

51 Signing Naturally Unit 5 Answer Key

Straightforward Intermediate Progress Test 1

Answer key

Language section

Vocabulary

- 1 body language
- 2 uncomfortable
- 3 don't know
- 4 easy to see
- 5 telling the truth
- 6 straight
- 7 fidgeting
- 8 b) catch
- 9 a) drop me off
- 10 c) detached
- 11 c) wake
- 12 a) am seeing
- 13 b) tell
- 14 c) thinking

Grammar

- 15 I've been
- 16 I visited
- 17 find
- 18 have to
- 19 drove
- 20 I'm planning
- 21 must
- 22 I'm working
- 23 I've saved up
- 24 You ~~are appearing~~ **appear** to be telling the truth.
- 25 What **are** you thinking? OR What **do** you think?
- 26 ~~I've seen~~ **I saw** her two days ago.
- 27 I'm sorry, but you aren't ~~let~~ **allowed** to smoke here.
- 28 ~~I'm often getting~~ **I often get** up at 6 o'clock.
- 29 Remember, you ~~mustn't~~ **don't have to** come if you don't want to.

Functional language

- 30 if I sit here?
- 31 go to the train station?
- 32 to the train station, please?
- 33 one pound, please.
- 34 Does this bus go to the train station?
- 35 Can I have a single to the train station, please?
- 36 That'll be one pound, please.
- 37 Do you mind if I sit here?
- 38 a) He's tall and has wavy brown hair.
- 39 c) He's clever and very polite.
- 40 b) Singing and going to the cinema with me.

Straightforward Intermediate Progress test 1

51 Signing Naturally Unit 5 Answer Key

Understanding American Sign Language (ASL) is a journey that many individuals embark upon to enhance communication with the deaf and hard-of-hearing communities. One essential resource for ASL learners is the "Signing Naturally" series, which provides a structured approach to mastering the language. In this article, we will delve into the specifics of Unit 5 from the 51 Signing Naturally curriculum, which focuses on the theme of "Describing People." We will provide an overview of the unit's objectives, vocabulary, and the answer key that aids learners in their journey to fluency.

Overview of Unit 5: Describing People

Unit 5 of the Signing Naturally curriculum is centered around the skills necessary to describe individuals accurately using ASL. This includes not only physical descriptions but also personality traits, clothing, and other identifying features. The unit emphasizes the importance of classifiers and signs that convey detailed information about a person.

Objectives of Unit 5

The primary objectives of Unit 5 are as follows:

1. Learn Vocabulary: Acquire new signs related to physical characteristics, clothing, and personality traits.
2. Use Classifiers: Understand how to use classifiers to describe people effectively.
3. Practice Conversational Skills: Engage in dialogues and practice describing people in various contexts.
4. Develop Cultural Awareness: Recognize the importance of context and cultural nuances when describing individuals.

Key Vocabulary in Unit 5

A significant aspect of Unit 5 is the introduction of essential vocabulary that students need to know. Here is a list of some key signs learners will encounter:

- Tall
- Short
- Curly Hair
- Straight Hair
- Wears Glasses
- Friendly
- Serious
- Wears a Hat
- Color terms: Red, Blue, Green, etc.
- Age descriptors: Young, Old, Middle-aged

Together, these vocabulary items allow learners to create detailed descriptions of people.

Classifiers in Unit 5

Classifiers are a vital part of ASL that help convey information about the size, shape, and movement of objects and people. In Unit 5, students learn how to effectively use classifiers to describe individuals. Here are some common classifiers introduced:

1. CL:1 (Index finger) - Used to represent a person standing or moving.

2. CL:5 (Open hand) - Used to show groups of people or to indicate a person's posture.
3. CL:B (Flat hand) - Often used to describe the size or characteristics of a person's body.

By using these classifiers, students can enhance their descriptions, making them more dynamic and clear.

Practice Activities in Unit 5

To solidify the understanding of vocabulary and classifiers, Unit 5 includes various practice activities. Here are some examples:

1. Descriptive Sentences: Students create sentences using the vocabulary learned. For instance, "He is tall and has curly hair."
2. Role-Playing: Pairing students to practice describing each other while the other person acts out the description.
3. Guess Who?: One student describes a person using signs, while others guess who is being described.

These activities encourage active participation and help learners apply what they have learned in practical situations.

Answer Key for Unit 5 Exercises

An integral portion of mastering any language is practicing exercises and receiving feedback. The answer key for Unit 5 provides learners with the correct responses to various exercises. Below is a simplified representation of the answer key that corresponds to common exercises found in this unit.

Exercise 1: Matching Signs with Pictures

1. Tall - Picture A (person standing tall)
2. Wears Glasses - Picture C (person with glasses)
3. Friendly - Picture D (person smiling)
4. Straight Hair - Picture B (person with straight hair)

Exercise 2: Fill in the Blanks

1. The woman is very _____ (friendly).
2. My brother is _____ (short) and has _____ (curly hair).
3. She _____ (wears glasses) and her favorite color is _____ (blue).

Exercise 3: Classifier Usage

1. Use CL:1 to describe a person walking across the room.
2. Use CL:5 to represent a group of friends standing together.

Exercise 4: Descriptive Sentences

Sample sentences for students to compare:

1. "She is tall, has long hair, and wears a red dress."
2. "He is short, has curly hair, and is very friendly."

By comparing their answers with the answer key, students can assess their understanding and improve their skills.

Importance of Cultural Context in Describing People

As learners progress in their ASL studies, it is essential to understand that descriptions should consider cultural context. This includes being respectful and aware of how certain descriptors may be perceived by others. The following points emphasize the importance of cultural sensitivity:

1. Respectful Language: Always use language that is respectful and not derogatory. Avoid descriptors that could be offensive.
2. Contextual Relevance: Understand the context in which you are describing someone. What might be relevant in one situation may not be in another.
3. Personal Preference: Recognize that individuals may have personal preferences regarding how they wish to be described.

Conclusion

Unit 5 of the Signing Naturally curriculum offers invaluable lessons in describing people, including key vocabulary, the use of classifiers, and the importance of cultural context. The answer key provided aids learners in self-assessment and reinforces their understanding of the material. As learners move forward in their ASL journey, the skills acquired in this unit will be fundamental in building effective communication and fostering connections with the deaf community.

By practicing the vocabulary, engaging in activities, and applying the principles of respectful and contextual language, learners will find themselves more confident in their ability to describe people accurately and respectfully in ASL. The journey of learning ASL is ongoing, and each unit brings learners closer to fluency and cultural competence.

Frequently Asked Questions

What is the primary focus of Unit 5 in 'Signing Naturally'?

Unit 5 primarily focuses on vocabulary and grammar related to expressing preferences and making requests in American Sign Language (ASL).

Are there any specific signs introduced in Unit 5 of 'Signing Naturally'?

Yes, Unit 5 introduces several new signs, including those related to food, activities, and preferences.

How can I access the answer key for Unit 5 of 'Signing Naturally'?

The answer key for Unit 5 can typically be found in the teacher's edition of the textbook or through educational resources provided by the publisher.

What types of exercises are included in Unit 5 of 'Signing Naturally'?

Unit 5 includes a variety of exercises such as dialogues, role-plays, and vocabulary drills to practice the signs learned.

Is there a specific cultural aspect covered in Unit 5 of 'Signing Naturally'?

Yes, Unit 5 often covers cultural aspects of the Deaf community, including etiquette when making requests and expressing preferences.

How does Unit 5 relate to previous units in 'Signing Naturally'?

Unit 5 builds on the skills learned in previous units by adding complexity to conversations and enhancing vocabulary related to everyday situations.

Are there any recommended strategies for mastering the content in Unit 5?

Practice regularly with peers, use flashcards for new vocabulary, and engage in activities that require you to use the signs in context.

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