**AUSLAN TO ENGLISH TRANSLATION**

**of the**

**AUSLAN GRAMMAR VIDEO**

*by Anne Bremner*

***SUBLEXICAL STRUCTURES OF SIGNS – Parameters and Formational Properties of Signs***

(Conversation between Jennifer and Donovan)

|  |  |
| --- | --- |
| **DC** | HELLO. HOW ARE YOU? |
| **JB** | HELLO. I AM REALLY WELL THANKS. HAVENT SEEN YOU FOR AGES |
| **DC** | YES I’M GOOD |
| **JB** | ARE YOUR FAMILY ALL WELL? |
| **DC** | GOOD! MY WIFE, MY DAUGHTER (NOW GROWN UP) HER NAME SIGN IS  EMMA. SHE’S GOOD TO CONVERSE WITH |
| **JC** | THAT’S A LOVELY NAME SIGN – EMMA. WHERE (IS THE SIGN) FROM? |
| **DC** | MY MOTHER AND FATHER WENT TO A DEAF SCHOOL IN SYDNEY. THAT SCHOOL DID NOT USE AUSLAN SIGNS. THE SCHOOL USED IRISH SIGNS., NOT THE TWO-HANDED FINGERSPELLING - BUT RATHER THE ONE HANDED FINGERSPELLING. THAT IS WHY I CHOSE THE IRISH ‘E’ NAME SIGN TO PRESERVE THE HISTORY AND IN MEMORY OF MY MOTHER AND FATHER. |
| **JB** | THAT’S GOOD. I JUST REMEMBERED, YOUR MOTHER AND FATHER ARE DEAF. RIGHT? |
| **DC** | OH YES! MY MOTHER AND FATHER ARE PROFOUNDLY DEAF – SAME AS THE REST OF MY FAMILY |
| **JB** | I JUST HAD A THOUGHT, HAVE YOU SEEN ALAN (‘BOY MELBOURNE’) RECENTLY? |
| **DC** | YES I SAW HIM JUST LAST WEEK. HE SAID (that) HE IS BACK AT WORK AGAIN AND IS HAPPY |
| **JB** | IS ALAN STILL STAYING HERE IN MELBOURNE OR WHAT? |
| **DC** | I DON’T KNOW. I MISSED OUT SEEING HIM BECAUSE HE FLEW TO SYDNEY YESTERDAY |
| **JB** | OH MY BAD LUCK. I WANTED TO SEE HIM. NEVER MIND. I MISSED SEEING HIM. (LOOKING AT HER WATCH) OH I BETTER GO (AND) MEET MY FRIEND FOR COFFEE. OK? BYE |
| **DC** | THAT’S OKAY. SEE YOU LATER |
| **JB** | SEE YOU LATER. BYE |
|  |  |
| **DC** | **Presenter** |
|  | Well, I recently talked with JB. Now I will do a research on ‘Minimal Pairs’. Handshape signs have 5 parts:-   1. Handshape   Example: JB signed ‘DEAF’ with a ‘spoon’ handshape. DC signed ‘DEAF’ with a ‘B’ handshape   1. Location   Example: JB signed ‘SEE’  DC signed ‘SAY’   1. Movement   Example: JB signed ‘SAME’  DC signed ‘LEARN’   1. Orientation   Example: JB signed ‘TEACH’  DC signed ‘TEACH-ME’  (see the different directions the palm faces for each sign)  5) Non Manual Signal  Example: DC signed ‘HOW ARE YOU?’ (using a question marker)  JB signed ‘I AM WELL’ (using a head nod movement) |
| **DC** | Not only that, there are many other signals e.g. Head shake (meaning ‘NO’), lowered eyebrows, (meaning ‘WHAT’), head moved slightly back, plus many other signals. |
| **DC** | Now I have explained the research part. |
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***MORPHOLOGICAL AND LEXICAL STRUCTURES OF SIGNS - Free and Fixed Signs***

(Presented by JB)

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| **JB** | I WILL TALK ABOUT THE TOPIC OF MORPHOLOGY - TRULY A VERY INTERESTING, IN-DEPTH ASPECT. PLENTY TO LEARN AND IT’S INTERESTING. |
|  | **‘FREE SIGNS’** MEANS VOCABULARY THAT IS UNDERSTOOD ALONE AND DOES NOT NEED ADDITIONAL SIGNS OR CONNECTIONS E.G. HOUSE, GIRL, INTERESTING, BOOK. THESE SIGNS ARE EASILY AND QUICKLY UNDERSTOOD. |
|  | **‘BOUND SIGNS’** CANNOT BE SIGNED ON ITS OWN AND NEEDS TO BE CONNECTED WITH OTHER SIGNS. OTHERWISE, YOU WILL NOT UNDERSTAND E.G. CLASSIFIERS. I WILL GIVE YOU AN EXAMPLE:  ‘ONE-FINGER-UPRIGHT-MOVING’.  YOU WILL NOT UNDERSTAND AND YOU NEED TO ADD THE SIGN ‘MAN’ TO SHOW ‘MAN-WALKING’ (using the ‘one’ handshape for ‘WALKING’).  SECONDLY, ‘GOLD-EDGING’ WOULD BE PUZZLING. YOU NEED TO INFORM WHAT THE ITEM IS E.G. MIRROR BEFORE YOU CAN GIVE A DESCRIPTION TO SEE THE SIGN.  NEXT ‘BOX’: YOU NEED TO STATE THE ITEM FIRST BEFORE USING THE CLASSIFIER SIGN AND IT IS THEN UNDERSTOOD.  I HAVE A CAT AT HOME. YOU DON’T KNOW WHAT KIND OF A CAT I HAVE AS YOU NEED TO DESCRIPTION. MY CAT IS MEDIUM SIZE, HAS SHORT BROWN FUR, GOLD EYES, SMALL EARS AND TAIL. |
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***MORPHOLOGICAL AND LEXICAL STRUCTURES OF SIGNS - Inflection Signs***

(Presented by AB)

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| **AB** | INFLECTION CHANGES PART OF THE SIGN. HOW? THERE ARE TWO WAYS. THE FIRST ONE ADDS INFORMATION, THE SECOND SHOWS CHANGES IN THE GRAMMAR FUNCTIONS.  I WILL SHOW YOU SOME EXAMPLES. REMEMBER, THE FIVE PARAMETERS OF AUSLAN. I WILL GO THROUGH THEM:   |  |  | | --- | --- | | * HANDSHAPE: | GIVE-YOU (using ‘*B*’ handshape)  GIVE-ME (using ‘*WHICH’* handshape) | | * ORIENTATION: | DON’T WANT (palm faces upward at the end of the sign)  WANT (palm faces downwards at the end of the sign) | | * LOCATION: | SHOW-YOU  SHOW-ME  SHOW-ALL | | * MOVEMENT: | WALK  WALK-QUICKLY | | * NON MANUAL SIGNAL: | DRIVING-CAR-CASUALLY  DRIVING-CAR-HURRIEDLY | |
| ***MORPHOLOGICAL AND LEXICAL STRUCTURES OF SIGNS - Adjectives/Adverbs: One to One Word Sign Correlation***  (Presented by DC) | |
| **DC** | I WILL TALK ABOUT ADJECTIVES AND ADVERBS. SIGNS WILL INCLUDE ADJECTIVES AND ADVERBS. I WILL GIVE YOU SOME LINGUISTIC EXAMPLES  “SIGNS INCORPORATED INTO OTHER SIGNS” |
| **BH** | **“MY MOTHER OLD, LOOK BEAUTIFUL”** |
| ***MORPHOLOGICAL AND LEXICAL STRUCTURES OF SIGNS - Adjectives/Adverbs: Signs incorporated into Other Signs***  (Presented by DC) | |
| **DC** | NEXT I WILL TALK ABOUT ONE SIGN INCORPORATING INTO ANOTHER SIGN WHICH CHANGES THE MEANING E.G THE CITATION FORM OF **RED**. THE ACTION CHANGES FROM THE NORMAL SIGN TO SHOW **VERY-RED** |
| **DC** | MORE EXAMPLES:  **VERY-THIN**  **VERY-SHORT-HAIR** |
| **DC** | ADJECTIVE SIGNS CAN BE SEPARATE, E.G.  **MAN-THERE-HANDSOME** *(that man is handsome)*  **WOMAN-THERE-PRETTY** *(that woman is pretty)*  THEREFORE, **HANDSOME** AND **PRETTY** DO NOT NEED CONNECTING SIGNS.  IT IS IMNPORTANT TO INCLUDE NON MANUAL SIGNALS FOR ADJECTIVES AND ADVERBS, E.G. **‘CARELESS’**  (WITH TONGUE PROTRUDED SLIGHTLY). TWO EXAMPLES: ‘**VERY-FAT’ / ‘SMALL’**  LACK OF FACIAL EXPRESSION MAY TAKE AWAY THE ACTUAL MEANING OF THE SIGNS.  ADJECTIVES/ADVERBS MAY SHOW SIZE, WIDTH, BREADTH, DEPTH, ETC.  AN EXAMPLE OF THIS IS SHOWN IN THE DIFFERENCE BETWEEN TWO SIGNS: **‘VERY-GOOD’** AND **‘GOOD’** BY INCLUDING THE USE OF FACIAL EXPRESSION AS WELL. |
| **BH** | **‘I-WAS-DRIVING-TRYING-HARD-TO-STAY-AWAKE, SUDDENLY ….’** |
| **DC** | MY TALK ABOUT ADJECTIVES AND ADVERBS IS FINISHED |
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| ***MORPHOLOGICAL AND LEXICAL STRUCTURE OF SIGNS – Classifier Signs: Descriptive Classifiers***  (Presented by AB) | |
| **AB** | NEXT, YOU WILL SEE DESCRIPTIVE CLASSIFIERS. I WILL SHOW YOU SOME EXAMPLES. BEFORE I SHOW YOU, THIS HAS ANOTHER NAME **SASS** WHICH IS **‘SIZE AND SHAPE SPECIFIERS’**. THIS INCLUDES SHOWING THE SIGN, SHAPE, TEXTURE, PATTERN AND HANDLING CLASSIFIERS. |
| **JB** | 1ST: USETHE **‘ONE’** HANDSHAPE |
| **JB** | 2ND: USE THE FIRST AND SECOND FINGERS TO SHOW SIZE, E.G. SMALL TO BIG |
| **JB** | 3RD: USE THE ‘**DRINK’** HANDSHAPE TO SHOW **‘THICKNESS’** |
| **JB** | 4TH: USE **‘B’** HANDSHAPE TO SHOW **SIZE/ORIENTATION** |
| **JB** | 5TH: USE ‘**OK’** HANDSHAPE TO SHOW **SIZE** |
| **JB** | 6TH: USE **‘ZERO’** HANDSHAPE FOR **SIZE** |
| **JB** | EXAMPLES INCLUDE **‘BOOK 1, 2, & 3’** USING DIFFERENT HANDSHAPES TO SHOW SIZE, SHAPE, AND THICKNESS |
| **JB** | EXAMPLES OF DIFFERENT BOXES ARE SHOWN E.G. A SHOE BOX MAY SHOW DIFFERENT SHAPES, LINES, ETC. CARDBOARD CUT-OUTS WILL SHOW OUTLINE, THICKNESS, AND CUT-OUT SHAPES. NOTE ALL THE VARIOUS HANDSHAPES USED. |
| **BB** | HERE BB GIVES A DESCRIPTION OF A SEWING MACHINE AND HOW TO USE IT. NOTE THE VARIOUS FUNCTIONS USED |
| **BB** | NEXT BB TALKS ABOUT SEWING A MISSING BUTTON ON HIS SHIRT. NOTE THE GRAMMATICAL FEATURES USED IN THIS STORY |
| **JB** | THIS PART DESCRIBES **BALLOONS**. CLASSIFIERS CAN SHOW DIFFERENT SIZES, SHAPES AND MOVEMENTS. JB SHOWS AN EXAMPLE OF A ‘**LIFELESS BALLOON’** |
| **BB** | BLOWS A BALLOON |
| **JB** | A DESCRIPTION IS SHOWN HOW BB BLOWS UP A BALLOON USING ADJECTIVES AND ADVERBS |
| **BB** | COMPLAINS THAT JB NEVER TOLD HIM WHEN TO STOP BLOWING UP THE BALLOON |
| **JB** | YOU SAW BB BLOWING UP THE ROUND BALLOON. NOW JB DESCRIBES IN AUSLAN WHAT SHE SAW. NOW JB WILL SIGN HOW TWO DIFFERENT BALLOONS ARE BLOWN UP |
| ***MORPHOLOGICAL AND LEXICAL STRUCTURES OF SIGNS – Classifier Signs: Proform Classifiers***  (Presented by AB) | |
| **AB** | EXPLAINS THAT PROFORM CLASSIFIERS WILL INCLUDE PEOPLE, ANIMALS, AND VEHICLES. THIS MAY ALSO INVOLVE INFLECTION AND PLURALISATION. |
| **BB** | SIGNS A SHORT STORY SHOWING HOW A MAN AND A LADY WALKED TOWARDS EACH OTHER, THEN WALKING TOGETHER BUT A CHANGE OF MIND SAW THEM WALKING TOGETHER IN THE OPPOSITE DIRECTION.  BB EXPLAINS THE FRONT AND BACK OF THE FINGERS INDICATES THE FRONT AND BACK OF THE MAN AND THE LADY  NOTE: THE SAME CANNOT BE USED FOR CAT/DOG. YOU WILL SEE EXAMPLES ON THE VIDEO FOR DOG, CAT, PIG, LION, ETC. THE SNAKE (WHICH IS DIFFERENT FROM DOG, CAT, PIG, LION) WILL USE THE SAME LOCATION AND HANDSHAPE BUT WITH A DIFFERENT HANDSHAPE I.E. **‘SPOON’** AND MOVEMENT I.E. ‘**WINDING LINE’.**  NOTE THAT BB USES THE **‘FOUR-CLOSED’** HANDSHAPE TO DEPICT THE MOVEMENTS OF THE FISH |
| **BB** | SHOWS HOW TO DESCRIBE A ‘**MAN ON HIS BIKE’** |
| **BB** | SHOWS HOW ‘**A CAR HIT A MAN WHO WAS WALKING AND DID NOT SEE** **THE CAR APPROACHING’** |
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| ***MORPHOLOGICAL AND LEXICAL STRUCTURES OF SIGNS – Pronominal Signs***  (Presented by DC) | |
| **DC** | TALKS ABOUT ‘**PRONOMINALISED SIGNS’** (also known as POINTING SIGNS)  YOU WILL SEE TWO OTHER PEOPLE INVOLVED IN A CONVERSATION:  DC ASKS ANNA (AP) ‘**WHO IS THE LADY READING A BOOK?’** |
| **AP** | (ANNA) REPLIED **‘IT IS JAN’** |
| **DC** | GIVES ANOTHER EXAMPLE: **‘THAT-LADY-READING-BOOK-NEVER TALKED-TO-ME’** |
| **AP** | REPLIED **‘MAYBE SHE WAS CONCENTRATING ON READING HER BOOK’** |
| **DC** | SHOWED A SECOND EXAMPLE WHERE DC AND AP HAD A CONVERSATION WHICH JB WAS NOT PART OF. |
| **DC** | NOW TALKS ABOUT THREE DIFFERENT SHAPES: THE ‘**ONE’** HANDSHAPE RELATED TO PERSONAL SIGNS I.E. **YOU, I, ME, HER, HIM,** etc.  THE ‘**ONE**’ HANDSHAPE CAN ALSO BE USED FOR **DEMONSTRATIVE SIGNS** I.E. **THIS, THAT, THOSE, THESE**  POSSESSIVE SIGNS WILL USE **‘FLAT’** OR **‘FIST’** HANDSHAPE FOR **YOUR, YOURS, MINE**  **REFLEXIVE SIGNS** SUCH AS **YOURSELF, YOURSELVES, MYSELF, HIMSELF,** etc., are used  MY TALK ABOUT PRONOMINALISED SIGNS IS NOW FINISHED |
| ***MORPHOLOGICAL AND LEXICAL STRUCTURE OF SIGNS – Verbs***  (Presented by JB) | |
| **JB** | YOU MAY RECALL I TALKED ABOUT **BOUND SIGNS** LINKED TO CLASSIFIERS BEFORE. AUSLAN HAS A WIDE, DEEP AND RICH RANGE OF SIGNS WHICH WILL AMAZE YOU. VERY INTERESTING! |
| **JB** | TALKS ABOUT **‘VERB INFLECTION’** WHICH INCORPORATES THE WHOLE FIVE PARAMETERS OF AUSLAN  I WILL TALK ABOUT **‘TEMPORAL ASPECT’** WHICH FOCUSES ON MOVEMENT E.G.  **WORK,**  **WORK-HARD,**  **WORK-QUICKLY,**  **WORK (SLIGHT PAUSE) WORK (SLIGH PAUSE) WORK**  **LOTS-OF-WORK**  THE SAME APPLIES TO THE VERB **TEACH, SWIM, WRITE, DRIVE,** ETC. |
| **JB** | NOW TALKS ABOUT **DISTRIBUTIONAL ASPECT** WHICH WILL INCLUDE MOVEMENT, LOCATION AND FACIAL EXPRESSION WHICH IS VERY IMPORTANT  AN EXAMPLE OF THIS IS **‘GIVE’.** PLURALISATION CAN BE USED HERE |
| **JB** | NOW TALKS ABOUT **INFLECTION (CASE)**  THIS DOES NOT INVOLVE MANY SIGNS  THIS INVOLVES SUBJECT-VERB-OBJECT (SVO) ALSO KNOWN AS **DIRECTIONAL VERBS**  EXAMPLES INCLUDE **SHOW, EXPLAIN, BLAME, HELP** |
| ***MORPHOLOGICAL AND LEXICAL STRUCTURE OF SIGNS – Spatial Verbs***  (Presented by JB) | |
| **JB** | Talks about another aspect of verbs called **SPATIAL VERBS** e.g. **OPERATION (on body)**  **INJECTION (on arm/in mouth/on bottom**  **WASH-CAR**  **WASH-WINDOW**  **WASH-FACE/BODY**  **WASH CAT (or DOG)**  **STAB ON CHEST**  **STAB ON ARM**  **STAB OTHER PEOPLE** |
| ***MORPHOLOGICAL AND LEXICAL STRUCTURE OF SIGNS – Contextualisation***  (Presented by DC) | |
| **DC** | TALKS ABOUT **CONTEXTUALISATION.** ONE SIGN CAN HAVE MORE THAN ONE MEANING AND IS UNDERSTOON ONLY IN ITS CONTEXT. AUSLAN IS NOT A WRITTEN LANGUAGE. AUSLAN IS USED IN CONVERSATIONS AND DOES NOT NEED TO BE CLEAR DUE TO HAVING CONTEXT SUPPORT. IF NOT UNDERSTOOD, ONE CAN ASK FOR CLARIFICATION OR TO REPEAT WHAT WAS SIGNED. |
| **DC** | EXAMPLE 1: **‘AEN (AUSLAN EDUCATORS NETWORK) – I** (WAS) **RECENTLY INVOLVED IN** (AN)**ACTIVITY’** |
|  |  |
|  | EXAMPLE 2: ‘**YESTERDAY I WENT SHOPPING. I BOUGHT A BOOK. IT COST $25 INCLUDING GST’** |
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|  | EXAMPLE 3: ‘**I SIGNED WORDS WHICH HAVE DIFFERENT MEANINGS – HOW? IT DEPENDS ON THE CONTEXT’** |
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| **DC** | NOW YOU HAVE SEEN THREE DIFFERENT EXAMPLES. I WILL EXPLAIN THE EXAMPLES: **INVOLVED, INCLUDING, CONTEXT.** |
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| **DC** | ALL USE THE SAME SIGN WITH A DIFFERENT MEANING SO IT IS IMPORTANT TO KNOW THE CONTEXT. |
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| **DC** | I WILL COMPARE (WITH) ENGLISH WORDS. FOR EAMPLE: **‘FLY’** |
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| **DC** | EXAMPLE 1: **I WENT TO MELBOURNE. HOW? I FLY** |
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| **DC** | EXAMPLE 2: **THE DEAF BOY IS INTERESTED IN HIS HOBBY – READING FLIES, INSECTS, ETC.** |
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| **DC** | EXAMPLE 3: **I NOTED AAD WILL HAVE ITS MEETING IN MELBOURNE NEXT YEAR. ALL THE DEAF PEOPLE WILL ATTEND.I WILL GO THERE, HOW? BY PLANE** |
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| **DC** | NOTE THE SAME SIGN USED FOR THE THREE DIFFERENT WORDS AS UNDERLINED ABOVE. |
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| ***SYNTAX AND DISCOURSE – Space: Syntactic Space***  (Presented by AB) | |
| **AB** | AUSLAN MAKES USE OF SPACE IN MANY DIFFERENT WAYS.  EXAMPLE : IS SYNTACTIC SPACE WHICH MEANS MOVEMENT IN SPACE BETWEEN PEOPLE OR THINGS, E.G. **‘BROTHER THERE. MONEY ME-GIVE- HIM’**  EXAMPLE 2: **I AM HERE. THE LADY IS ON THE RIGHT AND THE MAN IS ON THE LEFT. THE THREE OF US HAD A CONVERSATION WHERE TO HAVE A HOLIDAY** |
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| ***SYNTAX AND DISCOURSE – Space: Topographical Space***  (Presented by AB) | |
| **AB** | THIS IS THE SAME AS A MAP TO VISUALISE WHERE EACH PLACE IS AT AS IN THE REAL WORLD |
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|  | EXAMPLE 1: ‘**THE CHURCH IS HERE, THE SCHOOL IS OPPOSITE, NEXT TO THE POST OFFICE’** |
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| **BH** | SHOWS MORE EXAMPLES ABOUT HER KITCHEN AT HOME. A DESCRIPTION IS GIVEN OF THE LAYOUT IN THE KITCHEN, I.E. BENCH, CUPBOARDS, FRIDGE, STOVE, DOUBLE SINKS, TAPS. |
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| **AB** | NOW YOU HAVE SEEN DIFFERENT EXAMPLES IN THE USE OF SYNTACTIC AND TOPOGRAPHICAL SPACE. THESE TWO EXAMPLES ARE SIMILAR WHILE THE THIRD EXAMPLE WHICH COMES NEXT IS A BIT DIFFERENT AS IT SHOWS A LOT OF SPATIAL VERBS INCORPORATING CLASSIFIERS. |
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| **BH** | WATCH HER DESCRIBE HOW SHE DROVE HER CAR DOWNHILL ON A WINDING ROAD AND ENJOYING THE BEAUTIFUL VIEWS |
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| ***SYNTAX AND DISCOURSE – Space: Signing of Visual Pictures***  (Presented by AB) | |
| **AB** | Explains how signing in space uses many different ways. Next you will be shown how to sign from pictures which involves transposition. |
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| **BB** | Watch him sign and how he describes the picture of a boy and a girl having a picnic on the lawn under the tree.  BB signs the following in sequence: **BOY, GIRL, TABLECLOTH COVERED WITH FOOD, GIRL-SIT, BOY-SIT, BEHIND IS THE TREE, NEXT TO THE GIRL IN FRONT OF THE TREE IS A BASKET** |
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| ***SYNTAX AND DISCOURSE – Topicalisation***  (Presented by DC) | |
| **DC** | TALKING ABOUT TOPICALISATION, MAYBE YOU KNOW IT IS ‘TALKING ABOUT WHAT’. THIS WORD IS REALLY A LINGUISTIC TERM. SPOKEN LANGUAGE HAS TOPICALISATION. REQUIREMENTS FOR AUSLAN IN TOPICALISATION IS USING PERFECT FACIAL EXPRESSION AND IT USES **‘TOPIC-COMMENT STRUCTURE’.**  RESEARCH WORK ON THIS IS VERY BASIC HOWEVER IT IS ACKNOWLEDGED THAT AUSLAN HAS TOPICALISATION IN ITS DISCOURSE  IT IS NOT USED ALL THE TIME.  FEATURES INCLUDE STARTING THE TOPIC FIRST THEN THE COMMENT.  VERBS MAY BE INCLUDED AT THE START AND END OR SOMETIMES NOTHING.  SPECIAL FEATURES IN THE FIRST CLAUSE OF TOPICALISATION WILL INCLUDE: HEAD TILTING BACKWARDS SLIGHTLY AND RAISED EYEBROWS.  THE SECOND CLAUSE WILL INCLUDE HEAD TILTING FORWARD SLIGHTLY AND NO FACIAL EXPRESSION. BUT AT TIMES THE SIGNER MAY USE HEAD NODS, HEAD SHAKES, YES/NO QUESTIONS OR WH-QUESTIONS  LASTLY, VERB INFLECTIONS WITH TOPICALISATION IS TRULY IMPORTANT. WILL GIVE EXAMPLES LATER.  I WILL SHOW YOU TWO EXAMPLES USED IN SENTENCES  EXAMPLE 1: **TOMORROW RAIN, I NOT GO BEACH**  *NOTE: SEE THE SPECIAL FEATURES OF AUSLAN USED IN THE ABOVE SENTENCE*  EXAMPLE 2: THIS EXAMPLE IS CONNECTED TO VERB INFLECTION’ |
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|  | IMAGINE YOU ARE IN A CLASS AND ONE OF THE STUDENTS WANTS TO KNOW MORE ABOUT DEAF CULTURE. HE WANTS YOU TO ASK THE DEAF TEACHER TO TALK ABOUT DEAF CULTURE.  YOU WOULD SIGN:  **‘DEAF TEACHER – YOU ASK’** |
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| ***SYNTAX AND DISCOURSE – Numerals***  (Presented by DC) | |
| **DC** | THIS PART DISCUSSES **NUMERAL INCORPORATION** – SIGNS CONNECTED TO NUMBERS. THIS IS ALSO KNOWN AS FREE MORPHEMES WHICH CAN BE FLEXIBLE.  THIS CAN CHANGE THROUGH LOCATION AND MOVEMENT.  NUMBERS CAN BE SEEN IN ITS BASIC FORM E.G. ‘**ONE’** OR IN CHANGE OF LOCATION, E.G. **ONE-YEAR-OLD,** OR CHANGE IN MOVEMENT, E.G. **ONE O’CLOCK**.  NOW I WILL TALK ABOUT OTHER NUMERALS, E.G. **FIRST, ONE QUARTER, MYSELF** (ONE-ON-CHEST),  **FIRST** (AS IN A RACE), **FIRST OF DECEMBER,**  **1880.**  WHAT TIME MUST I MEET MY FRIEND? **(ONE O’CLOCK)**  **I CAN ONLY DO ONE QUARTER OF THE WORK**  (IN SPORT) THE COACH MAY SAY **‘WATCH THAT PLAYER NUMBER ONE’** |
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| ***SYNTAX AND DISCOURSE – Time Marking***  (Presented by AB) | |
| **AB** | NOW I WILL TALK ABOUT **TIME MARKING** |
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|  | OTHER LANGUAGES HAVE **TENSE** |
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|  | AUSLAN USES THIS IN VARIOUS WAYS E.G.  **1. TIME MARKERS** (NOW, FUTURE, PAST)  **2. TIME LINES** AS DEMONSTRATED WITH EXAMPLES GIVEN:  (FROM THE SHOULDER) – **NOW, TOMORROW, FUTURE, PAST**  (AWAY FROM FRONT OF THE BODY) – **NEXT-WEEK, IN-THREE-WEEKS,**  **CONTINUE**  (ACROSS FRONT OF THE BODY) - **LATER, NEXT, BEFORE**  **3. TIME SIGNS** – **2 O’CLOCK, HALF PAST 8, QUARTER TO 7, 3.45, 3.45PM, 1.25PM, 12.30AM** |
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| **AB** | TIME MARKERS USE MANUAL AND NON MANUAL FEATURES E.G.  **YESTERDAY, JUST-RECENTLY, LONG-TIME-AGO, WILL, NEXT-YEAR** |
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| **AB** | SHOWS YOU HOW AUSLAN USES DATES AND EVENTS RELATED TO THE CALENDAR:  EXAMPLE 1:- **CHRISTMAS THIS YEAR TUES 25 DEC**  EXAMPLE 2:- **MY DAUGHTER BIRTHDAY 31AUG 1978**  EXAMPLE 3:- **EASTER GOOD FRIDAY THIS YEAR ON MARCH 31**  EXAMPLE 4:- **AUSTRALIA DAY (PUBLIC HOLIDAY) 26 JAN**  EXAMPLE 5:- **DEAF SOCIETY THEIR AGM ON++ OCT** |
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| ***SYNTAX AND DISCOURSE – The Sign “FINISH”***  (Presented by DC) | |
| **DC** | THERE ARE TWO DIFFERENT SIGNS FOR THE SAME WORD, **‘GOOD’** :  USING DOUBLE HANDS WITH ’5’-HANDSHAPE OR ’GOOD’ HANDSHAPE.  IT IS GRAMMATICALLY USED IN TWO DIFFERENT WAYS AND CAN BE A VERB OR A CONNECTIVE SIGN.  VERB – (using) PAST ACTION E.G. **‘I FINISH WORK, I GO HOME’** (USING THE ‘GOOD’ HANDSHAPE)  OR,  **‘I FINISH WORK, I GO HOME**’  (USING THE ‘FIVE’ HANDSHAPE) |