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# Lipreading Classes - an introduction

Hello, my name is Heidi Walsh and I'm a qualified teacher of lipreading for adults, and a member of ATLA - the Association of Teachers of Lipreading to Adults. I trained at the City Literary Institute in London, at the Centre for Deaf People and Speech Pathology. Coming to a lipreading class for the first time, can sometimes be a little worrying, not knowing what to expect, not knowing what happens in a lipreading class. Hopefully, this should answer some of your questions.

## Who comes to lipreading classes?

All sorts of different people come to lipreading classes, but they all have one thing in common - they either have a hearing loss or are a partner/friend of someone with a hearing loss. Lipreading classes are for anyone who has lost their hearing during adult life, whether it's a mild loss, or a more severe loss. Class members range from 16+ to 90+: there is no upper limit.

## Why learn to lipread?

When you have a hearing loss, talking to other people can become difficult and frustrating. You can feel cut off, left out, ignored, and lonely. It can affect your self confidence - you can stop doing the things you used to do, like going out with friends. There's nothing worse than when someone is talking to you and you don't understand what they said and say, "Sorry?" to be told "Oh, it doesn't matter". It does matter! Learning to lipread can help you communicate better, it can improve your self confidence and make you feel in control of your life again.

## What is lipreading?

About 30 - 40% of all speech can be lipread, and that's on a good speaker. But the sounds that can be lipread can be very useful. Most people have a problem hearing sounds like /th/ and /f/. These sound similar if you have a hearing loss, and so you can get mixed up with some words, like 'fat' and 'that', but if you are lipreading as well as listening, these words look very different. Some sounds look the same, like /sh/ and /ch/, so words like 'share' and 'chair' can get mixed up. In the class you'll find out how to get around this problem.

The idea of a lipreading class is to help you to learn how to use lipreading to support your hearing, without really even realising what you're doing - it should be something you do as naturally as breathing. A common comment from members in the lipreading class is .... "I still can't lipread, but my hearing has improved". That's the way it should be. Most people already lipread to some extent - that's why if you're watching a film and the soundtrack is out of time you feel 'uncomfortable'. But in the same way that you need to practice any skill to get better at it, you need to practice lipreading. Anyone can hit a key on piano, but it takes training and practice to play music.

## **Is it like going back to school?**

NO! We don't sit in rows, we usually sit in a 'horseshoe' shape so everyone can see - if you can't see, you can't lipread! Classes are small, informal and friendly. I use exercises, fun quizzes that you can do together, short pieces of prose adapted from articles in magazines and papers, interesting stories, the histories of how things started, etc., and present them without using my voice so that you can practice lipreading. We look at sounds that are visible, sounds that are less visible, and sounds that can't be seen. We look at the sounds that look like each other, and why some words can get mixed up when lipreading and why. We also look at ways of helping with all this. These exercises help get your mind to use what it can see, as well as what it can hear. We also look at situations that can be difficult, such as the Doctor's or travelling, and how to deal with these.

## **What else?**

We also look at types of hearing loss, what problems people have with different types of loss, different types of hearing aid, and how your hearing works. You will find out about tinnitus and menieres, what can make these worse, and what can help some people. You will find out about different types of environmental aids that can help you in your day-to-day life. There will be handouts and information leaflets on these, and on/from many of the major local and national support groups and agencies involved with hearing loss.

## **Do I need to bring anything with me?**

You will need to bring a pen and paper, and I suggest an A4 ring binder to put your handouts and leaflets in. A small mirror is helpful so you can look at your lips, and some change for tea/coffee at break time.

## **Are there any exams or essays?**

No, there are no exams, and no essays. The course is accredited by the Open College Network. All that means is that you will be given a ticksheet to tick off things we have covered during the year, together with handouts to put in your folder. Towards the end of the year I may need to borrow your folder so that I can show the moderator what we have done during the year. If you have ticked off all the things on the ticksheet you will get a certificate to say you have finished that unit. There are ten units, and we normally do two units each year - but you don't have to finish two units each year, it can take longer if needed.

# A Poem about a Lipreading Class

Life has opened up for me  
I'm glad it's there for all to see  
Monday's class has brought the bloom  
Chasing away despair and gloom.

'Tis very hard when one can't hear  
Even though the voice is clear  
Concentration you will find  
Enables one to clear one's mind.

Lips to watch and words to frame  
Makes it all seem like a game  
But the seriousness is there  
Helping one to learn and share.

The teacher who is kind and clear  
Ensures that there is nought to fear  
Quizzes, questions she has set  
Hopefully right answers to beget.

Quarter to four, time to go home  
Goodbyes to be said, don't feel alone  
There is always someone there  
Your problems, burdens they will share.

By Chris Koga

# How I Teach and Why

I speak with, and without my voice, and all instructions/difficult words to lipread are written up either on a whiteboard or blackboard so that everyone can follow me, and check that what they lipread was right.

When I am not using my voice, I usually repeat three to four times so that everyone gets a chance to lipread me, and so that you can practice lipreading from different angles.

Learning to lipread is a bit like when you first learnt to hear as a child. At first you could hear sounds, but they didn't make sense. As you heard them more often, you began to recognise patterns and to be able to identify sounds. Eventually you began to attach meanings to these sounds, and began to recognise words, sentences, etc. Learning to lipread is similar. As you watch, your mind begins to adjust to what it is seeing, and to turn it into recognisable words.

I use special types of exercises to help your mind to learn to use what it can see, as well as what it can hear:

- Lists of words, so that you can practice spotting a lip shape;
- Exercises with a repeated phrase, but with different endings, such as 'Before I go to bed I .....' - this helps you to practice anticipating conversation and events, and to use context to help you lipread. It also gives you practice with everyday items and events;
- Exercises with a repeated phrase and two linked parts, such as 'My favourite meal is ..... and .....' - this helps you to practice putting 2 + 2 together - if you can lipread one of the parts you may be able to make an educated guess at the other;
- Pieces of prose/stories - these are items of interest adapted from articles in magazines, papers, etc., and are suitable for adults. They use 'natural English' - English as it would be spoken rather than the more formal way in which it might be written. They will also use colloquial English and common phrases to give you practice in lipreading these. They give you practice in lipreading longer pieces of conversation and following chains of events. They also encourage you to develop your concentration and recall. I will present these in different ways;
- Small quizzes - these stimulate your recall and allow your eyes to have a brief rest from watching me - you usually work in pairs or small groups, and they are not to be taken too seriously.
- I will sometimes ask you to work in pairs. This is so that you get a chance to lipread someone else.

- We do have a break at half time. This is so as to give your eyes a rest, and a chance to get to know each other. Please make sure that no-one is left sitting on their own with no-one to talk to - everyone knows what it feels like to be left out! The break is also an important part of the class: it gives you practice at lipreading/communicating in noisy conditions.
- If you don't understand something I say, please tell me!
- If someone is talking too fast for you to follow, please tell them - especially if it is me!
- If you lipread something different, please tell me, then I can explain why. Often someone else will have seen that too, and knowing why helps you become a better lipreader.
- Lipreading is very tiring, and it will take time and practice before you can concentrate for longer periods. Don't be discouraged if when I am repeating a section of prose you lose the thread. That's why we don't only do pieces of prose in the class - you would be shattered.
- Try to relax and enjoy yourself - this will help your lipreading.

A lot of people in the class like to write down the story. They write down what they thought I said, then correct it if they got it wrong. This means that they can read through it later and see what went wrong. If you want to do this you are welcome to - but it is not essential. Remember, it's lipreading the story that matters, not writing it down.

One thing that might help is repeating the sentence to yourself - without using your voice, as you are lipreading it. This helps to 'imprint' the look and feel of the words - you might also realise that something doesn't quite feel right when you have lipread it inaccurately.

# What is Speechreading?

Speechreading is just a different word for what we call lipreading. It's a better word really, because 'lipreading' suggests that you simply read people's lips, and that's not true.

About 30 - 40% of speech sounds can be lipread, and that's under the best conditions, and on a clear speaker. The rest of the information you need to be able to follow what is being said comes from other sources. These help you to work out what you cannot see on the lips, and 'fill in' missing letters/words. Most of the time you will be able to do this without even thinking about it, especially as you practise your lipreading.

## [Diagram of skills involved in lipreading](#)

You can get this extra information you need from:

- Gestures

Movements of the body, especially the hands and arms.

Examples ...            A nod of the head means 'yes'.

                                 A point of finger means 'there', or 'that'.

- Body language

How people move, sit or stand.

Examples ...            Someone slumped in a chair may be bored or tired.

                                 Someone who can't sit still may be nervous.

- Facial expression

What you can see from looking at someone's face.

Examples ...            Someone who is smiling is likely to be telling you good news.

If someone speaks to you and their eyebrows raise they are likely to be asking you a question.



- Visual clues

Things people are doing, or holding.

Example ...            Holding a kettle - would you like a cup of tea?

- Situational clues

The type of things people say depending on the time, place and situation.

Example ...            Things said at the doctor's - What's wrong? How do you feel?  
Where does it hurt? Cough! Etc.

- Lipreading

The speech sounds you can see on someone's lips

- Linguistics

What you know about English: how we put words, sentences and phrases together; grammar; rhythm; emphasis; colloquial expressions.

There are several important things that a lipreader can use to help them lipread better.

**The context** - does it make sense? Is it possible? Is it likely? For example, if you were having a conversation about what to have for Sunday dinner, you wouldn't expect to lipread the word 'computer'.

**Anticipation** - this helps you narrow down the possibilities when lipreading, so you have more idea what you are looking for.

Example ... I have a \_\_\_\_\_ brother.

There are a limited number of words which would fit in the sentence above: little, big, younger, older, elder, ....

**Putting 2 + 2 together** - this helps you to work out what you could not fully lipread. If you lipread part of a sentence then you may be able to work out what the other part is likely to be.

Example ... I had roast beef and \_\_\_\_\_ for dinner

The missing bit might be Yorkshire Pudding, but is unlikely to be custard!

**The language** - if you don't know the language you can't lipread it. This doesn't just mean you wouldn't be able to lipread Dutch (unless you were fluent in Dutch), the same problem exists with unfamiliar technical language. You need to have some idea of the words to expect; what to look for. If someone was talking about chemistry, and using unfamiliar long chemical names and terms, you would find it very, very difficult to lipread them.

The English language is changing all the time. New words are being added, the way in which we use words (their meanings) alters, and some words fall out of general use. This can cause a problem for lipreaders as you can come across words you have never heard or never seen before. If you've never heard a word you don't know how it is pronounced, and if you don't know how it is pronounced you don't know what it looks like on the lips. You also wouldn't be expecting that word, and might be frantically trying to find some other word to fit the context.

You'll be able to practice using all these in the lipreading class.

# Eyedrills

An eyedrill is an exercise to help you to practise spotting the different between visible lipshapes, and so to help you lipread better. It's a bit like when you learnt to read when you learnt how different letters had different sounds. Eyedrills help you learn the different lipshapes. But remember, you can't lipread using lipshapes alone because only 30-40% of sounds have lipshapes that you can see.

## The Visible Consonants

This year we will look at the visible consonants. Each of these sounds can be seen on the speakers lips. They provide good clues for the lipreader.

They can be arranged into several groups of sounds which look alike when lipreading. We will look at each of these groups during the year.

Group 1:

- p/b/m as in ... **pat, bat, mat**

Group 2:

- f/v/ph/gh as in ... **fat, vat & phone & gh enough**

Group 3:

- sh/ch/j/ge/zh as in ... **sherry, cherry, jerry & range & measure**

Group 4:

- w/qu/wh as in ... **white, quite & win, quin**
- /r/ as in ... **red**

/r/ can look like w/qu/wh depending on the speaker's accent.

These sounds can sometimes be seen on the speaker's lips - it depends on how clear the speaker is.

Group 5:

- /th/ as in ... **this & think**

Group 6:

- // as in ... **leek & like**

# Beatitudes for Friends of the Deaf

BLESSED ARE THEY THAT SEEM TO KNOW  
that lipreading is difficult and slow.

BLESSED ARE THEY WHO SHAKE MY HAND  
and write notes to help me understand.

BLESSED ARE THEY WHO KNOW I LONG  
to hear voices, music and song.

BLESSED ARE THEY WHO SEEM TO SEE  
when I'm lost in a group of two or three.

BLESSED ARE THEY WHO TAKE TIME OUT  
to explain what they are talking about.

BLESSED ARE THEY WHO HAVE A SMILE  
that makes my life more worthwhile.

BLESSED ARE THEY WHO MAKE IT KNOWN  
by faith in God's promises, I'll not walk alone.

BLESSED ARE THEY WHO UNDERSTAND  
as I journey to that city 'not made with hands'.

Author unknown

# Using the Visible Speech Sounds

Think of the visible speech sounds as building blocks, or bricks. These building blocks can be used together with other clues to help you understand what is said. It's a bit like building a house .....

As you learn to lipread you will begin to put these blocks together without really even thinking about it - but you will notice an improvement in your ability to communicate.

Lipreading isn't easy! Only about 30 - 40 % of speech can be seen on the lips, and that's on a good speaker! But there's another problem, even those sounds that you can see, can look like other sounds - for example 'p' can get mixed up with 'b' or even with 'm'.

Lipreading single words is very, very difficult, because they can look like other words, and you have no clues to help you.

Even lipreading sentences on their own isn't much more help - if you lipread one word wrong to start with then you can be thrown completely off track.

Research into lipreading has shown that the best lipreaders are the ones who don't concentrate on trying to pick out each lipshape, or each word - but who 'follow the gist'.

People don't talk in single sentences; most speech is part of a conversation. A conversation is really a type of story telling, and you have a life time of experience to help you lipread it. We all know that words follow certain patterns, some words go together like 'yes please', 'all at once' and so on. Even things follow patterns - we can get clues from people's faces, expressions, body language - often we can guess what is coming next before it's even said! But, most importantly, with a conversation you know the subject - you can narrow down what might be said, and guess what might be coming next.

This is how the best lipreaders lipread - they make an educated guess at what is coming next - and by following the gist of the conversation or story, they can change their minds if they realise that something doesn't quite fit. Knowing which sounds look like each other can help you do this because you can spot where you went wrong.

Over the last 20 years, teaching lipreading has moved away from concentrating on lists of words, and sentences, to using short stories or pieces of prose, to help you practice lipreading conversations as a whole, and short exercises to help you learn which sounds can look like each other.

# Golden Rules!

- If you want to help your lipreading - relax!
- Try not to concentrate too hard - try to follow the gist, rather than pick out each lipshape or word.
- Remember lipreading should come naturally - it should be as much a part of you as breathing.

## Learners' Experiences

### The Lipreading Class

by Joyce

When I decided to join the lipreading class, I had no idea what it would be like, but I find it offers a chance to communicate with people who have the same problems as I do with hearing, and to find they understand the difficulties with the problem.

To my mind, the lesson is put across in a very novel way. Heidi finds unusual topics of interest to us all, which we can use when doing our lipreading, and this makes for a relaxed and pleasant study, not without humour quite often. Yes, this is a very good class.

### The Beginner - Pam

To anyone who thinks they would like to come to our lipreading class and hesitates, not sure whether it's for them, I say, "Do come!" I have now been attending for four weeks, and have truly enjoyed myself. There are about fifteen of us, and our tutor. She is one of us, helping and encouraging all along the way, and making everything we do interesting and fun.

I am very glad I took the plunge. I was beginning to feel in a world of my own, and needed confidence, so I urge anyone who wants to gain confidence when among people to join us.

# English Skills and Lipreading

In English, some words normally go together, and others don't. This can help you work out what a word is when you are lipreading. You can anticipate what is going to be said.

Have a look at the sentences below. There is a gap in the sentence. Tick each of the words, in the boxes on the right, that you think would make sense if you put them in the gap.

Would you like a cup of _____	tea	spiders	chocolate	grass
	fish	coffee	sawdust	cocoa

Would you like a glass of _____	milk	bleach	orange	acid
	sugar	water	lemonade	juice

I have a _____ brother	big	shredded	younger	purple
	older	little	freezing	kind

On _____ I went shopping	Monday	house	May	bus
	table	Tuesday	early	Friday

My new jumper is _____	pink	wood	wool	blue
	daisy	cotton	yellow	silk

# Repetition exercise

These help you practise using what you know about English to lipread - a bit like the exercise you looked at on page 17. Here's a repetition exercise for you to have a go at.

Introduction: Have you ever had 'one of those days' when everything goes wrong.

Sentence: This morning I couldn't find my .....

How many things can you think of that would fit here? You can write them down if you want to. Now see if you can lipread what I couldn't find ...

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



# 2 + 2 exercises

These help you practise putting two and two together. If you lipread part of a sentence, then it can help you lipread the other part of the sentence. Here's a 2 + 2 exercise for you to have a go at:

Introduction: I love traditional Sunday dinners.

Sentence: On Sunday, we had ..... and ..... for dinner

Roast beef and .....

..... and mint sauce

Roast pork and .....

..... and sage and onion stuffing

Roast turkey and .....

Fish and .....

# Seeing the Words

If you find you cannot hear  
There's no need for you to fear.  
Do not ask your friends to shout  
To tell you what they talk about.  
Admit you need a hearing aid;  
Get some help and have one made.  
Then learn to lipread, concentrate;  
Don't just sit and moan your fate.  
I've joined a class and now I SEE  
What people want to say to me.  
It isn't easy reading lips  
But there are many useful tips.  
Forget the way you used to spell  
For certain letters don't show so well.  
It's not a case of P's and Q's  
But rather sounds of Q and OOZE.  
Much of it is guesswork too,  
You'll be surprised what you can do.  
So join a class, and persevere -  
Learn to see what you cannot hear.

Mrs Rhoda Couldridge (Saga magazine Oct. 1992)

# Turn Your Hearing Aid Up!

“Mother, turn your hearing aid up!” Betty nearly jumped out of her skin, as her daughter Carol shouted into her ear. The distorted sound was so loud it was painful. She looked at the others in the room, all family, her other daughter, her sons-in-law and grandchildren, all looking at her with a mixture of pity and exasperation. What a birthday! They had all been talking, making such a noise, everyone talking at once, that she gave up trying to understand what they were saying. Her new hearing aid wasn't much use, it just seemed to make it worse. All she could hear was a mass of jumbled noises, it was impossible to pick out the voices, and the noise of the television and the children's toys ... in the end Betty simply turned the hearing aid down, and looked out of the window.

“I asked if you'd like a cup of tea” said Carol, “why don't you turn your hearing aid up.” Betty smiled weakly, “I'd love a cup of tea, but I'll make it.” She went into the kitchen, and closed the door, pleased to get a little relief from the noise. Back in the lounge they were talking about her. “Why did we bother coming to see her? She's hardly said a word to us all afternoon” “Do you think she's okay? Perhaps she shouldn't live on her own anymore” Carol's husband, Danny got up. “I'll go and help with the tea”. He opened the door to the kitchen. Betty was stood at the kitchen window. He gently tapped her on the shoulder and she jumped. “Oh Danny, I didn't hear you come in.” “Aren't you wearing your hearing aid, Betty?” “Danny, if just one more person says that to me I swear I'm going to scream! It's useless: all I can hear is the noise. I can't understand what anyone is saying. I've tried using it, but it doesn't help.” Danny reached into his pocket, and handed Betty a leaflet. It was from the college he worked at. Betty looked at it feeling a little confused. “The college have started to run lipreading classes, for people who are hard of hearing, I thought it might help.” Betty looked at the leaflet again, “Oh Danny, I'm not sure, I'm a bit old for going back to college. Anyway, isn't it for deaf people, and I'm not deaf.” “Well, I had a chat with the teacher, she seems nice. She said that all the students are people who have become hard of hearing - just like you. It might be worth a go, you've nothing to lose seeing as it's free.” Betty put the leaflet on the counter, “Thank-you for thinking about me, I'll have a look at it later. Now let's make that tea!”

Later, after they had all gone, Betty sat down in the kitchen with a cup of tea and two paracetamol. She loved them dearly, but was relieved to finally have some peace and quiet. She didn't like going anywhere that was noisy. She had even stopped going out to her women's luncheon club - it was just too difficult to understand people, and she felt so left out. She took her hearing aid off and put it back in its box. Useless thing! She had only bothered going to the doctor because her daughter kept nagging at her. She had the hearing aid for nearly a month now, and it didn't seem to help at all. The young girl at the hearing aid centre had been very

nice; shown her how to put it in, where the batteries went, explained how to use it, etc., but Betty still felt lost with it. She opened the kitchen drawer, shoved the box in it, and slammed the drawer. The college leaflet was still there, its brightly coloured paper glaring at her. Lipreading classes, what could they do!

Two weeks later, Betty nervously walked up the ramp into the college. There were groups of young people everywhere, and the noise! She went over to the reception desk and asked where the lipreading class was. "Lipreading ... oh yes, it's in room 15. I'll show you where it is." Betty followed the woman along a rabbit warren of corridors to room 15. The door was open, and there were already some people inside. Betty turned to the woman, but she'd already gone. "Well, this was it" she thought, "I'll never find my way out of here on my own." She took a deep breath, and walked into the classroom. At the front a woman was plugging something into the wall. She turned to Betty. "Hi, I'm Eve. Are you looking for the lipreading class? Come in. Would you like to sit here? This is Kathleen, and you are?" Betty mumbled a reply, and sat down. She was sure this was a bad idea; what had Danny been thinking of, this was all his fault. More people drifted in, and sat down. They were all chatting to each other. Someone tapped her on the arm, it was Kathleen. "Have you come far?" "No, not really, just from Greenwood." "Oh, my sister lives near there. Do you know St. Mary's Church?" Betty started to relax. She looked round the room, it wasn't like the classrooms she remembered - for one thing they weren't sat in rows with desks, but in a semi-circle.

Everything went quiet, and she looked up to see Eve standing at the front. "Right. Good morning everyone. This is Betty. Betty, this is..." She went round the room introducing each of the other students and writing their names on the board. Betty noticed that almost everyone was wearing a hearing aid, including the teacher. Betty's hearing aid was still sat in its box in the kitchen drawer, where she had left it since that disastrous day. Eve wrote a title on the board - "The History of Marks & Spencers". "I'm going to tell you a little bit about the history of Marks & Spencers. I'll say each sentence three times without my voice, then with my voice, then again without. So, ..." Betty watched as Eve spoke without her voice, and lipread "Michael Marks was born in Poland." This wasn't as bad as she'd thought. She was quite surprised when the class was over, it seemed to go so fast. She was also surprised how much she had enjoyed it, how much she'd learnt, and how tired she was. Eve had explained how tiring lipreading was, the intense concentration made most people very tired. Next week they were going to talk about equipment that could help you hear the doorbell ring, and who the real Lady Godiva was. Betty sat in her kitchen at home and opened the drawer. She took out her hearing aid and looked at it. Next week she thought, I'll take you with me, and try one more time.

The doorbell rang. Betty knew it was ringing because she had a special doorbell now that she could carry around the house with her. As she walked towards the

door, she reached up and adjusted her hearing aid. She smiled to herself as she remembered last year when she had thrown it in the drawer in disgust. It still wasn't perfect, but she wouldn't be without it. At the door were Carol, Danny and the children. "Happy birthday mother." They all trooped through into the lounge. "Oh, you've moved the furniture around." Betty turned the television off. "Yes, I've moved things around a little, so that I can hear better. Would you like to sit there Carol, and you there Danny. I thought the children could play in the other room." A few minutes later her other daughter arrived, with her husband and children. Soon the house was full of people. Betty sat down in her favourite chair, carefully placed so that she could see everybody. This was more like it. She could see and hear everyone, and for the first time in a long while she felt like she was one the family again. "Would you like a cup of tea" she said? Danny got up and followed her into the kitchen. "Would you like a hand Betty?" Betty looked at Danny and simply said, "Thank-you Danny."

© Heidi Walsh 1999 This is a fictional story based on the experiences of members of lipreading classes across South Yorkshire, West Yorkshire and Derbyshire. Members of the classes who have read the story, say that it accurately reflects their own experiences with deafness. Please feel free to give a copy to anyone that you think it may help.

# The Rotherham Central Lipreading Class

Our lipreading class is really sublime,  
We're watching and learning all the time.  
Our teacher is Heidi, and you will find,  
No better tutor, she's patient and kind.

We watch her lips moving,  
So we understand,  
Without sound, just vision,  
The words of command.

Then we have a break,  
And our class all agree,  
It is most refreshing,  
With biscuits and tea.

She tells us some history,  
And good days of yore,  
And nice little games,  
That she knows will not bore.

The time goes so quickly,  
Alas and alack.  
Tis' time to go home,  
To our own cosy shack.

by Val Drimmie (1997)

# Class Locations

My classes are:

Day & Time	Place	Notes
Monday 10.00 - 12.00	Manygates Education Centre Manygates Lane Sandal, Wakefield W.Yorkshire WF2 7DQ Tel: 01924 303 302 Class held in room 7	This class is a mixed ability group, and includes beginners. There is no fee for this class. There is a waiting list for this class.
Monday 1.00 - 3.00	Manygates Education Centre Manygates Lane Sandal, Wakefield W.Yorkshire WF2 7DQ Tel: 01924 303 302 Class held in room 7	This class is for improvers. There is no fee for this class.
Monday 6.30 - 8.30	Manygates Education Centre Manygates Lane Sandal, Wakefield W.Yorkshire WF2 7DQ Tel: 01924 303 302 Class held in room 7	This class is a mixed ability group, and includes beginners. There is no fee for this class.
Tuesday 9.45 - 11.45	Norton College (Sheffield Colleges) Dyke Lane, Norton, Sheffield S. Yorkshire Contact: Hearing Impaired Service on 0114 2360 3650 Class held in room B015	This class is a mixed ability group, and includes beginners. There is no fee for this class.
Tuesday 1.00 - 3.00	Norton College (Sheffield Colleges) Dyke Lane, Norton, Sheffield S. Yorkshire Contact: Hearing Impaired Service on 0114 2360 3650 Class held in room B015	This class is for improvers. There is no fee for this class.

Day & Time	Place	Notes
<p>Wednesday 10.00 - 12.00</p>	<p>Rotherham College of Art &amp; Technology, School of Foundation Studies Eastwood Building, Eastwood Lane, Rotherham S. Yorkshire Tel: 01709 362 111 Class held in Clifton Building, room C302</p>	<p>This class is a mixed ability group, and includes beginners. There is a fee for this class.</p>
<p>Wednesday 1.00 - 3.00</p>	<p>Rotherham College of Art &amp; Technology, School of Foundation Studies Eastwood Building, Eastwood Lane, Rotherham S. Yorkshire Tel: 01709 362 111 Class held in Clifton Building, room C302</p>	<p>This class is for improvers. There is a fee for this class.</p>
<p>Thursday 10.00 - 12.00</p>	<p>Shirebrook Education Centre Langwith Road Shirebrook Derbyshire Tel: 01623 744 316</p>	<p>This class is a mixed ability group, and includes beginners. There is no fee for this class.</p>
<p>Thursday 1.15 - 3.15</p>	<p>Creswell Social Centre Creswell Derbyshire Contact via Shirebrook Education Centre above</p>	<p>This class is a mixed ability group, and includes beginners. There is no fee for this class.</p>
<p>Friday 10.00 - 12.00</p>	<p>Hillstown Community Centre Bolsover Derbyshire Contact via Shirebrook Education Centre above</p>	<p>This class is a mixed ability group, and includes beginners. There is no fee for this class.</p>