching the news on TV with the volume turned down a bit. You will notice that it’s easier to lipread if you can hear some sound – even if only a little. So a good tip to help lipreading . . . keep using your voice (unless you’re
Chapter 1: Discovering Who’s Who – And How They Communicate

using BSL) as it will enable the lipreader to match lip-patterns with the sounds of the word, if they have some residual hearing.

Lipreading on its own is hard work. As mentioned above in the section on ‘hard of hearing’, lipreading is greatly assisted by other clues apart from just the lips. One of the reasons lipreading can be so difficult is that much of what we say is not clearly identifiable on the lips. Sounds such as ‘C’ as in car and ‘G’ as in garden are not visible on the lips at all. Other sounds can look very similar eg. M/P/B (mark/park/bark); as well as F/V (fingers/vicars) or Cr/Gr (crab/grab), T/D/S (tie/die/sigh), and W/Qu (white/quite). A simple gesture, an appropriate facial expression or knowing the context can make all the difference in the world, or you could end up with ‘sausages and passion’ instead of ‘sausages and mash’ and a ‘pint of milk’ instead of a ‘pint of beer’.

Don’t presume someone can lipread just because they don’t hear. Although some become very skilled at it, others may find lipreading impossible and never get the hang of it. There could be many reasons for this – maybe English is not their first language or they are recently deafened. Like anyone, they may be tired, ill, distracted, or fed-up. They might not understand your lip-patterns, can’t get used to your accent (which affects the way you move your lips!), or you might have a big bushy beard or mumble your words. They could just be having a bad day. Or it could be that they don’t like looking at your face!

Making yourself more lipreadable

When speaking to a lipreader you can make life simpler for them – and yourself – by following a few simple rules.

✓ Keep your hands away from your face: Don’t obscure your lips with a book, newspaper, or lollipop, either.

✓ Get rid of the chewing gum: It’s nearly impossible to lipread while someone’s chewing, drinking, or puffing on a cigarette.

✓ Face the lipreader when you’re talking to them: You don’t need to stare them out, but do try to maintain eye-contact throughout your conversation.

✓ Don’t over-exaggerate your lips: It’ll make lipreading much more difficult and makes you look odd.

✓ Don’t shout! It won’t help, it will make you look angry, and will distort your lip-patterns too. Better to raise your voice slightly, if with someone who is hard of hearing, and try to speak more clearly.

✓ Move your lips more: If you’re someone who speaks like a ventriloquist, you do need to make your lip movements clearer. This will make your speech clearer and ensure that there is more lipreading going on, and less mind-reading.

✓ Get the light right: Be careful not to stand in front of the window, as this will put your face in shadow. Even the best lipreaders can’t lipread in the dark; and the flashing lights of a nightclub might be a bit of a distraction too. Having said that, most hearing people can’t hear conversations in a nightclub as the music’s too loud, so lipreaders are possibly at an advantage in this environment!
Chapter 2

Sign Language You Didn’t Know You Knew

In This Chapter

▶ Using gestures and natural signs
▶ How to finger-spell and read finger-spelling
▶ Handy hints on hand shapes
▶ BSL grammar as it is signed

You may think that signing is going to be difficult to pick up as you’ve never used your hands to describe something before. Think again! Signing is not all that difficult once you’ve picked up the basic rules. Using your hands and facial expressions instead of your voice may seem strange at first but with practice you will get used to it. This chapter shows you how to use your fingers, hands and face to get your meaning – and feelings – across.

Signs That Make Sense

If you think you don’t use your hands when talking and that only excitable foreigners wave their hands about when communicating, you’re mistaken.

Gestures

When talking with someone you use gestures naturally to show things such as boredom (palm of hand tapping open mouth) delight (thumbs up) or strange behaviour (forefinger tapping temple).

If you find yourself in a noisy environment, or a window is between you and a person you’re trying to communicate with, you may mime ‘phone me’, ‘drink?’ or ‘smoke?’ and be easily understood. When angry, you may wag your finger at a person or use a jabbing movement.
Part I: Starting to Sign

See? You do use your hands to communicate!

So, what is a gesture? A gesture is a movement, usually unconsciously made, to convey meanings, describe sizes, or add emphasis to verbal statements.

Think of as many gestures as possible that you use. Here’s a few to start off with: ‘hi!’ (hand raised in greetings), ‘goodbye’ (hand waving), ‘baby’ and ‘swim’.

How do you sign this word?

You use your hands to convey or emphasise meanings, sometimes deliberately and sometimes unconsciously. Gestures and signs have been in existence as long as people have communicated. Cavemen probably used them when indicating to their friends the size of the fish they had just caught or the woolly mammoth they had fought single-handedly.

Iconic or natural signs, such as those for baby, eat, drink and drive are as clear to a non-signer as verbal communication.

BABY: Mime rocking a baby in your arms.

EAT: Mime putting food into your mouth.

DRINK: Mime drinking from a tumbler.

DRIVE: Mime using a steering wheel to drive a car. (Note: can also be used for ‘CAR’).
Chapter 2: Sign Language You Didn’t Know You Knew

Not all gestures and signs are clear, for example, the sign for *book* is not immediately obvious but, once someone has explained and demonstrated, you see the obvious link between the hands, the shape of the book and how the book is used.

**BOOK:** Hands represent opening and shutting a book.

**TELEPHONE:** You’ve seen this sign in many TV adverts, your thumb and little finger represent the handset of a telephone.

Don’t assume that all signs correspond to gestures or can be easily recognised. Some signs are quite obscure as they do not look like the word they represent. *Can* and *aunt* provide good examples of this.

**CAN**

**AUNT**

*How does BSL create new signs?*

As with spoken languages, BSL constantly creates new signs – as when a new phrase comes into the language or new equipment such as mobile phones,
Part I: Starting to Sign

DVD recorders, webcams and satellite TV come into being. The symbols usually come from how you use the items or what they look like.

Some signs have undergone change over the years, telephone is an excellent example.

**TELEPHONE:** This sign was used in the 1920s and 1930s.

![Image of a person signing]

The sign for telephone may be used differently among different age groups. The older generation would probably use the one shown here whereas younger people may sign it the same way as a mobile phone is used.

The majority of sports signs are iconic. See Chapter 11 for sports signs.

**Making It Clear with Body Language**

Hopefully, you have realised by now that communicating in British Sign Language (BSL) is a matter of using your fingers, hands and arms. What you may not have fully realised yet is the importance of facial expressions and body language to accompany the signs. For example, the sign *don't know* is much clearer when accompanied by a shrug. Another example is *no*, which is simply a shake of the head but can be given varying degrees of emphasis by the accompanying facial expression.

**Let Me Spell It Out: Finger-spelling**

One sure way to communicate with deaf people who sign (remember not all deaf people sign) is by finding out how to fingerspell. Communication solely through finger-spelling is slow at first, in the same way that it would be slow if you had to spell out every word you spoke, but it can be a useful, and possibly vital, skill to acquire.
Finger-spelling is the positioning of the fingers on the hands to form the 26 letters of the English alphabet and is used to convey personal names, names of places and other words that people don’t use frequently enough to have acquired a sign of their own.
When using finger-spelling, remember the following:

- Don’t switch hands
- Keep your hands fairly close together
- Keep your elbows by your sides
- Watch the signer’s lips, not their fingers

**Left or right?**

Not switching hands means that if you’re right-handed, the right hand does all the spelling on the left hand and vice versa. Switching hands interrupts the pattern of the spelling and confuses the person who is being spelled to.

People who have not been brought up using this skill, or who are acquiring it but do not have regular contact with Deaf people who would provide them with the opportunity to practise, find it more difficult to master because, as with most things, practice makes perfect.
Actually, you can probably acquire the finger-spelled alphabet in an hour or so. However, the ‘reading’ of it – that is, understanding someone who is finger-spelling to you – is the difficult part.

**Watch my lips – not my fingers**

You may well ask how you can see the letters being spelled on the hands if you’re not watching them but, in the huge majority of cases signers also mouth the word they spell at the same time so, because you can also see the fingers in your peripheral vision, you have two visual inputs to help you. You almost certainly need to watch the signer’s fingers to start with, but as you become more skilled you can focus more on the lips.

**Now you see it, now you don’t**

In order to understand more easily, remember that you do not need to ‘see’ every letter in a word to understand it. Take the following words for example:

_ L _ PHANT

IND _ P _ ND _ NT

All the ‘E’s are missing but you can guess ‘Elephant’ and ‘Independent’ because of the positions of the other letters.

What could this word be?

B O _ T S

If this word was spelled to you and you failed to pick up the third letter you would be faced with several choices: ‘boots’, ‘boats’, ‘bolts’ or ‘bouts’. However, if you put the word into the context of a signed sentence such as, ‘I must buy a pair of Wellington boots’, ‘I love watching sailing boats’, ‘The door has very strong bolts’ and ‘He has frequent bouts of coughing’ you can guess the word easily.
In this book a word or name that is finger-spelled is shown in hyphenated letters. For example: John is written as J-O-H-N. You can find the ‘signs’ for the alphabet in this chapter as well as the Cheat Sheet at the front of this book.

When you were small and finding out how to write, you probably wrote ‘d o g’, ‘c a t’, ‘b a l l’, and so on, as separate letters. As you got older, you got used to writing using ‘joined up letters’. The same principle applies to finger-spelling, you need to spell words in a continuous movement rather than as one letter after another. The word ‘wing’ for example is spelled by starting with the ‘W’, moving your index finger over to the ‘I’, sliding it down the finger to the ‘N’, then carrying on the movement to the ‘G’. Spelling the month of ‘May’ you would start with the ‘M’, move your index finger up the front of the thumb to the top for the ‘A’, then move it down the back of the thumb to the ‘Y’.

**Funny Faces**

BSL is not just manual signing with hands. You obtain equally important information from face and body, which can be used to modify or emphasise the meaning of a sign.

For example: you can use or emphasise you in different ways such as **Who are you?; It was you!; You?;** (in disbelief) **You? No, it can’t be!** (The last one is accompanied by a shake of the head.)
Chapter 2: Sign Language You Didn’t Know You Knew

Using funny faces

Stand in front of mirror, preferably when no one is looking if you want to avoid funny looks. Try looking surprised by raising your eyebrows, or raise just one eyebrow – think Roger Moore, basically. Never mind whether you feel foolish. Hopefully no one is watching, and you will soon get the hang of it.

No! Not me!

A facial expression can be used to show negation in different ways. You probably use a shrug of the shoulders when saying don’t know, or you may use a frown with a shake of the head for Not me! or No, that’s wrong! These negative facial expressions can be used on their own or with accompanying signs.

You can also change the meaning of a sign from positive to negative by using a headshake. In the phrase I’m not happy, you sign happy but shake your head with a frown while signing.

Oh yes!

Yes is just a nod of the head and is usually a reply to a question or to confirm a statement such as I’m deaf, I work here or I enjoyed my holiday.

Are you happy?

Pay attention to your facial expressions, they show people how you feel about the information you’re giving them. For example, if you sign the word miserable, show a sad expression and your shoulders slumped. When you sign happy, show the opposite with a smile and raised shoulders.

Be careful how you use facial expressions as they can be misunderstood. If you wear a smile when signing miserable, people may think they’ve misunderstood you – or send for the men in white coats!

You can find more information about facial expressions in Chapter 5.
Getting Your Hands into Shape

In this book, all the illustrations represent a right-handed signer.

You can use various hand shapes to make up signs. If you’re right-handed, use your right hand as the dominant one, making most of the signs in the air or on the passive left hand, and vice-versa for a left-hander.

What is a hand shape?

A sign is usually made up of a hand shape, or two combined, a movement and a location and they can be used to show how we handle and use objects, as well as representing people and their movements.

Use a flat hand shape to represent flat surfaces such as a floor, wall, door, box, shelves, and so on, and to show a moving vehicle – car, lorry, bus, or motorcycle.

- **Floor**
- **Wall**
- **Door**
- **Moving Car**

A person is represented by an upright forefinger and by turning it and moving it about you can show the person facing you, facing away from you, approaching you, walking away, walking sideways, and so on.
Use a ‘V for victory’ hand shape – but facing downwards – to show the legs of a person and what she is doing – walk, stand, sit, fall, kneel, jump, hop, and so on.

You can use the same hand shape – held in front of the face – to represent ‘eyes’ for signs such as watch, look, look up, look down, stare, (accompanied by a look of concentration), and so on.

You can modify a sign to show different meanings by using facial expressions of varying intensity. The hand shape of a sign remains the same but you change the movement and facial expressions to show the differences in, for example, for cold: chilly, cold, and freezing. Another example is wind, the facial expression can show a gentle breeze, strong wind, gale, and so on.
Simple Sentences: Sign Order

In English grammar the word order in a sentence is more often subject-verb-object. In sign language the order is usually topic-comment. The main or important item of information often starts the sentence, for example, ‘New car I bought yesterday’; ‘Holiday in Scotland next week’ rather than ‘I bought a new car yesterday’ and ‘I am going to Scotland next week for my holiday’.

Chronological order

Sometimes the sentence starts by giving the time when an event has happened or will happen, for example, ‘Last month bought new car’, ‘Next week holiday in Scotland’.

Question forms

The structure of the sentence often changes, especially with ‘Wh’ questions (which involve the words ‘who’, ‘what’, ‘when’, ‘where’, and ‘why’) or Yes/No questions, and is made at the end of sentence.

See Chapter 3 for the nitty-gritty of question forms.
Fun & Games

What are these phrases? The answers are in Appendix A.

1.

2.
3. Two-lettered words

Try to build your skills by doing this activity – think of and spell as many two-lettered words as you can – here are a few to start you off:

am  go  to  by

Palindromes

Now try this. Spell the following words then see whether you can spell them backwards – an example is given below. Remember to keep the letters ‘joined up’.

<table>
<thead>
<tr>
<th>WORD</th>
<th>BACKWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAR</td>
<td>RAW</td>
</tr>
<tr>
<td>SAW</td>
<td>BUT</td>
</tr>
<tr>
<td>TON</td>
<td>NIB</td>
</tr>
<tr>
<td>WON</td>
<td>PIN</td>
</tr>
<tr>
<td>NOD</td>
<td>DOG</td>
</tr>
<tr>
<td>POT</td>
<td>BAT</td>
</tr>
<tr>
<td>RAT</td>
<td>NAP</td>
</tr>
</tbody>
</table>
Part II

Everyday BSL

The 5th Wave

By Rich Tennant

“I think what she’s saying is even a deaf person can’t sign over that shirt.”
In this part . . .

Here’s where you need to be to get to grips with talking to Deaf people using basic signs and sentences. This Part helps you ask and understand simple questions, and express and recognise basic facial expressions.

The chapters in this part take you through the nitty-gritty of day-to-day BSL communication, including signs to help you with everything from meeting and greeting through talking about health issues, to chatting about the weather and what to wear.
Chapter 3
Meeting and Greeting

In This Chapter
- Starting a conversation
- Introducing yourself
- Asking questions
- Giving signs for towns and cities
- Saying goodbye

In this chapter, you get an idea of how to greet, start a conversation with and take leave of a Deaf BSL user. Even if you only know a few signs, you can hold a brief conversation. When you’ve started to pick up a few signs, you will want to meet Deaf people and practise your newly acquired skills. Attending a BSL class is the best way to pick up BSL, but if that is not possible, you may be able to attend a Conversational Club at a Deaf Club where you can meet Deaf BSL users and others finding out about BSL to practise your signing skills.

No signer has the same style of signing. Speakers of a spoken language have different ways of using words. The same is true for sign language, the signs remain the same but how people sign them can differ.

Greetings! Starting a Conversation

Generally when you meet someone, you start by saying ‘Hi’, ‘Hello’, ‘How’s life’, or something like that, then you start conversing. The examples in this chapter give you a helping hand – or fingers.
Part II: Everyday BSL

Do you worry about how to approach a Deaf person and start a conversation? When people meet for the first time, they usually start by introducing themselves, then follow up with questions to find out about the other person. With the signs in this chapter, you can do the same with a BSL user. How to approach? You can start by signing **hi** or **hello** if he is facing you; if not, tap on a shoulder or wave your hand in his eye line to get his attention, then sign **hi** or **hello**.

You need to know the difference between informal and formal ways of greeting. For an informal greeting, you add the sign **good** after signing **hi/hello**.

**HI/HELLO** (formal)  **HI/HELLO** (informal)

If you see Deaf people signing in the street and want to talk to them, do not necessarily expect them to be pleased to see another signer and welcome you into their conversation. They may be having a private conversation and not want another person present.

If you see someone signing outside, the best way to approach them is to say sorry for the interruption and ask for directions using BSL (even if you know perfectly well where you are and where you want to go). If their reaction is lukewarm, do not press further but, more often than not, they ask whether you’re Deaf. Be honest and say you can hear but know a few signs. Usually they are happy to answer your questions and may even ask you questions themselves.


In spoken languages, people depend on the tone of voice to give specific meanings to their speech. For example, you can make the statement ‘You’re working tomorrow’ into a question ‘You’re working tomorrow?’ or a
command 'You’re working tomorrow!' by the tone and emphasis of your voice.

In BSL, ‘You’re working tomorrow’ can be made into a question or a command by using different facial expressions and the use of a question sign.

The type of question is indicated by both the use of the eyebrows and a question word – What, Who, Where, When, Why, Which, or How being placed at the end of the sentence.

**WH questions (open)**

We call questions using interrogative signs and requiring information from the other person (like where, who, what, which, when, why, and how) **WH questions**. When signing WH questions, use lowered/knitted eyebrows, a slight narrowing of the eyes and the head tilted forward or sideways slightly to show that you’re asking a question and need information. In such cases, you will expect the answers to be longer than a short ‘yes/no’ (closed question), for example, ‘What do you do?’ – ‘I’m a bus driver’.

In BSL, you almost always sign WH question signs at the end of sentences, for example: ‘Your name what?’, ‘You live where?’, but they can occasionally occur at the beginning, for example: ‘What happened?’, ‘Where from?’.

Not all people can raise their eyebrows – even if they haven’t had had Botox injections– in this case, a slight tilting of the head forward or sideways should be sufficient to convey the meaning.

**Knitted eyebrows with head tilted forward**

Look at the WH questions in Table 3-1.
Table 3-1 WH Questions

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT</td>
<td></td>
<td>WHEN</td>
<td></td>
</tr>
<tr>
<td>WHY</td>
<td></td>
<td>WHERE</td>
<td></td>
</tr>
<tr>
<td>WHO</td>
<td></td>
<td>WHICH</td>
<td></td>
</tr>
</tbody>
</table>

Yes/no questions (closed)

Yes/no questions require the other person to respond with only a short answer, often just a 'yes' or 'no', for example: 'Are you married?' – 'Yes', ‘Want a cup of tea?’ – ‘No’.

In BSL, signers indicate questions that require a yes/no answer by raised eyebrows and head tilted back.
Chapter 3: Meeting and Greeting

RAISED EYEBROWS WITH HEAD TILTED BACK

\[\text{Image}\]

\textit{Rhetorical questions}

A rhetorical question does not require an answer and is asked only for effect. Signers indicate a rhetorical question by raised eyebrows and head tilted back, for example: ‘And do you know what he did? he went ahead anyway’.

\textbf{Getting to Know You}

Say you’ve plucked up the courage to approach a Deaf person and greeted them. If not familiar with you, he may ask you whether you’re Deaf, do not be taken aback if he asks you this question – is the enquiry is a compliment. He may think your signing is good enough for you to be a Deaf person.

\textbf{Warning!}

Never pretend to be Deaf, just to be able to practise your signing. A Deaf BSL user will soon see through you and – like Queen Victoria – not be amused and possibly make an excuse and disappear. Be honest and he will probably give you practice, but don’t monopolise someone too long. You may have practised your school French on people when holidaying abroad and remember their pained expressions.

\textbf{DEAF}

\textbf{HEARING}

\textbf{SIGN}
In BSL, when signing **you** and **me**, never actually say the words. Don’t make any mouth movement and you just point to yourself or the other person.

You may have been brought up to think that pointing is impolite but in BSL pointing is necessary as it shows the listener to whom or what you are referring.

**Starting to Sign**

Olga sees Mark signing with Peter and approaches them.

Olga: **Hello!**  
Sign: HELLO

Mark: **Are you Deaf?**  
Sign: YOU DEAF?

Olga: **No, I'm hearing and you?**  
Sign: (Shaking head) NO ME HEARING. YOU?
Chapter 3: Meeting and Greeting

Mark: I'm Deaf. Can you sign?
Sign: ME DEAF. YOU SIGN?

Olga: I know a little bit.
Sign: LITTLE.
Part II: Everyday BSL

40

Name sign? What’s that?

Deaf people often give each other name signs and often create them from the appearance, a characteristic, or the behaviour of that person. A name sign helps Deaf people to identify who you’re talking about without you having to resort to fingerspelling their full name. Personal name signs may change over time. Deaf people may have allocated name signs to each other when they were at school together but they may have changed as they grow older or they meet other Deaf people who give them new ones, for example, a boy at school may have been given a name sign that depicted his long curly hair, but may then have gone bald at an early age.

People with names, especially surnames, that are common English words such as Brown, King, and so on, usually have name signs for the sign of that particular word. For examples: Peter Brown can be signed as P. Brown and Alan King as A. King.

What’s in a Name?

During introductions, simply fingerspell (sign each letter individually) your name. Deaf people often give each other name signs. Those who can hear, the hearing, don’t invent their own, nor do they give name signs to each other. (See the nearby sidebar for more on what exactly name signs are.)

NAME

In BSL, when signing ‘What’s your name?’ (name what?), never say the word ‘what’. When signing what, don’t make any mouth movement, just point to the person whose name you’re giving or asking for.

Where do you live?

Not all towns and cities have their own name signs, so many signers use fingerspelled abbreviations. Because of local and regional variations in signs, many different signs often exist for the same place so, if you see a sign you do not recognise, do not be afraid to ask.
Chapter 3: Meeting and Greeting

Some towns and cities have their names fingerspelled using just a few of their letters – spelled quickly in a familiar pattern – which represents the whole name. For example: you can sign Manchester as M-C, Newcastle N-C, Oxford O-X, and Glasgow G-W.

Cities/towns such as Blackpool, Chester, Swansea, and so on, use the common signs for black, chest, and swan to identify them. Others use signs associated with the city, such as noise (London, a noisy place), knife (Sheffield and cutlery), pistol (rhymes with Bristol), and bow and arrow (Robin Hood – Nottingham).

---

**Starting to Sign**

John and Olga start to introduce themselves.

**Mark:** I'm Mark. What's your name?

**Sign:** (pointing to self) M-A-R-K. (pointing) NAME?
Olga: I'm Olga.
Sign: (pointing to self) O-L-G-A

Mark: I live in Manchester. Where do you live?
Sign: ME LIVE M-C. (pointing) LIVE WHERE?
Olga: I live in Newcastle.
Sign: (pointing to self) LIVE N-C

You can see some of the common signs for towns and cities in Table 3-2.

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>LONDON</td>
<td></td>
<td>BRIGHTON</td>
<td></td>
</tr>
<tr>
<td>BIRMINGHAM</td>
<td></td>
<td>LIVERPOOL</td>
<td></td>
</tr>
</tbody>
</table>

(continued)
<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWANSEA</td>
<td></td>
<td>EDINBURGH</td>
<td></td>
</tr>
<tr>
<td>CARDIFF</td>
<td></td>
<td>LEEDS</td>
<td></td>
</tr>
<tr>
<td>WOLVERHAMPTON</td>
<td></td>
<td>PORTSMOUTH</td>
<td></td>
</tr>
<tr>
<td>NOTTINGHAM</td>
<td></td>
<td>CAMBRIDGE</td>
<td></td>
</tr>
<tr>
<td>SHEFFIELD</td>
<td></td>
<td>HARTLEPOOL</td>
<td></td>
</tr>
</tbody>
</table>
Olga is telling Mark about the cities she has lived in before.

Olga: I have lived in many different cities.
Sign: ME BEFORE LIVE MANY CITY

Mark: Really, where?
Sign: REALLY, WHERE?
Olga: I have lived in Liverpool, Leeds, Sheffield, and Nottingham
Sign: ME LIVE LIVERPOOL, LEEDS, SHEFFIELD, NOTTINGHAM

Mark: You live in Newcastle now?
Sign: YOU LIVE N-C NOW?
Chapter 3: Meeting and Greeting

Olga: Yes, that’s right.
Sign: (Head nod) RIGHT.

So Long, Farewell, Auf Wiedersehen, Goodbye

Deaf BSL users have different ways of taking leave, depending on the situation and depth of friendship. Don’t be surprised to find yourself being hugged and given a kiss on the cheek; regard this gesture as a compliment as it means that you’ve been accepted as ‘one of them’. Handshaking is more formal but Deaf men, when meeting their male friends or taking leave, usually shake hands then give a quick hug and pat their backs.
Ways of ending a conversation depend on who you’re talking to. Look at the following signs to help you to end a conversation appropriately.

The sign for goodbye is simply a wave, which is no different from the one hearing people use.

See Table 3-3 for various examples of signs for taking leave of someone.

<table>
<thead>
<tr>
<th>Table 3-3 Taking Leave</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
</tr>
<tr>
<td>GOODBYE/ BYE</td>
</tr>
<tr>
<td>GO</td>
</tr>
<tr>
<td>SEE</td>
</tr>
</tbody>
</table>
Starting to Sign

Olga and Mark take leave of each other.

**Olga:** I’d better go now. See you around.

**Sign:** (pointing to self) BETTER GO NOW. SEE AROUND.

**Mark:** Goodbye. See you soon.

**Sign:** GOODBYE. SEE SOON.
Fun & Games

Look at the illustrations and put the letter on each next to the numbered words. Try hard to remember as many as you can before looking them up on previous pages.

1. name _____________
2. live _______________
3. goodbye ___________
4. hello _____________
5. Deaf ______________
6. hearing ___________
7. sign ______________
8. London ___________
9. many______________
10. town_______________
11. where_____________
12. what_______________
13. little______________
14. Sheffield___________
Chapter 3: Meeting and Greeting

c. 

d. 

e. 

f. 

g. 

h. 

i. 

j. 

Chapter 4

Knowing Me, Knowing You

In This Chapter
▶ Why it is not rude to point
▶ Talking about friends and family
▶ Asking for and giving information about work and colleagues
▶ Describing workplaces

When people meet, they usually start off after greetings with questions such as ‘How’s life?’, ‘How’s work?’, ‘How’s your family?’, and so on. They then go on to chat about other things. This chapter shows you how to conduct a conversation about your family, friends, and work colleagues.

Don’t Point! It’s Rude! Or Is It?

You may have been told when you were a child that it was rude to point and you may feel uncomfortable doing it, but for BSL users pointing is necessary, not rude!

Pointing is used a lot for referencing in BSL, to identify people or objects specifically and to place them in space or time. When a signer indicates a location for a person or object, she can subsequently use pointing to refer to the person or object again without mentioning names or having to repeat the signs already given. You can also use pointing to introduce a new person or object in different location and can refer to them again by pointing to where they were first established.

In addition, you can use pointing to refer to people or things that you can’t actually see.
Telling Others about Yourself

This section helps you to give, ask for, understand and share information about yourself, family, and friends. It gives you most everyday signs related to work and home.

Family and friends

Talking about your family is a good way to start a conversation. Memorising the signs for family members in Table 4-1 will help you.

<table>
<thead>
<tr>
<th>Table 4-1 Family Members</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
</tr>
<tr>
<td>MOTHER</td>
</tr>
<tr>
<td>SISTER</td>
</tr>
<tr>
<td>DAUGHTER</td>
</tr>
<tr>
<td>AUNT/ NIECE or UNCLE/ NEPHEW</td>
</tr>
</tbody>
</table>
### Chapter 4: Knowing Me, Knowing You

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUSIN</td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td>PARTNER</td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td>DIVORCED</td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td>MARRIED/HUSBAND/WIFE</td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td>CHILDREN</td>
<td><img src="image5.png" alt="Image" /></td>
</tr>
</tbody>
</table>

If you want to sign **parents**, just sign **mother/father**.

In BSL, you don’t sign ‘and’ and little words such as ‘the’, ‘an’, and ‘to’.

Signs for **grandmother**, **grandfather**, and **grandchildren** are easy to sign as you need only fingerspell ‘G’ before using the sign for **mother**, **father**, **children**, **son**, and **daughter**.

If you want to crack a joke about your **mother-in-law**, just sign **mother** then spell L-A-W. Likewise for **father-in-law**, and **parents-in-law**. In other words, you don’t sign the ‘in’.
What about stepmother, stepfather, stepsister, and stepbrother? Fingerspell S-T-E-P then sign the person.

Again, what about half sister or half brother? Sign half, then sign brother or sister.

Want to practise a few signs? Here are some examples for you to try:

**English:** Is she your mother?
**Sign:** YOUR MOTHER?

[Images of sign language gestures]

**English:** No. She’s my aunt.
**Sign:** [head shake] MY AUNT

[Images of sign language gestures]

**English:** She is my half sister
**Sign:** MY HALF-SISTER

[Images of sign language gestures]
You now know the signs for family, but what about your friends?

Table 4-2 gives you the signs you need to know so you won’t make the mistake of introducing your school friend as your mother.

<table>
<thead>
<tr>
<th>Table 4-2</th>
<th>Friends</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>Sign</strong></td>
</tr>
<tr>
<td>PEOPLE</td>
<td><img src="image1" alt="PEOPLE Sign Image" /></td>
</tr>
<tr>
<td>WOMAN</td>
<td><img src="image3" alt="WOMAN Image" /></td>
</tr>
<tr>
<td>BOY</td>
<td><img src="image5" alt="BOY Image" /></td>
</tr>
</tbody>
</table>

Try this example:

**English:** All the people here are women.
**Sign:** PEOPLE HERE ALL WOMAN
**Talking about your job**

In this section, you can start asking for and giving information about your work and colleagues. Be careful when talking about confidential aspects of your job: BSL users have sharp eyes and can watch your signing from a distance.

Many non-BSL users don’t realise that signing can be seen and understood from a long distance (useful in a disco) so be careful if you want to slag off the boss.

The signs in Table 4-3 are related to occupations.

<table>
<thead>
<tr>
<th>Table 4-3</th>
<th>Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>Sign</strong></td>
</tr>
<tr>
<td>TEACHER</td>
<td>![Sign for TEACHER]</td>
</tr>
<tr>
<td>NURSE</td>
<td>![Sign for NURSE]</td>
</tr>
</tbody>
</table>
### Chapter 4: Knowing Me, Knowing You

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHOP ASSISTANT</td>
<td><img src="image1" alt="Sign" /></td>
<td>MANAGER/BOSS</td>
<td><img src="image2" alt="Sign" /></td>
</tr>
<tr>
<td>INTERPRETER</td>
<td><img src="image3" alt="Sign" /></td>
<td>DRIVER</td>
<td><img src="image4" alt="Sign" /></td>
</tr>
<tr>
<td>SECRETARY</td>
<td><img src="image5" alt="Sign" /></td>
<td>ADMINISTRATOR</td>
<td><img src="image6" alt="Sign" /></td>
</tr>
<tr>
<td>MECHANIC</td>
<td><img src="image7" alt="Sign" /></td>
<td>WAITER/WAITRESS</td>
<td><img src="image8" alt="Sign" /></td>
</tr>
<tr>
<td>SOLICITOR</td>
<td><img src="image9" alt="Sign" /></td>
<td>SOCIAL WORKER</td>
<td><img src="image10" alt="Sign" /></td>
</tr>
</tbody>
</table>

(continued)
### Table 4-3 (continued)

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>DENTIST</td>
<td>![DENTIST Sign]</td>
<td>STUDENT</td>
<td>![STUDENT Sign]</td>
</tr>
</tbody>
</table>

### Discussing your workplace

When talking about your work, you need to know signs for workplaces. Check out Table 4-4 for common workplaces.

### Table 4-4 Workplaces

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHOP</td>
<td>![SHOP Sign]</td>
<td>FACTORY</td>
<td>![FACTORY Sign]</td>
</tr>
<tr>
<td>SCHOOL</td>
<td>![SCHOOL Sign]</td>
<td>COLLEGE</td>
<td>![COLLEGE Sign]</td>
</tr>
</tbody>
</table>
Chapter 4: Knowing Me, Knowing You

### Starting to Sign

Old school friends, Peter and Mark, chat about their family and work.

**Peter:** Are you still a schoolteacher?

**Sign:** YOU STILL TEACHER SCHOOL?
Mark: No, I'm an office manager now. What about you?
Sign: [head shake] ME OFFICE MANAGER NOW. YOU?
Peter: I’m working as a BSL interpreter in an office.
Sign: ME WORK B-S-L INTERPRETER OFFICE

Mark: Your friend, Mary, was a nurse?
Sign: YOUR FRIEND M-A-R-Y BEFORE WORK NURSE, RIGHT?
Peter: No, she’s a doctor in a hospital now.
Sign: (head shake and pointing) DOCTOR HOSPITAL NOW
Chapter 4: Knowing Me, Knowing You

Mark: How’s your son?
Sign: YOUR SON OK?

Peter: Fine, he is a dental student at college.
Sign: (Head nod) F-I-N-E DENTIST STUDENT COLLEGE NOW
Fun & Games

Try to match the occupation signs with their workplaces and see how many you can remember without peeping at the illustrations in this chapter!

1. SHOP 2. SCHOOL 3. HOSPITAL

4. FACTORY

5. OFFICE 6. GARAGE
Chapter 4: Knowing Me, Knowing You

7. COLLEGE

8. STATION

a. DOCTOR

b. MECHANIC

c. ASSISTANT

d. ADMINISTRATOR
e. BUS DRIVER

f. SECRETARY
If you manage to succeed in matching the signs, try to do the following exercises yourself, or even better, practise with a friend. If your occupation is not in the list, don’t worry, just pick one that is and pretend!

1. Describe your family.
2. Sign what you do and where you work.
Chapter 5
Expressing Your Feelings

In This Chapter
▶ Showing feelings
▶ Talking about how you feel
▶ Describing a pain in your body
▶ Signs for emergencies

Walking along a road, you see a couple of Deaf people signing and one is grimacing as if in pain. Don’t send for an ambulance, he is probably only describing something that happened to someone he knows. Sign language is an expressive medium (think opera ‘diva’) and signers show their feelings, rather than describe them.

In this chapter you discover useful medical signs that will help in an emergency where you need to communicate with a Deaf BSL user.

How’s Life? Talking about Your Feelings

In spoken language you indicate the intensity of your feelings by the tone of your voice, for example, when using words such as ‘happy’, ‘furious’ or ‘bored’. You can emphasise the feeling by adding an adverb or adjective to show the degree of feeling, for example, ‘very happy’, ‘absolutely furious’, and ‘really bored’. In BSL, a signer shows the deeper feeling by using a more emphatic facial expression.

Not only does a signer’s face indicate his feelings but it also conveys other significant information about how something is done. Different expressions can give different meanings to the same sign. An example is ‘walk’, as it can be modified with facial expressions, possibly allied to a gesture or body language, to show how a person is walking, that is, ‘walking slowly’, ‘walking fast’, ‘walking angrily’, and ‘walking happily’. 
Have a look at the examples below for different meanings of ‘walk’.

Walking happily

Walking angrily

Be careful with your expressions (especially when meeting a prospective mother-in-Law) as you can easily give a wrong meaning.

In BSL, you sign ‘I’ and ‘me’ the same way. Just point to yourself with your index finger and don’t mouth the words.

Take a look at Table 5-1 for examples of feelings:

<table>
<thead>
<tr>
<th>Table 5-1</th>
<th>Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>Sign</strong></td>
</tr>
<tr>
<td>HAPPY</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>Sign</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
</tr>
<tr>
<td>DEPRESSED</td>
<td>![Sign Image]</td>
</tr>
<tr>
<td>EXCITED</td>
<td>![Sign Image]</td>
</tr>
<tr>
<td>PLEASED</td>
<td>![Sign Image]</td>
</tr>
<tr>
<td>FED UP</td>
<td>![Sign Image]</td>
</tr>
</tbody>
</table>

(continued)
Table 5-1 (continued)

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>MISERABLE</td>
<td>![Image of sign]</td>
</tr>
</tbody>
</table>

**Starting to Sign**

Jill is talking to Tom in the works canteen and she notices that he is looking depressed.

Jill: Why are you looking miserable?
Sign: YOU MISERABLE WHY
Chapter 5: Expressing Your Feelings

Tom: I'm fed up with work.
Sign: ME FED UP WORK

Jill: Why is that? I'm happy here.
Sign: WHY? ME HAPPY HERE
Tom: I’m angry and depressed because my boss has told me I have to work more hours.

Sign: ME ANGRY DEPRESSED. BOSS TOLD ME HAVE TO WORK MORE HOURS
Chapter 5: Expressing Your Feelings

You OK? Talking about your health

Feeling rotten or feeling great? If you’re talking to a friend about how you’re feeling use this sign for feel.

If you sign thumb up (good) after feel, it means ‘feel good’ and if you use clenched fist with your little finger up (bad) after feel, it means ‘feel bad’.

The signs in Table 5-2 help you to describe your symptoms to your friend.
### Table 5-2 Symptoms

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>ROTTEN</td>
<td>SICK/NAUSEA</td>
</tr>
<tr>
<td>SICK/VOMIT</td>
<td>HEADACHE</td>
</tr>
<tr>
<td>PAIN/HURT</td>
<td>DIZZY</td>
</tr>
</tbody>
</table>

---

The table above outlines various symptoms with their corresponding signs in BSL (British Sign Language). Each symptom is paired with a visual representation of how it is signed. The signs are depicted with clear illustrations, showing the movements used to convey each term accurately.
Knowing a few medical signs does not mean you can interpret for a Deaf person. A mistake, however small, can affect a diagnosis and have serious consequences. Interpreting in a medical situation must ALWAYS be done by a fully qualified sign language interpreter if possible.

The following phrases would come in handy when describing your ailments to a friend or interpreter.

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLD</td>
<td></td>
<td>COUGH</td>
<td></td>
</tr>
<tr>
<td>TEMPERATURE</td>
<td></td>
<td>ILL/</td>
<td>POORLY/ SICK</td>
</tr>
<tr>
<td>BRUISE</td>
<td></td>
<td>BROKEN</td>
<td></td>
</tr>
</tbody>
</table>
Part II: Everyday BSL

English: I feel rotten and have nausea.
Sign: FEEL ROTTEN NAUSEA

English: I feel dizzy and have a headache.
Sign: ME DIZZY HEADACHE

English: I have a pain and have been sick.
Sign: ME PAIN BEEN SICK
Where does it hurt?

You may be describing a pain to a friend who may ask where the pain is. Table 5-3 gives you the words and signs for body parts. You usually sign them by pointing to or touching that particular part.

<table>
<thead>
<tr>
<th>Table 5-3</th>
<th>Where on Body?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>Sign</strong></td>
</tr>
<tr>
<td>ARM</td>
<td>![ARM Sign]</td>
</tr>
<tr>
<td>BODY</td>
<td>![BODY Sign]</td>
</tr>
</tbody>
</table>

(continued)
### Table 5-3 (continued)

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEG</td>
<td><img src="image1" alt="Image" /></td>
<td>FOOT/FEET</td>
<td><img src="image2" alt="Image" /></td>
</tr>
<tr>
<td>STOMACH</td>
<td><img src="image3" alt="Image" /></td>
<td>CHEST</td>
<td><img src="image4" alt="Image" /></td>
</tr>
</tbody>
</table>

Table 5-4 gives you the signs linked to the head. Again, you indicate these by pointing to or touching the feature.

### Table 5-4

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEAD</td>
<td><img src="image5" alt="Image" /></td>
<td>EYE</td>
<td><img src="image6" alt="Image" /></td>
</tr>
</tbody>
</table>
People with arthritis, or joints making funny noises, should find the signs in Table 5-5 useful for describing where the pain is.
### Table 5-5: Creaking Joints

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANKLE</td>
<td>![Image of ankle sign]</td>
<td>ELBOW</td>
<td>![Image of elbow sign]</td>
</tr>
<tr>
<td>HIP</td>
<td>![Image of hip sign]</td>
<td>KNEE</td>
<td>![Image of knee sign]</td>
</tr>
<tr>
<td>NECK</td>
<td>![Image of neck sign]</td>
<td>WRIST</td>
<td>![Image of wrist sign]</td>
</tr>
</tbody>
</table>
If you are feeling poorly, these phrases may get you sympathy from your friends, if not they do not understand the signs or they are a hard-hearted bunch.

**English:** My throat hurts.
**Sign:** MY THROAT HURT

**English:** I have a pain in my back.
**Sign:** MY BACK PAIN
English: I have a bad cold and cough.
Sign: ME BAD COLD COUGH

English: My neck is really painful.
Sign: (pointing) NECK BAD PAIN
Just take one of these

A doctor may use the signs in Table 5-6 to explain what treatment you need.

<table>
<thead>
<tr>
<th>Table 5-6</th>
<th>Medical Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>Sign</strong></td>
</tr>
<tr>
<td>BANDAGE</td>
<td>![Sign Image]</td>
</tr>
<tr>
<td>INJECTION</td>
<td>![Sign Image]</td>
</tr>
<tr>
<td>TEST/EXAMINE</td>
<td>![Sign Image]</td>
</tr>
<tr>
<td>OPERATION/SURGERY</td>
<td>![Sign Image]</td>
</tr>
</tbody>
</table>
An operation can be on any part of the body. Therefore, when describing a particular operation, the sign is made on the part of the body to be operated on. You sign stitches/sutures by miming the sewing where the operation was, or is to be, performed.

Try the following phrases for practice.

**English:** I am afraid of injections and stitches.
**Sign:** ME AFRAID INJECTION STITCHES

**English:** My blood pressure is high.
**Sign:** MY BLOOD PRESSURE HIGH
Chapter 5: Expressing Your Feelings

**English:** I'm having an operation on my hip.
**Sign:** ME HIP OPERATION

**English:** Do you think my arm is broken?
**Sign:** YOU THINK ARM BROKEN
## 999 Emergency

In an emergency, the signs in Table 5-7 can save someone’s life.

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMERGENCY</td>
<td>![Sign for EMERGENCY]</td>
<td>AMBULANCE</td>
<td>![Sign for AMBULANCE]</td>
</tr>
<tr>
<td>HOSPITAL</td>
<td>![Sign for HOSPITAL]</td>
<td>HEART ATTACK</td>
<td>![Sign for HEART ATTACK]</td>
</tr>
<tr>
<td>BLEEDING/HAEMORRHAGE</td>
<td>![Sign for BLEEDING/HAEMORRHAGE]</td>
<td>SUSPECTED</td>
<td>![Sign for SUSPECTED]</td>
</tr>
</tbody>
</table>

**Tip:** The sign for bleeding/haemorrhage is the same as blood, fast repetitions of the sign indicate heavier bleeding.
Chapter 5: Expressing Your Feelings

Starting to Sign

Olga, who is hearing, is concerned about Peter who does not look very well.

Peter: I have a pain in my chest and arm.
Sign: ME PAIN ARM CHEST

Olga: I think you may be having a heart attack.
Sign: ME THINK YOU HEART ATTACK
Part II: Everyday BSL

Peter: My doctor told me my blood pressure is high.
Sign: DOCTOR TOLD [ME] BLOOD PRESSURE HIGH
Olga:  I'll ring 999 and ask for ambulance.
Sign:  ME RING 999 CALL AMBULANCE
The statements and questions numbered 1–7 below are ones that a doctor may use or ask. Look at the illustrations and see whether you can work out which one goes with each statement or question.

1. Do you have a cough?
2. Do you feel sick?
3. I'd better bandage that.
4. Your blood pressure is high.
5. Do you have a headache?
6. That cut on your leg is bleeding.
7. Something broken?

a.

b.

c.
Chapter 5: Expressing Your Feelings

d.

f.

e.

g.
In no area of Sign Language do we notice regional variations in signs as much as with numbers. In this chapter, we look at numbers used in London and the south of England, but you need to be aware that other areas may have different signs. We also give you the low-down on how to explain what time it is, how old you are, and how much you just spent in the sales.

**Explaining Regional Signs**

In this chapter, we look at the regional variations in signs then at the signs for numbers. Hopefully this number overview can help you to nail the numbers signs.

Deaf people use different signs for the same word in different areas of the UK. We call these differences *regional variations*. Though people in a particular area use the signs in general use in that area, they can usually understand the regional signs used in other areas, in the same way that a person living in the South uses ‘little’ and ‘baby’ themselves but readily understands the words ‘wee’ and ‘bairn’, as used in Scotland.

To take a general example, you sign *people* in different ways depending on where you’re from. BSL users in Hull, Birmingham, and London respectively use the following signs for *people*. 
If you see a sign you do not understand or recognise, do not panic! Just say sorry and ask for clarification. Deaf BSL users may not always understand regional signs so they have to check unfamiliar regional signs in the same way a hearing listener would, if speaking to someone who had a broad Scots, Scouse, or Geordie dialect.

**Numbers? Count me in**

Do you count on your fingers? People naturally use their fingers to count. In a crowded and noisy pub, you may put up your hand showing four fingers to indicate you want four pints. When you do so, would you stop to think what you were doing before counting and holding up the four fingers? No, it would just come naturally. You do the same for BSL numbers signs. The signs for one to ten are easy to master.

See below for some examples of different regional variations. In order, you can see the sign used for **ten** in London, Birmingham, and Manchester.

**TEN** used in London.

**TEN** used in Birmingham.

**TEN** used in Manchester.
You use the sign shown here with finger wriggling movement for how many?

**HOW MANY?**

The illustrations here show numbers one to ten.

<table>
<thead>
<tr>
<th>Table 6-1</th>
<th>Numbers 1–10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>Sign</strong></td>
</tr>
<tr>
<td>ONE</td>
<td>![Image of sign for ONE]</td>
</tr>
<tr>
<td>THREE</td>
<td>![Image of sign for THREE]</td>
</tr>
</tbody>
</table>

*(continued)*
### Table 6-1 (continued)

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIVE</td>
<td><img src="image" alt="FIVE Sign" /></td>
</tr>
<tr>
<td>SIX</td>
<td><img src="image" alt="SIX Sign" /></td>
</tr>
<tr>
<td>SEVEN</td>
<td><img src="image" alt="SEVEN Sign" /></td>
</tr>
<tr>
<td>EIGHT</td>
<td><img src="image" alt="EIGHT Sign" /></td>
</tr>
<tr>
<td>NINE</td>
<td><img src="image" alt="NINE Sign" /></td>
</tr>
<tr>
<td>TEN</td>
<td><img src="image" alt="TEN Sign" /></td>
</tr>
</tbody>
</table>

Now you know the signs for one to ten, you can give your phone number to that gorgeous person you may have your eye on. Now let’s see whether you can memorise 11 to 20.

Table 6-2 gives you numbers 11 to 20.
### Table 6-2: Numbers 11–20

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEVEN</td>
<td>![ELEVEN Sign]</td>
<td>TWELVE</td>
<td>![TWELVE Sign]</td>
</tr>
<tr>
<td>THIRTEEN</td>
<td>![THIRTEEN Sign]</td>
<td>FOURTEEN</td>
<td>![FOURTEEN Sign]</td>
</tr>
<tr>
<td>FIFTEEN</td>
<td>![FIFTEEN Sign]</td>
<td>SIXTEEN</td>
<td>![SIXTEEN Sign]</td>
</tr>
<tr>
<td>SEVENTEEN</td>
<td>![SEVENTEEN Sign]</td>
<td>EIGHTEEN</td>
<td>![EIGHTEEN Sign]</td>
</tr>
<tr>
<td>NINETEEN</td>
<td>![NINETEEN Sign]</td>
<td>TWENTY</td>
<td>![TWENTY Sign]</td>
</tr>
</tbody>
</table>
Note that you sign the ‘teen’ signs the same as one to nine but add a few back and forth sideways movements. When signing two-figure numbers from 20–99, you move your hand slightly to the right after making the first number, changing to the second number as it moves. The following illustrations show this movement:

**TWENTY THREE**

**FORTY SIX**

**FIFTY ONE**

For decade numbers such as 30, 40, 50, and so on, all you need to do is to sign the first number, then move it outwards. These examples give you a better understanding:

**THIRTY**

**SEVENTY**

**EIGHTY**
For three-figure numbers, you’ve two different ways of counting, for example, for 126 the first way is to move your fingers slightly sideways as you sign the numbers. The other way is to sign 100 and then 26, as shown in these examples:

126 [ONE-TWO-SIX]

126 [ONE HUNDRED TWENTY-SIX]

Hundred, thousand, million, and billion have their own signs. You can sign any number you need using these signs.
You may think that you’ve now mastered the signs for numbers but you haven’t finished yet as you’ve different ways of signing numbers when talking about age, money, and time. Don’t fret, we give more examples. Soon you will be able to discuss the ages of your friends (discreetly, of course), discuss prices, and ask for and give times.

**Who’s first?**

Imagine that you’ve won first prize in a raffle – a BMW convertible. Naturally you want to tell your friends about your good luck, but how do you sign it? BSL has a specific hand movement to indicate ordinal numbers – a twisting of your wrist inward while signing the number, as the examples below show.
Telling the time

You know the signs for numbers but how do you sign time? Say you want to arrange a time to meet your friends at the pub. As in English, hours in the day are divided into ‘o’clock’, ‘past’, and ‘to’ in phrases such as ‘one o’clock’, ‘ten past two’, ‘half past four’, ‘a quarter to three’. Note in the illustrations in this section that you use a special movement to show the hour, for example, one o’clock. This movement is the same as for the ordinal numbers.
Part II: Everyday BSL

TEN PAST TWO

FIVE TO THREE

ONE O'CLOCK

EIGHT O'CLOCK
When signing half past the hour, you do not use the past sign, you just sign, for example, half five even if you still mouth ‘past’.

In BSL to show the difference between a.m. and p.m., you sign morning, afternoon, or night after the number.

THREE O’CLOCK MORNING

HALF PAST FOUR AFTERNOON

When telling time, BSL users do not usually use the digital system of times for example, for 8:40 they sign twenty to nine; for 16:25 it would be twenty-five past four.

Talking about money

Some people try to avoid telling their partners how much they’ve spent on clothes except when they bought them in a sale. If you’ve bought something at a bargain price, you may want to tell your partner how much it cost. So
how do you do sign (with a smug look on your face) ‘guess how much this cost . . .?’ The sign **how much** shown here is the same as the sign for **how many** but you sign it on the chin instead.

**HOW MUCH?**

To show pounds sterling, the number sign starts at the chin and moves forward, but from £13 onwards, you sign the pound symbol as L on the palm of a hand. Pence is signed as p.

**POUND**

**TWO POUNDS**

**EIGHT POUNDS**

**FIFTY-FIVE POUNDS**
Chapter 6: Nailing Numbers

TWENTY PENCE

Asking someone’s age

Ask people their age with caution! If you really have to ask someone for their age or give yours (for example, to say ‘of course I’m over 18’ when buying alcohol) you use the same sign for **how many** and **how much** but start the sign on the nose.

HOW OLD

FOUR YEARS OLD

The hand movement for decade numbers and two-figure numbers is forward instead of sideways.

TIP
FORTY YEARS OLD

THIRTY TWO YEARS OLD

Signin’ the Sign

Olga is having coffee with Jean. Olga is talking about her brother’s birthday.

Olga:  It’s John’s birthday next week
Sign:  JOHN BIRTHDAY NEXT WEEK
Jean: How old will John be?
Sign: JOHN HOW OLD?

Olga: He'll be forty.
Sign: FORTY

Jean: When is his birthday?
Sign: BIRTHDAY WHEN?
Olga: It’s on May 3rd.
Sign: M-A-Y 3RD

Jean: What have you bought for his birthday?
Sign: YOU BUY WHAT?

Olga: I bought him three shirts.
Sign: BOUGHT 3 SHIRT
Jean: I’m nosey! How much were the shirts?
Sign: ME NOSEY! SHIRT HOW MUCH?

Olga: I bought two for £34 and got one free!
Sign: BOUGHT 2 £34. ONE FREE
Jean: What time is the party starting?
Sign: PARTY START WHAT TIME?
Olga: It’ll start at 8.30.
Sign: START HALF PAST EIGHT
Fun & Games

Look at the illustrations and see whether you can remember the signs.

1. 

2. 

3.
Part II: Everyday BSL

8.

9.

10.
If you remember the signs, try to sign these questions to yourself and also sign the answers. Even better, practise with a friend.

Remember to sign the answers after signing the questions.

1. CAR NUMBER?
2. DOOR NUMBER?
3. HOUSE NUMBER?
4. PHONE NUMBER?
5. HOW OLD?
6. MY SHIRT HOW MUCH?
7. BIRTHDAY WHEN?
8. NOW WHAT TIME?
Chapter 7

Describing Weather, Colour, and Clothes

In This Chapter
▶ Talking about the weather
▶ Describing colours
▶ Describing everyday wear

British people talk more about the weather than any other topic, and who can blame them? This chapter looks at the signs used to describe the weather and the clothes we may wear to match it. Talking about clothes also gives us a chance to talk about colour, so this chapter introduces you to some basic signs to help you brighten up your BSL conversation.

Signing Come Rain, Come Shine

The topic of the weather is an excellent icebreaker and you can use it to fill in lulls in the conversation. The signs in Table 7-1 give you a good vocabulary that enables you to have a good moan with a Deaf person.
<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>RAIN</td>
<td>![Sign for RAIN]</td>
<td>SNOW</td>
<td>![Sign for SNOW]</td>
</tr>
<tr>
<td>WET</td>
<td>![Sign for WET]</td>
<td>DRY</td>
<td>![Sign for DRY]</td>
</tr>
<tr>
<td>WIND/Y</td>
<td>![Sign for WIND/Y]</td>
<td>FOG/Foggy</td>
<td>![Sign for FOG/Foggy]</td>
</tr>
<tr>
<td>SUN(NY)</td>
<td>![Sign for SUN(NY)]</td>
<td>CLOUDY</td>
<td>![Sign for CLOUDY]</td>
</tr>
</tbody>
</table>
If you’re stuck at home on a rainy day, practise these signs and drive the gloom away.

**English:** It’s cold, raining, and wet today.

**Sign:** TODAY COLD RAIN WET

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOT</td>
<td></td>
</tr>
<tr>
<td>WARM</td>
<td></td>
</tr>
<tr>
<td>FROST/FREEZING</td>
<td></td>
</tr>
</tbody>
</table>

**English:** HOT

**Sign:** COLD

**English:** WARM

**Sign:** FROST/FREEZING
Part II: Everyday BSL

**English:** It is snowing and freezing outside.
**Sign:** OUTSIDE SNOW FREEZE

**English:** Tomorrow it will be foggy.
**Sign:** TOMORROW FOGGY

**English:** It will be hot, sunny, and dry next week.
**Sign:** NEXT WEEK HOT SUNNY DRY
Chapter 7: Describing Weather, Colour, and Clothes

English: It was windy and cloudy but warm yesterday.
Sign: YESTERDAY WINDY CLOUDY WARM

Describing Colours

Colour brightens our lives and knowing the signs for colours can add colour to your conversation. The signs for colours often come from things that are usually that colour, such as lips/red, grass/green, blue/veins on hands, white/collar, black/black face of a miner, pink/colour of skin, and yellow/blond hair.

Table 7-2 shows you how to sign the basic signs for colours.
## Table 7-2: Colours

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHITE</td>
<td>![White Sign]</td>
</tr>
<tr>
<td>BLACK</td>
<td>![Black Sign]</td>
</tr>
<tr>
<td>BLUE</td>
<td>![Blue Sign]</td>
</tr>
<tr>
<td>GREEN</td>
<td>![Green Sign]</td>
</tr>
<tr>
<td>RED</td>
<td>![Red Sign]</td>
</tr>
<tr>
<td>YELLOW</td>
<td>![Yellow Sign]</td>
</tr>
<tr>
<td>ORANGE</td>
<td>![Orange Sign]</td>
</tr>
<tr>
<td>BROWN</td>
<td>![Brown Sign]</td>
</tr>
</tbody>
</table>
Now you have the signs for colours it would be useful to find out the signs for clothes so you can surprise your partner by paying them a compliment on their dress sense. The next section gives you the signs for clothes.

### Developing Dress Sense

Describing what clothes you’ve got on today is a typical area of descriptive signing. The sign for clothes is the same for wear but you sign it twice.

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>PINK</td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td>GREY</td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td>PURPLE</td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td>FAVOURITE</td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
</tbody>
</table>

**WEAR**

![Image](image5.png)

**CLOTHES**

![Image](image6.png)
Eyeing up everyday clothes

Be careful how you describe your partner’s new dress to a friend of hers, a black and purple summer dress would not be a good description if it was actually green and white. Use the signs in Table 7-3 to make sure that does not happen.

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRESS</td>
<td><img src="image1" alt="Sign" /></td>
<td>SKIRT</td>
<td><img src="image2" alt="Sign" /></td>
</tr>
<tr>
<td>TROUSERS/</td>
<td><img src="image3" alt="Sign" /></td>
<td>BLOUSE</td>
<td><img src="image4" alt="Sign" /></td>
</tr>
<tr>
<td>JEANS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JACKET</td>
<td><img src="image5" alt="Sign" /></td>
<td>TIE</td>
<td><img src="image6" alt="Sign" /></td>
</tr>
</tbody>
</table>

Table 7-3: Everyday Clothes
Try these sentences for size.

**English:** Where are my blue trousers and brown shoes?
**Sign:** MY BLUE TROUSERS BROWN SHOES WHERE?
English: I'm wearing my white jeans and yellow blouse.
Sign: ME WEAR WHITE JEANS YELLOW BLOUSE


**English:** I like dresses and skirts.

**Sign:** ME LIKE DRESSES SKIRTS

---

**Mentioning the unmentionables**

What about the clothes we wear that we don’t reveal in public. For items that we wear under our clothes, have a look in Table 7-4. You sign some items in a way that represents how you put them on. For example, you sign pants (for both men and women) the same way. How would you describe Bridget Jones’ knickers? Just give the size as you give the sign.
Wrapping up winter warmth

Winter means putting on extra clothes for warmth. The signs in Table 7-5 show you what they are.

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>PANTS</td>
<td><img src="image" alt="Sign for PANTS" /></td>
<td>BRIEFS</td>
<td><img src="image" alt="Sign for BRIEFS" /></td>
</tr>
<tr>
<td>KNICKERS</td>
<td><img src="image" alt="Sign for KNICKERS" /></td>
<td>BRA</td>
<td><img src="image" alt="Sign for BRA" /></td>
</tr>
<tr>
<td>TIGHTS</td>
<td><img src="image" alt="Sign for TIGHTS" /></td>
<td>T-SHIRT</td>
<td><img src="image" alt="Sign for T-SHIRT" /></td>
</tr>
</tbody>
</table>
### Table 7-5 Warm Clothes

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>VEST</td>
<td>![VEST Sign]</td>
<td>JUMPER/ SWEATER</td>
<td>![JUMPER/SWEATER Sign]</td>
</tr>
<tr>
<td>HAT</td>
<td>![HAT Sign]</td>
<td>SCARF</td>
<td>![SCARF Sign]</td>
</tr>
<tr>
<td>COAT</td>
<td>![COAT Sign]</td>
<td>BOOTS</td>
<td>![BOOTS Sign]</td>
</tr>
<tr>
<td>SOCKS</td>
<td>![SOCKS Sign]</td>
<td>GLOVES</td>
<td>![GLOVES Sign]</td>
</tr>
</tbody>
</table>

You can remember **hat**, **scarf** and **gloves** signs easily. You just sign them as if you’re putting them on.
You sign **boots** like the action of pulling them on to your legs but the sign is at arms length, below waist level.

Here is some practice for you:

**English:** Where are my hat and coat?
**Sign:** MY HAT COAT WHERE?

**English:** Don’t forget your jumper, scarf, and gloves.
**Sign:** [head shakes] FORGET JUMPER SCARF GLOVES
**English:** Are the black boots yours?

**Sign:** BLACK BOOTS YOURS?

---

**English:** I can’t find my red socks.

**Sign:** (head shakes) CAN’T FIND RED SOCKS
Putting a spring in your signs

Spring is when you stop wearing your winter clothes and prepare to face the rain. The signs in Table 7-6 enable you to check whether a Deaf friend is well prepared.

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMBRELLA</td>
<td></td>
<td>RAINCOAT</td>
<td></td>
</tr>
</tbody>
</table>

Try signing the things that keep you dry:

**English:** Where is my umbrella?
**Sign:** MY UMBRELLA WHERE?
Chapter 7: Describing Weather, Colour, and Clothes

English: Where are my raincoat and boots?
Sign: MY RAINCOAT BOOTS WHERE?

Summer sun (if you're lucky)

Everyone needs to get their wardrobe sorted for Summer, particularly if you happen to be jetting off to the sun. Table 7–7 gives you some handy signs to describe your holiday packing.
Table 7-7 Beach Wear

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWIMWEAR</td>
<td></td>
<td>BIKINI</td>
<td></td>
</tr>
<tr>
<td>SHORTS</td>
<td></td>
<td>SWIMMING</td>
<td>TRUNKS</td>
</tr>
</tbody>
</table>

The sign for sunglasses is the same for glasses but you sign sun before glasses. Swimwear comes in different sizes and colours, and you use your hands to describe what they look like. A bikini is signed the same as bra and pants.

Starting to Sign

Mark and Peter are going on holiday and they discuss what to pack.

Mark: I'm taking three pairs of shorts.
Sign: ME BRING THREE SHORTS
Chapter 7: Describing Weather, Colour, and Clothes

Peter: I'm taking five T-shirts.
Sign: ME TAKE FIVE T-SHIRTS

Mark: How many swimming trunks are you bringing?
Sign: YOU BRING HOW MANY SWIMMING TRUNKS
Peter: Only one. Don’t forget to pack a jumper.
Sign: ONE. [head shakes] FORGET PACK JUMPER
If you mix these colours, what colour do you get? Make the sign!

1. Red and yellow make . . .
2. Blue and yellow make . . .
3. Black and white make . . .
4. Red and white make . . .
5. Red and blue make . . .
6. Red and green make . . .

Imagine you’re packing a suitcase for your holiday. Try to remember the signs for the items you want to take before you check on previous pages.
Part III

Getting Out and About

The 5th Wave
By Rich Tennant

“I’m all for being patient around the British Sign Language learning curve, but I’m pretty sure he’s trying to tell us it’s raining.”
In this part . . .

Want to arrange to meet Deaf friends for a drink, make a date, find your way about the place, or order food in a restaurant? This Part’s for you.

From telling the time to giving complicated directions, everything’s here to help to make yourself understood when getting out and around with Deaf people.
Chapter 8

Getting from A to B

In This Chapter
▶ Locating places
▶ Giving basic directions
▶ Describing landmarks in both town and country

This is a chapter about space and place, and we start by describing the most important space of all to a signer: The space around them in which they make their signs. We also discuss the wheres and whys of prepositions.

The practical signs in this chapter may help you to be a good Samaritan and give directions to a Deaf person who is lost. They’ll also give you a chance to plan social outings with Deaf friends, and talk about local landmarks when you’re out and about.

Signing Space

BSL is a visual language. Signers produce signs with one or two hands in space in front of and around their bodies, from above the top of the head to just below the waist. The space they use is called the signing space. To help you visualise this space, imagine an invisible photo frame around yourself, no more than arm’s length in all directions.
Signing space

The described signing space may seem too large an area for your eyes to follow all the signs and movements within it but you do not need to. If you focus on the signer's face, which in itself gives a lot of visual information, you can still see the signs in your peripheral vision.

As a new signer, your eyes are naturally drawn to the signer's moving hands and you may miss important information shown on the signer's face and lips. Resist this tendency and try to concentrate on the face, though you will need time and practice to be able to do so effectively.

**Placement of signs**

Placement is the act of establishing people, objects, buildings, and anything else within the signing space so that you can refer back to that thing by just pointing to where you originally placed them. This placement of things is a bit like referring to somebody by name, then subsequently referring to them as 'she' or 'he'.

**Prepositions**

In English language, prepositions are words to describe where someone or something is — for example 'on', 'in', 'under', 'beside', 'next', 'behind', and so on. For example, in English, you can say 'The man is standing next to the woman', 'The cup is on the saucer', and 'The book is under table'. In BSL, signs for prepositions do exist but BSL also uses signs to show the exact location. For example, you would indicate 'The book is under the table' with one hand placed palm down in front of you and the other hand, representing the book, being placed under the first one. You can even show the book standing on end, instead of lying flat, by turning the hand upright instead of flat. Here is an example:
English: The book is under the table.
Sign: TABLE BOOK UNDER

How Do I Get To . . .?

Before you acquire the signs for outside locations, landmarks, and directions, you need to familiarise yourself with those used in buildings. Many of these signs can also be used outside.

Table 8-1 gives basic directions on how to sign, well, basic directions.

<table>
<thead>
<tr>
<th>Table 8-1</th>
<th>Basic Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Sign</td>
</tr>
<tr>
<td>LEFT</td>
<td>RIGHT</td>
</tr>
<tr>
<td>UPSTAIRS</td>
<td>DOWN-STAIRS</td>
</tr>
</tbody>
</table>

(continued)
Take a look at the following sentences and see how you can use these basic signs to give simple directions.

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEXT</td>
<td><img src="image" alt="NEXT Sign" /></td>
<td>OPPOSITE</td>
<td><img src="image" alt="OPPOSITE Sign" /></td>
</tr>
<tr>
<td>STRAIGHT</td>
<td><img src="image" alt="STRAIGHT Sign" /></td>
<td>BESIDE</td>
<td><img src="image" alt="BESIDE Sign" /></td>
</tr>
<tr>
<td>FLOOR</td>
<td><img src="image" alt="FLOOR Sign" /></td>
<td>TOILETS</td>
<td><img src="image" alt="TOILETS Sign" /></td>
</tr>
<tr>
<td>WINDOW</td>
<td><img src="image" alt="WINDOW Sign" /></td>
<td>DOOR</td>
<td><img src="image" alt="DOOR Sign" /></td>
</tr>
</tbody>
</table>
English: The men's toilets are upstairs on the second floor.
Sign: MEN TOILET UPSTAIRS SECOND FLOOR

English: The lift is straight on, next to the green door.
Sign: LIFT STRAIGHT GREEN DOOR NEXT
Part III: Getting Out and About

English: The stairs are opposite the lift.
Sign: LIFT OPPOSITE STAIRS

Getting to and from work

Whether you walk or use public transport to get to work, the signs shown in Table 8-2 come in handy when describing how you get there, or to other places.

<table>
<thead>
<tr>
<th>Table 8-2</th>
<th>Modes of Transport</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>Sign</strong></td>
</tr>
<tr>
<td>CAR</td>
<td>![Image of CAR sign]</td>
</tr>
<tr>
<td>TRAIN</td>
<td>![Image of TRAIN sign]</td>
</tr>
</tbody>
</table>
To sign **car**, you mime holding a steering wheel and turn your hands as if steering. You do the same for **bus**, **van** or **lorry** but mime a bigger steering wheel.

Because of regional variations, the sign for **bus** differs in different places in the UK. Among older people in London, **bus** is signed as if they were pulling the line inside the bus that used to tell the driver that someone wanted to get off at the next stop.
Practise the sentences below to see if you can remember the different types of transport.

**English:** I get to work by bus and train.
**Sign:** GET TO WORK BUS TRAIN
English: I used to go to work by car but now go by bicycle.
Sign: BEFORE GO WORK CAR NOW BICYCLE

English: There are too many people on the underground so I go by tram.
Sign: UNDERGROUND TOO MANY PEOPLE ME GO TRAM
In BSL, the sign **get to** is the same as **arrive**.

**Location, location, location**

You may confuse somebody when giving directions if you don’t use the correct signs. The signs below enable you to direct somebody to the right location.

Familiarise yourself with the signs for north, south, **east**, and west, all you have to do is to move your hand towards the different points of the compass.

![Signs for north, south, east, and west]

When someone signs to you, their ‘east’ is towards your left – which would be towards YOUR ‘west’, that is, east and west are reversed because you’re facing in opposite directions. When signing ‘north-east’, ‘south-west’, and so on, you sign the north or south first, and then the other sign.

**English:** I live in North London.
**Sign:** ME LIVE NORTH LONDON
I work in the South-West.

Sign: ME WORK SOUTH WEST

**Looking out for local landmarks**

Deaf people use landmarks a lot when giving directions in BSL. Rather than directions such as ‘follow the A23 through the town until you get to the B3404, turn left there, and the Church is 100 yards on the left’, you would sign something like ‘follow A23 through town, under railway bridge, first left after cricket ground, church down there on left’.

Table 8-3 gives you the signs you may use to give directions in a town.
### Table 8-3: Local Landmarks

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>ROAD</td>
<td>![Sign Image]</td>
<td>BRIDGE</td>
<td>![Sign Image]</td>
</tr>
<tr>
<td>POSTBOX</td>
<td>![Sign Image]</td>
<td>TRAFFIC LIGHTS</td>
<td>![Sign Image]</td>
</tr>
<tr>
<td>CORNER</td>
<td>![Sign Image]</td>
<td>ROUND CORNER</td>
<td>![Sign Image]</td>
</tr>
<tr>
<td>T-JUNCTION</td>
<td>![Sign Image]</td>
<td>CROSS ROADS</td>
<td>![Sign Image]</td>
</tr>
<tr>
<td>MOTORWAY</td>
<td>![Sign Image]</td>
<td>POST OFFICE</td>
<td>![Sign Image]</td>
</tr>
</tbody>
</table>
To indicate a road sign, you use both index fingers to draw a square shape or one index finger to draw a circle in the air, depending on its shape.

Now you’re familiar with basic directions, see if you can sign the following sentences:

**English:** Drive along the road until you reach traffic lights, turn left.
**Sign:** ME ROAD DRIVE TRAFFIC LIGHTS LEFT

**English:** The post office is on the corner of the T-junction.
**Sign:** T-JUNCTION POST OFFICE THERE
You can show the exact corner by placing your upright hands at right angles to each other.

**English:** The post box is round the corner on the left.
**Sign:** ROUND CORNER LEFT POST BOX

**English:** Turn right at the crossroads and the motorway is straight on.
**Sign:** CROSSROADS RIGHT STRAIGHT MOTORWAY
**Countryside landmarks**

Using landmarks to give directions is helpful as most can be easily spotted. Table 8-4 gives you the signs.

<table>
<thead>
<tr>
<th>Table 8-4</th>
<th>Landmarks in the Country</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>Sign</strong></td>
</tr>
<tr>
<td>FARM</td>
<td>![FARM Image]</td>
</tr>
<tr>
<td>RIVER</td>
<td>![RIVER Image]</td>
</tr>
<tr>
<td>TOWER</td>
<td>![TOWER Image]</td>
</tr>
</tbody>
</table>

(continued)
The sign for **forest** is the same as for **tree** but is signed several times (how many times depends on the size of the forest) with the hand moving to the right and rotating as it moves along.

**English:** The forest is on the hill.
**Sign:** HILL FOREST

**English:** Turn right after the lake.
**Sign:** LAKE RIGHT
**English:** The farm is on the other side of the river.  
**Sign:** RIVER OVER FARM

---

**Out on the Town**

Before you can arrange to meet Deaf friends in town you need to acquire the signs in Table 8-5.

<table>
<thead>
<tr>
<th>Table 8-5</th>
<th>Local Places</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>Sign</strong></td>
</tr>
<tr>
<td>RESTAURANT</td>
<td></td>
</tr>
</tbody>
</table>

*(continued)*
Table 8-5 (continued)

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>CINEMA</td>
<td>![CINEMA Sign Image]</td>
<td>THEATRE</td>
<td>![THEATRE Sign Image]</td>
</tr>
<tr>
<td>SUPERMARKET</td>
<td>![SUPERMARKET Sign Image]</td>
<td>GARAGE</td>
<td>![GARAGE Sign Image]</td>
</tr>
<tr>
<td>PARK</td>
<td>![PARK Sign Image]</td>
<td>MUSEUM</td>
<td>![MUSEUM Sign Image]</td>
</tr>
</tbody>
</table>

Do you feel ready to paint the town red with these signs? Try these phrases:

**English:** She went to a restaurant, then the cinema.
**Sign:** SHE GO RESTAURANT GO CINEMA
Chapter 8: Getting from A to B

English: The museum is opposite the theatre.
Sign: MUSEUM OPPOSITE THEATRE

English: I want to go to the supermarket next to the garage.
Sign: ME WANT GO SUPERMARKET NEXT GARAGE
Jean is arranging a night out in town with her friend Paul.

Jean: Where do you want to go? Pub?
Sign: (eyebrows raised) GO WHERE? PUB?

Paul: What about the cinema?
Sign: CINEMA? (querying expression)

Jean: Where is the cinema?
Sign: CINEMA WHERE?
Paul: Go over the bridge, past the park to the traffic lights, turn left. Cinema is on the right.
Sign: OVER BRIDGE PAST PARK TRAFFIC LIGHTS LEFT CINEMA RIGHT
Jean: I remember now, it is opposite the pub.
Sign: (head nodding) REMEMBER NOW OPPOSITE PUB
Fun & Games

Sign the following words. Look back in the chapter for help if you need to but first try to remember the signs independently.

1. Sign four different modes of transport. (worth 4 points)
2. Sign three different landmarks in the country. (worth 3 points)
3. Sign two different buildings in town. (worth 2 points)
4. Sign the words ‘traffic lights’ and ‘bridge’. (worth 2 points)
5. Sign the words ‘T-junction’ and ‘crossroads’. (worth 2 points)
6. Sign the words ‘canal’ and ‘windmill’. (worth 2 points)

A total of fifteen points is possible. How did you get on?

11-15: You won’t get lost!
6-10: You need help but you’ll get there eventually.
1-5: You’d better stay at home and keep practising!
Chapter 9

Arranging Not So Blind Dates

In This Chapter
▶ Tenses in BSL
▶ Signs for days and months
▶ Signs for special celebrations

It’s time to talk about time. This chapter helps you to make someone’s day by giving you the signs that enable you to arrange meetings with them. We also talk through signs for days and months, and special holidays and celebrations.

On the grammar side of things, we cover the use of tenses in BSL so you can talk about past and future events.

Getting Tense about Time

BSL has no tenses as you find in English and other languages. Instead it has markers that show past, present, and future. These markers are called timelines and they refer not to just past, present and future but periods of time over hours, weeks, months, and years. Two commonly used timelines are:

Timeline A: The shoulder is used for reference to times in the past – for example: before, recently, and previous. You sign all these words backwards from the shoulder.
The sign for **before** can be used as the basic sign for many other related signs such as **past**, **recent**, **previous**, **not long ago**, **a long time ago**, and **ages ago**. You show the difference between these signs by the use of facial expressions and, usually, repetitive movements in conjunction with the sign.

**PAST**

**RECENT**

For the future, signs are forward from the cheek or chest area and as the time moves further into the future, you make the signs further away from the body.

**FUTURE**

**EVERY DAY**
Timeline B: the arm and hand are used to indicate shorter time periods such as weekly, next week, last week, every week, monthly, regularly, usually. The illustrations below show how the direction of movement gives specific meanings.

Arranging to Meet

Fancy meeting a Deaf friend for a quick drink, a bite to eat, or to see a film? You'll probably have more fun if you both turn up on the right day and at the right time. This section shows you how to do just that.

Today's the day

This section gives you the days of the week so you won't make a mistake when arranging to meet a deaf friend. See Table 9-1 for the signs for each day of the week and related vocabulary.

<table>
<thead>
<tr>
<th>Table 9-1 Days of the Week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
</tr>
<tr>
<td>SUNDAY</td>
</tr>
</tbody>
</table>

(continued)
<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>TUESDAY</td>
<td></td>
<td>WEDNESDAY</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THURSDAY</td>
<td></td>
<td>FRIDAY</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SATURDAY</td>
<td></td>
<td>THIS WEEK</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAST WEEK</td>
<td></td>
<td>NEXT WEEK</td>
<td></td>
</tr>
</tbody>
</table>
You make the signs for Monday, Tuesday, and Wednesday the same way as the signs for the alphabets M, T, and W but you spell the letters twice.

Be careful when signing Friday. The sign is similar to the sign for Father but you sign Friday with the dominant forefinger and index finger making a circular movement (anti-clockwise) on the passive forefinger and index finger of the other hand. The sign for Sunday is the same as for prayer but you bring the hands together twice.

**English:** Meet on Sunday? (with a querying look)  
**Sign:** MEET SUNDAY?
English: See you Wednesday evening.
Sign: SEE YOU WEDNESDAY EVENING

When shall we meet?

When your Deaf friend signs Let's meet again the signs in Table 9-2 help you to get the right date in your diary. It would not do for you to leave your friend standing outside the cinema on the wrong day.

<table>
<thead>
<tr>
<th>Table 9-2</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>Sign</strong></td>
</tr>
<tr>
<td>TODAY</td>
<td></td>
</tr>
</tbody>
</table>
In the south of the UK, especially among older people, *yesterday* is signed forward from the cheek instead of backwards – see the next illustration.

**YESTERDAY**
English: Are you here next week?
Sign: YOU HERE NEXT WEEK?

If you sign week rapidly forwards and backwards in a flat circular movement, it indicates every week. You sign week after week with a slow forward and backward movement and, in most cases, a resigned expression, to indicate boredom. You can add a number to the sign to show the number of weeks involved such as two weeks ago, every three weeks, and in four weeks.

English: When are you having your holiday this year?
Sign: YOU HOLIDAY THIS YEAR WHEN?
Chapter 9: Arranging Not So Blind Dates

Starting to Sign

Jean and Olga are arranging to meet for coffee.

Olga: Want to meet for coffee? Tomorrow?
Sign: WANT MEET COFFEE. TOMORROW?

Jean: No, I'm working tomorrow. How about Tuesday evening?
Sign: (head shake) ME WORK TOMORROW. TUESDAY EVENING?
Olga: Sorry, I can’t, as I’m meeting my friend. What about Saturday morning?
Sign: SORRY CAN’T, ME MEET FRIEND. SATURDAY MORNING?
Jean: No, how about next Monday?
Sign: (head shake) NEXT WEEK MONDAY?

Olga: Monday is fine. Morning or afternoon?
Sign: MONDAY FINE. MORNING AFTERNOON?
Jean: Afternoon is fine.
Sign: AFTERNOON FINE

Mastering months

So what about months? They’re quite easy as you only finger-spell the first three letters of the month. Some letters, however, you skip – see below for finger-spelled examples:

JANUARY: J-A-N

FEBRUARY: F-E-B
Chapter 9: Arranging Not So Blind Dates

MARCH: M-C-H

MAY: M-A-Y

JUNE: J-N-E

JULY: J-L-Y
Part III: Getting Out and About

AUGUST: A-U-G

SEPTEMBER: S-E-P-T

OCTOBER: O-C-T

NOVEMBER: N-O-V
DECEMBER: D-E-C

You may say 'Hang on, April is missing!'. This month is not forgotten! April is the only month of which only the first letter is finger-spelled. You spell A but spell it twice quickly.

In some regions, signs for months exist, many of them originating from residential schools for Deaf children. One example, from the Jewish Residential School (now closed), is March, illustrated here:

MARCH

Special Celebrations

We can’t end the chapter without mentioning the special days we celebrate throughout the year. The signs in Table 9-3 show these:
### Table 9-3 Special Celebrations

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELEBRATE/PARTY</td>
<td>![Image]</td>
<td>NEW YEAR</td>
<td>![Image]</td>
</tr>
<tr>
<td>EASTER</td>
<td>![Image]</td>
<td>CHRISTMAS</td>
<td>![Image]</td>
</tr>
<tr>
<td>BANK HOLIDAY</td>
<td>![Image]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DIVALI</td>
<td>![Image]</td>
<td>PASSOVER</td>
<td>![Image]</td>
</tr>
<tr>
<td>RAMADAN</td>
<td>![Image]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Chapter 9: Arranging Not So Blind Dates**

**English:** It’s Christmas next month.

**Sign:** CHRISTMAS NEXT MONTH

**English:** He will celebrate the Jewish New Year next week.

**Sign:** (pointing) NEXT WEEK CELEBRATE JEWISH NEW YEAR
English: Happy Easter!
Sign: HAPPY EASTER

English: We celebrated Ramadan last week.
Sign: LAST WEEK WE CELEBRATE RAMADAN
Fun & Games

Look at the illustrations and see whether you can remember the signs. The answers are in Appendix A.

1.

2.

3.

4.

5.

6.
If you managed to remember the signs, here is another activity. Below is a diary for the coming week and you have to tell your friend what you’re doing every day. Alternatively, practise with a friend, taking it in turns to suggest a possible day and time to meet for a coffee.
<table>
<thead>
<tr>
<th>Sunday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00: Coffee with Jason</td>
<td>10:15: Meet Tony</td>
</tr>
<tr>
<td>p.m.: Work in garden</td>
<td>p.m.: Work</td>
</tr>
<tr>
<td>7:00: Dinner with Amelia</td>
<td></td>
</tr>
<tr>
<td><strong>Monday</strong></td>
<td><strong>Friday</strong></td>
</tr>
<tr>
<td>12:30: Lunch with Mum</td>
<td>p.m.: Shopping</td>
</tr>
<tr>
<td>7:00–9:00: BSL class</td>
<td>Eve: Pub with Jem and Andy</td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td><strong>Saturday</strong></td>
</tr>
<tr>
<td>a.m.: Work</td>
<td>p.m.: Tennis with Mark</td>
</tr>
<tr>
<td>6:30 p.m.: see Doctor</td>
<td>Eve: Party</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td></td>
</tr>
<tr>
<td>Emma’s birthday – 21 today</td>
<td></td>
</tr>
<tr>
<td>p.m.: Swimming</td>
<td></td>
</tr>
</tbody>
</table>
When dining in or eating out with your Deaf friends, they may ask you what you would like to have, what you would like to order from the menu, which wine you prefer or just discuss food generally. The signs in this chapter enable you to talk turkey, chat about cheese, or waffle on about wine.

On Today’s Menu

These days people eat out with friends a lot or invite each other for dinner. A Deaf friend might ask you to stay overnight, or even for the weekend. Knowing the signs for food and tableware helps you to survive without any major mishaps.

Which knife and fork to use?

When having a meal, you may want to ask for a missing knife or fork or for someone to pass the salt. Acquiring the signs below in Table 10-1 may spare you the embarrassment of having to eat with your fingers or eat unseasoned food.
### Table 10-1: Tableware

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNIFE</td>
<td>![Knife Sign]</td>
</tr>
<tr>
<td>FORK</td>
<td>![Fork Sign]</td>
</tr>
<tr>
<td>SPOON</td>
<td>![Spoon Sign]</td>
</tr>
<tr>
<td>PLATE</td>
<td>![Plate Sign]</td>
</tr>
<tr>
<td>CUP</td>
<td>![Cup Sign]</td>
</tr>
<tr>
<td>MUG</td>
<td>![Mug Sign]</td>
</tr>
<tr>
<td>WINE GLASS</td>
<td>![Wine Glass Sign]</td>
</tr>
<tr>
<td>NAPKIN</td>
<td>![Napkin Sign]</td>
</tr>
<tr>
<td>SALT</td>
<td>![Salt Sign]</td>
</tr>
<tr>
<td>PEPPER</td>
<td>![Pepper Sign]</td>
</tr>
</tbody>
</table>
These few sentences prepare you to ask for items you may need:

**English:** Pass me the plate please
**Sign:** PASS PLATE PLEASE

**English:** Which do you want – cup or mug?
**Sign:** CUP MUG WHICH?
English: Sorry, I have no fork.
Sign: SORRY NO FORK ME

You sign breakfast, lunch, eat, and food the same way, it should be easy to lipread the actual word:

The sign for dinner is different:
**Want breakfast?**

Staggering downstairs half awake in the morning, you need to know the sign for *coffee*. Table 10-2 shows the signs you need for breakfast.

<table>
<thead>
<tr>
<th>Table 10-2 Breakfast</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>Sign</strong></td>
</tr>
<tr>
<td>COFFEE</td>
<td><img src="image1" alt="COFFEE Sign" /></td>
</tr>
<tr>
<td>MILK</td>
<td><img src="image3" alt="MILK Sign" /></td>
</tr>
<tr>
<td>CEREAL</td>
<td><img src="image5" alt="CEREAL Sign" /></td>
</tr>
<tr>
<td>EGG</td>
<td><img src="image7" alt="EGG Sign" /></td>
</tr>
</tbody>
</table>

(continued)
### Table 10-2 (continued)

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>BREAD</td>
<td>![Image]</td>
<td>BUTTER/ MARGARINE</td>
<td>![Image]</td>
</tr>
<tr>
<td>JAM</td>
<td>![Image]</td>
<td>MARMALADE</td>
<td>![Image]</td>
</tr>
<tr>
<td>CROISSANT</td>
<td>![Image]</td>
<td>TOAST</td>
<td>![Image]</td>
</tr>
</tbody>
</table>

You see from these illustrations that some of the signs mimic the actions involved. You sign **cup** and **mug** how you hold them when drinking; milk is derived from milking a cow; the signs for **bacon** and **croissant** show their shapes; **toast** comes from the action of putting the bread in the toaster. Now check out the following signs:
**Chapter 10: Fancy Fish and Chips?**

**English:** Do you want bacon, egg, and sausage?
**Sign:** YOU WANT BACON EGG SAUSAGE?

---

**English:** Which would you like: croissant, toast or plain bread?
**Sign:** CROISSANT TOAST PLAIN BREAD WHICH?
English: Would you like tea or coffee? With milk and sugar?
Sign: TEA COFFEE MILK SUGAR?

English: Can I have the butter and jam please?
Sign: BUTTER JAM PLEASE?
Raise your eyebrows when using YES/NO questions. You don’t have to sign ‘want’ for tea or coffee.

Grabbing a quick lunch

If grabbing a quick lunch with your Deaf colleagues at work, the signs in Table 10-3 can help you to discuss what to have. Be careful with your hand shapes or you may end up with a croissant instead of a roll.

<table>
<thead>
<tr>
<th>Table 10-3 Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
</tr>
<tr>
<td>SANDWICH</td>
</tr>
<tr>
<td>CHEESE</td>
</tr>
<tr>
<td>SALAD</td>
</tr>
</tbody>
</table>

(continued)
### Table 10-3 (continued)

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHIPS/ FRIES</td>
<td><img src="image1" alt="Diagram" /></td>
<td>SOUP</td>
<td><img src="image2" alt="Diagram" /></td>
</tr>
<tr>
<td>CRISPS</td>
<td><img src="image3" alt="Diagram" /></td>
<td>JACKET POTATO</td>
<td><img src="image4" alt="Diagram" /></td>
</tr>
</tbody>
</table>

Now try signing these examples:

**English:** I want a ham and salad sandwich please  
**Sign:** ME WANT HAM SALAD SANDWICH PLEASE
Chapter 10: Fancy Fish and Chips?

**English:** What do you want? Chicken and chips?

**Sign:** YOU WANT WHAT? CHICKEN CHIPS?
English: I'd like to have soup, a roll, and crisps.
Sign: ME WANT SOUP ROLL CRISPS

English: I don’t know which to have – a cheese roll or a jacket potato.
Sign: ME DON’T KNOW WHICH CHEESE ROLL JACKET POTATO
Chapter 10: Fancy Fish and Chips?

Starting to Sign

Mark is popping down to the cafe to get lunch and asks his colleagues what they want.

Mark: I’m going to the cafe. Anything you want?
Sign: ME GO CAFE. YOU WANT?

Jean: I want two bacon rolls and coffee with milk.
Sign: ME WANT TWO BACON ROLL COFFEE MILK
John: I'd like to have toasted sandwiches with sausage.
Sign: ME WANT TOASTED SAUSAGE SANDWICH

Olga: Jacket potato with cheese for me please.
Sign: JACKET POTATO CHEESE PLEASE
Chapter 10: Fancy Fish and Chips?

Peter: Chicken soup, crisps, and tea.
Sign: CHICKEN SOUP CRISPS TEA

James: I want fish and chips.
Sign: WANT FISH CHIPS
Tea, a drink with jam and bread

Everyone knows the British for their tea breaks: Tea is culturally important to them. To discover all the possible signs you may need, you can take afternoon tea with a refined Deaf lady pensioner, but the signs in Table 10-4 give you what you need to order what you want for tea.

<table>
<thead>
<tr>
<th>Table 10-4 Afternoon Tea</th>
<th></th>
<th>English</th>
<th>Sign</th>
<th></th>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>CUCUMBER</td>
<td></td>
<td></td>
<td>TOMATO</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>BISCUIT</td>
<td></td>
<td></td>
<td>CAKE</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SCONÉ</td>
<td></td>
<td></td>
<td>CREAM</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHOCOLATE</td>
<td></td>
<td></td>
<td>FRUIT</td>
<td></td>
</tr>
</tbody>
</table>
Prepare to stuff yourself with cucumber sandwiches and scones with cream after memorising these signs!

**English:** I love scones with cream and jam!
**Sign:** ME LOVE SCONE CREAM JAM

**English:** Which would you like, fruit or chocolate cake?
**Sign:** WANT FRUIT CHOCOLATE CAKE WHICH?
English: I'd like cucumber sandwiches, chocolate biscuits, and tea.
Sign: WANT CUCUMBER SANDWICH CHOCOLATE BISCUIT TEA

What's for dinner?

Meat, potatoes, and vegetables used to be the staple meal of the British public but choices have now widened to include foods from other countries. (For more food signs, take a look at the later section 'Eating Out'). If you feel hungry at the thought, put your mind to the signs in Table 10-5.
## Table 10-5 Dinner

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEAT</td>
<td></td>
</tr>
<tr>
<td>PORK</td>
<td></td>
</tr>
<tr>
<td>FISH</td>
<td></td>
</tr>
<tr>
<td>POTATOES</td>
<td></td>
</tr>
<tr>
<td>PIE</td>
<td></td>
</tr>
<tr>
<td>LAMB</td>
<td></td>
</tr>
<tr>
<td>ROAST</td>
<td></td>
</tr>
<tr>
<td>VEGETABLES</td>
<td></td>
</tr>
<tr>
<td>CHOPS</td>
<td></td>
</tr>
<tr>
<td>BAKED</td>
<td></td>
</tr>
<tr>
<td>BEANS</td>
<td></td>
</tr>
</tbody>
</table>
You sign meat, lamb, and pork the same as for beef, sheep, and pig respectively.

**English:** We’re having fish pie and vegetables.
**Sign:** WE HAVE FISH PIE VEGETABLES

**English:** Pork chops with potatoes and baked beans.
**Sign:** PORK CHOPS POTATOES BAKED BEANS
Chapter 10: Fancy Fish and Chips?

Having a couple of glasses of wine may help you to relax and express yourself without inhibition – though whether anyone understands you is another matter. Don’t overdo it though or you may get the signs wrong and end up with the dog’s dinner.

**Eating Out**

The UK has so many sorts of restaurant to choose from now and you may have to ring up to book a table. For more on arranging to go out see Chapter 8. The signs in Table 10-6 help you to tell your Deaf friends you’ve reserved a table in a restaurant.

<table>
<thead>
<tr>
<th>Table 10-6</th>
<th>Useful Signs for Eating Out</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>Sign</strong></td>
</tr>
<tr>
<td>RESTAURANT</td>
<td><img src="image1" alt="Image" /></td>
</tr>
<tr>
<td>RESERVATION</td>
<td><img src="image3" alt="Image" /></td>
</tr>
</tbody>
</table>

Deaf people prefer to eat at a round table as doing so enables them to see each other clearly when talking. When making a reservation, try to reserve a round table. Also remove any vases, candles, lamps, and so on, from the middle of the table as they block the diners’ view of each other.

Do not to speak with food in your mouth, your fellow diners have no wish to see the progress of the food you’ve been chewing. Lip patterns are an important part of BSL and you won’t be able to speak clearly if you have your mouth full. The same applies to chewing gum.
**Take-away food**

Deaf people enjoy eating ethnic food and curry is now one of the most popular dishes, even beating fish and chips. Other ethnic foods are equally popular. The signs in Table 10-6 help you to discuss with your Deaf friends what their favourites are.

<table>
<thead>
<tr>
<th>Table 10-6 Take-away Food</th>
<th>English</th>
<th>Sign</th>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHINESE</td>
<td></td>
<td><img src="image1" alt="Image" /></td>
<td>SWEET AND SOUR</td>
<td><img src="image2" alt="Image" /></td>
</tr>
<tr>
<td>ITALIAN</td>
<td></td>
<td><img src="image3" alt="Image" /></td>
<td>PIZZA</td>
<td><img src="image4" alt="Image" /></td>
</tr>
<tr>
<td>INDIAN</td>
<td></td>
<td><img src="image5" alt="Image" /></td>
<td>CURRY</td>
<td><img src="image6" alt="Image" /></td>
</tr>
<tr>
<td>PASTA</td>
<td></td>
<td><img src="image7" alt="Image" /></td>
<td>RICE</td>
<td><img src="image8" alt="Image" /></td>
</tr>
</tbody>
</table>
English: I'd like to have sweet and sour chicken with rice.
Sign: WANT SWEET SOUR CHICKEN RICE
English: I like pizza and pasta.
Sign: ME LIKE PIZZA PASTA

English: Do you want fish and chips? With curry sauce?
Sign: YOU WANT FISH CHIPS CURRY SAUCE
Fancy a drink anyone?

Whether you’re down the pub, selecting an aperitif at a dinner party, or ordering from a wine menu, it’s always useful to be able to describe what you’re having to a Deaf friend.

English: I would like a glass of red wine.
Sign: ME LIKE GLASS RED WINE

English: A bottle of white wine please.
Sign: BOTTLE WHITE WINE PLEASE
Fun & Games

How about trying to order from the menu below? You can look back in the chapter for help, but try hard first.

MENU

1. Vegetable soup
2. Tomato soup
3. Lamb chops, potatoes, and vegetables
4. Chicken curry and rice
5. Jacket potato with cheese and salad
6. Cheese and tomato pizza
7. Fish and chips
8. Toasted ham and tomato sandwich and crisps
9. Two scones with cream and jam
10. Chocolate cake
11. Fruit pie
12. Mug of coffee
13. Tea and biscuits
In this chapter, we cover signs for various activities, sports, and hobbies. These signs enable you to ask Deaf friends about their leisure activities and give you a sporting chance of understanding their replies.

Having Fun with Leisure Activities

If you like outdoor activities, Table 11-1 gives you the signs for activities that you can enjoy by yourself or with friends.

<table>
<thead>
<tr>
<th>Table 11-1 Leisure Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
</tr>
<tr>
<td>INTEREST/HOBBY</td>
</tr>
</tbody>
</table>

(continued)
## Table 11-1 (continued)

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIGHTSEEING</td>
<td>![Sign for SIGHTSEEING]</td>
<td>WALKING</td>
<td>![Sign for WALKING]</td>
</tr>
<tr>
<td>CLIMBING</td>
<td>![Sign for CLIMBING]</td>
<td>FISHING/ANGLING</td>
<td>![Sign for FISHING/ANGLING]</td>
</tr>
<tr>
<td>CAMPING</td>
<td>![Sign for CAMPING]</td>
<td>SAILING</td>
<td>![Sign for SAILING]</td>
</tr>
<tr>
<td>CYCLING</td>
<td>![Sign for CYCLING]</td>
<td>HIKING/</td>
<td>![Sign for HIKING/]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RAMBLING</td>
<td></td>
</tr>
</tbody>
</table>
In English, the activities have 'ing' at the end of words such as camping, sailing, and so on. In BSL, you don't use the 'ing' so you mouth the words as 'camp' and 'sail'.

**Signin’ the Sign**

Mark asks his work colleagues what they are doing in the summer.

**Mark:** What will you do this summer?

**Sign:** THIS SUMMER YOU DO?

**John:** I'm going cycling and sightseeing.

**Sign:** ME CYCLING SIGHTSEEING
Part III: Getting Out and About

Peter: I'm going on a walking and climbing holiday.
Sign: ME WALK CLIMB HOLIDAY

Olga: I'm going riding and camping.
Sign: ME RIDE CAMP
James: I like fishing and sailing.
Sign: ME LIKE FISH SAIL

Jean: I will go on a rambling holiday with my partner.
Sign: ME GO RAMBLING HOLIDAY WITH PARTNER
Getting Sporty

Kick off by memorising these signs so you can discuss or argue about sports with Deaf friends. You sign most sports by the way in which you would hold and use the equipment. For example, the sign for badminton is holding the racquet and miming hitting a shuttlecock with it, using only your wrist, while tennis would show someone serving, with a bigger arm action.

This tip helps you to remember the signs. Try this activity after looking at Table 11-2. Find a stick, ruler, or similar and use it to mime the action of sports activities such as tennis, golf, and cricket. Do them all with the stick to get the feel of them, then repeat them without the stick. Signing sports is as simple as that! The sign for rugby would be how you do an underhand pass to a team mate. For squash the action would be at a lower level than tennis.

Table 11-2 gives the signs for sporting activities.

<table>
<thead>
<tr>
<th>Table 11-2</th>
<th>Sports Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>Sign</strong></td>
</tr>
<tr>
<td>TENNIS</td>
<td><img src="image" alt="Tennis Sign" /></td>
</tr>
<tr>
<td>GOLF</td>
<td><img src="image" alt="Golf Sign" /></td>
</tr>
<tr>
<td>English</td>
<td>Sign</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>CRICKET</td>
<td><img src="image" alt="CRICKET Sign" /></td>
</tr>
<tr>
<td>RUGBY</td>
<td><img src="image" alt="RUGBY Sign" /></td>
</tr>
<tr>
<td>BADMINTON</td>
<td><img src="image" alt="BADMINTON Sign" /></td>
</tr>
<tr>
<td>SQUASH</td>
<td><img src="image" alt="SQUASH Sign" /></td>
</tr>
<tr>
<td>SWIMMING</td>
<td><img src="image" alt="SWIMMING Sign" /></td>
</tr>
<tr>
<td>SKIING</td>
<td><img src="image" alt="SKIING Sign" /></td>
</tr>
<tr>
<td>SKATING</td>
<td><img src="image" alt="SKATING Sign" /></td>
</tr>
<tr>
<td>BOXING</td>
<td><img src="image" alt="BOXING Sign" /></td>
</tr>
</tbody>
</table>
Part III: Getting Out and About

You sign ball by using your hands to show the size and shape. You can show a small ball (golf/squash) on one hand, larger ones with two.

Practise the following sentences:

**English:** You like sports?
**Sign:** YOU LIKE SPORTS?

**English:** I love golf and tennis.
**Sign:** ME LOVE GOLF TENNIS
Chapter 11: Making the Most of Your Free Time

I go swimming after playing squash.

ME GO SWIM AFTER SQUASH

Equip yourself with the signs in Table 11-3 and you won’t be stumped if someone asks you for sports results.
### Table 11-3  Sports Results Words

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATCH/TOURNAMENT</td>
<td>![Sign Image]</td>
<td>TEAM</td>
<td>![Sign Image]</td>
</tr>
<tr>
<td>RACE</td>
<td>![Sign Image]</td>
<td>SCORE</td>
<td>![Sign Image]</td>
</tr>
<tr>
<td>REFEREE/ UMPIRE</td>
<td>![Sign Image]</td>
<td>WIN/WON</td>
<td>![Sign Image]</td>
</tr>
<tr>
<td>LOSE/LOST</td>
<td>![Sign Image]</td>
<td>DRAW</td>
<td>![Sign Image]</td>
</tr>
</tbody>
</table>
You sign *referee* or *umpire* the same way, by putting thumb and forefinger near your lips as if you’re holding a whistle and blowing it.

Likewise, you sign *match* and *tournament* the same way, but repeat the sign several times, in a downward direction, for tournament – denoting a number of matches being played.

*Score* is signed just like *count* but using one hand only.

**Starting to Sign**

Mark and Peter discuss sports.

**Mark:** Are you playing football tomorrow?

**Sign:** TOMORROW YOU PLAY FOOTBALL?
Part III: Getting Out and About

Peter: No, I’m playing in a badminton match. What about you?
Sign: (head shake) NO ME PLAY BADMINTON MATCH. YOU?

Mark: I’m watching the cricket match in the afternoon.
Sign: AFTERNOON ME WATCH CRICKET MATCH
Chapter 11: Making the Most of Your Free Time

Peter: I'm watching rugby on Sunday.
Sign: SUNDAY ME WATCH RUGBY

Mark: Do you like watching boxing?
Sign: YOU LIKE WATCH BOXING?
Peter: No, I prefer to watch skiing.
Sign: (head shake) ME PREFER WATCH SKIING

Playing Indoor Games

Find out the signs for indoor games and you have winning hands. Most Deaf Clubs have strong indoor games sections where members play whist, darts, dominoes, draughts, chess, snooker, pool, and table tennis, and compete in club competitions or against other clubs.

Table 11-4 gives the signs for indoor games:
<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARDS</td>
<td></td>
<td>CHESS</td>
<td></td>
</tr>
<tr>
<td>DRAUGHTS</td>
<td></td>
<td>DOMINOES</td>
<td></td>
</tr>
<tr>
<td>DARTS</td>
<td></td>
<td>SCRABBLE</td>
<td></td>
</tr>
<tr>
<td>SNOOKER</td>
<td></td>
<td>COMPUTER GAMES</td>
<td></td>
</tr>
</tbody>
</table>
Part III: Getting Out and About

The sign for **cards** is miming dealing the cards. For any card game, you fingerspell the name, then sign **cards**. For example, for whist, you fingerspell W-H-I-S-T, then give the sign. Alternatively, some Deaf people mouth the word 'whist' while signing **cards**. For more on fingerspelling, refer to Chapter 2.

The sign for **dice** is miming shaking the dice in your hand and throwing them.

**English:** I play chess and draughts.
**Sign:** ME PLAY CHESS DRAUGHTS

**English:** I play cards and darts with friends.
**Sign:** ME PLAY CARDS DARTS WITH FRIENDS
Chapter 11: Making the Most of Your Free Time

English: You like playing computer games?
Sign: YOU LIKE PLAY COMPUTER GAME
Having Fun with Hobbies

Having hobbies keeps you occupied and entertained and most can be shared with Deaf friends.

Table 11-5 shows you the signs you need to know.

<table>
<thead>
<tr>
<th>English</th>
<th>Sign</th>
<th>English</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOBBY/INTEREST</td>
<td>![Sign Image]</td>
<td>SHOPPING</td>
<td>![Sign Image]</td>
</tr>
<tr>
<td>GARDENING</td>
<td>![Sign Image]</td>
<td>COOKING</td>
<td>![Sign Image]</td>
</tr>
<tr>
<td>RUNNING</td>
<td>![Sign Image]</td>
<td>KEEPING FIT</td>
<td>![Sign Image]</td>
</tr>
</tbody>
</table>
If your hobby was stamp collecting, for example, you sign, *stamp* then *collect*. The sign for *collect* is like gathering something into the palm of your hand.
English: I like collecting old books.
Sign: ME LIKE COLLECT OLD BOOKS

Starting to Sign
Jean and Olga discuss their hobbies.
Jean: What are your hobbies?
Sign: YOUR HOBBIES?
Olga: I love gardening, cooking, and reading. What are yours?
Sign: LOVE GARDEN, COOK, READ. YOURS?

Jean: I like running and keeping fit.
Sign: ME LIKE RUN KEEP FIT
Part III: Getting Out and About

Olga: Not me! I love shopping! You like sewing?
Sign: (head shake) ME LOVE SHOPPING. YOU LIKE SEWING?
Jean: Yes, I like knitting and making my own clothes
Sign: (head nod) ME LIKE KNIT MAKE CLOTHES
Fun & Games

Look at these signs and see whether you can remember what they are.

1. 

4. 

2. 

5. 

3. 

6. 

Part III: Getting Out and About
Chapter 11: Making the Most of Your Free Time

7.

8.

9.

10.
Part IV
Looking into Deaf Life

The 5th Wave
By Rich Tennant

“I’ve been dating a deaf girl for over 3 years. She says I communicate pretty well for a hearing person.”
In this part . . .

This Part explains something of the richness and diversity of Deaf life and culture, and helps you to understand the lives Deaf people lead. Here we talk a little about the history of BSL, the hearing professionals who work with Deaf people, and some of the technological innovations that can help Deaf people come to terms with the world.
Chapter 12

Deaf Community and Culture

In This Chapter
▶ A brief history of BSL
▶ Giving an insight into the education of the Deaf
▶ Understanding the social side of the Deaf world
▶ Looking at language service professionals

You may have got this book in order to pick up a few signs and to be able to communicate with Deaf friends, neighbours, work colleagues or members of your family. The cultural aspects to the language may not have occurred to you. This chapter gives you a brief history of BSL, Deaf education and the social side of the Deaf community.

British Sign Language is usually referred to in its abbreviated form of BSL. The same applies to the Sign Languages of other countries, for example, ASL for American Sign Language, AUSLAN for Australian Sign Language and LSF (Langue des Signes Française) for French Sign Language.

Digging Into the History of BSL

Throughout history, sign language has been regarded as inferior and not recognised as a proper language at all, but as a system of mime and gestures. Over the centuries many references have been made to the use of signs in communicating with Deaf people.

In 1666 Samuel Pepys wrote in his diary that he observed a Deaf boy communicating with his master, giving him a report of the progress of the Great Fire of London. Following the Milan Conference on Deaf education in 1880, sign language was banned in schools for the Deaf. In those days, almost all schools for the Deaf were residential and the fact that sign language survived is thanks to certain children – who had Deaf parents who signed – using it to communicate with fellow pupils when their teachers were not watching, often in the
dormitories when they were supposed to be asleep. Because the schools were all over the country and the signs were developed by the children in a natural way, then passed on to successive generations, many regional variations of BSL exist, just as accents and dialects in the hearing world. Deaf clubs also played an important part in keeping sign language alive.

Although sign language had been around for over a hundred years, it was not until 1974 that it was acknowledged that sign language is a language in its own right and officially named ‘British Sign Language’. Researchers investigated the linguistics of BSL at various universities and the findings confirmed that BSL has its own formal grammatical structure and syntax.

BSL does use many English words but, because it has its own grammatical rules – based on the visual use of the hands and space – it does not use the same word order.

In 2003, the British government gave BSL official recognition as a language in its own right, but it has yet to gain the same legal status, as other traditional minority languages used in the UK, such as Welsh and Gaelic.

‘D/deaf’ is the term used to include those with an acquired hearing loss, or who do not use sign language (deaf) and those who are part of the Deaf community and use BSL as their first or preferred language (Deaf).

**Exploring the Origins of Deaf Education**

In 1760 Thomas Braidwood opened the first school for the Deaf in Edinburgh, employing a *combined method* of teaching. This used fingerspelling, sign, speech, reading, and writing. Not much was known about his methods because he was highly secretive. Only wealthy people could afford to send their children to his school. Twenty-three years later he established the Braidwood Academy for the Deaf and Dumb in Hackney, London.

In the late eighteenth and nineteenth centuries residential schools for the Deaf, such as the Royal Schools for the Deaf at Margate, Exeter, Birmingham and Manchester, were established and they all used sign language for communication.

**Deaf 1880 Milan conference**

In 1880 a conference of educators of the Deaf took place in Milan, Italy. The majority of the ‘educators of the Deaf’ present voted in favour of banning sign language in schools for the Deaf and using only oral methods of
communication. This was to apply to all schools for the Deaf in Europe and the USA. Five Americans representing 6,000 Deaf pupils in the USA were the only ones who voted against it. No Deaf people were present to give their views, because Deaf people had been banned from attending.

This conference had a huge impact on sign language as Deaf teachers in Deaf schools lost their jobs and were replaced by teachers who were trained to run their classrooms using only the oral method. Signing and gestures were strictly forbidden. Deaf children were not taught or allowed to use sign language for nearly 100 years and generations of Deaf children were taught in a way that was unnatural and frustrating. Teachers harshly punished children who signed or used gestures by having tying their hands to their chairs or behind their backs. They also used caning of hands.

**The oral method**

Teachers of the Deaf had to use this method, which relied on any residual hearing a child had (there were, of course, no hearing aids at that time), lipreading and whatever speech the child may possess.

Needless to say this method of teaching denied Deaf children any worthwhile education and many left school at the age of 16 with a reading age of 8½ years.

**Enlightenment at last!**

When sign language was recognised as a language in its own right in 1974, it was re-introduced into some schools that had previously used the oral method – although it was now known as Total Communication – which consisted of signing, accompanied by lipreading and speech.

It was not until the 1990s that bi-lingual education – acquiring knowledge through BSL and English – started.

**The Social Side of the Deaf World**

As only 10 per cent of people have Deaf parents, most Deaf people grow up in a world where their family and work colleagues are not Deaf. Communication is, more often than not, frustrating or non-existent and Deaf people often feel left out and isolated in a hearing world. Traditionally, Deaf clubs are sometimes the only places where they do not feel isolated and can participate fully in all activities.
Discovering Deaf clubs

Deaf clubs are local clubs for Deaf people where they can relax and catch up with news that is relevant to them and their friends. Committees usually run these clubs, usually consisting of a chair, secretary, treasurer, catering manager and several committee members. A typical Deaf club has activities such as indoor games, table tennis, badminton, a drama club, and social events such as whist drives, bingo, and dances (yes, Deaf people DO dance as, although they do not hear the music they usually have a good sense of rhythm). Some Deaf clubs have bars where Deaf members can buy drinks instead of having to go out to a pub. Outdoor activities include football, cricket, tennis, and bowls clubs.

Embracing the new

Though Deaf clubs play an important role in Deaf culture, modern technological developments have led to the availability of many alternative activities in which Deaf people can participate fully. These include:

- Captioned movies
- Discos
- Guided and interpreted tours of museums, art galleries, and other places of interest
- Sign language-interpreted or captioned stage performances.

Modern technology allows the younger generation of Deaf people to fax, text, or email each other easily and arrange to meet. As a result, they’re not so interested in attending Deaf clubs and, as a consequence, many Deaf clubs have closed down. The young Deaf generation now prefer to meet at pubs, discos or their homes rather than have the responsibility of organising club activities. Many of them are willing to drive hundreds of miles to specially arranged events where they can meet up and socialise.

Just because people are Deaf, it does not mean they have empty lives. Deaf people may not experience everything in life the same way as those who can hear (music obviously being one of the main things they miss) but they can take part in and enjoy most of the same things that hearing people do.
Access for Deaf people – Language Service Professionals (LSPs)

It’s great, and to be encouraged, for hearing people to discover the basics of BSL to help in communicating with Deaf people. But sometimes, communicating with people who just know the basics is not enough, and Deaf people have the right to access information in the same way as anyone else.

The Disability Discrimination Act (DDA) states that service providers need to make ‘reasonable adjustments’ to ensure access for Deaf people. As communication is a basic need for all humans, occasions therefore occur when getting in the professionals is the most appropriate adjustment to ensure that Deaf people have the right access to the services and information they require. So who are the professionals and what, exactly, do they do?

Investigating interpreters

Most people’s exposure to sign language interpreters is through seeing an animated man or woman popping up in the corner of their TV screen on certain programmes like Hollyoaks on a Sunday, or on the news. This man or woman is interpreting into BSL everything that is being said on the programme, so that Deaf people have access in their own language. You may ask: ‘Why can’t Deaf people just read the subtitles instead?’ The answer is, many can. But many Deaf people don’t use English as their first language – they use BSL. People writing the subtitles use written English, whereas interpreters sign in BSL.

Interpreters can be used everywhere and anywhere. In fact, wherever a Deaf BSL user needs access in their own language! You can book an interpreter through an agency, or as a freelance worker. They can be booked by the Deaf person themselves, or by a hearing person – maybe an employer, or a theatre manager, doctor, or office administrator. As so few fully qualified, registered BSL interpreters exist for the 70,000 Deaf people who use BSL (approximately 500 qualified interpreters have registered at present in the UK), you need to book an interpreter with as much advance notice as possible. Due to the shortage, many Deaf people rely on registered trainee interpreters (TIs), still undergoing interpreter training, or even junior trainee interpreters (JTIs), still studying for their sign language qualifications. All registered interpreters abide by a code of ethics and practice, to ensure that they’re providing an adequate standard of service at an appropriate level for the client.
An interpreter interprets everything that is said, in the way that the individual says it. Speech is much more than just the words being spoken . . . much of the information given is in the way that people speak the words – the tone of voice, intonation, the volume, and pitch. And the Deaf person needs to have access to that too! An interpreter, then, has to convey not only the content of the message, but the way in which that message is delivered. So if you’re speaking sloppily or almost falling over with informality, the interpreter matches that in BSL. You may both end up on the floor!

The interpreter listens to the message in English, processes it, then produces it in BSL. As this is all happening simultaneously, there is a slight time delay. If you’re being interpreted, you don’t need to wait for the interpreter to catch up with you – so don’t separate your words out. The interpreter is often waiting for you to finish your phrase or sentence so the interpretation of the language into BSL can happen. So just let the interpreter do what they need to do. If they can’t hear you properly, or you’re talking like Speedy Gonzalez, they will take appropriate measures.

Of course, an interpreter doesn’t just translate from English into BSL. Much of an interpreter’s job involves interpreting the other way too . . . that is, from BSL into spoken English. Deaf people do not exist just to be spoken at – they have something to say! An interpreter is trained in understanding BSL and ensuring that BSL is correctly translated into spoken language – with all that spoken English entails (tone of voice, intonation, vocabulary, and so on). This is commonly known as ‘voice-over’. So if a Deaf person is signing formally, an interpreter puts that into formal speech and matches the formal BSL signs to the equivalent words in English. And if a Deaf person wants to swear in BSL, an interpreter interprets that into the appropriate swear word in English. That’s access for you. So don’t get upset at the interpreters – they’re just doing their job!

Formal, informal, and colloquial are all types of register. An interpreter is trained to match the register of whoever is speaking or signing, when interpreting into the other language.

If you’re using a BSL/English interpreter to talk to a Deaf person, make sure that the Deaf person is able to see both you and the interpreter. The information is coming from you, and you use mannerisms, body language and facial expressions that the Deaf person wants to see. The interpreter and the speaker need to be standing as near to each other as possible. The interpreter doesn’t necessarily need to see the speaker all the time, but does need to hear what’s being said.
Communicators/Communication Support Workers (CSWs)

Communicators have not undergone interpreter training or reached the same level in BSL as an interpreter. However, they’re highly skilled professionals who use a variety of communication strategies to meet the access needs of a Deaf, deafened, or hard of hearing person. Communicators, or Communication Support Workers (CSWs), may use a combination of sign language and note taking or clear speech supported by signs or gestures – whatever is the chosen method of the Deaf person. Education typically uses communicators, such as in schools and colleges where a Deaf student has a variety of support needs. The CSW may be responsible for modifying the English in exam questions or handouts, and annotating paperwork to provide better access. Sometimes CSWs are trained to support deaf blind people, using the deaf-blind manual alphabet to make words into the deaf blind person’s palm.

More communicators than qualified interpreters work in the UK, and sometimes a Deaf person chooses to use a communicator they know and feel comfortable with, rather than a fully qualified interpreter – that’s their prerogative! However, unlike the situation with interpreters, because no national, independent register of CSWs exists, therefore, there is no national benchmark to ensure quality standards either. As such, many communicators are employed by organisations who have their own internal codes of practice and ethics, which the CSW would come under.

Lipspeakers

Let’s say you fall into the category of a deaf person who doesn’t know BSL. Maybe you’ve acquired your hearing loss later in life, or maybe you’ve been deaf from birth but just been brought up using the oral method (see the section ‘The oral method’ above). It may be that you’re used to lipreading as your main method of communicating, and feel quite comfortable with lipreading on a daily basis. On a one-to-one level with people you know, and whose lip patterns you’re familiar with, this is not causing you many difficulties. However, make a trip to the doctor who has that strange accent or try a conversation with the man in the post office who sports a big handle-bar moustache, and you’re struggling. A training course or a meeting at work is a nightmare – everyone is talking at different speeds. You can’t keep up, you don’t know most of them and they’re too far away to lipread anyway. Time to bring in ‘the professionals’!
A lipspeaker is someone who is trained to use their speech patterns effectively for lipreaders in relaying information from another source. Instead of the deaf person having to lipread the man with the moustache, the lady with the strong accent, the group of chatty people, the lipreader lipreads from just one person – the lipspeaker. A lipspeaker has been trained to speak clearly in a way that is more lipreadable, but without using their voice. As you can imagine, it would be a little distracting for everyone else if there was a constant echo after anything was said. Instead, a lipspeaker sits or stands opposite the lipreader, and silently repeats everything that is being said. The lipspeaker would indicate who is speaking by a slight gesture of the hand, and would ensure that they’re a few words behind what is being said. Why is this necessary? Well, some people speak fast, others speak slowly and hesitate, mumble their words, and add lots of ‘umms and aahs’ . . . all these things affect what is happening on the lips, and make lipreading really hard work. By staying a few words behind (and exercising a good deal of short-term memory!) the lipspeaker can repeat what is being said, but at a more lipreadable pace. A bit of time also allows the lipspeaker to get rid of those ‘redundant’ words like ‘umm’ and ‘aah’ so that the lipreader can make more sense of what’s being said.

But what about all the tone of voice, the intonation, the way people say the words? How does the lipreader have access to that? The lipspeaker, being a highly trained and skilled sort, uses appropriate facial expressions and gestures to communicate the manner in which someone is speaking. A blank face makes lipreading much more difficult, and a lipspeaker with a constantly expressionless countenance would put the lipreader to sleep quickly. So to give the same access that hearing people get – the lipspeaker shows this on her face and in her eyes. Of course, if the speaker is pretty boring and monotonous, the lipspeaker has the challenge of having to convey that too . . . hoping that her client is not thinking that she is the one who is boring!

Mixing methods of communication

If the deaf client knows how to fingerspell, the lipspeaker may use fingerspelling to indicate the first letter of a word that is hard to lipread. For example the sound ‘G’ as in ‘girl’ or ‘C’ as in ‘cool’ can’t be seen on the lips, so the letter is shown by fingerspelling, if ‘G’ or ‘C’ is the first letter of the word. Also, a lipspeaker will spell the first letters of any names. Numbers can also be shown on the hands – 18 and 80 look nearly identical on the lips!
**Manual notetakers**

Take a Deaf student attending a university lecture, for example. She is watching the sign language interpreter at the front, so would struggle to take adequate notes at the same time. So that a Deaf person has the same access as their hearing peers, a note-taker may be provided. The note-taker would keep a written record of as much as possible that is being said, using precis, symbols and abbreviations as appropriate. This means that the Deaf student has a set of notes, on paper, to take away with her at the end of the lecture/seminar/meeting.

Other deaf students who don’t use BSL interpreters may choose to use a note-taker as their principle means of support. In this case, the note-taker would normally sit beside the deaf person, so that the notes can be read over their shoulder, giving the deaf person access to what’s going on. The note-taker, in this situation, would aim to take down as much as possible – not only the topic information, but any asides, comments, jokes, announcements . . . even the moans and complaints of their fellow students. Watch for the smoke rising from the note-taker’s fingers!

**Electronic note-takers**

Electronic note-takers do what it says on the tin. They take notes electronically! Sometimes the note-taker’s laptop is connected to another laptop which the Deaf person uses. The note-taker taps out the notes, and they come up on both screens. Other note-takers just use one laptop, and save the notes in an electronic file, which can then be put on a disc or memory stick for the Deaf person, or sent as an attachment via email. The advantage of electronic note-taking is that it can be quicker (depending on your typing speed!) and mistakes can neatly be deleted rather than manually erased as with paper and pen. It also avoids the problem of spidery handwriting . . . a real barrier to anyone!

Electronic note-takers can also be useful in workshops, lectures, meetings and training events where more than one deaf person is in attendance. The laptop is connected to a projector, which can project the notes onto a big screen so that anyone can read them. Those who do not sign and do not lipread, but want access to what’s going on, in written English, can make particular use of electronic note-takers.

A Deaf person who uses a note-taker needs to be able to read and understand English grammar, as the notes would be taken in written English . . . if you’re in England, that is!
Palantypist/speech-to-text reporter (STTR)

A palantypist (or STTR) uses a special ‘phonetic’ keyboard (different to the normal QWERTY keyboard that electronic note takers use. The keyboard is attached to a computer, which changes the phonetic input into English words, and projects them for all to see onto a large screen or TV. The benefit of palantype is that it can be really fast, and can ensure a verbatim record of what is being said that is also instantaneous. This means that Deaf or hard of hearing people can keep right on track and don’t have to rely on lipreading . . . especially when the speaker decides to turn the lights off for a slide show (even the best lipreaders can’t lipread in the dark!).

LSP etiquette

LSPs – like any professionals – provide a service, and have most likely undergone years of training to achieve their qualifications so they can offer a high standard of service. Language service professionals should follow a code of professional conduct and ethics. The code of ethics needs to include things such as confidentiality and impartiality. Most LSPs are members of a register and sign up to the national professional code of practice. This code has real benefits, as it provides assurance for the client that she is getting someone who is suitably qualified and abides by working guidelines. It also provides an avenue for complaints, if that becomes necessary!

Because of the national shortage of all language service professionals for Deaf people, they’re busy bees, and you may need to book one well in advance. They need to know as much information about the booking as possible. Bear these points in mind:

- Where should they sit/stand?
- What’s the name of the contact person?
- What’s the name of the Deaf client?
- How long is the booking?
- Will there be breaks?

Sometimes it is necessary for LSPs to co-work (for example, two interpreters working together). Co-working BSL interpreters, for example, often swap over every 20 minutes or so depending on the length and density of the assignment. Interpreting can be physically and mentally exhausting, so two co-workers can ensure a higher quality of service. We’re talking about human beings after all – not machines!
LSPs also need to know what the assignment’s about. They may want to know whether the assignment includes:

- Specific terminology or jargon?
- Extensive use of acronyms?
- Video clips
- Microsoft Windows® PowerPoint presentations
- Songs or poetry?

Giving ‘the professionals’ as much prior information as possible means they can do a much better job . . . which makes everyone happy!

If LSPs feel unable to take on a booking – they will let you know. It may be that they don’t feel comfortable with the subject matter, or don’t feel suitably qualified or experienced to do that particular assignment. One interpreter may have lots of experience interpreting in court/legal settings, but feel out of his depth interpreting at a Catholic priestly ordination ceremony, or vice versa. That’s why letting them know what the assignment involves helps to ensure that the interpreter doesn’t bite off more than he can chew.

Language service professionals need breaks! Break times mean switch-off time and a trip to the loo . . . so don’t ask them to work at such times, no matter how informal your ‘chat’ with the Deaf person may be. And don’t feel you have to make small talk and tell them all about your best friend’s cousin’s sister’s great grandma who wore hearing aids once . . . however fascinating it may be.
In this chapter, we talk about the ways Deaf people stay in touch through the use of technology. We look at how to make effective use of the phone line and how to use other bits and pieces to communicate.

Throughout the chapter we refer to Deaf (with a capital ‘D’) people, that is, BSL users who are members of the Deaf community. However, much of the technology we talk about is used by other deaf (small ‘d’) people, who don’t sign.

Keeping in Touch

Let’s say it loud and clear: A Deaf person is never going to be sitting by the phone, waiting for it to ring. Unless you’ve enough hearing to make sense of speech, you’re not going to be able to chat away on a standard telephone. And a Deaf person who appears to cope quite well when you talk to them face-to-face may not be able to communicate with you in the same way down the phone. One reason for this difference is that speech sounds different down a telephone to when you’re in the same room. Even if you have a little bit of hearing (residual hearing), which many Deaf people may have if they’re using hearing aids, it’s quite a different ball game when channelled down a phone line – whether you’re going through a tunnel on a train, or not. Another reason is that you can’t see the person you’re talking to. This fact is pretty important for a Deaf person who likes to see your facial expressions and lip patterns.

Don’t ask to speak to a Deaf person on the phone, unless you’re absolutely sure that they can use the phone and whatever you do, don’t bellow down it. It won’t help, and you may not get the response you were hoping for!
Do not make a call on behalf of a Deaf person, then pass them the handset. You’re making that call for them because they can’t use the phone!

So, without the phone, how *do* Deaf people keep in touch?

**Minicom and Text-phones**

No public service organisation should be without one of these phones, and they now come in all shapes and sizes. Some are portable, some sit permanently on a desk next to, or in place of, a telephone. A text-phone is a popular piece of equipment used by Deaf people to communicate through the telephone, as it involves typing and reading rather than relying on speaking, or listening to speech. People with speech impairments, therefore, also use text-phones. Text-phones (also commonly known as minicoms) make use of a normal phone line. Some may have the phone line permanently connected, meaning that you make the call directly from the machine, and others may contain two circular pads, on which the standard telephone is placed after the call is made and connected.

Once two people are connected using text-phones, they can hold a live conversation by typing messages to each other. Text-phoning is not really like internet messenger services, where you have to wait a few minutes while your friend painstakingly taps out a sentence and presses ‘return’. Instead, with a minicom, you can see every letter the other person types, as they type it. And their spelling errors too! So if you make a mistake, then delete it, the other person sees you deleting those letters from their end. No hiding it! To avoid overlapping and interrupting each other throughout the typed conversation, a few ‘minicom manners’ have developed to help things run smoothly. For example, if you get to the end of your sentence and want the other person to respond, you can type ‘GA’ meaning ‘Go Ahead’. At the end of the conversation, each person types ‘SK’ (Stop Keying) to say goodbye and signify the end. This code is much more polite than just hanging up!

About text-phone ‘language’. . . if a Deaf person is a BSL user, it may mean that BSL is their first language, and English their second (or even third or fourth) language. As BSL is not a written language, the user may not be familiar with English written grammar. You may notice that questions, for example, may be written in a different way to standard English grammar, and show a more BSL way of structuring a sentence. An example may be ‘you work where?’ or ‘your name what?’. So if you find it difficult to read what someone is typing on the text-phone, it may just be a language issue. Or it may of course also be that the minicom is not working properly or the connection’s been lost (as can easily happen!)
**Type-Talk and Text-Direct**

Can you call a Deaf person, who has a minicom, if you don’t have one yourself? Yes you can! You can with the help of a useful relay service called ‘Text-Direct’, which is operated by RNID TypeTalk. Using a normal phone, a hearing person can dial a prefix number (18002), then the Deaf person’s full telephone number, and automatically a TypeTalk operator comes into the call, and everything you say is relayed by the operator who types your message to the Deaf person, who reads it on their text-phone. Likewise, when the Deaf person types a message back, the operator reads out exactly what is typed to the hearing person on the other end of the line. In the same way, using this service, a Deaf person can have access to anyone who has a telephone (for example, friends, doctors, businesses) by using their minicom. The prefix number for the text-phone user is 18001, then the full telephone number of the other person. As you can imagine, this service is highly useful, meaning that a Deaf person has instant access, by means of their own text-phone.

If a Deaf person wants to contact the emergency services (999), they can dial 18000 from their text-phone. All information is then relayed via text-phones.

**SMS**

These days, nobody seems to be without a mobile phone. And Deaf people are no exception. Using SMS, Deaf people can stay in touch and have ‘text-chats’ in the same way that anyone can. Some of the great things about texting are the speed, the directness, that you don’t need any specialist technology (even most landline phones have an SMS function), you don’t need a third person to relay a message, and you don’t need a great grasp of written English! Text messages tend to be short, to the point, and contain their own spelling peculiarities that cross the Deaf/hearing cultural divide. ‘Want go2 def club 2nite? c u L8r. :o)’

**Fax machines**

Some may say that fax machines have had their day, because everyone’s using email. But a fax machine is a useful piece of equipment to have, at home or in the office. What can you do with faxes that you can’t so easily do in emails? Draw diagrams and pictures! You can also annotate things, circle bits of information, scribble things out, modify language in a way that you may not so easily be able to do with emails, unless you’re a technical whiz.
Such differences make fax machines a useful piece of technology for Deaf people who predominantly use BSL to communicate. Deaf people find emails useful too, of course, but writing emails requires a fair amount of knowledge of written English, which may be a barrier to some. So you can be more visual and creative with your pen, if you have access to a fax machine.

**Email**

Of course, Deaf people use email too! And now with every office in every organisation dependent on email, this technology has made an enormous difference to Deaf people in employment in positions that may until recently have required speaking, listening, and using a telephone. Email keeps everyone in contact on an equal level – hearing or Deaf, whether among colleagues, friends, or for business.

**Videophones/webcams**

Using videophones and webcams in communication has great potential – especially among Sign Language users. Unlike with email, text-phones, and SMS, you don’t need any knowledge of the English language to use a webcam or videophone, and this aspect of the technology is great if you prefer to use BSL instead. Evidently, this technology is likely to be of huge benefit for Deaf Sign Language users who want to be able to contact friends using their first language. The technology at the moment is a little expensive and the picture quality needs to be pretty top-notch to make good use of it for sign language, but things are improving all the time. So who knows? Videophones may be commonplace and as cheap as mobiles in the years to come. Watch this space!

**Wakey-wakey! Flashing Lights and Vibrating Alarms**

Modern technology provides a whole bunch of useful gadgets to enable Deaf people to know when something or someone needs their attention. Or simply that they need to get up in the morning.
Chapter 13: Technology and Modifications for Deaf People

Somebody at the door

You have no excuse for avoiding that double-glazing salesman at your door, thanks to modern technology. A variety of devices can be installed to inform a Deaf person that somebody is at the door. They range from wiring up the doorbell so that the ceiling lights flash if it’s rung (a bit like having a disco in your own home), to more complex technology that sends signals to a portable unit or pager that flashes or vibrates to tell you that someone is waiting patiently outside. Of course, one benefit of this technology may be that the salesman thinks the doorbell is broken as he can’t hear it ringing, or see the flashing lights inside, and moves on to your neighbour instead.

Fire! Fire!/Baby’s crying!

A crying baby may not give his parents much peace, and Deaf people can’t escape the crying any more than the rest of us. Thanks to popular technical devices like pager systems, Deaf people can be alerted to the baby crying, or fire alarms, smoke detectors, and phones. These devices mean that wherever you are in the house, you can be alerted by the pager through a variety of identifiable signals: For example different lights may be displayed or different vibrations felt, which correspond to a particular alert. Just be careful not to get the alerts confused and drench the baby with a fire extinguisher!

Wake-up call

Unless you sleep under the stars and the sun wakes you up in the morning, you’re likely going to need a little help to bring you into the land of the living. Some alarm clocks are modified to include flashing lights, or the bedside lamp can be set to turn on at wake-up time. Other Deaf people may prefer a vibrating alarm that goes under the pillow and shake-wakes them up, or a vibrating wrist-watch can be worn at night. How one person prefers to wake up is obviously up to individual preference. And technology is just one option among many possibilities, including man, woman or beast!
Part V
The Part of Tens

The 5th Wave  By Rich Tennant

Your pick-up line was okay. I think she was put off by your sloppy signing.
In this part . . .

This is a *For Dummies* book, so there must be a Part of Tens. The five chapters in this part offer a range of fascinating tips and insights on how to become a better signer, and how to understand Deaf culture more fully.

Here we also provide you with ten phrases to remember if you forget everything else, and some tip top resources to help you broaden your knowledge of Deaf culture in general, and BSL in particular.
Chapter 14

Ten Top Tips To Improve Your Signing Skills

In This Chapter
▶ Helping communication along
▶ Showing emotion
▶ Keeping it honest
▶ Discovering practice methods

This chapter gives you ten top tips to make you a more proficient BSL signer. Follow the advice here to polish up your basic skills.

Watch My Face

Deaf people feel uncomfortable if you just focus on their hands when they sign to you. A lot of important information is obtained from facial expressions and lipreading, so look at the signer’s face and lips; you can still see their hands in your peripheral vision.

RSVP Please

Have you ever talked to a person and been disconcerted by their lack of response? Deaf people are particularly sensitive to such a lack of response so, when they sign to you, do show that you understand what they say by smiling or nodding your head in appropriate places, raising an eyebrow or making little signing comments such as ‘really?’ or ‘I don’t believe it’. These comments encourage the signer and help the conversation along.
Showing the Sign!

Remember to show your emotions when you sign. Deaf people are naturally expressive and you may find it hard at first to be the same as you have probably been brought up to 'not pull faces'. Expressiveness is an important part of BSL. Think of the actors in the old silent movies having to show everything in their faces because there was no spoken dialogue – think 'Charlie Chaplin' when you sign.

Spotting the Difference

Just as hearing people have different ways of talking, Deaf people have different ways of signing. People speak slowly or fast, some use monosyllables, some 'go round the houses', some make themselves clear and some are difficult to understand. You may meet just as wide a variety of signing styles so don't think 'seen one, seen them all'.

Being Honest

One of the worst things you can do when talking to a signer is to pretend that you understand when she can tell perfectly well that you don't. If you don't understand something, don't be afraid to ask for a repetition. Deaf people would much rather repeat something two or more times than carry on talking when they know that you do not understand. Show that you're trying and they will be patient and helpful. Don't be in too much of a hurry to interrupt and ask for a repetition though, trying to pick out a few signs and the context they are used in may give you a good idea of what the person is saying and enable you to give an appropriate response.

Mirror, Mirror, on the Wall

Some people recommend that you practise your signing in front of a mirror and though using a mirror enables you to see what you look like when you sign to someone, you may not find it that useful. If you do want to see what you look like to other people, use a mirror mainly to see what your signing space is like – is your signing too big or – more likely – small. You can also check whether your expressions accurately convey the meaning of the signs.
**Chapter 14: Ten Top Tips To Improve Your Signing Skills**

**Being a Film Star**

If you have a camcorder, use it to film yourself signing. Then watch it back afterwards to get a more accurate idea of your signing skills than you would by watching yourself in a mirror. Try to find a fellow signing novice to share the film session with you as signing to somebody else is more natural than signing to the camera and you can give each other feedback afterwards when watching the playback. You can also ask for feedback from your tutor, if you have one.

**Keeping a Record**

If you do use a camcorder, a good method of checking your progress is to sign a favourite poem or song at intervals of a few weeks – with practice in between – over a period of time you should become much more fluent.

**Hare or Tortoise?**

Practise your finger-spelling as much as you can, preferably with a fellow signing beginner. If you can become adept at finger-spelling, you always have a method of communicating with a Deaf person. It is obviously slower to spell out everything rather than sign but you WILL get there at the end. A good way to practise and become more fluent is to spell out Mary Poppins' famous 'supercalifragilisticexpialidocious' – try timing yourself and see how fast you can bring your time down – but no cheating! For more on finger-spelling refer to Chapter 2.

**The Way of the World**

The best way to absorb a foreign language is to go and live in the country where the language is spoken. If you read books about deafness or information leaflets from organisations for and of the Deaf, you gain an understanding of the Deaf World, or Deaf Culture (as some people call it). This information often gives you clues as to what a Deaf person is talking about. For more on Deaf community and culture see Chapter 12.
Ten Top Tips For Good Communication

In This Chapter
▶ Getting the right attitude
▶ Remembering your environment
▶ Using communication tactics

In this chapter, we look at ten top tips for good communication with Deaf people. By keeping in mind things like your body language, positioning, and being clear in your speech, communication can change from being a frustrating experience, to being an enriching challenge that encourages both parties – Deaf and hearing. The most important thing to remember about communication is: be flexible and don’t give up. Read on for more pointers.

Get an Attitude

Communicating with any deaf person – whether they’re BSL users or not – is all about having the right attitude. If you really want to understand, and be understood, you’re already half-way there. BSL is not mime, not just body language, and not an inferior form of English. BSL is a full, rich, living language in its own right that has its own structures and grammar, changing vocabulary, weird and wonderful expressions, jargon, slang, swear words, and technical terms. And the Deaf people who use it vary in their ability to use BSL, as hearing people vary in their ability to use English. The right attitude to have towards BSL is to appreciate its wealth, its worth, and its community.

Take no notice of what you’ve been told or read in the newspaper. A monkey may be able to pick up a few signs, but that doesn’t make it a BSL user, no more than a talking parrot is a fluent speaker of English!
Lights, Camera . . . Action!

Before you even open your mouth, or lift your hands to start signing, make sure that you’ve got the Deaf person’s attention. To do this you need to get their eye contact, and this can be done in a number of ways, according to the situation and the person. Refer to Chapter 1 for ‘getting attention’ ideas other than waving your hands. Once you’ve established eye contact, consider what you want to say and how to say it. Have a piece of paper and pen nearby in case you need to write things down. If you’re communicating with someone who doesn’t use a lot of English, don’t be too heavy on the complex words yourself. Get to the point, try not to mumble, and remember to keep your face visible. Loosen up your body and add gestures! And let your whole face – not just your lips, do the talking.

Does He Take Sugar?

Deaf people are deaf not dead. And they’re not dumb (in the sense of stupid). You don’t need to go through someone else to ask them a question. Ask them yourself! If you’re not sure whether the Deaf person understands you – give it a go anyway. Deaf people are used to having to work at communication with hearing people, and will let you know if you need to say it again, or write something down. You’d find it pretty annoying to be left out of a conversation or treated like you’re invisible, wouldn’t you? So give them the opportunity to decline your kind offer of a cuppa themselves. If you’re using a BSL interpreter, you still need to address the Deaf person directly. After all, not the interpreter you’re talking to, they’re just there to provide communication access. The interpreter interprets everything you say, in the way you say it – so no off-the-cuff remarks ‘just for the interpreter’. If the interpreter hears it, they sign it. That’s equal access! For more on interpreters, refer to Chapter 12.

Get Body-Conscious

Have you ever been told that your body is your finest asset? Well, believe it when you want to communicate with Deaf people. A Deaf sign language user is expert at reading the information coming from your body . . . so beware! Use this knowledge to your advantage in communication, and make use of the common everyday gestures that we all know. Use a thumbs-up sign when talking about something good or positive. Use thumbs down for negative. Use pointing to refer to things, use your fingers to show walking, open your hands
and shrug your shoulders to say you don’t know. Sign language is a gestural language, so if you get used to using common gestures when speaking to a Deaf person, it’ll help when picking up certain BSL signs.

When you use gestures – still keep using lip patterns as well. Unless you’re using Sign Language properly, the gesture on its own may be ambiguous as you’re using it in isolation, without any language to support it. If you’re not confident enough to use BSL, keep using the English language, and add gestures too.

**What’s the Point?**

We all know people who are expert in the art of waffling. It can be hard enough listening to someone constantly rambling off the point and jumping from one topic of conversation to another. If you’re Deaf, and faced with a waffler, you’re not going to have an easy ride in communication. Lipreading is greatly helped by knowing the context, so make sure that you establish this context from the start, and then try to stick to your point. That way, the conversation is likely to run more smoothly because the Deaf person has more opportunity to follow what you’re talking about. You really don’t need to talk in coochy-coo baby language (unless you’re talking to a baby perhaps), but it does help if you keep your sentences fairly concise and don’t take 100 words just to ask where the nearest loo is.

**Keep Clear – Access Required**

‘Infamy! Infamy! They’ve all got it in for me!’ shrieked Kenneth Williams in *Carry On Cleo*. The thing is, if you’re not clear about what you want to say, and how you say it, it can lead to all sorts of misunderstandings and confusion. If the person you’re talking to has a puzzled look on his face, he may not have got what you’re saying and be working really hard to make sense of it all. Don’t worry about pausing and check with them that they’ve understood. Don’t just rattle on, hoping they work it out in the end. Check. Then try again. Make yourself clear in your speech, and clear in your signs. If you’re having a go at BSL, take your time and try to relax. If you get too nervous, your hands may start to shake and be all fingers and thumbs. Clarity is more important than speed. If you’re using your voice, don’t shout. Just speak more clearly (but keep it natural too! No rubber lips please!) Don’t over-exaggerate, but pronounce your words properly – this precision helps with lipreading. Clarify with appropriate gestures or signs, and keep your face clear of hands, books, pens . . . and fancy-dress masks.
Be Environmentally Friendly

You don’t need to be an eco-warrior to make your environment more Deaf-friendly. Just being aware of some of the barriers to good communication helps to get rid of them.

If you can, move to somewhere quieter, or reduce background noise if possible. Lipreading requires concentration so it helps if the environment is calmer and less distracting. Contrary to popular belief, Deaf people do not all live in a nice quiet world. If you wear a hearing aid, you probably pick up a lot of noise and clatter as hearing aids amplify most sounds. This is why some Deaf people prefer to turn their hearing aids off when a lot of people are around.

Deaf BSL users are visual people; they receive information through their eyes. So the visual environment is going to help or hinder good communication. Be aware of what’s behind and around you when you’re speaking or signing. A visually busy background with lots of posters, TV screens or people walking back and forth, can be distracting if you’re trying to concentrate. Likewise, the environment needs to be light enough for the Deaf person to be able to see your face. Standing in front of a window is a big communication no-no. Shadow will obscure your face. If you see light at the end of the tunnel – come into it!

One at a Time Please!

Unlike mothers and school teachers, Deaf people don’t have eyes in the back of their heads. They can only look at one pair of lips or hands at a time. So remember that when you’re in a group situation, it helps if people talk one at a time. If the Deaf person is lipreading, they need to know who is speaking and when, and be given a few moments to adjust to a new face. Raising your hands to indicate who is wanting to speak, in a meeting or group discussion, helps as the Deaf person then knows who to turn towards. If a BSL interpreter is being used, he is only able to interpret one person at a time. Interpreters only have one pair of arms and interpreter training has yet to provide extra limbs.

English versus BSL

English and BSL are not the same thing! BSL has its own grammar and structure and its own idioms and phrases that are unique to BSL and different to
the English language. When someone is signing in BSL, they do not sign word-for-word. Some of their signs may occasionally be accompanied by English word lip patterns. However, they don’t follow English grammar – they use BSL grammar and use their ‘signing space’ to convey time, tense, direction, and many other linguistic features. If you see someone signing at the same time as speaking, using English grammar and word order, that’s not BSL – what you see is SSE (Sign Supported English) or Signed Exact English (where even word endings like –ing and –ed are fingerspelt). SSE is mostly used by deaf people who rely on lipreading and the English language and like to use signs to aid communication. Members of the Deaf community use BSL, and may know English too, but possibly as a second, or even third or fourth language, depending on what they’ve been brought up with.

As the grammar is so different, an SSE user and a BSL user may not be able to understand each other, even though both use signing.

**Don’t Give Up!**

Communication breakdowns always cause problems, and can happen often. The most important thing to remember is to be flexible and don’t give up. As the saying goes: ‘If at first you don’t succeed, try, try again’.

Never say to a Deaf person ‘Oh never mind, it doesn’t matter’. It does matter! Giving up communicates that you’re not willing to try, and can cause confusion and hurt, and make the Deaf person feel left out and unvalued.

If you do have a communication breakdown, tactics you can use to repair the breakdown and get back on track include the following:

- If a deaf person (whether Deaf, hard of hearing or deafened) doesn’t understand you, first of all, try repeating yourself; two or three times at the most – don’t go on and on ad nauseum.
- If repeating it doesn’t help, try rephrasing. That is, say it in a different way. For example, ‘How do you take your tea?’ may be rephrased to ‘Do you take milk and sugar?’. They may not have understood the word ‘tea’ but may get the words ‘milk and sugar’.
- OK, so you’ve repeated, you’ve tried rephrasing – what next? Use a gesture! For ‘tea’, maybe make a ‘T’ shape with your hands, or make a simple gesture of sipping from a cup.
- Use your face! So much can be communicated through facial expressions – feelings, questions, like, dislike. Practise in the mirror and don’t be embarrassed.
If all that doesn’t work, you can always write it down. But you probably don’t need to write down the whole sentence. It may be just one or two words that haven’t been understood. Just write down those two words, then carry on using clear speech and signs as appropriate.

If you don’t have pen and paper on you, write the word clearly on the palm of your hand, using your finger. Don’t write on their hand – unless they’re deafblind! And don’t use pen!

If you’re communicating with a Deaf BSL user, and you don’t know the sign for something, try spelling the word out using the fingerspelling alphabet (if you can remember it).

If you’re resorting to writing things down for a BSL user, try to avoid jargon and long complex sentences. It may be that they don’t know the English terms or grammar. Use familiar everyday words and shorter sentences, as appropriate.
Chapter 16

Ten Top BSL Resources

In This Chapter

▶ Attending formal classes
▶ Getting out and about in the Deaf community
▶ Making the most of the media
▶ Using Web resources

A wide range of resources exist to help you broaden your knowledge of British Sign Language. In this chapter, we list ten of the best.

Honoring Your Skills at BSL Classes

The best way to discover BSL is to go to your local adult education centre or college and enrol on a BSL class at Level 1. You acquire the skills best by watching a tutor demonstrate hand and body movements, and facial expressions. Being in a class also gives you more opportunities to practise with others at the same level as yourself.

Attending a Communication Club

Many Deaf people go to their local deaf club to just let their hair down and socialise with their friends. Although they welcome novice signers at their club, try not to take too much advantage of their goodwill. Do not feel offended if they do not seem to want to enter into a lengthy conversation with you. Most of them have had to cope with communicating with hearing colleagues at work during the day and want to relax and talk to their Deaf friends in their leisure time. You may have been in a similar situation when you have tried your schoolboy/girl French on holiday abroad and had to put
up with pitying smiles and uncomprehending frowns from a French person so be understanding and do not monopolise someone for too long. The club organisers know of this problem, so they often set up a Communication Club where novices can practise with volunteer Deaf people. Find out from your local Deaf club whether they have such a club and how often it meets. For more on Deaf clubs, see Chapter 12.

**Going to Deaf Pubs**

More and more Deaf people go to ‘Deaf pubs’ as they are called, but Deaf pubs are not for Deaf people only. They meet maybe once a month at a particular pub, where they know other Deaf people go, to socialise with their friends and maybe make new ones. Going to a Deaf pub can be a good way to improve your signing as you can just sit back and watch and try to understand what people are signing until you feel confident enough to try to join in. Introduce yourself to a group you may be watching first and explain that you’re a beginner – so they won’t think you’re just being nosy. They may try to bring you into the conversation, which can help to improve your productive (signing to others) and receptive (reading others’) signing skills. If you attend a BSL class, ask your teacher whether she knows of such a pub and if not, try to find one on the Internet.

**Taking a Trip to the Theatre or Cinema**

Many theatres now provide captions or sign language-interpreted performances. Many Deaf people attend these performances regularly, so not only can you see how the interpreter signs the dialogue, but you may also discover a great way to meet different people. Captioning is a way of converting the spoken word into text on a screen at the back of and above the stage and provides access to live performances for Deaf, deafened, and hard of hearing people. Look up [www.stagetext.co.uk](http://www.stagetext.co.uk) on the Internet to find out where captioned performances are held. Enter *BSL interpreted plays* on an Internet search engine and you get a list of where a performance is BSL interpreted. Some venues hold performances where all actors are Deaf and using BSL from time to time. Enter *BSL plays* on the search engine for a list of such plays, times and locations.

Subtitled films won’t help your signing skills but you may be interested to know that cinemas in big towns and cities now provide subtitles for the latest films on a weekly or monthly basis.
Attending Deaf Workshops and Conferences

Many organisations exist of/for the Deaf. The main ones are The Royal National Institute for the Deaf (RNID), The National Deaf Children’s Society (NDCS), The British Deaf Association (BDA) and The Council for the Advancement of Communication with Deaf people (CACDP). They hold Annual General Meetings, usually in conjunction with workshops and conferences, which cover a wide range of topics related to deafness. Some Universities that offer Deaf Studies courses also have workshops and conferences with topics mainly on sign language, linguistics, and The Deaf Community and Culture. Some organisations organise ‘silent weekends’ – residential weekends – usually from Friday evening to Sunday afternoon – at which no one is allowed to use their voice. Attending such an event is a good way to improve as you have to use sign language all the time.

Watching BSL Signed DVDs

If you cannot get regular practice on a sign language course or with Deaf people, DVDs can be the best way to practise your receptive skills. A variety of businesses make a wide range of DVDs to meet different skill levels from levels 1 to 4. Check on the Internet which DVD is suitable for your current abilities or ask your tutor or a Deaf friend whether they can recommend one. Your local library may be a good source for DVDs, available free or at a nominal charge. If you attend a BSL class, your college library may have a range of DVDs for you to borrow. The Forest Bookshop is a good source of DVDs – you can find their contact details on the Internet.

Although BSL books can be a great help in remembering signs you have already acquired, watching DVDs is better as you can see the facial expressions, hand, body, and arm movements in three-dimensional signing.

Taking in TV Programmes

BBC2 broadcasts a weekly programme ‘See Hear’ for Deaf viewers at 1 p.m. on Wednesdays, with a repeat the following Wednesday at 1 a.m. in the morning. The programme covers news and issues relevant to the Deaf Community and is presented by Deaf BSL users, which offers opportunities to practise your receptive skills.
Wising Up to Websites

You can find a number of websites on the Internet that include graphics or videos of fingerspelling and sign language, for example, www.BritishSignLanguage.com, www.deafsign.com, and www.Deafclub.co.uk. Others you can find by searching for ‘British Sign Language’ on the Internet. Have a look at www.deafstation.org, which is an information resources and news service, all presented in BSL.

Weighing Up Webcams

The Deaf Community are making good use of webcams. Unlike faxes and emails, they allow you to see the person you’re talking to and to use BSL. Skype and ooVoo websites are widely used by Deaf people for face-to-face visual communication. If you have Deaf friends – or someone in your sign language class who has access to a webcam – you can practise with them.

Making Deaf Friends

Have you ever thought of what it would be like to have a Deaf friend? Would you feel inhibited? Worried about what sort of things you can do together? Don’t worry, Deaf people do everything hearing people do, apart from actually hearing and, in some cases, speaking, so if you can sign you can share most things with a Deaf friend. Deaf people obviously do not go to see ‘The Sound of Music’ umpteen times or risk pneumonia by standing in the rain to listen to Madonna or Robbie Williams at one of their concerts. They do, however, do the same jobs, watch and discuss the same TV programmes, play the same sports, enjoy the same games, take part in quizzes, spend too much on clothes and the latest electronic gadgets, go to the same places for holidays and moan about the weather just as much as hearing people. One thing to remember though, if you have Deaf friends, is that they may have customs different from those of the hearing world – remember the saying ‘When in Rome do as the Romans do’. Deaf people are proud of their language and customs, so if you want to ‘fit in’ you need to watch and discover and not be surprised if they behave differently or do things your hearing friends would not. For more on Deaf community and culture, refer to Chapter 12.
Chapter 17
Ten Really Useful Phrases

In This Chapter
▶ Mastering signs for meeting and greeting
▶ Making sure that the message is clear
▶ Apologising accurately
▶ Offering help

As with a foreign language phrase book, the ten useful phrases in this chapter help to get you through everyday situations until you become more accomplished in your signing skills. If you forget everything else, just try to remember these!

How Are You?

When meeting a deaf person you can sign this phrase after saying ‘Hello’.

HOW ARE YOU?
You All Right?

You all right? can be signed in several ways. If a Deaf person greets you with this sign and a smile it means something like ‘How’s life?’ or ‘Everything OK?’ If the person says it with a concerned look, he may have heard about an illness or misfortune you’ve had and is enquiring if you’re alright now.

ALL RIGHT?

Again, Please

If you don’t understand what a deaf person is signing to you and you miss something, don’t be afraid to interrupt and ask again please. They would rather you stop them and ask for a repeat than let them go on until they’ve finished and then confess you did not understand.

AGAIN PLEASE
Chapter 17: Ten Really Useful Phrases

**I’m Sorry**

You may need to say *sorry* on a number of occasions. You may need to apologise for being late, arguing unnecessarily, bumping into someone, and so on, or you may need to sign it in a more heartfelt way if the person has had a loss, sad news or a misfortune. Accompany the sign by an appropriate facial expression; obviously you look more concerned if the person has had bad news. Hearing people show concern in their voices as much as their expressions but a Deaf signer needs to *show* more concern. You need to get used to showing your feelings on your face when signing.

SORRY

**I Don’t Understand**

This phrase is often used by those new to BSL and is usually accompanied by *again please!* You need to take care when using this sign as it can mean both ‘I understand’ and ‘I don’t understand’ – the meaning is changed by nodding or shaking your head as you give the sign, with a puzzled facial expression for the latter.

UNDERSTAND
Do You Need Help?

This phrase is useful if you think a deaf person needs help with something or looks lost. Be careful with the sign though: The sign going towards the other person means ‘do you need help’ but going towards the signer means ‘I need help’. However, don’t rush in with the query if you think a deaf person is in trouble communicating with a hearing person, some deaf people prefer to try a bit more themselves before asking for help.

WANT HELP

That’s Right!

The sign for right is the same as for the good sign, as shown in the Cheat Sheet Essential Expressions, but is signed with thumb sideways as shown in the illustration below. You use this phrase in various situations such as agreeing with what another person is saying, confirming that something is correct or asserting that you’re right. For the latter, make the sign towards yourself.

RIGHT
That’s Bad/Wrong!

The \textbf{bad} sign is the same for \textbf{wrong} – a clenched fist with little finger upright. It is used the same way as the \textbf{that’s right} sign but, of course, means the opposite. It can also be used to add emphasis to an exclamation such as ‘Oh dear!’, ‘Poor you!’; ‘Oh, no!’; or ‘What a shame!’ – all with the appropriate facial expression.

![BAD]

\textbf{Excuse Me}

This phrase is often used formally or when approaching people you do not know. If you see a group of people you don’t know talking and maybe blocking your way, or you want to ask them something, you sign \textbf{excuse me}. If you know the group, you would say \textbf{sorry} rather than \textbf{excuse me}.

![EXCUSE]
See You Around/Soon!

When taking leave of someone, you can sign see you around, and maybe adding soon, after saying goodbye, but not all Deaf people use this phrase as they and have different ways of taking leave. Find out from your friends how they say their goodbyes.

SEE   YOU

AROUND  SOON
Chapter 18

Ten Things You (Probably) Didn’t Know about Deaf Culture and History

In This Chapter
▶ Interesting facts about Deaf people
▶ Notable milestones in the history of BSL

Not many people are aware that sign language has been around for thousands of years and much has been written about Deaf people and their language. Socrates wrote in 422 BC, ‘If we have no voice or tongue and wished to make things clear to one another, should we not try as the dumb actually do to make signs with our hands, head and person generally?’ The Talmud mentions Deaf families using sign language before the birth of Jesus. This chapter is an informative way of ending this book and will, hopefully, make you want to discover more about Deaf people and their language and enrol on a Sign Language course.

British Sign Language (BSL)

BSL has been used for hundreds of years but was only recognised by the government as an official language (along with Welsh and Gaelic) in 2003 – after a prolonged campaign by the Deaf community. In common with spoken languages, BSL is different from the sign languages of other countries. The British finger-spelling alphabet uses both hands whilst the above countries, and most others, use only one. For more about the development of BSL see Chapter 12.
St John of Beverley

St John of Beverley, the eighth-century Archbishop of York, was the first person to reject Aristotle’s theory that the deaf were uneducatable. He taught a poor deaf boy from Hexham how to spell the letters of the alphabet and a few words and sentences. He is regarded as the first teacher of the deaf.

Early Signs of Sign Language

In 1516, Richard Carew described two deaf men in his book ‘Survey of Cornwall’. He mentioned Richard Kempe and Edward Bone, two deaf men, having ‘heartie laughter’ and using ‘passionate gestures’. Richard Carew wrote: ‘Edward Bone was a servant who used mime-like signs to communicate with his Master, and a more sophisticated sign language when he met his deaf friend, Richard Kempe, who lived nearby. When they chanced to meet, would use such kind embracements, such as strange, often, and earnest tokenings . . . and other passionate gestures.’

Vows of Silence

The earliest known wedding in Britain that was conducted in a form of sign language was in 1576. A signed wedding ceremony is recorded in the parish of Leicester between Ursula Russell and Thomas Tilsye on 5 February 1576, when they took their vows in sign language.

To Read and Write – Right?

In the 1660s, Sir Christopher Wren’s brother-in-law competed with another Royal Society member to see who could best encourage a deaf pupil to read and write. John Wallis and William Holder both taught deaf people by the oral method and quarrelled over claims of plagiarism. Wallis evidently changed his mind in later years when he commented that the deaf needed to be taught through signs first.
Chapter 18: Ten Things You (Probably) Didn’t Know about Deaf Culture and History

**Finger-spelling Circa 1720**

The finger-spelling alphabet used in BSL is closely based on a finger alphabet chart published by Daniel Defoe, author of *Robinson Crusoe* and *Moll Flanders*. In 1720, he published *The Life and Adventures of Mr Duncan Campbell*, which contains the chart of a finger-spelled alphabet – although the ‘J’ is missing. Only four letters are different from those used today. In 1698, an anonymous deaf person published a small booklet *Digiti Lingua*, which contained a manual alphabet chart that laid the foundation for the present finger-spelling alphabet. For more on finger-spelling, see Chapter 2.

**Give Us a Bell**

If it had not been for deaf people, the telephone may not have been invented? Alexander Graham Bell’s experiments in trying to invent a hearing aid for his wife and mother, who were both deaf, led him to invent the telephone in 1871. He was a skilled finger-speller and taught the famous deaf/blind Helen Keller. He was connected to the Eugenics movement and had suggested that deaf people should not marry each other.

**Deaf Church to Department Store**

The famous Selfridges department store in Oxford Street, London was the site of the first deaf church in the UK, St Saviour’s, which was built in 1873. Queen Alexandra, wife of King Edward VII, often attended the church for services. She was deaf and attended the church to enjoy the company of other deaf people and be able to follow the services – as she was an accomplished finger-speller. The church was pulled down in 1922 to make way for the department store and was rebuilt in Acton, West London, where it still stands.

**The Queen Amused Others**

Queen Victoria was an accomplished finger-speller and was probably the person who taught Queen Alexandra the skill. The Queen had found out how to fingerspell when she met and befriended a young deaf girl, Elizabeth
Groves and paid for her education at the London Asylum for the Deaf and Dumb. Later, when the Queen stayed at Osborne House on the Isle of Wight, she often visited a nearby post office where Elizabeth lived with her parents, after leaving her brutal husband. The Queen would spend hours communicating with Elizabeth.

Deaf to the Crowd

Lester Piggott, probably Britain’s best-known jockey, never heard the crowd urging him on when he rode his huge number of winners, because he is quite deaf. His deafness was diagnosed at the age of five but he may well have been deaf from birth. Deafness certainly did not prevent him from being the race goers’ favourite and winning the Derby nine times.
Part VI
Appendixes

The 5th Wave
By Rich Tennant

"Conrad signs quite well, but using British Sign Language, it takes both hands and I’ve taught all our children never to speak with their mouths full."
In this part . . .

This book has two appendixes. Appendix A gives you all the answers to the Fun & Games sections you’ve encountered on your way through the book. The second tells you what you need to know about playing and using the accompanying CD.
Appendix A

Answer Key to Fun & Games

Chapter 2


Chapter 3

1. m; 2. k; 3. i; 4. b; 5. j; 6. n; 7. c; 8. l; 9. h; 10. f; 11. d; 12. a; 13. g; 14. e.

Chapter 4

1. c; 2. g; 3. a; 4. h; 5. f; 6. b; 7. d; 8. e.

Chapter 5

1. f; 2. b; 3. g; 4. a; 5. c; 6. e; 7. d.

Chapter 6


Chapter 7

Answers in chapter.
Chapter 8

Answers in chapter.

Chapter 9


Chapter 10

Answers in chapter.

Chapter 11

Appendix B

About the CD

In This Appendix
▶ System requirements
▶ Using the CD with Windows, Linux, and Mac
▶ What you’ll find on the CD
▶ Troubleshooting

The CD which accompanies this book features a number of videos showing British Sign Language being used in real situations. It also shows you how to sign the BSL alphabet. Watch the videos in conjunction with the relevant ‘Starting to Sign’ section in each chapter to see how BSL is used in everyday life.

System Requirements

Make sure that your computer meets the minimum system requirements shown in the following list. If your computer doesn’t match up to most of these requirements, you may have problems using the software and files on the CD. For the latest and greatest information, please refer to the ReadMe file located at the root of the CD-ROM.

✓ A PC running Microsoft Windows or Linux with kernel 2.4 or later
✓ A Macintosh running Apple OS X or later
✓ A CD-ROM drive

If you need more information on the basics, check out these books published by Wiley Publishing, Inc.: PCs For Dummies by Dan Gookin; Macs For Dummies by Edward C. Baig; iMacs For Dummies by Mark L. Chambers; Windows XP For Dummies and Windows Vista For Dummies, both by Andy Rathbone.
Using the CD

To install the items from the CD to your hard drive, follow these steps.

1. **Insert the CD into your computer’s CD-ROM drive.**

   The license agreement appears.

   **Note to Windows users:** The interface won’t launch if you have autorun disabled. In that case, choose Start➪Run. (For Windows Vista, choose Start➪All Programs➪Accessories➪Run.) In the dialog box that appears, type D:\Start.exe. (Replace D with the proper letter if your CD drive uses a different letter. If you don’t know the letter, see how your CD drive is listed under My Computer.) Click OK.

   **Note for Mac Users:** When the CD icon appears on your desktop, double-click the icon to open the CD and double-click the Start icon.

   **Note for Linux Users:** The specifics of mounting and using CDs vary greatly between different versions of Linux. Please see the manual or help information for your specific system if you experience trouble using this CD.

2. **Read through the license agreement and then click the Accept button if you want to use the CD.**

   The CD interface appears. The interface allows you to browse the contents and install the programs with just a click of a button (or two).

What You’ll Find on the CD

The following sections are arranged by category and provide a summary of the software and other goodies you’ll find on the CD. If you need help with installing the items provided on the CD, refer to the installation instructions in the preceding section.

- **Shareware programs** are fully functional, free, trial versions of copyrighted programs. If you like particular programs, register with their authors for a nominal fee and receive licenses, enhanced versions, and technical support.

- **Freeware programs** are free, copyrighted games, applications, and utilities. You can copy them to as many computers as you like — for free — but they offer no technical support.
Appendix B: About the CD

✓ **GNU software** is governed by its own license, which is included inside the folder of the GNU software. There are no restrictions on distribution of GNU software. See the GNU license at the root of the CD for more details.

✓ **Trial, demo, or evaluation** versions of software are usually limited either by time or functionality (such as not letting you save a project after you create it).

**Dialogues**

*For Windows and Mac.* All the examples provided in this book are located in the Author directory on the CD and work with Macintosh, Linux, Unix, and Windows 98 and later computers. These files contain much of the sample code from the book. The structure of the examples directory is

- Author/Ch3_cities.swf
- Author/Ch3_greetings.swf
- Author/Ch3_whoandwhere.swf
- Author/Ch4_jobs.swf
- Author/Ch5_feelingmiserable.swf
- Author/Ch5_heartattack.swf
- Author/Ch6_johnsbirthday.swf
- Author/Ch7_holidaypacking.swf
- Author/Ch8_directions.swf
- Author/Ch9_makingadate.swf
- Author/Ch10_goingtoacafe.swf
- Author/Ch10_jeansorder.swf
- Author/Ch11_johnsorder.swf
- Author/Ch11_olgasorder.swf
- Author/Ch11_petersorder.swf
- Author/Ch11_cheatsheet.swf
- Author/Ch11_hobbies.swf
- Author/Ch11_jameschoice.swf
- Author/Ch11_jeanschoice.swf
- Author/Ch11_johnschoice.swf
- Author/Ch11_olgaschoice.swf
- Author/Ch11_peterschoice.swf
- Author/Ch11_thissummer.swf
- Author/Ch11_watchingsport.swf
Troubleshooting

We tried our best to compile programs that work on most computers with the minimum system requirements. Alas, your computer may differ, and some programs may not work properly for some reason.

The two likeliest problems are that you don’t have enough memory (RAM) for the programs you want to use, or you have other programs running that are affecting installation or running of a program. If you get an error message such as Not enough memory or Setup cannot continue, try one or more of the following suggestions and then try using the software again:

✔ Turn off any antivirus software running on your computer. Installation programs sometimes mimic virus activity and may make your computer incorrectly believe that it’s being infected by a virus.

✔ Close all running programs. The more programs you have running, the less memory is available to other programs. Installation programs typically update files and programs; so if you keep other programs running, installation may not work properly.

✔ Have your local computer shop add more RAM to your computer. This is, admittedly, a drastic and somewhat expensive step. However, adding more memory can really help the speed of your computer and allow more programs to run at the same time.

Customer Care

If you have trouble with the CD-ROM, please call Wiley Product Technical Support at 800-762-2974. Outside the United States, call 317-572-3993. You can also contact Wiley Product Technical Support at http://support.wiley.com. Wiley Publishing will provide technical support only for installation and other general quality control items. For technical support on the applications themselves, consult the program’s vendor or author.

To place additional orders or to request information about other Wiley products, please call 877-762-2974.
Index

• Numbers and Symbols •
534, Sign for, 111
999, Sign for, 91
3rd, Sign for, 110

• A •
a long time ago, 168
administrator, Sign for, 59
afraid, Sign for, 86
after, Sign for, 225
afternoon, Sign for, 105, 170, 228
Again, please, Signs for phrase, 280
age
forty years old, Sign for, 108
four years old, Sign for, 107
how old?, Sign for, 107
thirty two years old, Sign for, 108
ages ago, 168
alarm clock, 261
alcoholic drinks
bottle, Sign for, 213
glass, Sign for, 213
red, Sign for, 213
wine, Sign for, 213
alerts
alarm clock, 261
baby crying, 261
fire alarm, 261
knocking at door, 261
phone ringing, 261
smoke detector, 261
alphabet for fingers-pelling, 21–22
ambulance, Sign for, 88, 91
American Sign Language (ASL), 245
angling/fishing, Sign for, 218, 221
angry, Sign for, 71, 74
ankle, Sign for, 82
answers to Fun & Games sections, 291–292
approaching Deaf people, 34
April, Sign for, 179, 181
Are you Deaf?, 38
arm, Sign for, 79, 87, 89
around, Sign for, 48, 49
art galleries, 248
ASL (American Sign Language), 245
attention getting techniques
stamping on floor, 14
switching light on and off, 14
touch on arm or shoulder, 13
waving, 14
August, Sign for, 180
aunt, Sign for, 19, 56
AUSLAN (Australian Sign Language), 245

• B •
B-S-L Interpreter, Sign for, 63
baby, Sign for, 18
baby crying alert, 261
back, Sign for, 79, 83
bacon, Sign for, 193, 195, 201
bad, Sign for, 84
badminton, Sign for, 223, 228
baked beans, Sign for, 207, 208
ball, Sign for, 224
bandage, Sign for, 85
Bank Holiday, Sign for, 182
BDA (The British Deaf Association), 277
been, Sign for, 78
before, Sign for, 45, 63, 151, 168
Bell, Alexander Graham, 287
beside, Sign for, 146
better, Sign for, 48, 49
bicycle, Sign for, 149, 151
bikini, Sign for, 136
bilingual persons, CODA, 9
Birmingham, Sign for, 43
birthday, Sign for, 108, 109
biscuit, Sign for, 204, 206
black, Sign for, 124, 133
bleeding/haemorrhage, Sign for, 88
blood, Sign for, 85
blood pressure, Sign for, 85, 86, 90
blouse, Sign for, 126, 128
blue, Sign for, 124, 127
body, Sign for, 79
body language
Deaf persons, 11
deafened person, 12
facial expressions, 20
hard of hearing persons, 11
importance of, 270–271
body parts
ankle, Sign for, 82
arm, Sign for, 79
back, Sign for, 79
body, Sign for, 79
chest, Sign for, 80
elbow, Sign for, 82
foot/feet, Sign for, 80
hand, Sign for, 79
hip, Sign for, 82
knee, Sign for, 82
leg, Sign for, 80
neck, Sign for, 82
stomach, Sign for, 80
wrist, Sign for, 82
book, Sign for, 19, 145
boots, Sign for, 131, 133, 135
boredom, Sign for, 174
boss, Sign for, 74
bottle, Sign for, 213
bought, Sign for, 110, 111
boxing, Sign for, 223, 229
boy, Sign for, 57
Braidwood, Thomas, 246
Braidwood Academy for the Deaf and
Dumb, 246
bread, Sign for, 194, 195
breakfast
bacon, Sign for, 193
bread, Sign for, 194
butter, Sign for, 194
cereal, Sign for, 193
coffee, Sign for, 193
croissant, Sign for, 194
egg, Sign for, 193
jam, Sign for, 194
margarine, Sign for, 194
marmalade, Sign for, 194
milk, Sign for, 193
sausage, Sign for, 193
sugar, Sign for, 193
toast, Sign for, 194
breakfast, Sign for, 192
bridge, Sign for, 154, 163
briefs, Sign for, 130
Brighton, Sign for, 43
bring, Sign for, 136
The British Deaf Association (BDA), 277
broken, Sign for, 77, 87
brother, Sign for, 54
brown, Sign for, 124, 127
bruise, Sign for, 77
BSL (British Sign Language). See also
sign language
classes, 275
Deaf persons and, 8, 10
defblind persons, 12
English and, 272–273
grammatical rules, 246
linguistics, 246
new sign creation, 19–20
as preferred language, 8
recognition as official language, 285
burger, Sign for, 211
bus, Sign for, 148, 149, 150
butter, Sign for, 194, 196
buy, Sign for, 110
CACDP (The Council for the Advancement of Communication with Deaf People), 277
cafe, Sign for, 201
cake, Sign for, 204, 205
call, Sign for, 91
Cambridge, Sign for, 43
camping, Sign for, 218, 220
can, Sign for, 19
canal, Sign for, 158
can’t, Sign for, 176
captioned movies, 248
car, Sign for, 148, 151
cards, Sign for, 231, 232
Carew, Richard, 286
CD accompanying book
customer care, 296
dialogues on CD, 295
installing items to hard drive, 294
programs on CD, 294–295
system requirements, 293
technical support, 296
troubleshooting, 296
celebrate/party, Sign for, 182, 183, 184
celebrations
Bank Holiday, Sign for, 182
celebrate/party, Sign for, 182
Christmas, Sign for, 182, 183
Divali, Sign for, 182
Easter, Sign for, 182
New Year, Sign for, 182
party/celebrate, Sign for, 182
Passover, Sign for, 182
Ramadan, Sign for, 182
cereal, Sign for, 193
cheese, Sign for, 197, 200, 203
cheese, Sign for, 231, 232
chest, Sign for, 80, 89
chicken, Sign for, 197, 199, 207, 211
children, Sign for, 55
Chinese, Sign for, 210
chips, Sign for, 203, 212
chips/fries, Sign for, 198, 199
chocolate, Sign for, 204, 205, 206
chops, Sign for, 207
Christmas, Sign for, 182, 183
chronological order of signs in sentence, 28
church (St. Saviour’s), 287
cinema, Sign for, 160, 162, 163
cinema, skills and, 276
city, Sign for, 45
classes in BSL, 275
climb, Sign for, 220
climbing, Sign for, 218
clothes
bikini, Sign for, 136
blouse, Sign for, 126
boots, Sign for, 131
bra, Sign for, 130
briefs, Sign for, 130
coat, Sign for, 131
dress, Sign for, 126
everyday, 126–129
gloves, Sign for, 131
hat, Sign for, 131
jacket, Sign for, 126
jeans/trousers, Sign for, 126
jumper/sweater, Sign for, 131
knickers, Sign for, 130
pants, Sign for, 130
rain gear, 134–135
scarf, Sign for, 131
shoes, Sign for, 127
shorts, Sign for, 136
skirt, Sign for, 126
slippers, Sign for, 127
socks, Sign for, 131
spring gear, 134–135
summer, 135–136
sweater/jumper, Sign for, 131
swimming trunks, Sign for, 136
swimwear, Sign for, 136
t-shirt, Sign for, 130
tie, Sign for, 126
tights, Sign for, 130
trousers/jeans, Sign for, 126
underclothes, 129–130
vest, Sign for, 131
winter, 130–134
clothes, Sign for, 125, 239
cloody, Sign for, 120, 123
coat, Sign for, 131, 132
CODA (Child Of Deaf Adults), 9
coffee, Sign for, 175, 193, 196, 201
cold, Sign for, 77, 84, 121
collect, Sign for, 236
college, Sign for, 60, 65
colours, 123–125
black, Sign for, 124
blue, Sign for, 124
brown, Sign for, 124
favourite, Sign for, 125
Fun & Games, 139
green, Sign for, 124
grey, Sign for, 125
orange, Sign for, 124
pink, Sign for, 125
purple, Sign for, 125
red, Sign for, 124
white, Sign for, 124
yellow, Sign for, 124
combined method of teaching Deaf students, 246
communicating with Deaf persons, 11
communication
barriers to, 272
breakdown repair tactics, 273–274
communication clubs, 275–276
Communicators, 251
community
Deaf clubs, 248
feeling left out, 247
computer games, Sign for, 231, 233
conferences, 277
cooking, Sign for, 234, 237
corner, Sign for, 154
cough, Sign for, 77, 84
The Council for the Advancement of Communication with Deaf People (CACDP), 277
counting. See numbers
cousin, Sign for, 55
cream, Sign for, 204, 205
cricket, Sign for, 223, 228
crisps, Sign for, 198, 200
croissant, Sign for, 194, 195
crossroads, Sign for, 154, 156
crying baby alert, 261
CSWs (Communication Support Workers), 251
cucumber, Sign for, 204, 206
cup, Sign for, 190, 191
curry, Sign for, 210, 212
customer care for CD accompanying book, 296
cycling, Sign for, 218, 219

D
D/deaf, 8, 246
darts, Sign for, 231, 233
daughter, Sign for, 54
day, Sign for, 173
days
boredom, Sign for, 174
day, Sign for, 173
every week, Sign for, 174
Friday, Sign for, 170
Fun & Games, 187
last week, Sign for, 170
Monday, Sign for, 169
month, Sign for, 173
next week, Sign for, 170, 174
Saturday, Sign for, 170
Sunday, Sign for, 169, 171
this week, Sign for, 170
Thursday, Sign for, 170
today, Sign for, 172
tomorrow, Sign for, 172
Wednesday, Sign for, 172
week, Sign for, 173
week after week, Sign for, 174
weekend, Sign for, 173
yesterday, Sign for, 173
DDA (Disability Discrimination Act), 249
Deaf, Sign for, 37, 38, 39
def and dumb, 7–8
def church (St. Saviour’s), 287
Deaf clubs, 248
Deaf community, 8
Deaf friends, 278
def-mute, 8
Deaf Olympics, 8
Deaf persons
    BSL and, 10
    communicating with, 11
    description, 8
    facial expressions, 11
    pretending to be to practice, 37
Deaf pubs, 276
deafblind manual alphabet, 12
deafblind persons, 10, 12
deafened persons
    lipreading and, 12
    overview, 9–10
    writing as communication, 12
December, Sign for, 181
Defoe, Daniel, 287
dentist, Sign for, 60, 65
depressed, Sign for, 71, 74
dice, Sign for, 232
dining out
    Fun & Games, 215
    reservation, Sign for, 209
    reservations, 209
    restaurant, Sign for, 209
    table, Sign for, 209
    take-away food, 210–212
dinner, Sign for, 192
dinner time, 206–209
    baked beans, Sign for, 207
    chicken, Sign for, 207
    chops, Sign for, 207
    fish, Sign for, 207, 208
    lamb, Sign for, 207
    meat, Sign for, 207
    pie, Sign for, 207
    pork, Sign for, 207
    potatoes, Sign for, 207
    vegetables, Sign for, 207
directions, 145, 153–154
    beside, Sign for, 146
door, Sign for, 146
downstairs, Sign for, 145
East, Sign for, 152
floor, Sign for, 146, 147
Fun & Games, 165
left, Sign for, 145
next, Sign for, 146, 147
North, Sign for, 152, 153
opposite, Sign for, 146, 148, 161
over, Sign for, 159
right, Sign for, 145, 159
second, Sign for, 147
South, Sign for, 152
straight, Sign for, 146, 147
toilets, Sign for, 146
upstairs, Sign for, 145, 147
West, Sign for, 152
window, Sign for, 146
disappointed, Sign for, 71
discos, 248
Divali, Sign for, 182
divorced, Sign for, 55
dizzy, Sign for, 76, 78
do, Sign for, 219
Do you need help?, Signs for phrase, 282
doctor, Sign for, 58, 64, 90
dominant hand, 26
dominoes, Sign for, 231
door, Sign for, 26, 146, 147
door knock alerts, 261
downstairs, Sign for, 145
draughts, Sign for, 231, 232
draw, Sign for, 226
dress, Sign for, 126
dresses, Sign for, 129
dressmaking, Sign for, 235
drink, Sign for, 18
drinks, 213–214
drive, Sign for, 18, 155
driver, Sign for, 59
drugs, Sign for, 85
dry, Sign for, 120, 123
DVDs, 277

E
ear, Sign for, 81
ey early signs, 286
East, Sign for, 152
Easter, Sign for, 182, 184
eat, Sign for, 18, 192
Edinburgh, Sign for, 43
egg, Sign for, 193, 195
eight, Sign for, 98
eight o’clock, Sign for, 104
eighteen, Sign for, 99
elbow, Sign for, 82
eleven, Sign for, 99
e-mail, 248, 260
emergencies
  ambulance, Sign for, 88
  bleeding/haemorrhage, Sign for, 88
  emergency, Sign for, 88
  haemorrhage/bleeding, Sign for, 88
  heart attack, Sign for, 88
  hospital, Sign for, 88
  suspected, Sign for, 88
text-phone, 259
emergency, Sign for, 88
emotions during signing, 266
English, BSL and, 272–273
entertainment
  cinema, Sign for, 160
  holiday, Sign for, 174
  pub, Sign for, 159, 162
  public house, Sign for, 159
  restaurant, Sign for, 159
  theatre, Sign for, 160
evening, Sign for, 171, 172, 176
every day, Sign for, 168
every week, Sign for, 174
excited, Sign for, 71
Excuse me, Signs for phrase, 283
eye, Sign for, 80

• F •

facial expressions
  Deaf persons, 11
  feelings and, 69
  focusing on, 265
  funny faces, 24–25
  hard of hearing persons, 11
  importance of, 20
  modifying signs, 24
  signing space and, 144
time lines, 168
  WH questions, 35

yes/no questions, 36–37
facing you, Sign for, 27
factory, Sign for, 60
family
  aunt, Sign for, 56
  brother, Sign for, 54
  children, Sign for, 55
cousin, Sign for, 55
  daughter, Sign for, 54
divorced, Sign for, 55
  family, Sign for, 54
  father, Sign for, 54
  father-in-law, Sign for, 55
  Fun & Games, 68
  grandmother/grandfather/
grandchildren, Signs for, 55
  half brother, Sign for, 56
  half sister, Sign for, 56
husband/wife/married, Sign for, 55
  married/husband/wife, Sign for, 55
  mother, Sign for, 54, 56
  mother-in-law, Sign for, 55
  nephew/uncle, Sign for, 54
parents, Sign for, 55
  parents-in-law, Sign for, 55
partner, Sign for, 55
  sister, Sign for, 54
  son, Sign for, 54
  stepbrother, Sign for, 56
stepfather, Sign for, 56
  stepsister, Sign for, 56
uncle/nephew, Sign for, 54
  wife/husband/married, Sign for, 55
family, Sign for, 54
  farm, Sign for, 157, 159
father, Sign for, 54
  father-in-law, Sign for, 55
favou-rite, Sign for, 125
fax machines, 259–260
faxing, 248
February, Sign for, 178
fed up, Sign for, 71, 73
feel, Sign for, 75, 78
feel bad, Sign for, 76
feel good, Sign for, 76
feelings
  depressed, Sign for, 71
  disappointed, Sign for, 71
  excited, Sign for, 71
  facial expressions and, 69
  fed up, Sign for, 71
  frightened, Sign for, 71
  happy, Sign for, 70
  miserable, Sign for, 72
  nervous, Sign for, 71
  pleased, Sign for, 71
  sad, Sign for, 70
  Signs for, 71
  ferry, Sign for, 149
  fifteen, Sign for, 99
  fifth, Sign for, 103
  film yourself signing, 267
  find, Sign for, 133
  fine, Sign for, 177, 178
  finger-spelling
    alphabet, 21–22
    Bell, Alexander Graham, 287
    history of sign language, 287
    lipreading and, 23
    lipspeakers and, 252
    missing letters, 23–24
    name signs, 40
    palindromes, Fun & Games, 30
    practicing, 267
    Queen Alexandra, 287
    Queen Victoria, 287–288
    speed, 20
    stepbrother, 56
    stepfather, 56
    stepmother, 56
    stepsisiter, 56
    switching hands, 22–23
    tips, 22
    two-lettered words, Fun & Games, 30
  fire alarm, 261
  first, Sign for, 102
  fish, Sign for, 203, 207, 208, 212
  fishing/angling, Sign for, 218, 221
  five, Sign for, 98
  five to three, Sign for, 104
  floor, Sign for, 26, 146, 147
  focusing on facial expressions, 265
  fog/foggy, Sign for, 120, 122
  food, 190
    Fun & Games, 215
  food, Sign for, 192
  foot/feet, Sign for, 80
  football, Sign for, 222, 227
  foreign, Sign for, 209
  forest, Sign for, 158
  forget, Sign for, 132, 138
  fork, Sign for, 190, 192
  forty, Sign for, 109
  forty years old, Sign for, 108
  four, Sign for, 97
  four years old, Sign for, 107
  fourteen, Sign for, 99
  free, Sign for, 112
  freeze, Sign for, 122
  freezing/frost, Sign for, 121
  French Sign Language, 245
  Friday, Sign for, 170
  friend, Sign for, 54–56, 57, 63, 176, 233
  fries/chips, Sign for, 198
  frightened/angry, Sign for, 71
  frost/freezing, Sign for, 121
  fruit, Sign for, 204, 205
  Fun & Games
    answers, 291–292
    colours, 139
    dining, 215
    directions, 165
    family, 68
    finger-spelling, 30
    food, 215
    health, 92–93
    jobs, 66–68
    landmarks, 165
    leisure activities, 240–241
    meeting people, 50
    numbers, 114–117
    palindromes, finger-spelling, 30
    time, 185–186
    towns & cities, 50
    transportation, 165
    two-lettered words, 30
    funny faces, 24–25
  future, position of signs, 168
gaining attention
importance of, 270
stamping on floor, 14
switching light on and off, 14
touch on arm or shoulder, 13
waving, 14
games
cards, Sign for, 231, 232
cheese, Sign for, 231, 232
computer games, Sign for, 231
darts, Sign for, 231, 233
dice, Sign for, 232
dominoes, Sign for, 231
draughts, Sign for, 231, 232
play, Sign for, 232
scrabble, Sign for, 231
sports, 222–230
snooker, Sign for, 231
garage, Sign for, 61, 160, 161
gardening, Sign for, 234, 237
gestures you already use
baby, Sign for, 18
book, Sign for, 19
drink, Sign for, 18
drive, Sign for, 18
eat, Sign for, 18
overview, 17
telephone, Sign for, 19
gesturing to Deaf persons, 11, 12
golf, Sign for, 222, 225
good, Sign for, 76
goodbye, 47–79
goodbye, Sign for, 48, 49
grammatical rules, 246
grandmother/grandfather/grandchildren, Signs for, 55
green, Sign for, 124, 147
greetings, 33–34
grey, Sign for, 125
group situations, 272

haemorrhage/bleeding, Sign for, 88
half brother, Sign for, 56
half-past eight, Sign for, 113
half past the hour, 105
half sister, Sign for, 56
ham, Sign for, 197, 198
hand, Sign for, 79
hand dominance, 26
hand shapes, 26–27
happy, Sign for, 70, 73, 184
hard of hearing persons
body language, 11
BSL and, 11
description, 9
equipment to help with
communication, 11
lipreading and, 11
shouting and, 11
Hartlepool, Sign for, 43
hat, Sign for, 131, 132
head
eye, Sign for, 80
head, Sign for, 80
jaw, Sign for, 81
mouth, Sign for, 81
nose, Sign for, 81
teeth, Sign for, 81
throat, Sign for, 81
head, Sign for, 80
headache, Sign for, 76, 78
Index

health
ailments, 76, 77
blood, Sign for, 85
blood pressure, Sign for, 85
body signs, 79–82
bruise, Sign for, 77
cold, Sign for, 77
cough, Sign for, 77
dizzy, Sign for, 76
drugs, Sign for, 85
emergencies, 88
feel, Sign for, 75
feel bad, Sign for, 76
feel good, Sign for, 76
feeling well, 76
Fun & Games, 92–93
good, Sign for, 76
headache, Sign for, 76
how you feel, 75
ill/poorly/sick, Sign for, 77
pain/hurt, Sign for, 76
professionals and, 77
rotten, Sign for, 76
sick-nausea, Sign for, 76
sick/vomit, Sign for, 76
temperature, Sign for, 77
treatments, 85–86
healthcare
bandage, Sign for, 85
injection, Sign for, 85
operation/surgery, Sign for, 85
stitch/suture, Sign for, 85
surgery/operation, Sign for, 85
suture/stitch, Sign for, 85
test/examine, Sign for, 85
hearing, Sign for, 37, 38
hearing impaired, 9
heart attack, Sign for, 88, 90
hello, Sign for, 34, 38
here, Sign for, 73
hi, Sign for, 34
high, Sign for, 86, 90
hiking/rambling, Sign for, 218, 221
hill, Sign for, 158
hip, Sign for, 82, 87
history of sign language
early signs, 286
finger-spelling, 287
overview, 245
St. John of Beverly, 286
wedding in sign language (1576), 286
hobbies
collect, Sign for, 236
cooking, Sign for, 234, 237
dressmaking, Sign for, 235
gardening, Sign for, 234, 237
hobby/interest, Sign for, 234, 236
keeping fit, Sign for, 234, 238
knitting, Sign for, 235
reading, Sign for, 235, 237
running, Sign for, 234, 238
sewing, Sign for, 235
shopping, Sign for, 234
stamp collecting, Sign for, 235
hobby/interest, Sign for, 217, 234, 236
hockey, Sign for, 222
Holder, William, 286
holiday, Sign for, 174, 220, 221
honesty with understanding signer, 266
horse riding, Sign for, 217
hospital, Sign for, 61, 64, 88
hot, Sign for, 121, 122
hours, Sign for, 75
How are you?, Signs for phrase, 279
how many?, Sign for, 97, 137
how much?, Sign for, 106, 111
how old?, Sign for, 107, 109
hurt, Sign for, 83
husband/wife/married, Sign for, 55

• i •

i, Sign for, 70
I don’t understand, Signs for phrase, 281
ill/poorly/sick, Sign for, 77
I’m sorry, Signs for phrase, 281
Indian, Sign for, 210
indoor games
  cards, Sign for, 231, 232
  chess, Sign for, 231, 232
  computer games, Sign for, 231
  darts, Sign for, 231, 233
  dice, Sign for, 232
  dominoes, Sign for, 231
  draughts, Sign for, 231, 232
  play, Sign for, 232
  scrabble, Sign for, 231
  snooker, Sign for, 231
  injection, Sign for, 85, 86
  interest/hobby, Sign for, 217
  interpreter, Sign for, 59
  interpreters, 249–250, 270
  introductions
    overview, 34
    signs for, 41–43
  Italian, Sign for, 210

• J •
  jacket, Sign for, 126
  jacket potato, Sign for, 198, 200, 202
  jam, Sign for, 194, 196, 205
  January, Sign for, 178
  jaw, Sign for, 81
  jeans, Sign for, 128
  jeans/trousers, Sign for, 126
  Jewish, Sign for, 183
  jobs
    administrator, Sign for, 59
    college, Sign for, 60
    dentist, Sign for, 60
    doctor, Sign for, 58
    driver, Sign for, 59
    factory, Sign for, 60
    Fun & Games, 66–68
    garage, Sign for, 61
    hospital, Sign for, 61
    interpreter, Sign for, 59
    manager/boss, Sign for, 59
    mechanic, Sign for, 59
    nurse, Sign for, 58
    office, Sign for, 61
    police officer, Sign for, 58
    school, Sign for, 60
    secretary, Sign for, 59
    shop, Sign for, 60
    shop assistant, Sign for, 59
    social worker, Sign for, 59
    solicitor, Sign for, 59
    station, Sign for, 61
    student, Sign for, 60
    teacher, Sign for, 58
    waiter/waitress, Sign for, 59
    work, Sign for, 150
  July, Sign for, 180
  jump, Sign for, 27
  jumper, Sign for, 132, 138
  jumper/sweater, Sign for, 131
  June, Sign for, 179

• K •
  keeping fit, Sign for, 234, 238
  Keller, Helen, and Alexander Graham Bell, 287
  knee, Sign for, 82
  knickers, Sign for, 130
  knife, Sign for, 190
  knitting, Sign for, 235, 239
  knock at door alerts, 261

• L •
  lake, Sign for, 157, 159
  lamb, Sign for, 207
  landmarks
    bridge, Sign for, 154
    canal, Sign for, 158
    corner, Sign for, 154
    cross roads, Sign for, 154
    farm, Sign for, 157, 159
    forest, Sign for, 158
    Fun & Games, 165
    hill, Sign for, 158
    lake, Sign for, 157, 159
    motorway, Sign for, 154
post office, Sign for, 154
postbox, Sign for, 154
river, Sign for, 157, 159
road, Sign for, 154
round corner, Sign for, 154
T-junction, Sign for, 154
tower, Sign for, 158
traffic lights, Sign for, 154
tree, Sign for, 158
windmill, Sign for, 157
Langue des Signes Française (LSF), 245
last week, Sign for, 169, 170, 184
Leeds, Sign for, 46
left, Sign for, 145, 155, 156, 163
leg, Sign for, 80
leisure activities
Fun & Games, 240–241
hobbies, 234–239
indoor games, 230–233
outdoor activities, 217–221
sports, 222–230
The Life and Adventures of Mr. Duncan Campbell, finger-spelling and, 287
lift, Sign for, 147, 148
like, Sign for, 129, 221, 229, 233
linguistics of BSL, 246
lipreading
chewing gum, 15
Deaf persons, 11
defauné persons, 12
difficulting of, 15
exaggeration, 15
facing person, 15
guidelines for, 15
hands, 15
hard of hearing persons, 9, 11
lighting, 15
moving lips, 15
shouting, 15
similar sounds, 15
wide use of, 14
lipspeakers, 251–252
Little, Sign for, 39
live, Sign for, 41, 45, 46, 152
Liverpool, Sign for, 43, 46
local landmarks, 153
locations
beside, Sign for, 146
door, Sign for, 146, 147
downstairs, Sign for, 145
floor, Sign for, 146, 147
green, Sign for, 147
left, Sign for, 145
lift, Sign for, 147, 148
next, Sign for, 146, 147
opposite, Sign for, 146, 148
right, Sign for, 145
second, Sign for, 147
stairs, Sign for, 148
straight, Sign for, 146, 147
toilet, Sign for, 146, 147
upstairs, Sign for, 145, 147
window, Sign for, 146
London, Sign for, 43, 153
look, Sign for, 27
look up and down, Sign for, 27
lose/lost, Sign for, 226
love, Sign for, 205, 224
LSF (Langue des Signes Française), 245
LSPs (Language Service Professionals)
Communicators, 251
CSWs (Communication Support Workers), 251
electronic note-takers, 253
etiquette, 254–255
interpreters, 249–250
lipspeakers, 251–252
manual notetakers, 253
palantypist, 254
speech-to-text reporter (STTR), 254
lunch
cheese, Sign for, 197
chicken, Sign for, 197
chips/fries, Sign for, 198
crisps, Sign for, 198
fries/chips, Sign for, 198
ham, Sign for, 197
jacket potato, Sign for, 198
roll, Sign for, 197
salad, Sign for, 197
sandwich, Sign for, 197
soup, Sign for, 198
lunch, Sign for, 192
• M •

make, Sign for, 239
making your point, 271
man, Sign for, 57
manager, Sign for, 62
manager/boss, Sign for, 59
manual notetakers, 253
many, Sign for, 45
March, Sign for, 179, 181
margarine, Sign for, 194
marmalade, Sign for, 194
married/husband/wife, Sign for, 55
match/tournament, Sign for, 226, 227, 228
May, Sign for, 179
me, 38
me, Sign for, 38, 39, 45
mealtime
   breakfast, Sign for, 192
dining out, 209
dinner, 206–209
dinner, Sign for, 192
eat, Sign for, 192
food, Sign for, 192
lunch, Sign for, 192
pepper, Sign for, 190
salt, Sign for, 190
take-away food, 210–212
tea, 204–206
mealtime utensils
cup, Sign for, 190, 191
fork, Sign for, 190, 192
knife, Sign for, 190
mug, Sign for, 190, 191
napkin, Sign for, 190
plate, Sign for, 190, 191
spoon, Sign for, 190
wine glass, Sign for, 190
meat, Sign for, 207
mechanic, Sign for, 59
meet, Sign for, 171, 175, 176
meeting people
days, 169–178
   Fun & Games, 50
men, Sign for, 147

Milan Conference on Deaf education (1880), 245, 246–247
milk, Sign for, 193, 196, 202
minicom, 258
mirror use, 266
miserable, Sign for, 72
missing letters in finger-spelling, 23–24
mobile phones, SMS, 259
Monday, Sign for, 169, 177
money
   how much?, Sign for, 106
   pence, Sign for, 107
   pound, Sign for, 106
month, Sign for, 173
months
   April, Sign for, 181
   August, Sign for, 180
   December, Sign for, 181
   February, Sign for, 178
   January, Sign for, 178
   July, Sign for, 180
   June, Sign for, 179
   March, Sign for, 179, 181
   May, Sign for, 179
   November, Sign for, 181
   October, Sign for, 180
   September, Sign for, 180
morning, Sign for, 105, 170, 176, 177
mother, Sign for, 54, 56
mother-in-law, Sign for, 55
motorcycle, Sign for, 149
motorway, Sign for, 154, 157
mouth, Sign for, 81
moving away, Sign for, 27
moving car, Sign for, 26
mug, Sign for, 190, 191
museum, Sign for, 160, 161
museums, 248
Mutt and Jeff, 8

• N •

name, Sign for, 40, 41
name signs, 40
napkin, Sign for, 190
The National Deaf Children’s Society (NDCS), 277

nausea, Sign for, 78

NDCS (The National Deaf Children’s Society), 277

neck, Sign for, 82, 84

nephew/uncle, Sign for, 54

nervous, Sign for, 71

New Castle, Sign for, 47

New Year, Sign for, 182, 183

next, Sign for, 146, 147, 161

next month, Sign for, 183

next week, Sign for, 108, 122, 170, 177

night, Sign for, 171

nine, Sign for, 98

nineteen, Sign for, 99

non-hearing, 8

North, Sign for, 152, 153

nose, Sign for, 81

nosey, Sign for, 111

not long ago, 168

notetakers, 253

Nottingham, Sign for, 43, 46

November, Sign for, 181

now, Sign for, 47, 49, 64, 65

numbers

age, 107–108

billions, 101–102

eight, Sign for, 98

eighteen, Sign for, 99

eleven, Sign for, 99

fifteen, Sign for, 99

fifth, Sign for, 103

first, Sign for, 102

five, Sign for, 98

four, Sign for, 97

fourteen, Sign for, 99

Fun & Games, 114–117

how many?, Sign for, 97

hundreds, 101

millions, 101–102

money, 105–107

nine, Sign for, 98

nineteen, Sign for, 99

one, Sign for, 97

places, 102–103

second, Sign for, 102

seven, Sign for, 98

seventeen, Sign for, 99

seventh, Sign for, 103

six, Sign for, 98

sixteen, Sign for, 99

ten, Sign for, 96, 98

thirteen, Sign for, 99

thousands, 101

time, 103–105

twelve, Sign for, 99

twenty, Sign for, 99

two, Sign for, 97

nurse, Sign for, 58, 64


October, Sign for, 180

office, Sign for, 61, 62, 63

OK, Sign for, 65

one, Sign for, 97

one o’clock, Sign for, 104

operation, Sign for, 87

operation/surgery, Sign for, 85

opposite, Sign for, 146, 148, 161, 164

oral method of teaching, 247, 286

orange, Sign for, 124

outdoor activities

angling/fishing, Sign for, 218

camping, Sign for, 218

climbing, Sign for, 218

cycling, Sign for, 218

fishing/angling, Sign for, 218

hiking/rambling, Sign for, 218

hobby/interest, Sign for, 217

horse riding, Sign for, 217

interest/hobby, Sign for, 217

rambling/hiking, Sign for, 218

sailing, Sign for, 218

sightseeing, Sign for, 218

walking, Sign for, 218

outside, Sign for, 122

over, Sign for, 159, 163
• p •

pack, Sign for, 138
pain, Sign for, 78, 83, 84, 89
pain/hurt, Sign for, 76
palindromes, Fun & Games
        finger-spelling, 30
pants, Sign for, 130
parents, Sign for, 55
parents-in-law, Sign for, 55
park, Sign for, 160, 163
partner, Sign for, 55, 221
party, Sign for, 112
party/celebrate, Sign for, 182
pass, Sign for, 191
Passover, Sign for, 182
past, Sign for, 103, 163, 168
pasta, Sign for, 210, 212
pence, Sign for, 107
people
        boy, Sign for, 57
friend, Sign for, 57
girl, Sign for, 57
man, Sign for, 57
people, Sign for, 57
woman, Sign for, 57
people, Sign for, 57, 95–96, 151
pepper, Sign for, 190
Pepys, Samuel, 245
phone ringing alert, 261
pie, Sign for, 207, 208
Piggott, Lester, 288
pink, Sign for, 125
pizza, Sign for, 210, 212
placement of signs, 144
plate, Sign for, 190, 191
play, Sign for, 227, 228, 232, 233
please, Sign for, 191, 196
pleased, Sign for, 71
pointing, 38, 53
police officer, Sign for, 58
poorly/ill/sick, Sign for, 77
pork, Sign for, 207, 208
Portsmouth, Sign for, 43
post office, Sign for, 154, 155

postbox, Sign for, 154, 156
potatoes, Sign for, 207, 208
pound, Sign for, 106
practice
        film yourself, 267
        finger-spelling, 267
        mirror, 266
prefer, Sign for, 230
prepositions, use, 144–145
pretending to be Deaf, 37
previous, 168
productive signing skills, 276
 pub, Sign for, 159, 162, 164
public house, Sign for, 159
purple, Sign for, 125

• Q •

Queen Alexandra, 287
Queen Victoria, 287–288
questions
        Are you Deaf?, 38
        form, 28
        names, 40
        rhetorical, 37
        WH questions, 35–36
        where do you live?, 40
        yes/no, 36–37

• R •

race, Sign for, 226
rain, Sign for, 120, 121
rain gear, 134–135
raincoat, Sign for, 134, 135
Ramadan, Sign for, 182, 184
rambling/hiking, Sign for, 218, 221
rambling while speaking, 271
reading, Sign for, 235, 237
really, Sign for, 45
recent, Sign for, 168
receptive signing skills, 276
red, Sign for, 124, 134, 213
referee/umpire, Sign for, 226, 227
regional variations, 95
remember, Sign for, 164
reservation, Sign for, 209
reservations for dining out, 209
responding to person speaking, 265
response to question of Deafness, 34
restaurant, Sign for, 159, 160, 209
rhetorical questions, 37
rice, Sign for, 210, 211
ride, Sign for, 220
right, Sign for, 145, 156, 159, 163
right-handedness, 26
ring, Sign for, 91
ringing phone alert, 261
river, Sign for, 157, 159
RNID (The Royal National Institute for the Deaf), 277
road, Sign for, 154, 155
road signs
drive, Sign for, 155
left, Sign for, 155
post office, Sign for, 155
postbox, Sign for, 156
road, Sign for, 155
round corner, Sign for, 156
t-junction, Sign for, 155
traffic lights, Sign for, 155
roll, Sign for, 197, 200, 201
rotten, Sign for, 76, 78
round corner, Sign for, 154, 156
round tables in restaurants, 209
The Royal National Institute for the Deaf (RNID), 277
Royal Schools for the Deaf, 246
Rubella, deafblind persons and, 10
rugby, Sign for, 223, 229
running, Sign for, 234, 238

sandwich, Sign for, 197, 199, 202, 206
Saturday, Sign for, 170, 176
sauce, Sign for, 212
sausage, Sign for, 193, 195, 202
saying goodbye, 47–79
scarf, Sign for, 131, 133
school, Sign for, 60
schools for Deaf
banning of sign language, 245
combined method of teaching, 246
first in Edinburgh, 246
oral method of teaching, 247
re-introduction of sign language, 247
restriction of sign language, 246–247
Royal Schools for the Deaf, 246
students leaving, 247
survival of sign language, 246
scone, Sign for, 204, 205
score, Sign for, 226
scramble, Sign for, 231
second, Sign for, 102, 147
secretary, Sign for, 59
see, Sign for, 48, 49, 172
See you around/soon, Signs for
phrase, 284
Selfridges, first deaf church and, 287
sentences, sign order, 28
September, Sign for, 180
seven, Sign for, 98
seventeen, Sign for, 99
seventh, Sign for, 103
sewing, Sign for, 235, 238
Sheffield, Sign for, 43, 46
shirt, Sign for, 110
shoes, Sign for, 127
shop, Sign for, 60
shop assistant, Sign for, 59
shopping, Sign for, 234, 238
shorts, Sign for, 136, 137
shouting at hard of hearing persons, 11
sick, Sign for, 79
sick/nausea, Sign for, 76
sick/poorly/ill, Sign for, 77
sick/vomit, Sign for, 76
sightseeing, Sign for, 218, 219
sign, Sign for, 37

sad, Sign for, 70
sailing, Sign for, 218, 221
salad, Sign for, 197, 198
salt, Sign for, 190
sign language. See also BSL (British Sign Language)
banning in schools for Deaf, 245–246, 246–247
early signs, 286
history of, 245
re-introduction into schools, 247
recognition as language, 246
signing space, 143–144, 266
signing styles, 266
signs. See also BSL (British Sign Language)
introductions, 41–43
order in sentences, 28
placement of, 144
sister, Sign for, 54
six, Sign for, 98
sixteen, Sign for, 99
skating, Sign for, 223
skiing, Sign for, 223, 230
skirt, Sign for, 126
skirts, Sign for, 129
slippers, Sign for, 127
smoke detector, 261
SMS, mobile phones, 259
snooker, Sign for, 231
snow, Sign for, 120, 122
social worker, Sign for, 59
socks, Sign for, 131, 134
solicitor, Sign for, 59
son, Sign for, 54, 64
soon, Sign for, 48, 49
sorry, Sign for, 176, 192
soup, Sign for, 198, 200
South, Sign for, 152
space, signing space, 143
special needs, 8
speech-to-text reporter (STTR), 254
spoon, Sign for, 190
sports
badminton, Sign for, 223
dull, Sign for, 224
boxing, Sign for, 223
cricket, Sign for, 223
draw, Sign for, 226
football, Sign for, 222
golf, Sign for, 222
hockey, Sign for, 222
lose/lost, Sign for, 226
match/tournament, Sign for, 226
race, Sign for, 226
referee/umpire, Sign for, 226, 227
rugby, Sign for, 223
score, Sign for, 226
skating, Sign for, 223
skiing, Sign for, 223
sports, Sign for, 224
squash, Sign for, 223
swimming, Sign for, 223
team, Sign for, 226
tennis, Sign for, 222
tournament/match, Sign for, 226
umpire/referee, Sign for, 226, 227
win/won, Sign for, 226
sports, Sign for, 224
spring clothing, 134–135
squash, Sign for, 223, 225
St. John of Beverly, 286
St. Saviour’s, 287
stage performances, 248
stairs, Sign for, 148
stamp collecting, Sign for, 235
stamping on floor to gain attention, 14
stand, Sign for, 27
start, Sign for, 112
starting conversations, 33–34
starting to speak, 13
station, Sign for, 61
stepbrother, Sign for, 56
stepfather, Sign for, 56
stepmother, Sign for, 56
stepsister, Sign for, 56
stitch/suture, Sign for, 85
stitches, Sign for, 86
stomach, Sign for, 80
stone deaf, 8
straight, Sign for, 146, 147, 156
STTR (speech-to-text reporter), 254
student, Sign for, 60, 65
subtitles, 249
sugar, Sign for, 193, 196
summer, Sign for, 219
summer clothes, 135–136
Sunday, Sign for, 169, 171, 229
sunny, Sign for, 123
sun(ny), Sign for, 120
supermarket, Sign for, 160, 161
surgery/operation, Sign for, 85
suspected, Sign for, 88
suture/stitch, Sign for, 85
Swansea, Sign for, 43
sweater/jumper, Sign for, 131
sweet and sour, Sign for, 210, 211
swim, Sign for, 225
swimming, Sign for, 223
swimming trunks, Sign for, 136, 138
swimwear, Sign for, 136
system requirements for CD accompanying book, 293

T

T-junction, Sign for, 154, 155
t-shirt, Sign for, 130, 137
table, Sign for, 145, 209
take, Sign for, 137
take-away food
  burger, Sign for, 211
  chicken, Sign for, 211
  Chinese, Sign for, 210
  curry, Sign for, 210
  Indian, Sign for, 210
  Italian, Sign for, 210
  pasta, Sign for, 210
  pizza, Sign for, 210
  rice, Sign for, 210
sweet and sour, Sign for, 210
taking leave, 47–79
talking with food in mouth, 209
taxi, Sign for, 148
tea, Sign for, 193, 196, 206
teacher, Sign for, 58
team, Sign for, 226
teatime
  biscuit, Sign for, 204
  cake, Sign for, 204
  chocolate, Sign for, 204
cream, Sign for, 204
cucumber, Sign for, 204
fruit, Sign for, 204
jam, Sign for, 205
milk, Sign for, 193
scone, Sign for, 204
sugar, Sign for, 193
tea, Sign for, 193
tomato, Sign for, 204
technical support for CD accompanying book, 296
technological advances, 248
teeth, Sign for, 81
telephone, Sign for, 19, 20
telephones
  fax machines, 259–260
  minicomines, 258
  mobile, SMS and, 259
  text-direct, 259
  text-phones, 258
  TypeTalk, 259
  use, 257–258
temperature, Sign for, 77
ten, Sign for, 96, 98
ten past two, Sign for, 104
tennis, Sign for, 222, 225
tense. See timelines
terms for deaf people, 7–10
test/examine, Sign for, 85
text-direct, 259
text-phones
  description, 258
  emergency services, 259
  texting, 248
That’s bad/wrong, Signs for phrase, 283
That’s right, Signs for phrase, 282
theatre, Sign for, 160, 161
theatre, skills and, 276
there, Sign for, 156
think, Sign for, 87, 89
thirteen, Sign for, 99
thirty two years old, Sign for, 108
this week, Sign for, 170
three, Sign for, 97
throat, Sign for, 81, 83
Thursday, Sign for, 170
tie, Sign for, 126
tights, Sign for, 130
time
  afternoon, Sign for, 105
  before, Sign for, 151
days, 169–178
  eight o'clock, Sign for, 104
  five to three, Sign for, 104
  Fun & Games, 185–186, 187
  half-past eight, Sign for, 113
  half past the hour, 105
  morning, Sign for, 105
  one o'clock, Sign for, 104
  past, Sign for, 103
  ten past two, Sign for, 104
time?, Sign for, 103
  two weeks ago, Sign for, 174
  when, Sign for, 174
  year, Sign for, 173, 174
time?, Sign for, 103
time of day
  afternoon, Sign for, 170
  evening, Sign for, 171
  morning, Sign for, 170
  night, Sign for, 171
time of day, Sign for, 172
timelines
  before, 167
  facial expressions, 168
  future, 168
  previous, 167
  recently, 167
timelines, arm and hand, 169
toast, Sign for, 194, 195, 202
today, Sign for, 121, 172
toilet, Sign for, 147
toilets, Sign for, 146
told, Sign for, 74, 90
tomato, Sign for, 204
tomorrow, Sign for, 122, 172, 227
Total Communication, 247
touching arm or shoulder to gain attention, 13
tournament/match, Sign for, 226, 227, 228
tower, Sign for, 158
towns and cities
  Brighton, Sign for, 43
  Cambridge, Sign for, 43
  Edinburgh, Sign for, 43
  Fun & Games, 50
  Hartlepool, Sign for, 43
  Liverpool, Sign for, 43
  London, Sign for, 43, 153
  Nottingham, Sign for, 43
  Portsmouth, Sign for, 43
  Sheffield, Sign for, 43
  Swansea, Sign for, 43
  Wolverhampton, Sign for, 43
traffic lights, Sign for, 154, 155, 163
train, Sign for, 148, 150
tram, Sign for, 149, 151
transportation
  bicycle, Sign for, 149, 151
  bus, Sign for, 148, 149, 150
  car, Sign for, 148, 151
  ferry, Sign for, 149
  Fun & Games, 165
  motorcycle, Sign for, 149
  taxi, Sign for, 148
  train, Sign for, 148, 150
  tram, Sign for, 149, 151
underground/tube, Sign for, 149, 151
walk, Sign for, 149
tree, Sign for, 158
trouser, Sign for, 127
trouser/jeans, Sign for, 126
Tuesday, Sign for, 176
TV programmes, 277
twelve, Sign for, 99
twenty, Sign for, 99
two, Sign for, 97
two-lettered words, Fun & Games, 30
two weeks ago, Sign for, 174
TypeTalk, 259
Index

• U •

umbrella, Sign for, 134, 135
umpire/referee, Sign for, 226, 227
uncle/nephew, Sign for, 54
under, Sign for, 145
underclothes, 129–130
underground/tube, Sign for, 149, 151
upstairs, Sign for, 145, 147

• V •

vegetables, Sign for, 207, 208
vest, Sign for, 131
videophones, 260

• W •

waiter/waitress, Sign for, 59
walk, Sign for, 27, 149, 220
walking, Sign for, 218
wall, Sign for, 26
Wallis, John, 286
want, Sign for, 161, 198, 203
warm, Sign for, 123
watch, Sign for, 228, 229, 230
waving to gain attention, 14
wear, Sign for, 125, 128
weather
cloudy, Sign for, 120
dry, Sign for, 120
fog/foggy, Sign for, 120
freezing/frost, Sign for, 121
frost/freezing, Sign for, 121
hot, Sign for, 121
rain, Sign for, 120
snow, Sign for, 120
sun(ny), Sign for, 120
wet, Sign for, 120
wind/y, Sign for, 120
webcams, 260, 278
websites, 278
wedding in sign language, 286
Wednesday, Sign for, 172
week, Sign for, 173
week after week, Sign for, 174
weekend, Sign for, 173
West, Sign for, 152
wet, Sign for, 120, 121
WH questions
facial expressions, 35
position in sentence, 35
what, Sign for, 36
when, Sign for, 36
where, Sign for, 36
which, Sign for, 36
who, Sign for, 36
why, Sign for, 36
what, Sign for, 36, 110
what time?, Sign for, 112
when, Sign for, 36, 109, 174
where, Sign for, 36, 45, 135, 162
where?, Sign for, 127, 132, 162
where do you live, 40
which, Sign for, 36, 191, 195, 205
white, Sign for, 124, 128, 213
who, Sign for, 36
why, Sign for, 36, 72, 73
wife/husband/married, Sign for, 55
win/won, Sign for, 226
wind/y, Sign for, 120
windmill, Sign for, 157
window, Sign for, 146
windy, Sign for, 123
wine, Sign for, 213, 214
wine glass, Sign for, 190
winter clothes, 130–134
Wolverhampton, Sign for, 43
woman, Sign for, 57
work, Sign for, 63, 73, 75, 150, 151, 175
workplace, 148–149
workshops, 277
wrist, Sign for, 82
• Y •

year, Sign for, 173, 174
yellow, Sign for, 124, 128
yes/no questions, 36
yesterday, Sign for, 123, 173
you, Sign for, 38, 72
You all right?, Signs for phrase, 280
your, Sign for, 63, 64
yours, Sign for, 133
A world of resources to help you grow

UK editions

SELF-HELP

<table>
<thead>
<tr>
<th>Title</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Behavioural Therapy For Dummies</td>
<td>978-0-470-01838-5</td>
</tr>
<tr>
<td>Neuro-linguistic Programming For Dummies</td>
<td>978-0-7645-7028-5</td>
</tr>
<tr>
<td>Emotional Freedom Technique For Dummies</td>
<td>978-0-470-75876-2</td>
</tr>
<tr>
<td>Inventing For Dummies</td>
<td>978-0-470-51996-7</td>
</tr>
<tr>
<td>Job Hunting and Career Change All-In-One For Dummies</td>
<td>978-0-470-51611-9</td>
</tr>
<tr>
<td>Motivation For Dummies</td>
<td>978-0-470-76035-2</td>
</tr>
<tr>
<td>Origami Kit For Dummies</td>
<td>978-0-470-75857-1</td>
</tr>
<tr>
<td>Patents, Registered Designs, Trade Marks and Copyright For Dummies</td>
<td>978-0-470-51997-4</td>
</tr>
<tr>
<td>Personal Development All-In-One For Dummies</td>
<td>978-0-470-51501-3</td>
</tr>
<tr>
<td>Psychometric Tests For Dummies</td>
<td>978-0-470-75366-8</td>
</tr>
<tr>
<td>Raising Happy Children For Dummies</td>
<td>978-0-470-05978-4</td>
</tr>
<tr>
<td>Starting and Running a Business All-In-One For Dummies</td>
<td>978-0-470-51648-5</td>
</tr>
<tr>
<td>Sudoku for Dummies</td>
<td>978-0-470-01892-7</td>
</tr>
<tr>
<td>The British Citizenship Test For Dummies, 2nd Edition</td>
<td>978-0-470-72339-5</td>
</tr>
<tr>
<td>Time Management For Dummies</td>
<td>978-0-470-77765-7</td>
</tr>
<tr>
<td>Wills, Probate, &amp; Inheritance Tax For Dummies, 2nd Edition</td>
<td>978-0-470-75629-4</td>
</tr>
<tr>
<td>Winning on Betfair For Dummies, 2nd Edition</td>
<td>978-0-470-72336-4</td>
</tr>
</tbody>
</table>

HEALTH

<table>
<thead>
<tr>
<th>Title</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop Smoking For Dummies</td>
<td>978-0-470-99456-6</td>
</tr>
<tr>
<td>IBS For Dummies</td>
<td>978-0-470-51737-6</td>
</tr>
<tr>
<td>Low-Cholesterol Cookbook For Dummies</td>
<td>978-0-470-71401-0</td>
</tr>
<tr>
<td>Raising Happy Children For Dummies</td>
<td>978-0-470-05978-4</td>
</tr>
</tbody>
</table>

HISTORY

<table>
<thead>
<tr>
<th>Title</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>British History For Dummies</td>
<td>978-0-470-03536-8</td>
</tr>
<tr>
<td>Twentieth Century History For Dummies</td>
<td>978-0-470-51015-5</td>
</tr>
<tr>
<td>The Ancient Greeks For Dummies</td>
<td>978-0-470-98787-2</td>
</tr>
<tr>
<td>The British Citizenship Test For Dummies, 2nd Edition</td>
<td>978-0-470-72339-5</td>
</tr>
<tr>
<td>Time Management For Dummies</td>
<td>978-0-470-77765-7</td>
</tr>
<tr>
<td>Wills, Probate, &amp; Inheritance Tax For Dummies, 2nd Edition</td>
<td>978-0-470-75629-4</td>
</tr>
<tr>
<td>Winning on Betfair For Dummies, 2nd Edition</td>
<td>978-0-470-72336-4</td>
</tr>
</tbody>
</table>
The easy way to get more done and have more fun

**LANGUAGES**

<table>
<thead>
<tr>
<th>Language</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art For Dummies</td>
<td>978-0-7645-5104-8</td>
</tr>
<tr>
<td>Baby &amp; Toddler Sleep Solutions For Dummies</td>
<td>978-0-470-11794-1</td>
</tr>
<tr>
<td>Bass Guitar For Dummies</td>
<td>978-0-7645-2487-5</td>
</tr>
<tr>
<td>Christianity For Dummies</td>
<td>978-0-7645-4482-8</td>
</tr>
<tr>
<td>Filmmaking For Dummies, 2nd Edition</td>
<td>978-0-470-38694-1</td>
</tr>
<tr>
<td>Forensics For Dummies</td>
<td>978-0-7645-5580-0</td>
</tr>
<tr>
<td>German For Dummies</td>
<td>978-0-7645-5195-6</td>
</tr>
<tr>
<td>Hobby Farming For Dummies</td>
<td>978-0-470-28172-7</td>
</tr>
<tr>
<td>Jewelry Making &amp; Beading For Dummies</td>
<td>978-0-7645-2571-1</td>
</tr>
<tr>
<td>Judaism For Dummies</td>
<td>978-0-7645-5299-1</td>
</tr>
<tr>
<td>Knitting for Dummies, 2nd Edition</td>
<td>978-0-470-28747-7</td>
</tr>
<tr>
<td>Music Composition For Dummies</td>
<td>978-0-470-22421-2</td>
</tr>
<tr>
<td>Physics For Dummies</td>
<td>978-0-7645-5433-9</td>
</tr>
<tr>
<td>Sex For Dummies, 3rd Edition</td>
<td>978-0-470-04523-7</td>
</tr>
<tr>
<td>Solar Power Your Home For Dummies</td>
<td>978-0-470-17569-9</td>
</tr>
<tr>
<td>Tennis For Dummies</td>
<td>978-0-7645-5087-4</td>
</tr>
<tr>
<td>The Koran For Dummies</td>
<td>978-0-7645-5581-7</td>
</tr>
<tr>
<td>U.S. History For Dummies</td>
<td>978-0-7645-5249-6</td>
</tr>
<tr>
<td>Wine For Dummies, 4th Edition</td>
<td>978-0-470-04579-4</td>
</tr>
</tbody>
</table>

**MUSIC**

<table>
<thead>
<tr>
<th>Instrument</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guitar For Dummies</td>
<td>978-0-7645-9904-0</td>
</tr>
<tr>
<td>DJing For Dummies</td>
<td>978-0-470-03275-6 (UK Edition)</td>
</tr>
<tr>
<td>Piano For Dummies</td>
<td>978-0-7645-5105-5</td>
</tr>
</tbody>
</table>

**SCIENCE & MATHS**

<table>
<thead>
<tr>
<th>Subject</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology For Dummies</td>
<td>978-0-7645-5326-4</td>
</tr>
<tr>
<td>Chemistry For Dummies</td>
<td>978-0-7645-5430-8</td>
</tr>
<tr>
<td>Algebra For Dummies</td>
<td>978-0-7645-5325-7</td>
</tr>
</tbody>
</table>

Available wherever books are sold. For more information or to order direct go to www.wiley.com or call +44 (0) 1243 843291
<table>
<thead>
<tr>
<th>COMPUTER BASICS</th>
<th>DIGITAL LIFESTYLE</th>
<th>WEB &amp; DESIGN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access 2007 For Dummies</td>
<td>Lunchtime For Dummies</td>
<td>Creating Web Pages For Dummies</td>
</tr>
<tr>
<td>978-0-470-04612-8</td>
<td>978-0-470-12100-9</td>
<td>978-0-470-08030-6</td>
</tr>
<tr>
<td>Adobe Creative Suite 3 Design Premium All-in-One Desk Reference For Dummies</td>
<td>Mac OS X Leopard For Dummies</td>
<td>Photoshop CS3 For Dummies</td>
</tr>
<tr>
<td>AutoCAD 2008 For Dummies</td>
<td>Macs For Dummies, 9th Edition</td>
<td>Dreamweaver CS3 For Dummies</td>
</tr>
<tr>
<td>978-0-470-11650-0</td>
<td>978-0-470-04849-8</td>
<td>978-0-470-11490-2</td>
</tr>
<tr>
<td>C++ For Dummies, 5th Edition</td>
<td>Networking All-in-One Desk Reference For Dummies, 3rd Edition</td>
<td></td>
</tr>
<tr>
<td>978-0-7645-6852-7</td>
<td>978-0-470-07915-4</td>
<td></td>
</tr>
<tr>
<td>Excel 2007 All-in-One Desk Reference For Dummies</td>
<td>Office 2007 All-in-One Desk Reference For Dummies</td>
<td></td>
</tr>
<tr>
<td>978-0-470-03738-6</td>
<td>978-0-471-78279-7</td>
<td></td>
</tr>
<tr>
<td>Flash CS3 For Dummies</td>
<td>Search Engine Optimization For Dummies, 2nd Edition</td>
<td></td>
</tr>
<tr>
<td>Laptops For Dummies, 2nd Edition</td>
<td>Second Life For Dummies</td>
<td></td>
</tr>
<tr>
<td>978-0-470-05432-1</td>
<td>978-0-470-18025-9</td>
<td></td>
</tr>
<tr>
<td>Mac OS X Leopard For Dummies</td>
<td>The Internet For Dummies, 11th Edition</td>
<td></td>
</tr>
<tr>
<td>978-0-470-05433-8</td>
<td>978-0-470-12174-0</td>
<td></td>
</tr>
<tr>
<td>Macs For Dummies, 9th Edition</td>
<td>Visual Studio 2008 All-in-One Desk Reference For Dummies</td>
<td></td>
</tr>
<tr>
<td>978-0-470-04849-8</td>
<td>978-0-470-19108-8</td>
<td></td>
</tr>
<tr>
<td>Networking All-in-One Desk Reference For Dummies, 3rd Edition</td>
<td>Web Analytics For Dummies</td>
<td></td>
</tr>
<tr>
<td>978-0-470-17915-4</td>
<td>978-0-470-09824-0</td>
<td></td>
</tr>
<tr>
<td>Office 2007 All-in-One Desk Reference For Dummies</td>
<td>Windows XP For Dummies</td>
<td></td>
</tr>
<tr>
<td>978-0-471-78279-7</td>
<td>978-0-7645-7326-2</td>
<td></td>
</tr>
</tbody>
</table>

Available wherever books are sold. For more information or to order direct go to www.wiley.com or call +44 (0) 1243 843291.
End-User Licence Agreement

You should carefully read these terms and conditions before opening the CD-ROM packet (“Product”) included with this book (“Book”). This is a licence agreement between you and John Wiley & Sons Ltd (“Wiley”). By opening the accompanying CD-ROM packet, you acknowledge that you have read and accept the following terms and conditions. If you do not agree and do not want to be bound by such terms and conditions, promptly return the Book and the unopened CD-ROM packet to the place you obtained them for a full refund.

The rights licensed to you under this Agreement by Wiley cannot be transferred or sub-licensed to a third party.

Copyright
The entire contents of the Product are protected by copyright (unless otherwise indicated on the Product). As a user, you have certain rights set forth below; all other rights are reserved.

Terms of Use
You may download, view, save to hard disk or diskette and store or print out the material contained in the Product (“Material”) for your own personal and non-commercial use, scholarly, educational or scientific research or study. In addition, you have the right to use brief excerpts from the Material in your own scientific, scholarly and educational works or similar work products (including articles for academic and professional journals) provided you include a notice in the following form:

[figure/table/exercise etc reproduced from [title of Book, copyright year, name of copyright owner/author] published by John Wiley & Sons Ltd, with permission from the author],

You may not use any of the Material for any commercial gain.

You must seek the consent of the copyright owner in respect of all other use of the Material.

Certain components of the Material may be owned by third parties and you must abide by such parties’ terms of use as indicated on the CD-ROM.

Unauthorised and unlawful use of the Material is a breach of copyright.

Except as expressly provided above, you may not copy, distribute, transmit or otherwise reproduce the Material or systematically store such Material in any form or media in a retrieval system; or store the Material in electronic format in electronic reading rooms or print out multiple copies for inclusion in course packs; or transmit any Material, directly or indirectly, for use in any paid service such as document delivery or list serve, or for use by any information brokerage or for systematic distribution of material, whether or not to another user and whether for commercial or non-profit use or for a fee or free of charge.

In order to protect the integrity and attribution of the Material, you agree not to remove or modify any copyright or proprietary notices, author attribution or disclaimer contained in the Material or on any screen display, and not to integrate the Material with other material or otherwise create derivative works in any medium based on or including the Material. This is not meant to prohibit quotations for purposes of comment, criticism or similar scholarly purposes.

Finally, you may not do anything to restrict or inhibit any other user’s access to or use of the Product.
**Additional Terms**

Wiley is not responsible for any charges associated with accessing the Product, including any computer equipment, telephone lines, or access software.

The Product may provide links to third party websites. Where such links exist, Wiley disclaims all responsibility and liability for the content of such third party websites. Users assume the sole responsibility for the accessing of third party websites and the use of any content appearing on such websites.

**Warranty Limitations and Liability**

(i) THE PRODUCT AND ALL MATERIALS CONTAINED THEREIN ARE PROVIDED ON AN "AS IS" BASIS, WITHOUT WARRANTIES OF ANY KIND, EITHER EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, WARRANTIES OF TITLE, OR IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE;

(ii) THE USE OF THE PRODUCT AND ALL MATERIALS CONTAINED THEREIN IS AT THE USER’S OWN RISK;

(iii) ACCESS TO THE PRODUCT MAY BE INTERRUPTED AND MAY NOT BE ERROR FREE;

(iv) NEITHER WILEY NOR ANYONE ELSE INVOLVED IN CREATING, PRODUCING OR DELIVERING THE MATERIALS CONTAINED IN THE PRODUCT, SHALL BE LIABLE FOR ANY DIRECT, INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL OR PUNITIVE DAMAGES ARISING OUT OF THE USER'S USE OF OR INABILITY TO USE THE PRODUCT, AND ALL MATERIALS CONTAINED THEREIN; AND

LICENSEE RECOGNIZES THAT THE PRODUCT IS TO BE USED ONLY AS A REFERENCE AID BY RESEARCH PROFESSIONALS. IT IS NOT INTENDED TO BE A SUBSTITUTE FOR THE EXERCISE OF PROFESSIONAL JUDGMENT BY THE USER.

The Material has been compiled using reasonable care and skill however neither Wiley nor the author of the Product can guarantee the accuracy of such Material and accept no responsibility for any error or misrepresentation. All liability for loss, disappointment, negligence or other damage caused by the reliance on the Material is hereby excluded to the maximum extent permitted by law.

**Jurisdiction**

This Licence will be governed by English Law as if made and wholly performed in England and the parties agree to submit to the non-exclusive jurisdiction of the English courts.

**General**

This agreement constitutes the entire understanding of the parties and revokes and supersedes all prior agreements, oral or written, between them and may not be modified or amended except in a writing signed by both parties hereto that specifically relates to this agreement. This agreement shall take precedence over any other documents that may be in conflict herewith. If any one or more provisions contained in this agreement are held by any court or tribunal to be invalid, illegal or otherwise unenforceable, each and every other provision shall remain in full force and effect.

**Acceptance Procedure**

On installing the Product on you personal computer you will see the following notice which you will need to respond to before being allowed access to the Product.

If you have read and consent to all of the terms and conditions of this Licence, please click the button below marked “ACCEPT”. You will then have access to the Product. If you do not consent, select “DO NOT ACCEPT”, in which case you will not be allowed access to the Product.