Nemeth Uniform Braille System

Instruction Manual for Braille Transcribing

Part One: General Transcription

The Alliance for Braille Literacy

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In honor of

Abraham Nemeth and Joyce Hull,

this manual is dedicated to all blind students and adults.

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INTRODUCTION

Preface 2019

This manual provides detailed instructions on how to transcribe general interest texts using The Nemeth Uniform Braille System (NUBS). NUBS is a modern revision of *The Nemeth Braille Code for Mathematics and Science Notation 1972 Revsion*. Designed by Dr. Abraham Nemeth in the 1940s, the Nemeth Code became the standard mathematics braille code for use in North America in 1965.

In 1991, Dr. Nemeth, together with Dr. Tim Cranmer, first published a proposal to modernize American Braille in the *Braille Monitor*. While subsequently serving on the International Council on English Braille during the formation of the Unified English Braille (UEB) notation, Dr. Nemeth was dissatisfied with the Council's decision not to use the so-called lower numbers, a key component of Nemeth Code notation. Dr. Nemeth's goal was to generate a system that would be just as expressive as UEB, but more concise for mathematical notation. It is often said that conciseness of expression has been the hallmark of Nemeth notation.

Dr. Nemeth completed the definition of NUBS in 2010. He, along with others, unsuccessfully urged the Braille Authority of North America (BANA) to adopt NUBS rather than UEB as the new standard. In 2013, with Dr. Nemeth as one of its founding members, *The Alliance for Braille Literacy* was formed in order to preserve and promote NUBS. The Alliance creates, archives, and makes publicly available documents written in and about NUBS and maintains the NUBS document repository.

This manual is based in its structure, sequencing, rules, examples, and practice sections on the *Fifth Edition of the Instruction Manual for Braille Transcribing using EBAE*, created in 2009 under the guidance of Constance Risjord. The first draft of this manual was written by Joyce Hull, with frequent input from Dr. Nemeth. 2016 revisions were made by Velda Miller and Judith Murphy, and subsequent revisions by the editors of this edition.

This Part One of the NUBS Manual for Braille Transcribing is geared towards General Purpose transcription. It is an introduction to NUBS that includes comprehensive instructions and practice exercises on how to write general interest materials using NUBS.

The Editors, Asheville, NC, 2019

Preface 2015

This document, in rough draft form, has been designed to provide a means of introducing current braille transcribers and new transcription students to this new braille system – The Nemeth Uniform Braille System (NUBS). This manual does not have any official status at this time. But, if and when NUBS is adopted, it is my hope and the hope of Dr. Abraham Nemeth, author of NUBS, that it can serve as a baseline for an official manual.

To take advantage of the many years of thought and creative efforts of those who developed the transcription manuals now in use, I chose to use the Fifth Edition of the Instruction Manual for Braille Transcribing, created under the guidance of Constance Risjord. She had lots of help from other transcribers and from braille readers, including Mary Lou Stark, Jennifer Dunnam, and John Wilkinson. Until I began working on this manual, I had NO idea of the difficulty of creating sentences and examples to use in the early lessons, where there is a tremendous restriction in avoiding the use of braille contractions that have not yet been introduced! That is really tough! So, of course, I took advantage of the words and sentences that appear in the Drills, the Reading Practices and the Exercises that were used in the Fifth Edition. I had to change only those examples that did not fit with the NUBS requirements or did not demonstrate some of the unique features of NUBS.

I am indeed indebted to those who have contributed so much to the development of this manual. Many people have helped in various ways, but the two key people I have depended on are Judie Murphy of Sebec, Maine, and Velda Miller of Rising Sun, Indiana. They have been tireless in proofreading and in offering valuable suggestions, to help create the best transcriber's manual possible. We all owe them our profound gratitude.

It would be extremely helpful if those using this manual would offer any suggestions, criticisms, or comments that would improve the final product.

Joyce Hull, Orlando, FL, 2015

General Course Instructions

About this Manual

This NUBS Instruction Manual is written primarily for braille transcribers, though others may find the lessons useful for learning NUBS. With permission from the main authors of the English Braille American Edition Transcriber's Manual, the sequence of this course material follows the EBAE Manual closely. At this point there is no certification in NUBS.

This training manual is intended to familiarize the reader with the NUBS braille system, with its contractions and their usage, and with the rules governing general non-technical braille transcription using NUBS. Unless otherwise stated, transcriptions done in NUBS are to follow closely the formatting guidance provided in B*raille Formats: Principles of Print-to-Braille Transcription, 2011*.

In the preparation of this manual, care has been taken to ensure that none of the sentences in the braille Drills, Reading Practices, and Exercises created for its Lessons contain words that require the use of braille symbols not yet studied. While considerably restricting the choice of words and types of sentences particularly in the earlier lessons, this practice helps present only braille signs that have been introduced. Throughout this edition, examples are presented in simulated braille using black dots instead of embossed dots.

Part One of this manual addresses the literary aspects of NUBS as well as some of the basic elements of textbook format and mathematics. Materials for learning the remaining mathematical aspects of NUBS appear in Part Two.

In Part One, the first 3 lessons cover the alphabet, numbers, and common punctuation signs. Lessons 4-11 present contractions including the so-called short-form words. Lessons 12 to 16 introduce rules for various types of text such as abbreviations, combinations of letters and numbers, special non-alphabet symbols, e.g. at-sign, dollar-sign, foreign languages and basic mathematics, and Roman numerals. While basic formatting is presented as needed throughout earlier lessons, Lessons 17 to 19 are devoted mostly to formatting rules such as how to braille headings, tables, poems, or an entire book.

As the English language grows and changes, so, too, do the rules that govern the production of braille. When proposed rule changes are approved by the Alliance for

Braille Literacy (ABL), typically once a year at the ABL Annual Meeting, they will be incorporated into subsequent versions of this manual, available from the ABL's web site at www.all4braille.org. Students taking the course by correspondence will automatically receive up-to-date materials. Teachers of NUBS classes are advised to teach from the latest version of this manual.

All persons using this manual are invited to submit related comments, criticisms, or suggestions to the Alliance. These will be given serious consideration in the preparation of any revision. For advice on how to produce NUBS braille, contact the Alliance for Braille Literacy. To sign up for a course taught by a NUBS instructor, contact ABL through its website.

NUBS covers general interest braille from the alphabet through some very complex mathematical notation. The structure of NUBS is such that most symbols covered in the general portion of the course remain the same in the section covering advanced mathematical notation. Every rule defined in Part One remains valid in Part Two, the scientific section. All symbols and rules are part of **one uniform braille system.**

Methods of Braille Transcription

There are three methods of braille transcription: braillewriter, direct-entry braille program using a computer, and computerized automatic braille conversion software. A fourth method of braille transcription, slate and stylus, has become obsolete and is not discussed in this manual. Students of NUBS are encouraged to use a direct entry braille program when creating their drills and exercises for this course.

Most computer programs designed to create braille texts can handle six-key input that emulates a Perkins braille writer. The keys correspond to the dot assignment described in the discussion of the braille cell in Lesson 1.

The keys for the six dots are located on the keyboard home row and their respective dot numbers are:

s	d	f	j	k	l
3	2	1	4	5	6

Reading Practices and Drills

This Manual is divided into 19 Lessons. The first eleven Lessons each have a Reading Practice, and Lessons 1–16 each contain one or more Drills, and each lesson ends with an Exercise. These are designed to give the student practice in applying the rules covered in the preceding sections. Regarding layout and other format questions, NUBS transcription strives to adhere to the rules presented in *Braille Formats 2011 (BF2011)* unless otherwise stated.

The Reading Practices are intended to be written out in longhand before comparing them to the print versions found in Appendix A in this manual. For the sake of the student's independent self-correction purposes, all Drills are printed in simulated braille and appear in Appendix B. In order to derive maximum benefit from them, it is recommended that the student first braille each Drill and then compare the results with the corresponding braille-rendering of the Drill.

Exercises

The Exercise at the end of each lesson is designed to test the student's ability to deal with problems presented in that lesson and also to serve as a review of previous lessons. These Exercises are to be submitted to the instructor for examination and correction. Students enrolled in the correspondence course submit each Exercise to the instructor on braille paper or in an electronic file via e-mail. Only one Exercise at a time should be submitted.

Braille Page Margins and Line Length

Students of this course are to set up their braille Drills and Exercises using 25 lines per page and 40 characters per line. On braille paper, this format is appropriate for pages measuring 11 1/2 by 11 inches. Pages with insufficient margins at the left side present serious binding problems; therefore, a left-hand margin of at least one inch is required. The right-hand, top, and bottom margins should measure at least one-half inch. Computerized braille programs have appropriate capabilities to set margins, line length, page size, and other format characteristics.

Centering a Heading

When a heading occupies an uneven number of cells so that it cannot be perfectly centered, move the heading off center by one cell to the left, so that the extra blank cell is to the right of the heading. When counting the number of cells needed

for a centered heading, remember to include in your count all contractions, spaces, punctuation signs, and indicators. Also, remember that contractions take fewer cells than the letters they replace.

Blank Lines in Exercise Headings

A blank line should follow the centered running head only on the first page of each Exercise. All other pages should have the running head placed on the first line followed by the continuation of the Exercise on the second line.

Page Numbering in Exercises

Beginning with the Exercise in Lesson 2, consecutive braille page numbers, preceded by three blank cells, should be shown at the right margin on the last line (line 25) of each page. In Lesson 19, we will learn how print page numbers are to be accounted for in a braille transcription.

Proofreading

Careful proofreading is critical to becoming a successful transcriber. Students are encouraged to read and re-read what they brailled and may find it useful to write it out in longhand.

As an Exercise is being transcribed, it is advisable to proofread each sentence immediately after it has been brailled and to proofread the entire Exercise after its completion. Finally, after letting the material rest for some time, the entire Exercise should be proofread again and errors corrected in the process.

Submitting Exercises

Electronic submissions should be e-mailed as an attachment to the instructor.
Exercises brailled on paper should be mailed to an instructor designated by the Alliance for Braille Literacy. The braille pages should never be folded or rolled in order to avoid flattening embossed braille dots. Enclose them in a padded envelope or in a large envelope with firm cardboard sheets the size of braille paper on the top and bottom to protect the braille.

Grading

After the instructor has examined an Exercise, the student will receive a detailed report pointing out errors with comments and suggestions. Depending upon the

number and type of errors made, the student may be asked to resubmit sentences in which errors occurred, or the entire Exercise may have to be turned in again.

Course Completion

Successful completion of Exercises 1 to 19 qualifies the student to transcribe general materials in NUBS. For scientific transcriptions, completion of Part Two of the course is required.

Lesson 1

The Braille Cell, Producing Braille, Braille Alphabet, Numbers, Digits, Numeric Indicator, Definition of NUBS Modes, NUBS Words, NUBS Delimiters

1.1 The Anatomy of a Braille Cell

Braille is a system for tactile reading and writing. It uses characters formed by combinations of six embossed dots that are arranged within the *braille cell* in two vertical columns of three dots each. A simple braille character is formed by one or more of these dots, and it occupies a full cell or space.

For convenience, the dots of the braille cell are referred to by number and correspond to the keys on a braillewriter.

Braille Cell with Dot Positions

1 • • 4
2 • • 5
3 • • 6

Braillewriter -- Letter-Forming Keys

U U U [= = =] U U U
3 2 1 4 5 6

When it is desirable or necessary to identify the dot positions used in a braille character or group of characters, the format is as follows:

w ⠺ (2456) me ⠍⠑ (134,15)

Note that it is implied that any number (or numbers, separated by a comma but no space) in parentheses, represent the dot positions of the braille characters that precede it.

1. 2 Producing Braille

Braille is produced by special typewriters with six-keys, one for each dot position in the braille cell. Braille can also be produced by electronic braille devices or on the computer with the use of a braille program. Text created on an electronic device can be sent to a braille embosser to be printed out as raised dots. There are also braille translation programs that translate electronic text into braille and vice versa.

1.3 The Braille Alphabet

English braille has 26 symbols that correspond to print letters in the English alphabet. In addition, there are unique symbols for punctuation signs, numbers, and special symbols such as an ampersand as well as indicators such as for italicized font.

1.3.1 The First Ten Letters of the Alphabet

The first ten letters of the alphabet are formed by using the upper and middle dots of the cell.

Memorize the following letters by their dot numbers and configurations.

a	b	c	d	e	f	g	h	i	j

Drill 1

Thoroughly familiarize yourself with the first ten letters of the alphabet by brailling the following words. Reading across, start each line in the first cell. Leave three blank cells (spaces) between words. Your work on this and all subsequent drills should not be submitted to the instructor for correction. Instead, check the accuracy of your work by comparing it with the correct braille form in Appendix B.

acid	acacia	badge	beige	babe	cage	cicada
deface	dice	ebb	egg	fad	fief	gag
gage	hag	hajji	hide	idea	if	jag
jade						

1.3.2 The Second Ten Letters of the Alphabet

The second ten letters of the alphabet are formed by adding dot 3 to each of the first ten. Thus, *k* is formed by adding dot 3 to dot 1, *l* by adding dot 3 to dots 12**,** etc.

a	b	c	d	e	f	g	h	i	j

k	l	m	n	o	p	q	r	s	t

Drill 2

Practice the letters learned by brailling the words in the following drill.

kick kneel lair llama manor melon

mammal noise notice orange orphan

popcorn pope possessor qoph rapport rascal

sassafras tattletale tragic trio tort ticket tide

1.3.3 The Last Six Letters of the Alphabet

The letters *u, v, x, y,* and *z* are formed by adding dots 3 and 6 to the dot patterns of the first five letters. Thus, *u* is formed by adding dots 3 and 6 to dot 1, and so on. The letter *w*, dots 2456, does not fit into this pattern because Louis Braille devised the braille system in France in the mid-19th century, and the French alphabet did not then contain the letter *w*.

a	b	c	d	e	f	g	h	i	j

k	l	m	n	o	p	q	r	s	t

u	v	w	x	y	z

Drill 3

Braille the following words for practice.

ooze	maze	quiz	ukulele	ultimatum	vacillate
vaguely	wigwag	wield	weird	xylem	xebec
yolk	yew	zebra	zombie	zoological	zygoma

1.4 Braille Numbers, Digits, and Numeric Indicator

Numbers in braille are written as follows:

1	2	3	4	5	6	7	8	9	0
#1	#2	#3	#4	#5	#6	#7	#8	#9	#0

You will recognize that the dot patterns for the ten digits resemble those of the first ten letters of the alphabet, but are dropped to the lower part of the cell and preceded by the *numeric indicator*, (dots 3456). Numbers with 2 or more digits need only one numeric indicator. For practice, you may braille all of the numbers listed above.

10	14	87	103	965	1776
#10	#14	#87	#103	#965	#1776

1.5 Definition of Modes, Words, Delimiters

In NUBS, spelling can depend on context. There are two primary contexts, *narrative* and *notational*, which are referred to as *modes*.

Notational mode is used in words containing numbers and special symbols such as the ampersand. Numbers are the most common *notational word*s. All other words you have seen so far are narrative.

Each of the following examples is a single word in NUBS.

airplane son-in-law 800-564-1212 1256AMC

A switch between modes is indicated by a so-called *delimiter*. The most frequent delimiters are spaces and dashes. There are two ways to transition from narrative mode to notational mode. When a word begins with a digit, notational mode is initiated with a numeric indicator. Notational words that do not begin with a number are preceded by the generic notational mode indicator `;` (56).

Note: Appendix C gives an in-depth explanation of the concept of modes.

Reading Practice

Read the following phrases and write them out in longhand. Do not submit this work to your instructor. Check your work against the print version in Appendix A.

```
MOVIE RERUN              #100 BEES BUZZ
SAFE BET                 TWELVE DOLLS
ANTS MAKE ANTHILLS       #6 GIRLS JUMP ROPE
BLUE UMBRELLA            #8 KETTLEDRUMS BOOM
NO VACANCY               ALL ALIKE
WALNUT PANCAKES          CUTE QUADRUPLETS
```

AGREEABLY NICE

#2 YULE LOGS

ZIGZAG ROAD

SPICY SALAMI

CLUB BYLAWS

TORN CUFF

FREE GIVEAWAY

#35 CRAZY COYOTES

FLEA BITE

#64 OBSOLETE AUTOS

IDIOTIC IDEA

BEETLES SCURRY

ADD TWO PLUS TWO

AERIAL VIEW

WISE OLD MAN

#79 LIVELY LADIES

EXERCISE

Prepare the following Exercise and submit it to your instructor for correction. ***Read down the columns.*** Starting on line 1, begin each entry in the first cell of a new braille line. Do not skip lines; you should have 25 entries on each page. Ask your instructor where to place your name on your submitted assignment.

jazz tunes
feigns surprise
fidgety filly
quixotic exploits
queue up
build a wigwam
attractive tie
wry wit
gooseneck lamp
vivid pictures
dull adjectives
wise philosophy
six textbooks

he prays daily
a frisky poodle
59 raw recruits
electric elevator
64 zany zebras
9 gigantic gorillas
lovely lullaby
jubilant hallelujahs
olives or onions
icicles drip
bridle a pony
126 wet pets
lovely velvet

yuletide joy
true blue
mutual respect
a brook murmurs
xiphoid process
3 labor battalions
home sweet home
brass knuckles
angry gangs
prompt appraisal
10 nocturnal birds
big felt yurt
pretty anemone
blood circulates
80 hot dogs
weird spectacle
quizzes puzzle me
unbelievably calm
fireflies flit
mimic a madman
12 pretty rosebuds
bacon smells salty
extra axe
78 brass bassoons

Lesson 2

Capitalization, Paragraphing, Punctuation: Period, Colon, Comma, Question Mark, Semicolon, Exclamation Point, Hyphen, (Short) Dash, Numbers with Punctuation

2.1 Capital Letters, Fully Capitalized Words and Phrases

In print, there is a separate set of letters for lower case and upper case letters. In braille, there is no separate set of letters. To distinguish capitalized from uncapitalized letters, a special indicator is used. In this section, capitalization of letters, words and phrases is covered. Rules for special situations involving capital letters are covered in Lesson 12.

2.1.1 Capital Letters

For individual letters, capitalization is indicated by placing the *capital-letter indicator* (dot 6) immediately before the affected letter.

Example:

New York ,N ,Y

2.1.2 Capitalized Words

When all of the letters in a word or letter grouping are capitals, the capitalized-word indicator ,, (6,6) is placed in two consecutive cells immediately before the capitalized word. In NUBS, a fully-capitalized word can never be divided between lines even if it is hyphenated. Any space terminates the capitalization of a word.

Examples:

YMCA ,,YMCA NEW YORK ,,N ,,Y

For capitalization of abbreviations and acronyms see Lessons 13, for mixed fonts and for mixed upper and lower case letters see Lesson 15.

2.1.3 Capitalized Phrases

A phrase is a group of three or more consecutive words. When all of the words in a phrase are fully capitalized, the capitalized-phrase indicator ,,; (6,6,56) is placed in three consecutive cells immediately before the first capitalized word. To mark the end of the fully-capitalized phrase, the capitalization terminator (end-caps indicator) ,' (6,3) is placed after the last letter.

Examples:

CALL ME MADAM ,,;⠠⠉⠁⠇⠇ ⠠⠍⠑ ⠠⠍⠁⠙⠁⠍,'

SAN ANTONIO, TEXAS

,,;⠠⠎⠁⠝ ⠠⠁⠝⠞⠕⠝⠊⠕1 ⠠⠞⠑⠭⠁⠎,'

In proper names where some letters are in lower case, a capital-letter indicator is placed before each capitalized letter. If part of the name is fully capitalized, a capitalized-word indicator is placed before the fully-capitalized portion.

Examples:

DeLeon ,⠠⠙e,⠠l⠠⠑⠕⠝

MacDONALD ,⠠⠍a⠠⠉,,D⠠⠠⠝⠁⠇⠙

All *indicators*, including the numeric indicator and capital indicators, have special attributes which will be discussed later.

Drill 4

Practice brailling the following words to familiarize yourself with the use of the capitalization indicators. Reading across each row, place each entry across the page with three blank cells between entries.

Anita OKLAHOMA Faye MY FAIR LADY McWilliams

DUNE BOY Adriatic Claude Leon RADIO GUIDE

MOBY DICK MacDANIEL

2.2 Paragraphing

In general reading material, paragraphs are indicated in braille by starting the first word of each new paragraph in the third space, or cell, of a new line. All following lines of the paragraph start at the left margin. This rule applies even if the print text uses a block format (no paragraph indentations) with blank lines between the paragraphs. In braille, no blank line is left between paragraphs unless the print indicates a break in thought or scene by means of extra spacing. (This situation is discussed further in Lesson 19.)

Occasionally, for visual appeal, print uses one enlarged or ornate letter or all capital letters in the first few words at the beginning of a chapter or other division. In braille, this practice is ignored. Such paragraphs should be properly indented and normal capitalization used.

2.3 Six Common Punctuation Signs: Period, Colon, Comma, Question Mark, Semicolon, Exclamation Point

The use, order, and spacing of NUBS punctuation follows print practice except in specific instances to be covered later in this manual. In braille, the space following a punctuation sign is always represented by a single space, regardless of whether one or two spaces are shown in print.

Note that the end-caps indicator, introduced in 2.1.3, appears after any closing punctuation.

2.3.1 Punctuation in Narrative Mode

Following are common punctuation signs for use in narrative mode.

Comma	,	1	(dot 2)
Period	.	4	(dots 256)
Colon	:	3	(dots 25)
Semicolon	;	2	(dots 23)
Question Mark	?	8	(dots 236)
Exclamation Mark	!	6	(dots 235)

Examples:

I want six apples.

,I ⠠⠧⠁⠝⠞ ⠎⠊⠭ ⠁⠏⠏⠇⠑⠎⠲

John yells: Miriam is late!

,⠚⠕⠓⠝ ⠽⠑⠇⠇⠎⠒ ,⠍⠊⠗⠊⠁⠍ ⠊⠎ ⠇⠁⠞⠑⠖

2.3.2 Punctuation in Notational Mode

To avoid duplicate meaning, the comma, period and colon each have another NUBS dot combination for use in notational mode.

Comma	*	(dots 16)
Period	]	(dots 12456)
Colon	:	(dots 156)

Example:

He gave Sam 6, Jim only 4.

,⠓⠑ ⠛⠁⠧⠑ ,⠎⠁⠍ #6* ,⠚⠊⠍ ⠕⠝⠇⠽ #4]

Let us look at a few illustrations showing why two forms for certain punctuation marks are needed. Notice what happens if the narrative period were to be used to write 192. #1924 This could be read as 1924, since the narrative period looks like a digit 4 when attached to a number. Also, if the narrative comma were used in 19,000, we would read 191000 since the narrative comma has the same dot representation as the digit 1. The colon could be read as the digit 3.

The narrative NUBS symbols for semicolon, exclamation mark, and question mark look like the digits 2, 6, and 8 respectively. To distinguish digits from these punctuation signs, NUBS uses a special symbol, called ***punctuation indicator*** _ (456) placed immediately before these punctuation marks.

Example:

Is my score 80 or 82?

,⠊⠎ ⠍⠽ ⠎⠉⠕⠗⠑ #80 ⠕⠗ #82_8

2.3.3 Numbers and Punctuation

The notational mode established by the numeric indicator (see Section 1.5) persists across intervening commas, colons, and hyphens. The same is true for slashes, fraction lines, and decimal points which will be studied later. Notice that in numbers the notational comma and colon are used.

Examples:

1,000,000	8:30
#1*000*000	#8:30

If a space occurs between numbers, the numeric indicator must be repeated.

Examples:

Look at pages 90, 92 plus 96.

The same is true for dashes between numbers (see Section 2.5).

Ordinal numbers in a printed list are usually arranged so that the periods are in alignment. This is not so in braille. In braille, the numeric indicator is placed in cell 1, followed immediately by the number, regardless of the number of digits in the identifier.

Remember to use a notational period if there is a period in print following the identifier.

Drill 5

Practice brailling the following sentences. In this and all future Drills and Exercises that are presented in a *list format*, begin each entry in cell 1, with runovers in cell 3. This is the standard format for lists, as defined in *Braille Formats 2011.*

1. I want six items: saw, nails, nuts, bolts, screws, tacks.
2. Flynn, take a memo: Call Mr. Phelps at 12:00 noon; see Mr. Gray at 2:30 pm.
3. Is Mr. Dale a college graduate?
4. Ralph is sick; hail a cab!
5. Score a victory! He got 10,000 votes!
6. Take my book; hold my coat! Hang up my umbrella!
7. Turn on a radio at once; an unusual report is on.
8. Quiet, Aunt Em, I am afraid! An angry man knocks at my door.
9. My favorite play is MY FAIR LADY.
10. Does Jimmy want my old bicycle?
11. Help! Help! I hurt my leg!
12. Next exit: Peoria, Galesburg, Decatur.

2.4 Hyphen

The hyphen is represented in braille by dots - (36). As in print, the principal uses of the hyphen are to divide words at the end of a line, to separate syllables of a word, and to connect the components of compound words, expressions, or numbers.

Other uses may involve a sequence of two or more hyphens. Always follow print as to the number of hyphens shown. In a compound word, do not leave a space either before or after a hyphen, regardless of print spacing.

For example, in the sentence, *"At-ten-tion!" shouted the six-foot soldier!* hyphens separate the syllables of the command and also join the elements of the compound word.

2.4.1 Principles of Hyphenation

It is recommended that you learn correct division of words between lines. For situations in which word division is desirable, familiarize yourself with the following guidelines:

1. Hyphenated compound words may be divided after any hyphen.
2. Unhyphenated compound words, such as backyard or campground, may be hyphenated between their major components. Multi-syllable unhyphenated compound words may be divided at any syllable break, e.g. letterhead, haircutter, electromagnetic.
3. Words with long prefixes or suffixes may be divided after the prefix or before the suffix,

   Examples:

   self- ultra-
   reliant violet

4. Avoid hyphenating if fewer than three cells of the word, plus the hyphen, are on the first braille line. Thus, the word *express* would not be divided between braille lines.
5. Words may never be divided between braille pages.
6. When a hyphen appears at the end of a print line and a corresponding unhyphenated compound word cannot be found either in a dictionary or somewhere in the text, the hyphen should be retained when the text is converted into braille.

2.4.2 Capitalization of Hyphenated Compound Words

Hyphenated compound words are capitalized in braille as they appear in print.

Placed before a hyphenated compound word, the double capital indicator indicates that all letters in all components of the following compound word are capitals.

Drill 6

Practice brailling the following sentences. Remember to use the list format described before Drill 5.

1. Deborah has on an extremely pretty blue-gray dress.
2. I want an up-to-date plan.
3. Sell my five-acre plot? No way!

4. Maple-vanilla is my favorite flavor.
5. TWO-ON-AN-ISLE TALES is a picturesque book.
6. Philip took a six-week trip abroad.
7. Judge Biswell is a self-made man.
8. A semi-annual picnic is a swell idea.
9. A new sign extols: CUT-RATE-SALES.

2.5 Dash

There are two symbols for dashes in NUBS, called the "short or *en* dash" and the "long or *em* dash". This lesson covers the short dash which is used mostly to indicate an interruption in text. The long dash, in this manual also called "omission dash", is used to indicate an omission of a word or number, such as in "fill in the blank". The omission dash is covered in Lesson 3.5.1.

The short dash is represented in NUBS by ⠲⠤ (46,36). Note that this is a *two-cell* sign. A dash can usually be distinguished from a hyphen in print by its greater length. However, since print uses dashes of varying lengths, it isn't always easy to determine the meaning of the print symbol encountered and to select the appropriate braille symbol.

A short dash is used to separate segments of a sentence, and sometimes to begin or end an incomplete sentence. Short dashes perform all of these duties in the following example. *“I don't see what you see in”—she frowned—glanced at the door— and continued, “—him at all!”*

2.5.1 Spacing with a Dash

Print is often inconsistent in the spacing before and after a dash. In earlier braille codes, the placement of spaces before and/or after a dash was based on the context. Is it a mid-sentence dash? Does it follow an incomplete sentence? Does it come before a new sentence? Where does it fall on the braille line? In NUBS, none of this matters. The rule is to follow print.

Examples:

He is tall — six feet anyway.
⠠⠓⠑ ⠊⠎ ⠞⠁⠇⠇ ⠲⠤ ⠎⠊⠭ ⠋⠑⠑⠞ ⠁⠝⠽⠺⠁⠽⠲

My girl is sweet. My boy — he is my joy.
⠠⠍⠽ ⠛⠊⠗⠇ ⠊⠎ ⠎⠺⠑⠑⠞⠲ ⠠⠍⠽ ⠃⠕⠽ ⠲⠤ ⠓⠑ ⠊⠎ ⠍⠽ ⠚⠕⠽⠲

Oh, my— Jessica wept.

,O⠒1 ⠒⠒.- ,J⠒⠒⠒⠒⠒ ⠒⠒⠒4

He gave a big yawn. —too sleepy!

,H⠒ ⠒⠒⠒⠒ ⠒ ⠒⠒⠒ ⠒⠒⠒4 .-⠒⠒⠒ ⠒⠒⠒⠒⠒6

Hooray! We won. — Oh, boy! — I am truly happy.

,H⠒⠒⠒⠒6 ,W⠒ ⠒⠒⠒4 .- ,O⠒1 ⠒⠒6 .-

,I ⠒⠒ ⠒⠒⠒⠒⠒ ⠒⠒⠒⠒4

2.5.2 The Dash as Unconditional Delimiter

In many of the examples above, the dash is surrounded by spaces, which serve as delimiters. However, if the dash is NOT followed by a space, the dash serves as an unconditional delimiter. In other words, capitalization is terminated by the dash, and the capitalized-word indicator must be repeated.

Example:

Boys play at a TIP−TOP Club.

,⠒⠒⠒ ⠒⠒⠒ ⠒⠒ ⠒ ,,⠒⠒.-,,⠒⠒ ,⠒⠒⠒4

2.5.3 Dashes and "Capitalized Phrases"

The effect of the capitalized phrase indicator does not extend past the dash (see Section 2.5.2). The following text consists of two words, a dash, and a phrase, and should be brailled as follows.

Example:

EYES ONLY — TOP SECRET REPORT

,,⠒⠒ES ,,ONLY .- ,,;TOP SECRET

⠒⠒⠒⠒⠒,'

A dash terminates the effect of the capitalized phrase indicator.

Example:

LAS VEGAS, NEVADA − SAN ANTONIO, TEXAS, etc.

,,;⠒⠒ ⠒⠒⠒⠒1 ⠒⠒⠒⠒⠒ .- ,,;⠒⠒

⠒⠒⠒⠒⠒⠒1 ⠒⠒⠒⠒1,' ⠒⠒4

2.5.4 Dashes and Division Between Lines

When a dash is preceded and followed by a ***word***, it can either end or begin a braille line, but the two-cell symbol for the NUBS dash cannot be broken up between lines. If there is room on the upper line for the dash, it is preferable to fill the remaining space on that line.

Example:

We all play baseball—or football.

,W⠀ ⠀⠀⠀ ⠀⠀⠀⠀ ⠀⠀⠀⠀⠀⠀⠀ .-
⠀⠀ ⠀⠀⠀⠀⠀⠀⠀ 4

[or]

,W⠀ ⠀⠀⠀ ⠀⠀⠀⠀ ⠀⠀⠀⠀⠀⠀⠀
.-O⠀ ⠀⠀⠀⠀⠀⠀⠀ 4

Drill 7

Practice brailling the following sentences, using the list format.

1. Travis is a happy man—or is he?
2. I may take a walk or— No, I lack an umbrella.
3. Liam walks two miles—or a mile if he feels lazy.
4. Miss Breckette, give Susan my notes—notes I made a week ago.
5. Lectures on sculpture, poetry, classical music — hip-hop is taboo — give visitors broad cultural opportunities.

2.5.5 Dashes and Numbers

Dashes terminate the effect of a numeric indicator. Therefore, the numeric indicator must be used whenever a number follows a dash.

Example:

999—2,000 #999.-#2*000

Drill 8

Practice brailling the following sentences, using the itemized list format.

1. See catalog item No. 638.
2. Biology class**:** 9-11 promptly.
3. Mayor reviews a fifty-auto cavalcade at a new race track**.**
4. Does 143 plus 7 equal 150?
5. We took a major trip—3500 miles all told.
6. Tell Tracy**:** 66 rods equals 1,089 feet**.**
7. Look at page 59 — page 60, too**.**
8. Hooray! Cubs won 13-8**.**
9. Dial 1 800 468 4581**.**
10. Copy all dates on a new page**:** 1560-65, 1875-81, 1878?-1904**.**
11. Sunrays promote human life — 93,000,000 miles away**.**
12. Play piano sonata No. 16**;** twice!
13. My project requires a look at 1910-14 demographic records**.**

Reading Practice

Read the following sentences and write them out in longhand. Compare your work with the print version in Appendix A.

```
,FANS COOL A BIG ROOM RAPIDLY4
,TAKE ,,AIRPORT ,,ROAD SIX MILES2 TURN
  LEFT ON ,,MYRTLE ,,AVE4
,A KILOGRAM EQUALS #1*000 GRAMS4
```

,MELISSA TURNS FIVE NEXT WEEK2 ,HANNAH
TURNS SIX4
,AN ANTONYM IS AN OPPOSITE4
,EAT A SNACK AT #10:30]
,HEY6 ,LOOK AT ,LISA RUN4
,A NAUTICAL MILE IS #6*076 FEET4
,WE DROVE #595 MILES4
,IS ,,MAGIC ,,MUSIC ON ,BAY ,VIEW ROAD8
,A BLACK LACE DRESS MAKES ,JILL LOOK
SVELTE4
,I MAY VISIT MY UNCLE ON MY WAY HOME4
,VICKI1 GIVE ME A NICE JUICY APPLE PIE4
,LAURIE SAW A FIVE-ACT PLAY4

EXERCISE

Prepare the following Exercise for submission to the instructor. Use the itemized list format described for Drill 5.

On the first line of each page, center the heading **LESSON 2** in full capital letters. A blank line should follow the heading on the first page *only.* On line 25, place the NUBS braille page number (notational and without a period) at the extreme right-hand margin, allowing for at least 3 blank cells before the page number. The word "page" is never included in braille page numbering.

Words should always be divided at the end of a line, if and only if, the very limited conditions for word division between braille lines are met — as discussed in 2.4.1.

LESSON 2

1. Frank, a husky man, takes a horseback ride once or twice a week**.**
2. Atlanta, pop. 500,900; Tampa, pop. 356,972; Detroit, pop. 2,306,500**.**
3. Tony saw big-volume 2006-07 auto sales**.**
4. Did Uncle David buy a five-room or a six-room villa?
5. A small snack—fruit, biscuits, jelly, tea—is welcome**.**
6. Did Nick get on a No. 40 or a No. 42 bus?
7. Mr. Fitzpatrick collects textbooks; he has 200 on meteorology, 200 on Greek philosophy, 50 on music, 39 on sociology, 26 on botany, 43 on physiology**.**
8. Mirage: an optical image**.**
9. 2007-08 academic progress at Fox Valley College surpasses all prior records**.**
10. Pick me up at 10**:**00—10**:**00 promptly!
11. Sign says: WELL-MADE WOOL COATS.
12. A GLOBE-DEMOCRAT full-page ad describes a model home at 8008 Sunset Drive**.**
13. On May 25, 1,436 cadets graduate**.**
14. At 6:50 a bell tolls sadly**.**
15. Happy Valley, Montana, is a classy resort**.**
16. On July 1-3, Gettysburg has a mock battle**.**
17. Call Morris at 608-237-6531**.**
18. Craig Adams, physician, 1942-2005**.**
19. Rebels total approximately 3,500,000**.**
20. Look at NEWSWEEK, April 17 issue.
21. Total casualties equal 4,653,000.

Lesson 3

Quotation Marks, Apostrophe, Parentheses, Brackets, Braces, Omitted Letters, Words, and Phrases, Long (Omission) Dash, Underscore, Slash

3.1 In General

For grouping symbols such as parentheses or quotation marks, the terms 'left' and 'right' are used interchangeably with the respective terms 'opening' and 'closing', e.g. opening parenthesis is also called left parenthesis.

Here are some additional punctuation marks:

apostrophe	'	'	(3)
open or left double quotation mark	“	,8	(6,236)
close or right double quotation mark	”	,0	(6,356)
unoriented double quotation mark	"	,7	(6,2356)
left single quotation mark	‘	@1	(4,2)
right single quotation mark	’	,1	(6,2)
unoriented single quotation mark	'	'	(3)
left parenthesis	(	(	(12356)
right parenthesis	)	)	(23456)
left brace	{	.(	(46,12356)
right brace	}	.)	(46,23456)
left bracket	[	@(	(4,12356)
right bracket	]	@)	(4,23456)
long or omission dash	—	..-	(46,46,36)
underscore	_	,-	(6,36)
(forward) slash	/	_/	(456,34)

In NUBS, parentheses require different indicators depending on context (see Section 3.4).

3.2 Quotation Marks, Single and Double

Always follow print for the usage of single and double quotation marks. For example, sometimes double and single quotation marks are reversed throughout an entire print work, such as when single quotes are used as the outer quotation marks and the double quotes are used as the inner quotation marks.

Note that if in print the quotation mark is followed by a space, in braille the notational indicator must precede the opening quotation mark. Likewise, if the closing quotation mark is preceded by a space, the notational indicator precedes the closing parenthesis. If the quotation marks were separated from the text without the preceding notational indicator, they could be misinterpreted for other symbols not yet covered in this course.

Example:

" Let me escape at once! "

⠶⠂⠦ ⠂⠇⠑⠞ ⠍⠑ ⠑⠎⠉⠁⠏⠑ ⠁⠞ ⠕⠝⠉⠑⠖ ⠶⠂⠴

3.3 Apostrophe

Follow print for the use of apostrophes.

Example:

Sam's favorite is rock 'n' roll.

⠠⠎⠁⠍⠄⠎ ⠋⠁⠧⠕⠗⠊⠞⠑ ⠊⠎ ⠗⠕⠉⠅ ⠄⠝⠄ ⠗⠕⠇⠇⠲

3.3.1 Apostrophe with Capital Letters

When an apostrophe comes before a capital letter, it is brailled before the capital indicator. In a fully capitalized word, the double capital indicator is not repeated following an apostrophe.

Examples:

'Twas a brilliant plan.

⠄⠠⠞⠺⠁⠎ ⠁ ⠃⠗⠊⠇⠇⠊⠁⠝⠞ ⠏⠇⠁⠝⠲

Dan O'Reilly

,D ,O',R

O'NEIL'S PUB

,,O'NEIL'S ,,PUB

Fully capitalized words ending in an apostrophe before a lowercase letter or letters, e.g., OK'd, will be studied in Lesson 15.

3.3.2 Apostrophe with Numbers

When a number is preceded by an apostrophe, the apostrophe represents a missing number, so in braille the notational indicator is used before the apostrophe.

Example:

He has an old '59 truck.

, ;'59 4

Note that, since the word '59 in the above example does not begin with a digit, a notational indicator is used, not a numeric indicator to establish the notational mode. Then, of course, no numeric indicator is needed before the 5, since the word has already been declared notational.

3.4 Parentheses, Brackets, and Braces

As in print, parentheses, brackets, and braces are three common pairs of symbols of enclosure. Follow print for their spacing.

3.4.1 Parentheses

There are three possible ways to represent a parenthesis. For placement and spacing of parentheses follow print.

When a *left* or *right* parenthesis is in contact with a *narrative* word, the punctuation indicator _ (456) must precede the parenthesis.

Example:

He hit me (sob).

,H _(_)4

When a *left* parenthesis begins a *notational* word, the notational indicator, ; (56), must precede the parenthesis.

Examples:

Item (3) ,⠍⠕⠙ ;(3)

Give me a new copy (2008 or any late issue).

,⠛⠊⠧⠑ ⠍⠑ ⠁ ⠝⠑⠺ ⠉⠕⠏⠽ ;(2008 ⠕⠗ ⠁⠝⠽
⠇⠁⠞⠑ ⠊⠎⠎⠥⠑_)4

I want an old (late 1948) model.

,I ⠺⠁⠝⠞ ⠁⠝ ⠕⠇⠙ _(⠇⠁⠞⠑ #1948) ⠍⠕⠙⠑⠇4

If a *left* or *right* parenthesis occurs within a notational word or phrase, but is not its first character, no indicator is required.

Example:

52(b) #52(⠃)

When numbers occur within parentheses, follow print as to spacing. When a missing number is represented in print by a space, the space is retained in braille and is a delimiter.

When a right parenthesis is preceded by a space, its mode should match the mode before the space. Any punctuation that follows that right parenthesis should reflect that mode.

In the following example the number defines the mode as notational and affects the symbols used for both parentheses. In other words, since the space after the hyphen is a delimiter and is followed immediately by a right parenthesis, the notational mode needs to be reestablished by repeating the notational mode indicator immediately before the right parenthesis.

Example:

Susan Naidu (1966-). ,S⠥⠎⠁⠝ ,N⠁⠊⠙⠥ ;(1966- ;)]

3.4.2 Brackets and Braces

Unlike parentheses, brackets, braces, and all other grouping symbols do not require indicators in narrative mode. Follow print for their placement and spacing.

Example:

[See page 10.] @(,S⠒⠒ ⠏⠁⠛⠑⠒ #10]@)

Tom Brady {1977- } ,⠃⠗⠁⠙⠽ ,⠞⠕⠍ ;.(1977- ;.)

Drill 9

Practice brailling the following sentences. Use the 1-3 format for itemized lists described for Drill 5 on Page 2-5. Braille the quotation marks and other punctuation in the same order as they appear in print.

1. “I love my new home; twelve nice big rooms!” he exclaims.
2. Jimmie (a husky boy, age twelve) ate a huge banana pie.
3. A girl wrote on a slate: “I love all animals, wild or tame.”
4. 'Tis true, I love rock 'n' roll.
5. “If Adam sees ‘Hamlet’, I hope he'll take adequate notes,” wrote Aunt Lucy.
6. All budget items [see Joe's report on fiscal policies] presuppose a rigid economy.
7. ‘Damon irritates me,’ Raymond wrote Roseanne; ‘he calls me “ignorant”!’
8. A '78 truck is old.

3.5 Omitted Phrases, Words, and Letters

Often, in print, a series of missing letters, numbers, words, or phrases is represented by an extended line, called *em dash* or *long dash*. This extended line is also called *omission dash* in this manual.

3.5.1 Omission Dash

When in print an extended line is used to indicate that something has been omitted, such as a word, partial word, letters, name, number, or a blank to be filled in, `. . -` (46,46,36) is used. This symbol is referred to as a *long* or *omission dash* and it is used only when something is omitted. When the omission dash represents a whole word, it is spaced and punctuated as a word. Like the short dash introduced in Lesson 2, the omission dash is an unconditional delimiter.

Examples:

Two plus six equals ——— .

`,T⠢ ⠃⠇⠥⠎ ⠎⠊⠭ ⠑⠟⠥⠁⠇⠎ . . - 4`

Is Ms. —— a private detective?

`,I⠎ ,M⠎4 . . - ⠞ ⠏⠗⠊⠧⠁⠞⠑ ⠙⠑⠞⠑⠉⠞⠊⠧⠑8`

When the omission dash represents missing letters within a word, no space is left before or after it and the other letters of the word. Words that contain dashes, hyphens or dots to represent missing letters, are brailled in notational mode.

Example:

Mr. G——t is a spy!

`,M⠢4 ;,G . . -;⠎ ⠁⠎ ⠞ ⠎⠏⠽6`

When in print hyphens or dots, rather than an extended line, are used to represent missing letters, an equal number of unspaced hyphens or dots is used in braille. (See also Lesson 15.4.2)

Examples:

Mr. G-----t is a spy!

`,M⠢4 ;,G - - - - -⠎ ⠁⠎ ⠞ ⠎⠏⠽6`

Mr. G**.....**t is a spy!

`,M⠢4 ;,G ] ] ] ] ]⠎ ⠁⠎ ⠞ ⠎⠏⠽6`

Other print signs of omission will be studied in Lesson 15.4.

3.6 Underscore Symbol

In print, the underscore looks like an underlined space. The corresponding braille symbol is , - (6,36) . It is used primarily in email addresses and website names which must be brailled in the notational mode.

Example:

r._j._moore.com ;⠸⠲⠂⠤⠸⠲⠂⠤⠸⠲⠂⠤⠸⠲⠂⠤⠸⠲⠂⠤⠸⠲⠂⠤⠸⠲⠂⠤⠸⠲

3.7 Slash

The slash is also known as slant, oblique, virgule, or solidus. When such a mark is used between print abbreviations, words, or numbers, this sign is represented in NUBS by dots _/ (456, 34). Follow print as to spacing of the slash. (See also Lesson 12.3).

Examples:

s/he ⠎⠨⠌⠓⠑

Mr/s ⠠⠍⠗⠨⠌⠎

c/o ⠉⠨⠌⠕ (read: care of)

3.7.1 Slash with Double-Capital Sign

A slash does not terminate the effect of certain indicators. When a slash occurs between two fully capitalized words or abbreviations that are in the same mode, no double capital indicator is used after the slash. Other rules pertaining to the slash are covered later in this manual.

Examples:

TRUE/FALSE ⠠⠠⠠⠞⠗⠥⠑⠨⠌⠠⠠⠠⠋⠁⠇⠎⠑

MR./MRS. ⠠⠠MR4_/MRS4

3.7.2 Slash between Numbers

A slash does not terminate notational mode. Therefore, when a slash occurs between numbers, the numeric indicator is not repeated after the slash. This is an example where the slash is NOT a delimiter.

Examples:

9/11 #9_/11 (read: nine eleven)

Model 8/408 ⠠⠍⠕⠙⠑⠇⠼⠓⠨⠌⠼⠙⠚⠓

Drill 10

Practice brailling the following sentences.

1. Sudan has a dry climate; —— is wet.
2. Dad's new/old philosophy is a puzzle.
3. “He is a d--n fool!”
4. Pick a correct reply: man/woman, urban/rural.
5. M——'s record is poor.
6. Mr. —— uses an alias.
7. My uncle's odd website's URL is www.the_web.org.
8. 07/05/2001 is July 05, 2001.
9. MAY/JUNE
10. A small package c/o Dr./Mrs. O'Grady surfaces.
11. 20/20

Reading Practice

Practice your braille reading skills by reading the following sentences and writing them out in longhand. Notice that this is brailled in standard paragraph format. Compare your work with the print version in Appendix A.

```
,KIM LOVES COLORS3 ROSE1 COBALT
  _(BLUE_)1 PUCE _(DEEP PURPLE_)1
  ORANGE4
,8',TWAS A FAIR TRADE6,0 ,SAM RETORTS4
,IF ,I ASK1 RESPOND YES_/NO4
,HIPPOCRATES.-,GREEK PHYSICIAN4
,MY BOSS SAYS ,JOHN ;,S..- HAS A BAD
  ⠒⠒⠒⠒⠒⠒4
,HANNAH HAS A SIX-WEEK-OLD ,SIAMESE CAT4
```

,8,BUZZ,0 IS ONOMATOPOETIC4
,,;EXPRESS AISLE ONLY.-,,;PAY AT DESK,'
,SODIUM NITRATE MAKES ROCKET PROPELLANT2
EXPLOSIVES1 TOO4
,JOANNA ,O',REILLY HAS A CUTE BABY BOY4
,TELL ME6 ,HAS ,LORI .- A SECRET LOVE8
,PUT ON A HAPPY_/SAD FACE4
,JANE SAYS ,DAVID IS A ..-4
,PAUSE AT ,MIKE'S ,PLACE .- ,GAS1
,FOOD.-,EXIT #172
,TWELVE ;(12) LOTS SOLD2 ONLY SIX ;(6)
LEFT4
,ROB'S DOG1 ,ALI-,BABA1 IS A SIX-WEEK-
⠒⠒⠒ PUPPY4
,DRAGONFLIES DAZZLE VISITORS AT ,NEW
,YORK'S ,NATURAL ,MUSEUM _(EXHIBIT ,JULY
#19-27)]

EXERCISE

Prepare the following sentences for submission to the instructor.

LESSON 3

1. John asks: “Did I make Mom mad at me, Dad? I didn't want to.”
2. Joe (a grumpy man) seldom smiles; Joe's wife (luckily) seems happy.
3. “I'm late—buses simply crawl on slick, icy roads,” apologizes Paul.
4. “Oh, don't play silly games,” he snaps, “let's look at a video.”
5. Is Egypt an equatorial region? [See African map.]
6. Let's take a swim at— Oh, no, I left my swimsuit at home.
7. “Practice Poe’s poem ‘Annabel Lee,’ ” Dr. Johnson told Tom's dramatics class.
8. My nephew, Bruce, wrote a second novel two weeks ago.
9. “ 'Tis true, Juanita,” spoke Joseph sadly, “we move next week.”

10. We meet at Mr**.** ——’s twice a week. We plot espionage**.**
11. Antonyms (opposites): busy/calm, hot/cold, big/small.
12. Dalai Lama (1936-), Tibet's hope, visits Canada.
13. If Major Morris is correct—I hope he is—Bill flies home next autumn.
14. He has a sixty-six-page book at home.
15. Tom B------ is a d--n idiot if he doesn't take John's old job.
16. Semi-circles make half-moons.
17. ‘ “Give me a home run or give me a triple” is my motto,’ says Spillville's cocky second baseman.
18. Franz is a born musician—plays well on a piano, an electric organ (pipe organ too), a cello, trumpet or drums.
19. We saw OILY O'NEILL'S ESCAPADES at a local movie.
20. — oh, I'm sorry!
21. (Dudley left home prematurely. He wrote: my aunt's ideosyncrasies [sic] drove me nuts!)
22. “We'll visit Alaska next July**;** Memphis is too hot,” agrees Danielle.
23. 18,000,079 plus 6,956 plus 13,721 equals ——**.**
24. Look at my '38 antique Buick.

Lesson 4

One-Cell Whole-Word Contractions, Whole-Word and Part-Word Contractions for *and, for, of, the, with*

4.1 Contractions in General

To save space and facilitate increased reading speed, certain groups of letters appearing frequently in the English language are represented in braille by special characters known as *contractions.* Contractions may utilize one or more cells, and they may represent whole words, parts of words, or both.

Contractions governed by the same or similar rules are grouped together and given a name, as in the following section that discusses a subgroup of the *one-cell whole-word contractions.* Memorize the names of these groupings as they will be referred to throughout the course.

4.2 One-Cell Whole-Word Contractions (Alphabet Contractions)

Certain frequently-occurring words in the English language are represented by one-cell whole-word contractions. The first of these contractions are the one-cell whole-word signs that are represented by a single letter of the alphabet. These are also known as the "alphabet contractions". Although these contractions consist of single letters, they stand for whole words. The following is a complete list of these contractions which should be memorized.

b	but	h	have	p	people	v	very
c	can	j	just	q	quite	w	will
d	do	k	knowledge	r	rather	x	it
e	every	1	like	s	so	y	you
f	from	m	more	t	that	z	as
g	go	n	not	u	us		

Note that, except for *it* and *as*, all these words are represented by their initial letters. A, *i,* and *o* are also single-letter words in themselves, and therefore cannot be used as contractions for other words. The contraction for *do* is also used when representing the note *do* (pronounced doh) in the Italian musical scale.

Use these contractions to represent the words for which they stand, regardless of the meaning or part of speech involved. They are also used to represent whole proper names, such as for example in "*Will* Rogers" and "Thomas *More*."

These contractions are used to represent ***whole words*** only, with some modifications as discussed later in this lesson. Thus, *c* standing alone reads *can*, but the contraction for *can* cannot be used as a part word to represent *can* in *canopy* because this could be read as the word *copy*. Similarly, *x* cannot be used for *it* in *merit* and *h* cannot be used for *have* in *haven't*.

The letter *s* cannot be added to any of these alphabet contractions to form the plural. Thus, the plural of *will* is brailled ⠿⠺⠇⠇⠎, not ⠿⠺⠎ .

Drill 11

Practice brailling the following sentences.

1. You may eat more ravioli if you desire, but you will not like it.
2. Can boys from Camp Quail play baseball on that field every week?
3. Do not set that donut on my bookcase.
4. I am not so very well, as you can see.
5. He is a just man, but not very humane.
6. William's knowledge on that subject is rather vague.
7. So few people like that petty politician—he will surely lose.
8. Ronald can play do, re, mi quite well.
9. Like it or not, we will visit Mr. More next week.
10. Go away, Will — I do not like you.
11. Let us have two sweets.

4.2.1 With an Apostrophe

These contractions are used when followed by the apostrophe in the following combinations *only:*

c's for *can's*	*t'd* for *that'd*	*x'd* for *it'd*	*y'll* for *you'll*
c't for *can't*	*t'll* for *that'll*	*x'll* for *it'll*	*y're* for *you're*
p's for *people's*	*t's* for *that's*	*x's* for *it's*	*y've* for *you've*
s's for so's	*w's* for *will's*	*y'd* for *you'd*	

They are also used when *'s* is added to a proper name to form the possessive, as in *Will's* hat or "Tom *More's* house." They are not used when preceded by the apostrophe in an expression such as *d'you* or *t'have.*

4.2.2 With a Hyphen

When words are joined by hyphens to form hyphenated compound words, each word maintains its whole-word integrity. Therefore, one-cell whole-word contractions are used in hyphenated compound words, whether such words are brailled on one line or divided between lines.

However, these contractions represent whole words only and cannot be used in syllabicated words or to form parts of words. Further discussion about syllabicated words is provided in Section 12.8.

Example:

Wilma! If you don't get that canopy up soon my hair-do will go limp.

⠠⠺⠊⠇⠍⠁⠖ ⠠⠊⠋ ⠽⠕⠥ ⠙⠕⠝'⠞ ⠛⠑⠞ ⠞⠓⠁⠞ ⠉⠁⠝⠕⠏⠽ ⠥⠏ ⠎⠕⠕⠝ ⠍⠽ ⠓⠁⠊⠗-⠙⠕ ⠺⠊⠇⠇ ⠛⠕ ⠇⠊⠍⠏⠲

4.2.3 With a Slash

One-cell whole-word contractions, including when followed by an apostrophe, are not used when they are in direct contact with a slash. A slash is spaced as in print. So, if in print there is a space between a slash and a word that could be contracted, the contraction is used.

Examples:

Us/we will go soon. ,⠥⠌_/⠺⠽ ⠺ ⠺ ⠎⠕⠕⠝4

Us / we will go soon. ,⠥ _/ ⠺⠽ ⠺ ⠺ ⠎⠕⠕⠝4

can't/can ⠉⠁⠝⠄⠌_/⠉⠁⠝

so/so's ⠎⠕⠌_/⠎⠕⠄⠎

4.2.4 Capitalization of One-Cell Whole-Word Contractions

When a one-cell whole-word contraction represents a word that is to be fully capitalized, the capitalized-word indicator precedes the contraction. Remember that the capitalized-word indicator is not repeated after a hyphen in a fully-capitalized word.

Examples:

I can go home EVERY week! ,I ⠉ ⠺ ⠓⠕⠍⠑ ,,⠧ ⠺⠑⠑⠅6

CAN-DO! ,,⠉-⠙6

Drill 12

Practice brailling the following sentences.

1. If I apply sun block it's very likely I won't get a sunburn.
2. “JUST-DO-IT!” yells Sam.
3. Will's people will visit us next week, but Jack can't make it.
4. Todd is quite a can-do guy; not like my uncle at all.
5. Willie will/won't play ball.
6. A milk-can blocks every exit at James More's Dairy.
7. “Deposit all soda-cans on my left,” Tracy tells patrons.
8. Philip snubs us, but I will not do likewise, as I feel no ill will.
9. If you make a will, I rather hope you'll give John that cottage on Lake Willet.
10. A primitive people's tools may seem very crude but practical.
11. That road is so bad; it'll take a week or more if you go that way.
12. Self-knowledge is wisdom.
13. I want t'have a bike like Brian has.

4.3 Whole-Word Contractions for *and, for, of, the, with* and Their Sequencing

The next group of contractions consists of *and, for, of, the, with*.

and	&	(dots 12346)	the	!	(dots 2346)
for	=	(dots 123456)	with	)	(dots 23456)
of	(	(dots 12356)			

Unlike the one-cell whole-word alphabet contractions just studied, the contractions for *and, for, of, the,* and *with* are used to represent either whole words or parts of words. When used as whole words or when two or more of them appear in sequence, these contractions are, under certain combinations when following each other or when followed by the word *a*, brailled with no space between them. This feature is called joining or "sequencing". Words that are joined under the "sequencing" rules retain their individual-word status.

Rules for sequencing displayed below indicate how the *and, for, of, the, with* and the word *a* are to be joined without space to other words from this group that immediately follow them. For example, when *for* is followed by *the* or *a*, no space is left between them. It is possible to join more than two of these words without space between them.

Thus,

and can be followed unspaced by *for, of, the, with,* and *a*;

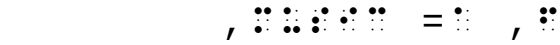
for, of, and *with* can be followed unspaced only by *the* and *a.*

By grammatical logic, *the* and *a* cannot be followed by any of the other words in this group. For example, *the with* can never appear in that order.

Examples:

The mayor will labor for and with the people of the village.

Music for a Flute and a Piano



Notice that the sequence &) ! (and with the) in the first example would appear to be a word since it is bounded by spaces. However, since it is the result of sequencing three separate words, in NUBS it is not treated as a single braille word**.** The effect of this rule will manifest itself when these words appear in capitals or different fonts, italics, etc. This is an exception to the definition of “word" introduced in Section 1.5.

In the case where two or more of these contractions should be joined but there is not enough room at the end of the line for all of them, carry all such joined words over to a new line.

Although whole-word contractions for ***and, for, of, the,*** and ***with*** can sometimes be joined to each other as shown above, they cannot attach to any other word.

Example:

And for you, I have a gift. , & = ⠿1 , I ⠤ ⠄ ⠿⠍⠿⠲4

[*not*] , & = Y 1 , I ⠤ ⠄ ⠿⠍⠿⠲4

There will be additional treatment of the concept of sequencing in Section 8.1 and 15.2.3.

4.3.1 With Punctuation and Indicators

These contractions are not brailled together if any punctuation or indicators occur between them. Therefore, when two or more of these words are initially capitalized and follow one another in titles, headings, or any other material, they are not joined, and the appropriate capital indicator is placed before each of the words. This does not occur in a fully capitalized phrase, since no capitalization indicator occurs between the words of the phrase.

Examples:

MUSIC FOR A FLUTE AND A HORN

, , ; ⠍⠥⠎⠊⠉ = ⠄ ⠿⠇⠥⠞⠑ & ⠄ ⠓⠕⠗⠝ , '

Toni and The Dog

, ⠞⠕⠝⠊ & , ! , ⠮ ⠙⠕⠛

Dave looks and (with a smile) waves.

, ⠙⠁⠧⠑ ⠇⠕⠕⠅⠎ & _ ( ) ⠄ ⠎⠍⠊⠇⠑ _) ⠺⠁⠧⠑⠎⠲4

4.3.2 In Hyphenated Compound Words

Like the one-cell alphabet contractions, the contractions for ***and, for, of, the,*** and ***with*** are used in hyphenated compound words.

Example:

man-of-the-trade

⠍⠁⠝ - (- ! - ⠿ ⠷ ⠞ ⠗ ⠁ ⠙ ⠑

4.3.3 With Slashes

Unlike the one-cell alphabet contractions, the contractions for ***and, for, of, the, with,*** whether used as whole words or parts of words (see 4.4 below), are used when in contact with a slash.

Examples:

and/but &_/⠃⠥⠞

for/with =_/)

Drill 13

Practice brailling the following sentences.

1. We will go for a hike with the girls.
2. The glee club sang “For The Glory Of The Flag”.
3. David gave a book review on Jack London's THE CALL OF THE WILD.
4. The play at the Orpheum is just a run-of-the-mill melodrama.
5. I'll have a salad and/or just a cup of tea.

4.4 Part-Word Contractions for *and, for, of, the, with*

In general, these contractions are used as parts of words wherever the letters they represent occur. Thus, the sign for ***and*** is used in ***hand, sandy,*** and ***Andrew;*** the sign for ***for*** is used in ***forge*** and ***California;*** the sign for ***of*** is used in ***off, office,*** and ***roof;*** the sign for ***the*** is used in ***then, Thelma,*** and ***mathematics;*** and the contraction for ***with*** is used in ***withhold*** and ***withe.*** Note that the use of these contractions does not depend on pronunciation; whether the vowel is short or

long, whether the consonant is hard or soft, or, as in the case of the sign for *of,* whether the o is part of a double vowel, as in *roof.*

Example:

Ethel and Sandy fell off the platform and onto the bandbox.

⠠⠂ ⠠⠖ ⠠⠇ ⠠⠯ ⠠⠂ ⠠⠖ ⠠⠯ ⠠⠠⠎ ⠠⠇ ⠠⠷ ⠠⠖ ⠠⠇ ⠠⠷ ⠠⠶ ⠠⠠⠎ ⠠⠯

⠠⠎ ⠠⠠⠎ ⠠⠇ ⠠⠎ ⠠⠖ ⠠⠇ ⠠⠠⠎ 4

Words containing these part-word contractions cannot be joined to whole word contractions.

Example:

land of the people

⠠⠇ ⠠⠯ ⠠⠖ ⠠⠷ [not] ⠠⠇ ⠠⠯ ⠠⠖ ⠠⠏

4.5 Rules for Part-Word Contractions

In future lessons you will learn many other part-word contractions. The following rules apply to *all* part-word contractions.

NUBS rules follow correct American English language usage and spelling rules which include correct word and syllable division.

Many of the rules in braille require some understanding of grammar and the structure and roots of words. A good dictionary includes proper word division and the etymology of each word, thus indicating prefixes and suffixes, which can be helpful when trying to decide whether a contraction should or should not be used in braille. A recent edition of *Merriam Webster's Collegiate Dictionary* is a good dictionary suitable for braille transcription, as it will indicate proper English word division. The list of *Interesting Words* in Appendix D is also a helpful tool.

4.5.1 Respecting Syllable Boundaries

A part-word contraction is always used when all of the letters of a contraction fall into the same syllable, as in *profligate, profit,* and *formula.*

4.5.2 Syllable Divisions

There are special rules regarding the use of contractions that bridge over syllable divisions. This manual distinguishes between *major* and *minor* syllable breaks.

4.5.2.1 Major Syllable Divisions

Do not use a part-word contraction when the letters of the contraction would overlap a major syllable division. Major syllable divisions occur in just three places:

(1) between a prefix and a base or root word. Thus, the contraction for *of* is not used in *professor, profane* or *profile.*

(2) between a suffix and a base or root word. There are no examples using contractions you have learned so far to demonstrate this rule, but *meet-ing* or *crea-tion* may serve as examples.

(3) between the components of a solid compound word. Therefore, the contraction for *of* cannot be used in *photoflood* or *twofold.*

All other syllable divisions are considered *minor syllable divisions* in NUBS.

4.5.2.2 Minor Syllable Divisions

Part-word contractions are used when they overlap minor syllable divisions, regardless of pronunciation, as in *sofa* (⠎⠕⠋⠁), *Sofia* (⠠⠎⠕⠋⠊⠁), and *scandal* (⠎⠉⠯⠇). A few exceptions to this rule will be covered later.

4.5.3 Contraction Preference

When a choice must be made between two possible contractions, preference is given to the contraction that saves the greater amount of space. It is for this reason that the sign for *with* is used in *withe* rather than the sign for *the.*

Drill 14

Practice brailling the following sentences.

1. The family that lives next door took Theodore and me for a ride on the trolley.
2. He spoke the phrase with emphasis: “The land of the free and the home of the brave!”

3. You will profit from the lecture on mathematical theory, and for once, you will see the value of it.
4. Foreign travel has a twofold purpose: It helps you relax, and it gives you an idea of the way other peoples live.
5. You can tie the bundle with the withe that's withheld from the other job.
6. My wreck of a sofa looks as if it came from Europe with the Pilgrims.
7. I will live with and provide for the forlorn old man.
8. Samuel will give the girl he is fond of a brand-new Ford.
9. We'll take off for Cleveland on a plane and, for the sake of economy, we'll return on a bus.
10. Sandra forgot the sandals, the bandanna, the box of candy and the thermos bottle that I left on the sofa.
11. The professor will hold a forum on foreign policy.
12. Twanda gave me back my copy of Bunyan's “Pilgrim's Progress”, with profuse apologies.
13. Patrice will play next the Andante from Haydn's “Surprise Symphony”.

Reading Practice

Write the following sentences in longhand. Compare your work with the print version in Appendix A**.**

```
 #1] ,HOLD ! H&LE (! SUITCASE S X WON'T
    DROP4
#2] ,Z ) ALL P1 ,ADAM HAS FAULTS4
#3] ,8,=! LOVE ( ,PETE.-QUIT T6,0
#4] ,W GIVES ME ! WILLIES4
#5] ,T'S V PRETTY1 ,&REA.-DID Y COLOR X8
#6] ,C A CANNIBAL EAT FRUIT8
#7] ,I'D R SEE ,DAN ,R AT #7:00]
#8] ,X'S N TOO COLD1 B BUTTON ,S&Y'S
   COAT ANYWAY4
#9] ,DON'T CALL T ,8C-D,0 GUY A DODO4
#10] ,QUIET6 ,QUIT T6 ,X IS Q LATE4
```

```
#11] ,D Y H ! K X TAKES = T JOB8
#12] ,,G-=-X1 ,GO(Y6
#13] ,X IS LIKELY T ,JACK W L T COAT4
#14] ,JIMMY ,FROME RAN HOME F ! POND4
#15] ,S1 LET'S ALL G VISIT ,LONDON'S
  ,SOHO4
#16] ,Z SOON Z ,I C1 ,I W MAKE C&Y4
#17] ,I SEE M & M ,MORESQUE DESIGNS4
#18] ,8,&=! LIFE ( ME1 ,I C'T SEE MY
  GLASSES1,0 CRIES ,W&A4
#19] ,! P (! ,P'S ,REPUBLIC WANT AN
  EQUAL VOICE4
```

EXERCISE

Prepare the following sentences in list format for submission to the Instructor.

LESSON 4

1. I will not help you with the essay, for that is not quite fair.
2. Will has an adequate theoretical knowledge of the subject but can't apply that knowledge very well.
3. I can go with you, but I’d rather not.
4. We fill every vacancy as soon as we can.
5. Sandy’s plane took off from Dulles Airport at noon.
6. Do is a note on the diatonic scale.
7. Just a bit of humor helps people forget small worries.
8. Let us write at once and ask for tickets for AS YOU LIKE IT.
9. I'd like t’ have that.
10. William and Theresa will gather forget-me-nots from the woods.
11. Mike Sanford tries, but it’s not likely that he will make the grade.
12. Do you want two cans of plums as well as the can of apricots?
13. The have-nots of Turnville will profit from the mayor's new rule.

14. Oh, Randy, will you give Esther that pecan? You ate all the almonds.
15. Let us locate Sofia on the map of Europe.
16. The husky sophomore halfback made the goal that won the game.
17. Cy’s language is very crude and likewise profane; and for a fact I hope he will reform.
18. I'd go with you, but my d--n rheumatism keeps me home.
19. Will you ask for and pay my bill at the hotel?
20. The woman I spoke with a week ago came back for more details.
21. Swift's THE BATTLE OF THE BOOKS is a satire.
22. Pick the appropriate response: My pants do/don’t fit anymore.
23. As the happy-go-lucky man races onto the railroad platform, he exclaims: “I’ve got no more’n two seconds for adieus!”
24. “That ⸺ so-and-so took off with my new truck!”
25. The Athenians won a moral victory at Thermopylae.
26. San Francisco, California, has a very unusual climate.
27. The girls will travel with and baby-sit my small son on the trip.
28. The Netherlands is a land of man-made dikes and canals.
29. The nosy visitor drawls: “I just met up with Aunt Ethel, and Auntie gave me all the village scandal and ‘dirt’.”
30. Fortune is an elusive will-o'-the-wisp.
31. Hit with a rock, the pickpocket writhed with agony**.**
32. A force of 1,000 Yankees securely held the fort despite the very valiant assaults of the Rebels.
33. He is not quite as tall as I am, but he is more agile.
34. Mandy spoke with emphasis: “I demand that you probate Uncle Elmore's and Aunt Alexandra's wills at once.”
35. I have a jigsaw puzzle for the kids, and for the adults I have a box of homemade candy.
36. For the next lesson you will practice the Andante of the Sonata.
37. The objective of the naval campaign is twofold, the blockade of all ports of the foe and the removal of the foe's fleet as an active force.
38. The plane rose 15,000 f e e t — a s a f e altitude for that region.
39. The grey-and-black clad forces met at the crossroads.

Lesson 5

Whole-Word Contractions for *child, shall, this, which, out,* and *still,*
Part-Word Contractions for *ch, sh, th, wh, ou,* and *st,*
Ordinal Numbers, Plural and Possessive Numbers

5.1 In General

Like the contractions for *and, for of, the, with,* covered in Lesson 4, the contractions introduced in this lesson represent certain letter combinations that can stand for a whole word or part of a word. What is different about the new group, however, is that their meaning changes depending on whether they appear as a whole word or part of a word.

Each part-word contraction represents a two letter combination. When standing alone the same braille character takes on the meaning of a whole word that begins with the respective two-letter string. As an example, * (dots 16) means *ch* in a word, and *child* when standing alone.

Contraction	Whole-Word Meaning	Part-Word Meaning
*	child	ch
%	shall	sh
?	this	th
:	which	wh
\	out	ou
/	still	st

5.2 Whole-Word Contractions for *child, shall, this, which, out, still*

When these contractions stand alone, they represent whole words.

Example:

This child, which is still out, shall eat late.

,? *1 : ⠺ / \1 % ⠠⠞⠑ ⠠⠞⠑⠠⠞⠑4

5.2.1 With an Apostrophe

These contractions are used when followed by an apostrophe.

Example:

Without a doubt, I shall exchange this child's decrepit toys next month.

,)\T A D\BT1 ,I % EX*ANGE ? *'S

DECREPIT TOYS NEXT MON?4

5.2.2 In Hyphenated Compound Words

These whole-word contractions are joined to other words by the hyphen to form hyphenated compound words, whether they are written on one line or divided between lines.

Examples:

still-life		out-and-	\ - & -	child-of-	* - (-
/ - ⠇ ⠊ ⠠ ⠇		out lie	\ ⠇ ⠊ ⠇	the-dawn	! - ⠠ ⠞ ⠙ ⠠

5.2.3 With a Slash

Do not use the whole-word contractions for *child, shall, this, which, out* and *still* when they would come in direct contact with a slash.

Example:

Which/what tie shall I put on?

,:⠊*_/:⠞⠇ ⠇⠊⠇ % ,I ⠠⠞⠇ ⠇⠠8

5.2.4 As Proper Names

Like other whole-word contractions, these contractions are used in proper names, such as in *Still, Morris and Associates.*

Example:

,/1 ,MORRIS & ,ASSOCIATES

Drill 15

Practice brailling the following sentences.

1. Does the child want this book?
2. Shall I pick out a new hat for you?
3. Which is correct, “I shall” or “I will?”
4. This brew came from Uncle Randy's new still.
5. The breeze blew my notes every-which-way.
6. That child's hair-do is rather out-of-date.
7. “Which way out?”
8. My old roommate from Still Pond still pays me a visit every fall.
9. I keep busy with this-and-that.

5.3 Part-Word Contractions for *ch, sh, th, wh, ou, st*

In general, these signs are used as part-word contractions whenever the letters they represent occur within a word, regardless of their pronunciation and even if they overlap a minor syllable division. Thus, the contraction for *ch* is used in *Chicago, scratch, and yacht;* the sign for *sh* in *shoe* and *hush;* the sign for *th* in *thorn* and *filth;* the sign for *wh* in *what* and *whale;* the sign for *ou* in *proud, four,* and *coupon;* the sign for *st* in *state, past,* and *pistol;* the signs for *th* and *st* in *thistle;* the signs for *ou* and *ch* in *touch* and *couch;* and the signs for *wh* and *st* in *whitest* and *whistle.*

When *child, shall, this, which, out,* or *still* are joined to other letters, they must be spelled using the corresponding part word contraction, not the whole-word contraction.

Examples:

grandchild ⠛⠗⠯ & * ⠉⠓⠊⠇⠙

thistle ? ⠞⠓⠊⠎⠇⠑

outlast \ ⠳⠞⠎⠞ /

This rule also applies when a word is divided between lines.

Examples:

grand- ⠻⠒& - this- ?⠄⠄ - out- \⠒ -
child *⠄⠒⠒ tle ⠒⠒⠐ last ⠒⠐/

5.3.1 Prefixes

As stated in the previous lesson, a contraction cannot be used where part of the letters fall into a prefix and the rest fall into a base or root word. Thus, the sign for *sh* cannot be used in *mishap* or *mishandle;* the sign for *ou* cannot be used in *prounion;* and the sign for *st* cannot be used in *mistake* or *mistrust.*

5.3.2 Solid (Unhyphenated) Compound Words

Part-word contractions are not used where they fall partly into one component of a solid compound word and partly into another. Thus, the sign for *sh* is not used in *dachshund;* the sign for *th* is not used in *porthole;* the sign for *wh* is not used in *rawhide;* and the sign for *st* is not used in *crosstrees.* Nor is the contraction for *st* used in proper names such as Johnstown or Charlestown. Note, however, that when such names are shortened to Johnston or Charleston, the *st* is contracted.

5.3.3 Contraction Preference

When you have a choice between two contractions, the one that uses the least space is usually preferred. Therefore, the contraction for *the,* not the contraction for *th,* is used in *theory, cathedral, anesthesia,* and the like.

5.3.4 *Sh*

When *sh* is used to mean an admonition to silence, the contraction for *sh* cannot be used because, standing alone, it bears its whole-word meaning *shall.* The ambiguity of *sh* is avoided by switching to notational mode, where contractions are not allowed. If additional letters are added to *sh,* as in *shhh, notational mode is still used* and *sh* is not contracted.

Example:

Tex recites, “Sh! Shhh! Out of the canyon ride the bandits!”

```
,⠄⠄⠄ ⠒⠄⠄⠄⠒⠄⠒1 ;,8,⠄⠒_6 ;,⠄⠒⠒⠒_6 ,\
(! ⠄⠄⠒⠄⠒⠄ ⠒⠄⠄⠒ ! ⠄&⠄⠒⠄6,0
```

5.3.5 *St*

When the words *Street* or *Saint* are abbreviated as *St,* with or without a period, in NUBS they are done in notational mode.

Examples:

St. Peter ;,⠎⠞⠲ ,⠏⠑⠞⠑⠗

Broad St. ,⠃⠗⠕⠁⠙ ;,⠎⠞⠲

At South St turn left; St. Ann's Church is on West Street.

,⠎⠕ ,⠎\? ;,⠎⠞ ⠎⠕⠥⠞⠓ ⠎⠞⠲2 ;,⠎⠞⠲

,⠞⠓⠁⠝'⠎ ,*⠉⠓⠥⠗⠉⠓* ⠕⠝ ⠎⠞ ,⠺⠑⠎/ ,/⠎⠞⠲4

5.4 Ordinal Numbers and Their Plural and Possessive Forms, Mode Switch Indicator

The purpose of using ordinal numbers is to indicate position or order of things or objects, such as first, second, third, and so on. Ordinal numbers are used as adjectives, nouns, and pronouns.

5.4.1 Ordinal Numbers

The contractions for *st* and *th* are used in ordinal numbers such as in *1st* and *4th*. The second and third ordinal numbers are normally formed by adding the endings *nd* or *rd* to the cardinal numbers *2* or *3,* respectively. Occasionally, however, the ordinal endings are written using only the letter *d*. In each case the spelling of the print ordinal ending is retained in braille.

Although the digital part of ordinal numbers is notational, the ordinal endings must be written in narrative mode in order to indicate their ordinal meaning. Without a switch to narrative mode, the letters would be read as individual letters.
The mode switch makes such words “hybrid” words. The mode switch indicator is " (dot 5) and is used as follows:

Examples:

He lives at 9611 3^{d} Street, Suite 3d.

,⠓⠑ ⠇⠊⠧⠑⠎ ⠁⠞ #9611 #3"⠙ ,/⠎⠞⠲1

,⠎⠥⠊⠞⠑ #3⠙]

Does Stan live on 1st, 2d, 3d or 4th Street?

,⠠⠎⠞⠁⠝ ,/⠊⠧⠑ ⠕⠝ #1"/1 #2"⠠1 #3"⠠1 ⠕⠗

#4"? ,/⠎⠞⠗⠑⠑⠞8

Note that the ordinal ending, which is narrative, is followed by narrative punctuation. Foreign ordinal endings embedded in English text are covered in Lesson 14. For more information about hybrid words, see Lesson 12 and Appendix C.

5.4.2 Plural or Possessive Numbers

The plural or possessive form of a number requires the same "hybrid" treatment. Since the digits are notational and the *s* is narrative, the word is hybrid. Hybrid words are covered more fully in Section 12.4 and Appendix C.

In plural and possessive forms of numbers it is necessary to switch from the notational mode to the narrative mode in the middle of a word. This requires the dot-5 switch before the *s* or the apostrophe, respectively.

Examples:

1990s #1990"⠎ 1990's #1990"'⠎

Drill 16

Practice brailling the following sentences.

1. Shhh! That shrill whistle annoys me.
2. The churlish dog chases the mischievous child off the grass.
3. Uncle Jonathan still has the shoe store on 21st St.
4. He came out from St. Louis, Missouri, only two months ago.
5. The ship, which will dock at Southampton on the 22d or 23d of May, will return on the 31st.
6. What d'you expect for Christmas from Uncle Nathaniel?
7. Whether you like it or not, I won't make another mistake like this.
8. Did Mr. Whitney mishandle the school funds?
9. I shall choose another restaurant, for my family simply will not eat any hothouse tomatoes.

10. We shall/shall not go with you.
11. Our van can hold Mom's wheelchair.
12. Meg just loves the out-of-doors; she is a happy child and, I admit, my favorite grandchild.
13. They'll eat the banana, which'll suit me.

Reading Practice

Write the following sentences in longhand. Compare your work with the print version in Appendix A.

#1] ,:Y DON'T Y WAIT & DIG ! PO/HOLE NEXT WEEK8

#2] ,HE C'T D X)\T MY SAY-S4

#3] ,SEE T *8 ,%E /OLE MY *IPS6

#4] ;,⠒⠒HH_6 ,LOOK1 !Y / H ! :ISKEY / \ ON ! BACK =TY4

#5] ,:E!R ,I VOTE OR N1 ,:IT W SEE VICTORY1 : W MAKE ME V HAPPY4

#6] ,! WOMAN)! /E?OSCOPE IS ,/ELLA'S PHYSICIAN4

#7] ,? IS ! COTTAGE)! ?AT* ON ! RO(1 ,MAT!W4

#8] ,8,\/ T B\RGEOIS CREEP F MY B\DOIR1 AT ONCE6,0 ,MADAME ,B\LEY IMPLORES4

#9] ,? ⠒S ! #1"/ GRADE ROOM.-T ROOM IS = #2"ND GRADE4

#10] ,: % WE H1 S\R PICKLES OR SWEET RELI% ON \R S&WI*ES8

#11] ,8,T IS AN \-&-\ LIE6,0 ,*RI/Y %\⠒⠒ ⠒\⠒⠒Y4

#12] ,A FAVORITE PORT O' CALL = T\R %IPS IS ;,⁝⁝] ,?OMAS4

#13] ,/ILLMORE IS A VILLAGE ,I'LL VISIT ON MY NEXT TRIP4

EXERCISE

Prepare the following Exercise for submission to the Instructor.

LESSON 5

1. The child's worn-out doll is still a favorite toy.
2. Mr. McDougall lives at 4325 43rd St**.,** Chevy Chase.
3. Christy's closet is full of sheets, washcloths, dishcloths, and other household items.
4. The story of Jonah and the whale thrills my small grandchild.
5. We shall move from St. Paul Street as soon as we can locate a satisfactory house.
6. On the 21st of this month school'll close for a couple of weeks, which'll cause nobody grief.
7. Still College is a famous school of osteopathy, and Still's curriculum is very broad.
8. Christmas celebrates the birth of the Child of Bethlehem.
9. The lively man sang tunes, told outlandish stories, and did a jig.
10. Without Kathy's help we'd have lost the game.
11. You may go outside and play while I bathe and dress.
12. The smallest mishap will cause the failure of our plan.
13. We stand at the threshold of further, more significant, space travel.
14. I hope the jockey doesn't strike the horse with that rawhide whip.
15. D'you suppose I can buy fresh fruit at the store on 22nd Street?
16. “Let's hunt up an out-of-the-way place for our still,” proposes Whiskey Joe.
17. The Whitmans expect the new baby on the 29th of July.

18. This Christmas Grandpa will recite A VISIT FROM ST. NICHOLAS for Sheila.
19. Why did the Czechoslovakians mistrust the Austrians?
20. We ate a tasty lunch at a Childs Restaurant and then saw a top-notch play.
21. The boys will take the new shallop out for a three-hour sail on the Wabash.
22. Both of the candidates expect an out-and-out victory.
23. This is a list of my husband's favorite authors: Hawthorne, Poe, Walt Whitman, Shelley, Johann Goethe, Balzac, Proust, Mann, John Galsworthy, Chekhov and Dostoevski.
24. Every August we escape the metropolis for a few weeks of outdoor life on the Thousand Islands.
25. Which story will you publish?
26. “If you devour all that fresh fruit you'll get a stomach ache,” she told the gluttonous child.
27. It's a shame that we can't provide that destitute child a home.
28. A loud cry of anguish came from the boy: “Ouch! My tooth aches!”
29. The prounion forces will urge a strike for more safety devices.
30. I still recall the fury of the big storm of '85, which came up out of the southeast.
31. “Sh,” admonishes the nurse, “the child's at last asleep.”
32. My husband took our dachshund out for a walk.
33. A thistle has thorns.
34. You look quite ill; shall I call a cab?
35. The candy store has chocolates, which is exactly what I want.
36. I wish you'd stand still so I can fix this hem.
37. You're a knock-out, Beth, with that hair-do.
38. Mom says this is a list of thou-shall-not rules.
39. Put out/douse the fire.
40. This'll go well with my new shirt.
41. That child is still-as-a-mouse.
42. Can you scratch my back? It itches.

Lesson 6

Part-Word Contractions for *ar, ed, er, gh, ow, ble, ing,* Rules for Precedence of Contractions, Numbers followed by Contractions

6.1 In General

Unlike the contractions covered in Lesson 5, the contractions for *ar, ed, er, gh, ow, ble,* and *ing* do not have a separate whole-word meaning. For instance, in narrative mode, the sign $ (dots 1,2,4,6) always stands for *ed*.

Contraction	Meaning
>	ar
$	ed
]	er
<	gh
[	ow
#	ble
+	ing

These contractions are used in most cases in which the letters they represent occur. In the following examples, the parentheses indicate where contractions are to be used.

Thus,

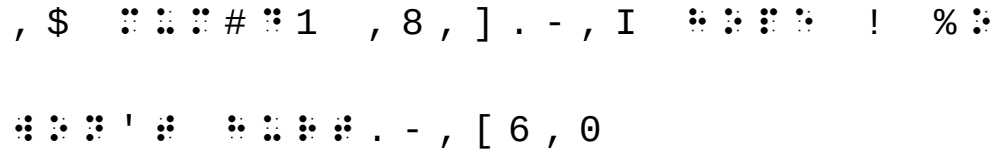
- the sign for *ed* is used in Edith *(Ed)i(th),* need *ne(ed),* edelweiss *(ed)elweiss,* sedan *s(ed)an,* red *r(ed)*
- the sign for *ar* is used in Arkansas *(Ar)kansas,* cheddar *(ch)(ed)d(ar),* garbage *g(ar)bage,* bare *b(ar)e*

- the sign for *er* is used in error *(er)ror,* whimper *(wh)imp(er),* fern *f(er)n,* Peru *P(er)u,* sherry *(sh)(er)ry*
- the sign for *gh* is used in ghoulish *(gh)(ou)li(sh),* laugh *lau(gh),* sight *si(gh)t,* thorough *(th)or(ou)(gh)*
- the sign for *ow* is used in own *(ow)n,* towel *t(ow)el,* show *(sh)(ow),* toward *t(ow)(ar)d,* drowsy *dr(ow)sy*
- the sign for *ble* is used in marble *m(ar)(ble),* goblet *go(ble)t,* problem *pro(ble)m*
- the sign for *ing* is used in swinging *sw(ing)(ing),* ginger *g(ing)(er),* finger *f(ing)(er),* fringe *fr(ing)e, l(ing)erie, dist(ing)ué.*

These contractions are also used when the letters they represent form an entire word. The proper name *Ed,* the abbreviation *Ed.* (editor), the vocal sound of hesitation *er,* and the exclamation *ow* are all examples of such instances.

Example:

Ed mumbled, “Er—I hope the shot won't hurt—Ow!”



6.2 With Prefixes and at the Beginning of Words

Like the contractions previously studied, these contractions are not used where part of their letters fall into a prefix and the rest into a root or base word. Thus, the sign for *ed* is not used in *reduce, deduce, predict, predate, predacious and skedaddle.* Analogously, the sign for *er* is not used in *derogatory, prerogative, erect, erupt, rerun,* or *derail.* The sign for *ble* is not used in *sublet,* nor the sign for *ar* in *infrared.*

6.2.1 *Ed* and *Er*

For *ed* and *er* at the beginning of a word, a good rule of thumb is to contract unless the pronunciation stress lies on the second syllable of a word that begins with *ed* or *er*. For example, the contraction for *er* cannot be used in *derive,* where *de* is a prefix. However, *er* is contracted in *derivation*. *Ed* is contracted in *edit*, but is not contracted in *edition*.

6.2.2 *Ar*

Ar is used at the beginning of a word, regardless of whether *a* is a prefix or not. Examples are *around, arise,* and *arose*, *arithmetic*, even though in these cases the *a* is a prefix.

6.2.3 *Ble* and *ing* at the Beginning of a Word

There is one restriction on the use of the signs for *ing* and *ble* that does not apply to the other contractions in this lesson, namely, that they are not used at the beginning of a word. Thus, the sign for *ing* is not used in *ingot,* nor the sign for *ble* in *blemish* or *bled.* Even when such a word comes after the hyphen in a hyphenated compound word, as in *once-blemished,* the contraction cannot be used. Notice that, although the symbol for *ble* is the same as the numeric indicator, the non-use of *ble* at the beginning of a word prevents ambiguity.

6.3 With Suffixes

The contractions for *ar, ed, er, gh, ow, ble,* and *ing* are not used where some of the letters comprising them fall into a base or root word and the remainder into a suffix. Thus, the sign for *ed* is not used in *freedom* or *boredom.*

6.3.1 *Er* in Words Ending in *ery*

When the suffix *ry* is added to nouns ending in *e,* the newly created letter sequence *er* is not contracted when e and *r* are in two different syllables of the resulting word. Thus, *er* is not used in *imagery, riflery, savagery.*
However, *er* is contracted in *slavery* and *bakery*.

6.4 In Solid Compound Words

As has been stated previously, contractions are not used where their letters fall partly into one component of a solid compound word and partly into another. Thus, the sign for *ed* is not used in *kettledrum, Airedale,* and *battledore,* and the contraction for *er* is not used in *stateroom,* and the sign for *gh* is not used in *foghorn* nor in *Shanghai.*

6.5 In Digraphs, Diphthongs, and Trigraphs

A digraph is any two adjoining letters that combine to make one sound, e.g., the *ph* in *graphic.*

A diphthong is a combination of two adjacent vowel sounds within the same syllable that form one gliding speech sound, e.g., the *oi* in *coil*.

A trigraph is three letters combining to make one sound, e.g., the *eau* in *bureau* and *sch* in *Schmidt.*

The contractions for *ar, ed, er, gh, ow, ble,* and *ing* cannot be used if only some of their letters are part of a digraph, diphthong, or trigraph, and some are not.

Thus, *er* cannot be contracted in *aerial, Goering, and diaeresis*. Likewise, *ed* cannot be contracted in *Oedipus*, *encyclopaedia*, or *aedile.*

Note that in print *ae* and *oe* are sometimes conjoined to form one symbol, *æ* and *œ*. In NUBS these are transcribed as separate letters. Use a Transcriber's Note discussed in Lesson 12 to explain such a substitution.

Analogously, *ble* cannot be contracted in *tableau,* as the contraction for *ble* would appear to separate the *e* from the trigraph *eau.*

6.5.1 Other Noteworthy Occurrences of *a* and *o* followed by *ed* or *er*

Notice that not all adjoining vowels are diphthongs. For example, in the words *coeducate* and *coerce* the *ed* and *er* contractions are used because the *oe* does not combine to form a diphthong (one sound). In addition, all of the letters of the contraction fall into the same syllable.

When suffixes such as *er* and *ed* are added to base words ending in a vowel, the *er* and *ed* contractions are used, even if these endings may technically create a digraph or trigraph when joined to a base word that ends in a vowel.

Examples:

cano(ed) to(ed) (sh)o(ed) emb(ar)go(ed) boo(ed)
cano(er) do(er)

Drill 17

Practice brailling the following sentences.

1. Our corner drugstore is having a big sale on toothbrushes, cigars, bath powder, cigarette lighters, bubble bath, dishes, thimbles and needles.
2. The Hagerstown Almanac predicts snow for March 29.
3. If my salary is reduced, we can't redecorate the living room as planned.
4. He derived a huge profit from the sale of barley last year.
5. “Will you erase the blackboard, Lonnie, and redo the lesson?”
6. Victorian ladies loved battledore, a game played with a racket and a shuttlecock.
7. Carol arose early this morning and studied for the arithmetic test.
8. The colony Sir Walter Raleigh sponsored at Roanoke predated the Jamestown colony.
9. A thorough knowledge of the Spanish language is a prerequisite for the South American service.
10. “What a hat — it's absolutely smashing!”
11. The Russians slaughtered the Hungarian Freedom Fighters with tanks and artillery.
12. THE TEMPEST is full of striking imagery.
13. The blast of the foghorn warned of lurking danger.
14. The tuberose is a fragrant, white, lily-like flower.
15. Our new neighbors came from the town of Rosedale, Michigan.
16. He plans on making a career of aerodynamics.
17. Dick Hoerner starred for the Los Angeles Rams.
18. The Roman aedile supervised the games at the Colosseum.
19. Shanghai is a port on the Huangpu River.

6.6 Retaining the Usual Braille Form of a Base Word

If a contraction is not permitted to be used at the beginning of a word, then it can also not be used when a prefix is added to the base word or when it becomes part of a solid compound word.

Thus, because *ble* cannot be contracted in blemish, this contraction must not be used in *unblemished.* Similarly, *ing* cannot be contracted in *ingenuous* nor in *disingenuous.* Also, *ble* is not contracted in *blende* nor in *pitchblende.*

In such words, the contractions are not used whether the word is written on one braille line or whether it is divided between lines.

Examples:

noseble(ed) ⠝⠕⠎⠑⠃⠇⠑⠫⠎

nose- ⠝⠕⠎⠑⠤

ble(ed) ⠃⠇⠑⠫⠎

6.7 Precedence in Case of Contraction Choices

There can be instances where two or more ways to contract may occur. These cases are regulated.

6.7.1 Preference for Contractions Saving Greater Space

As a general rule, where a choice must be made between two alternative contractions or combinations of contractions, preference should be given to that contraction or combination of contractions that uses the fewest number of braille cells.

Examples:

ba(the)s	*[not]*	ba(th)es
(with)(er)	*[not]*	wi(the)r
m(ar)(ble)d	*[not]*	m(ar)bl(ed)
tum(ble)r	*[not]*	tumbl(er)

6.7.2 Preference for the Contractions *and, for, of, the,* and *with*

Where alternative contractions or combinations of them would occupy the same amount of space, preference is given to the part-word contractions for *and, for, of, the,* and *with.*

Examples:

bro(the)r	*[not]*	bro(th)(er)
nor(the)rn	*[not]*	nor(th)(er)n
soo(the)d	*[not]*	soo(th)(ed)

6.8 Numbers Followed by Contractions

When certain letters are appended to a number, a switch from notational to narrative mode is needed to avoid ambiguity. The resulting combination is called a hybrid word. The mode switch indicator, dot 5, is placed after the number, and single-cell contractions are used where possible, but no other contractions.

Examples:

John got 911ed for medical help.

⠠⠚⠕⠓⠝ ⠛⠕⠞ ⠼⠊⠊⠁⠫⠙ ⠿ ⠠⠙⠕⠉⠞⠕⠗⠎ ⠓⠑⠇⠏⠲

It's not worth a lot, but I'll give you a 10er for it.

⠠⠊⠄⠇⠇ ⠛⠊⠧⠑ ⠽⠕⠥ ⠁ ⠼⠁⠚⠻ ⠋⠕⠗ ⠊⠞⠲

Drill 18

Practice brailling the following sentences.

1. Ginger ale will quiet an upset stomach now and then.
2. “I Got Spurs That Jingle Jangle Jingle” sings the carefree western cowhand.
3. Her hair is slightly tinged with gray, but her eyes have the sparkle of youth.

4. During the storm the gale blew all the flower pots off the front porch.
5. While visiting Switzerland, we learned that the edelweiss is a favorite flower of that area.
6. Aloysius is a brilliant scholar, but he will not study without coercion.
7. Ed's plane landed on the fringe of the runway.
8. I didn't like boxing practice last week; it left me with a nosebleed.
9. Doctor Sam Johnston has an unblemished record as a surgeon.
10. Frederick's nostrils savored the tantalizing aroma of coffee arising from the downstairs flat.
11. “Ow!” shouted the professor as he dropped the stack of books.
12. “Let's see,” pondered Jerry, “it's—er—four more weeks until school is out.”
13. She gave Steve a withering look and exclaimed, “I wish you'd bathe every now and then!”
14. She loathed the bitter northern climate; and that is why she soon moved south.
15. The cricket is the harbinger of the early approach of the fall of the year.
16. Erika gave a sigh of boredom as she waited for the others.
17. The seductive perfume of flowers filled the night air.
18. This marble-top coffee table looks very nice with a modern sofa.
19. The child coughed, and her sister sneezed.
20. Though the policeman is tough, he is fair.

Reading Practice

Write the following sentences in longhand. Compare your work with the print version in Appendix A.

#1] ,I C'T FIGURE \ :AT HE ⠒S SAY+1 HE MUM#S S4

#2] ,I WANT FREEDOM F ! DAILY DRUDG]Y (⠒⠒ JOB4

```
#3] ,NO# GOT A JOB AT ! LOCAL BAK]Y BAK+
  ROLLS & C(FEE CAKES4
#4] ,! %[] WAT] RUNS SL[] IF ! VALVE IS
  L[]4
#5] ,R+ ,MADAME N[.-TELL H] ,$I? IS BR++
  LUN*EON4
#6] ,PUT ! TA#T ON ! TA#4
#7] ,H]B]T IS A P$ANTIC FELL[4
#8] ,WE'LL SIGNAL ! AEROPLANE & GIVE
  ,]IC W>N+ (! /ORM4
#9] ,IS ! C> P>K$ \TSIDE ! G>AGE8
#10] ,:AT A <A/LY SI<T4
#11] ,>TI/1 ,ALEXIS ,ROCKMAN1 DRAWS
  LOVELY PICTURES ( TROPICAL =E/S4
#12] ,: W Y H1 ! TUNA S&WI* OR ! BEEF8
#13] ,:ILE Y >E AWAY1 WE W TAKE ! *
  SKAT+4
#14] ,? IS T]RI#6 ,H[ W WE GET \8
#15] ,8,% WE WALTZ8,0 HE ASK$ S(TLY4
#16] ,P :O >E OV]WEI<T NE$ LI<T DIETS &
  LOTS ( EX]CISE4
#17] ,FOLL[+ ! DYNAMITE BLA/1 ! MUD ⁝⁝⁝$
  D[N ! HILLSIDE4
```

EXERCISE

Prepare the following Exercise for submission to the instructor.

LESSON 6

1. “The moving finger writes and having writ moves on.”—Omar Khayyam
2. The town sorely needed more civic progress and a change of politicians.
3. It is highly probable that the bill will pass overwhelmingly.
4. The remark Meg made is far from flattering, I can assure you.

5. George Washington, a redoubtable soldier, excelled as a statesman as well.
6. Jack says the towhee resembles the sparrow, but I don't agree.
7. The volcano erupted, causing serious loss of life and property.
8. She will sublet her house during her sojourn abroad.
9. Hitler, Goering and Himmler ruled the Third Reich with an iron hand.
10. The Atlantic Charter proclaimed the “Four Freedoms.”
11. The new doghouse will keep Rover warm during the cold months.
12. The cut on Tanya's forefinger bled profusely.
13. The kettledrums are slightly off pitch, but once we get them fixed nobody will call our orchestra mediocre.
14. Gramp's old radio has an outside aerial.
15. They practiced riflery for an hour.
16. As the waitress set the salad on the table, he looked at it curiously and queried, “Did I order this, or—er—did another person want it?”
17. The Romans respected the aediles, who kept law and order.
18. Michael's Airedale, Tweedledum, won third prize at the local dog show.
19. The tiger is a predacious animal.
20. Boys shanghaied on the streets of Liverpool served on sailing ships.
21. The two outstanding track stars will rerun the hundred-meter dash.
22. Harry feels Margaret sings like a mockingbird, but Paul has another idea.
23. The coercive acts of the military turned people away from them.
24. William Morrow published Nevil Shute's TRUSTEE FROM THE TOOLROOM posthumously.
25. The United States Army will not tolerate malingerers.
26. Are you taking a stateroom for the trip home?
27. On arriving at Singapore, Edmond cabled the Chicago office for further orders.
28. The Cherry Blossom Festival is emblematic of Japanese-American mutual respect.
29. Roger Babson predicted the stock market crash of 1929.
30. Our proceeds from the last bingo game exceeded anything we anticipated.

31. I've promised Mom that I will take care of Mr. Snow's widow.
32. An unblemished record is a valuable asset for any politician.
33. While visiting Cairo I arose at five for the purpose of hearing the prayer call from the mosque.
34. Any adverse criticism of America's foreign policy arouses Howard's anger.
35. “Ow!” cried Ed, as the doctor roughly removed the bandage.
36. OEDIPUS REX is a famous tragedy of Sophocles.
37. The plants are withered from lack of water.
38. The melody of The Lost Chord soothes and relaxes my tired nerves.
39. The COURIER-JOURNAL carried a scathing editorial on the abuse of the magistrate's prerogatives.
40. He spoke eruditely and with fervor on the art of the Edwardian Era.
41. Eddie, Sherry, and Edythe will go downhill skiing on the 17th of March.
42. Hannah Marie wore pearl earrings and a brooch set with amethysts for the dress rehearsal.
43. The dignified Duchess hired a sedan chair for her tour of Shanghai.
44. The governor ordered the seditious periodical suppressed.
45. The doctor ordered a sedative for the hysterical victim.

Lesson 7

Whole-Word Lower-Sign Contractions for *in, enough, be, his, was,* w*ere,* Part-Word Lower-Sign Contractions for *in, en, be, con, dis, com,* Introduction to Short-Form Words

7.1 Definition of Lower-Sign Contractions

In addition to the one-cell contractions already studied, there is another group of contractions known as *lower signs*. Combinations of dots from the middle and/or lower portion of the cell form these one-cell lower signs and none of these contractions contains an upper dot (dot 1 or dot 4).

7.2 List of Contractions for *in, enough, his, was, were, en, be, con, dis,* and *com*

Contractions covered in this lesson are lower-sign contractions for both whole words and parts of words, as follows:

Contraction	Whole-Word Meaning	Contraction	Part-Word Meaning
9	in	9	in
5	enough	5	en
2	be	2	be
8	his	3	con
0	was	4	dis
7	were	-	com

Notice that the contractions for the words *in, enough,* and *be* are the same as the contractions for the letter sequences *in, en,* and *be.*

7.2.1 Conflicts Between Braille Signs

As you will remember, most of the punctuation signs learned in earlier lessons are also formed in the lower part of the cell. In order to avoid ambiguity, the use of these contractions is governed by special rules.

For instance, the contractions for *his*, *was*, and *were* cannot be used as parts of words, and the contractions for *com*, *con*, *dis*, and *en* are purely part-word contractions and cannot be used to represent whole words.

Examples:

history ⠓/⠊⠎⠞⠕⠗⠽

en route ⠢⠢ ⠢\⠗⠕⠥⠞⠑

pro and con ⠏⠗⠕ & ⠉⠕⠝

7.3 Whole-Word Lower-Sign Contractions for *in, enough, be, his, was, were*

These contractions, when standing alone, represent whole words.

Examples:

Was the food in his backpack enough for the hike?

,0 ! ⠋⠕⠕⠙ 9 8 ⠃⠁⠉⠅⠏⠁⠉⠅ 5 =! ⠓⠊⠅⠑8

It may be that more sandwiches were needed.

,⠠ ⠠⠊⠞ 2 ⠍ ⠠ ⠍&⠍*⠢⠍ 7 ⠠⠢$$4

7.3.1 In Contact with Punctuation or Indicators

As mentioned, some of these contractions have the same configuration as certain marks of punctuation. To avoid ambiguity with punctuation, these contractions are therefore used only when they stand alone as whole words, and they cannot be in direct contact with any other letter, contraction, word, or punctuation mark, including a slash. Whole-word lower-sign contractions may, however, be preceded by indicators, such as the capital indicator (and/or font indicator, introduced in Lesson 15).

In the following examples none of the whole-word lower-sign contractions can be used.

Examples:

(Was it truly his?) _(,⠓⠊⠎ ⠞ ⠗⠥⠇⠽ ⠓⠊⠎8_)

in/out ⠔⠸⠌⠳⠸

“His history book was—or rather is—in the same place my books were.”

,8,⠓⠊⠎ ⠓⠊/⠎⠞⠕⠗⠽ ⠃⠕⠕⠅ ⠺⠁⠎.-⠠⠗ ⠁ ⠔⠑.-⠔⠸

! ⠠⠔ ⠞⠓⠑ ⠎⠁⠍⠑ ⠏⠇⠁⠉⠑ ⠍⠽ ⠃⠕⠕⠅⠎ ⠺⠑⠗⠑]⠜4,0

In the last example, the word ***his*** could have been contracted if it had been preceded only by the capital indicator, but since ***his*** is also preceded by the opening quotation mark it could not be contracted. In the word ***history***, the contraction for ***his*** is not used because lower whole-word contractions cannot be used as parts of words. In this example, the contractions for ***was*** and ***in*** and ***were*** may also not be used because each word is in contact with a punctuation sign.

Whenever a specific contraction cannot be used, such as when ***were*** and ***enough*** are in contact with punctuation, other contractions contained in the word must be used.

Example:

Enough is enough! ,5 ⠔ 5\<6

7.3.2 In Hyphenated Compound Words

The whole-word lower-sign contractions ***in, enough, be, his, was, were*** cannot be used to form hyphenated compound words because they cannot be in contact with a punctuation sign. Thus, the contraction for ***be*** cannot be used in ***bride-to-be,*** nor can the contraction for ***in*** be used in ***brother-in-law, stand-in,*** or ***shut-in.***

Note that in cases where through the addition of the s, the plural form of ***in*** becomes ins, such as in ***the ins and outs*** or in ***shut-ins***, the ***in*** sequence is a part of the word. Therefore ***in*** is contracted.

Examples:

shut-in ⠨⠩⠤⠳⠪ but shut-ins ⠨⠩⠤⠎⠳

Drill 19

Practice brailling the following sentences.

1. Was the man who carried the child in his arms a fireman?
2. “I will be—er—in my study if you need me.”
3. Do we have enough gas for the trip?
4. “In-and-out, in-and-out! Can't you decide what you want?”
5. The savagery of the fight was revolting (in fact, three people passed out).
6. Chou En-lai, 1898-1976, was skilled in negotiating (his speeches were exuberant and well expressed).
7. That's what it was! A gray wolf hiding in the hedge.
8. Who did that—were you that person?
9. In spite of the fact that Michael was a stand-in for David, the play was a triumph.
10. Choose the correct answer: We was/were going in the morning.

7.4 Part-Word Lower-Sign Contractions for *in, en, be, con, dis, com*

These contractions are also all placed in the lower part of the cell. All of them have very specific usage restrictions.

7.4.1 The Contractions for *in* and *en*

The same braille configurations that represent the whole words *in* and *enough* are used to represent the letter strings *in* and *en* as parts of words. Use these two part-word lower-sign contractions as parts of words wherever the letters they represent occur, except when specific rules, such as the prefix and suffix rules, limit their use. Consequently, the contraction for *in* is used in *instant, main, pine, minor,* and *Carolina,* and the contraction for *en* is used in *enforce, often, senior,* and *Gene.*

The use of these contractions does not depend on whether the vowel is long or short. Also note that where the *ing* contraction cannot be used because the letter sequence occurs at the beginning of the word, the *in* contraction is used.

In the word *dinghy*, the *ing* contraction is not used because the syllable break occurs between *din* and *ghy*. Therefore, the *in* and *gh* sign are used.

Examples:

ingredient	⠬⠔⠫⠗⠑⠙⠊⠑⠝⠞
Ingrid	⠠⠬⠔⠛⠗⠊⠙
dinghy	⠙⠔⠓⠽

7.4.2 Prefixes

The contraction for *in* is not used in words such as *binomial, trinomial,* or *trinodal,* and the *en* sign is not used in *denominator, enumerate* or *prenatal* because in each case not all letters of the strings fall into the same syllable.

The contraction for *en* is used in *coenzyme* and *gastroenteritis* where all of the letters of the contracted string fall into the same syllable.

7.4.3 Compound Words

These contractions cannot be used if they overlap the elements of a solid compound word; consequently the *en* sign is not used in *toenail* or *gooseneck.*

7.4.4 Diphthongs

In words like *Phoenix, subpoenaed,* and *Aeneas,* the *en* contraction is not used because no part of the diphthongs *ae* and *oe* may be used to form the *en* contraction. However, in words like *paint*, *coin*, and *vein*, *in* is contracted, even though *ai, ei,* and *oi* are diphthongs.

7.4.5 Precedence for Contractions *and, for, of, the,* and *with*

In words like *then* and *Athens*, the contraction for *the* and the letter *n* are used in preference to the *th* and *en* contractions because of the rule stated in Section 6.7.2, which gives preference to the contractions *and, for, of, the,* and *with* over any other contractions provided their use does not require more cells.

7.5 Sequences of Lower Signs

Sequences of lower signs are not permitted, unless they are in contact with a braille character containing an upper dot (dot 1 or dot 4). This rule restricts the use of part-word lower-sign contractions.

For example, when *enjoy* is hyphenated between lines, *en* cannot be contracted before the hyphen. Similarly, when *linen* is hyphenated between lines and followed by a period, the *in* is used after the letter *l*, but the *en* must be uncontracted when followed by a period.

Examples:

They en-
joy tennis.

"It's made of lin-
en."

In the case where the plural *linens* is followed by a period and is hyphenated at the end of a line, both the *in* and the *en* are contracted, as each syllable contains at least one braille symbol that is formed with dots of the upper part of the cell.

Example:

Was it truly his, that suit of fine linens?

Drill 20

Practice brailling the following sentences.

1. When they were finished with the interview the clock was striking seven.
2. If you don't hurry we'll be late for dinner.
3. I worry that they don't have enough food in the house for the entire weekend.

4. In the initial stages of the war all went well.
5. “In my not-so-very-humble opinion,” the indignant man from Virginia proclaimed, “General Lee was indubitably the most outstanding general in the Civil War.”
6. When my in-laws invaded our domain I was in a state of frenzy.
7. Ingmar met his bride-to-be, Ingrid, at a fly-in fishing camp in Sweden.
8. If you insist that I be frank, I will be.
9. How few they were, yet how magnificently they defended the homeland!
10. “Enough's enough!” cried the infuriated parent.
11. Dennis is having trouble with denominators that are binomials.
12. His ingrown toenail is giving Henri intolerable pain.
13. You can't deny that the theater is badly in need of a thorough renovating.
14. His enormous hand grasped mine in a hearty welcome.
15. Demosthenes was a famous orator of ancient Athens.
16. The insects descended en masse and denuded the fields.
17. If you haven't anything in our price range we aren't interested in looking.
18. I remember Aunt Inez and how she told me in her southern drawl, “Joy, for my biscuits you'll need the best flour and fine shortenin'.”
19. Americans just weren't adequately prepared for the attack on Pearl Harbor and the events that followed.
20. The senator wasn't in, but his secretary greeted us warmly.
21. He finds the climate in Phoenix, Arizona, beneficial for his asthma.

Note: If it is desirable to divide this lesson into two sections, the first 16 sentences in Exercise 7 may be assigned at this time as they relate only to the material studied in the unit to this point.

7.6 Part-Word Lower-Sign Contractions for *be, con,* and *dis*

The contractions for *be, con,* and *dis* are sometimes called the "leader" contractions because they are used only when they constitute a syllable and occur at the beginning of a word or at the beginning of a line in a divided word.

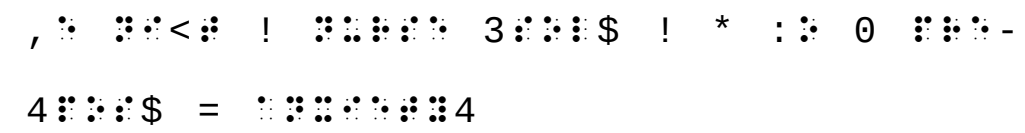
7.6.1 As the First Syllable of a Word

Thus, these contractions are used in such words as *believe, conduct,* and *district.* They are not used in words such as in *indistinct, unbelievable, misconduct, predisposed* where they do not occur at the beginning of the word or at the beginning of a braille line. Nor are they used in such words as *bee, belligerent, conch,* and *disc* where other letters are included in the syllable; nor in *coniferous* and *disheveled* where not all letters of the respective string fall into the first syllable.

When in a divided word the letters of a string that can form a contraction fall at the beginning of a new line, these contractions are used.

Example:

Every night the nurse consoled the child who was predisposed for anxiety.



7.6.2 With Punctuation

The contractions for *be, con,* and *dis* are used when punctuation, except the slash, precedes them. Therefore, these contractions are used when they constitute the first syllable in the second part of a hyphenated compound word. However, these contractions cannot be used where punctuation directly follows.

Examples:

“Control that dog!” ,8,3⠒⠒⠒ ⠒ ⠒⠒⠒6,0

self-contained ⠒⠒⠒⠒-3⠒⠒9$

poorly-distributed ⠒⠒⠒⠒⠒-4⠒⠒⠒⠒⠒⠒$

(becoming, don't you think?) _(2⠒⠒+1 ⠒⠒⠒'⠒ ⠒ ?9⠒8_)

self-control true-believer

⠒⠒⠒⠒-3⠒⠒⠒ ⠒⠒⠒⠒-2⠒⠒⠒]

self- ⠒⠒⠒⠒- true- ⠒⠒⠒⠒-

control 3⠒⠒⠒ believer 2⠒⠒⠒]

object/concur ⠒⠒⠒⠒⠒⠒_/⠒⠒⠒⠒⠒⠒

7.6.3 The Words *con* and *dis*

As pointed out in Section 7.3.1, the contractions cannot be used in the whole words *con* and *dis*. They can also not be used in modified forms of these words.

Examples:

conned ⠒⠒⠒⠒$

dissing ⠒⠒⠒⠒+

7.7 Contraction for *com*

The usage of the contraction for *com* is similar to *be, con,* and *dis* in that it can be applied only at the beginning of a word or at the beginning of a line in a divided word. However, unlike *be, con* and *dis,* it need not constitute an entire syllable in order to be used. Thus, this contraction is used in words like *command* and *compost, come* and *comb.*

Ambiguity with punctuation is reduced by the rule that this contraction cannot be in contact with a hyphen, dash, apostrophe or slash—whether such punctuation comes before or after the letters. This rule applies even where an indicator intervenes between such punctuation and the letters *com.* An exception is made in proper names and covered in Section 7.8.

Examples:

go/come ⠐⠕⠌⠸⠌⠐⠕⠕⠕

“Come in! Com'ere and meet the ex-committee chairwoman, Jane Reed-Comar.”

⠂8⠂-⠕ ⠄⠐6 ⠂⠐⠕⠕'⠻⠕ & ⠐⠕⠕⠕⠄ ! ⠕⠐-⠐⠕⠐⠐⠄⠄⠕⠕

*⠕⠄⠕⠄⠕⠕⠐1 ⠂⠄⠕⠄ ⠂⠄$-⠂⠐⠕>4⠂0

Drill 21

Practice brailling the following sentences.

1. I was disconcerted when I learned that residents of the District of Columbia were denied home rule until the twentieth century.
2. The chairman of the sub-committee on the conduct of wayward youth lost his self-control when the members became disorderly.
3. “Com'ere and help me fix this flat tire,” cried the exasperated motorist.
4. Sandy was bewitched, bothered and bewildered.
5. Congress debated the issue pro and con for weeks.
6. Maybe we'll send Mary with you, she is being very disobedient.
7. Czech immigrants settled in Wisconsin.
8. Mandy's belligerent attitude is completely incomprehensible.
9. Credit is given Sir Francis Bacon for having originated the modern scientific method of thinking.
10. As the boy lay dying on the field of battle, he gasped, “May God com-fort and pro-tect the Confederacy!”

7.8 In Proper Names

The contractions for *be, con, dis,* and *com* are used in names containing an apostrophe, such as *O'Connell.* They are also used in names starting with *Mc* or *Mac* as long as they constitute the first capitalized syllable following *Mac* or *Mc* and are not the last syllable of the name.

Examples:

McConner

MacCommack

McBeman

O'Connell

McBe

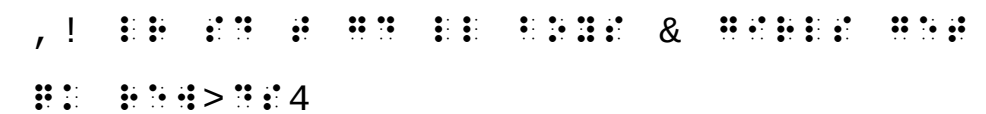
7.9 Introduction to Short-Form Words

Some contractions are abbreviated forms of words and are thus also called short-form words. Short-form words follow specific rules which will be introduced in this and subsequent succeeding lessons. To whet your appetite, here are the first six short-form words.

Short-form	**Meaning**	**Short-form**	**Meaning**
gd	good	pd	paid
lr	letter	qk	quick
ll	little	sd	said

Example:

The letter said that good little boys and girls get quick rewards.



Drill 22

Practice brailling the following sentences.

1. The letter, I confess, left Dad looking rather bewildered.
2. I paid little heed when I was told that Connie and Beatrice were becoming constant companions.
3. Disposing of this problem will not be quick and will require the combined efforts of all of us.

4. The neighborhood park can hardly be compared with Coney Island.
5. Betty's behavior in school was unbecoming for a child her age—maybe she'll improve next year.
6. “The patient has come out of his coma and has improved considerably,” said the good doctor.
7. Benedict's wife, who is the president of the Ladies Benevolent Society of St. John's Church, paid me a visit.
8. With considerable effort she regained her self-composure and continued perusing the letter.
9. Most of the men who man our submarines are trained at New London, Connecticut.
10. Ben O'Connor, a good little guy, is my choice for the job – come what may.
11. Constable Hemingway pointed his gun menacingly and ordered, “Quick! Come out from be’ind that bar!”
12. The politician's denial was disingenuous.

Reading Practice

Write the following sentences in longhand. Compare your work with the print version in Appendix A.

```
,*IT*AT

  ,8,GD MORN+1 ,9GA4 ,SAY1 ?ANKS = S5D+
ME T LR F ,VIRG9IA4 ,H[ 0 ! RE/ (!
TRIP8,0
  ,8,OH1 LOTS ( FUN1 ,$4 ,I TOOK A LOT (
PICTURES4 ,B WE 7 S TIR$ :5 WE GOT HOME
LA/ NI<T.-& ,I'M / TIR$ ? MORN+6,0
  ,8,DID Y VISIT ! HI/ORICAL SITES 9 ,M>YL&
& ,3NECTICUT8,0
```

```
  ,8,NO1 X 0 A QK TRIP & WE'LL D 5 ( T
:5 ,2 TRICE VISITS NEXT YE>4,0
  ,8,W]5'T Y GO+ ) ,3NIE NEXT YE>8,0
  ,8,YES1 B %E'S TAK+ A NEW JOB 9 !
,4TRICT ( ,COLUMBIA1 S ,I DON'T ?9K
%E'LL G4,0
  ,8,WELL1 TELL ,JO% ,I SD HELLO4 ,I'M
GLAD X 0 A GD TRIP4 ,LET'S H A PICTURE-
%[+ SOON4 ,Y'LL FEEL BETT] :5 Y'VE RE/$
A LL M4,0
  ,8,I'LL 2 SEE+ Y1 ,$4 ,I'M 9 A HURRY
N[4 ,I HAV5'T PD ALL MY BILLS YET & ,JO%
WANTS 8 BOOKS RETURN$ ? MORN+4,
```

EXERCISE

Prepare the following Exercise for submission to the instructor.

LESSON 7

1. Dickens and Thackeray were the two most outstanding British novelists of the nineteenth century.
2. Grandpa will be in his late seventies when I graduate from college.
3. The doctor was insistent that he not get out of bed until well enough.
4. He recited Tennyson's “In Memoriam” with intense feeling.
5. “The enormous volcano is erupting,” enunciated the announcer.
6. Her prenatal exam shows that she has gastroenteritis.
7. We laughed as she told her tale—in a rather loud, animated, but humorous vein—involving her dog.
8. She says she feels insecure when she rides in a twin-engine plane.
9. When I've saved enough, I'll buy the entire set of Dickens for my grandchild.
10. Virgil's AENEID opens with the flight of the hero from Troy.

11. If he will take daily calisthenics for a few months his physique will be immensely strengthened.
12. A wooden peg used for joining timbers is called a treenail.
13. The renovated home was splendidly decorated in the style of the era.
14. I think Selena's injury was self-inflicted.
15. When Mr. Engles retired he started delivering groceries for shut-ins.
16. Jane loved the linen suit her Mom sent her from Italy.
17. We felt very sad when the lovely coniferous tree fell down.
18. Benedict Arnold betrayed the United States when he surrendered West Point.
19. His boss said that my brother-in-law wasn't responsible for the failure of the company.
20. “Which'll it be, madame, soda or ginger ale?” inquired the bespectacled waiter.
21. Study the following antonyms: in/out, his/hers, content/dismayed, nervous/composed.
22. His behavior denoted that Adam was completely undismayed at the most unexpected outcome.
23. Our officers' meeting will be considering the new budget—coming up soon.
24. The lines of the pattern are very subtle and indistinct.
25. The denial of freedom of the press is a distinctly totalitarian phenomenon.
26. I find things like trinomials and logarithms a constant enigma.
27. I left the dinghy on the side of the Wisconsin River and continued my journey on foot.
28. People in the town are saying that the groom-to-be has become very unhappy and, in fact, quite disenchanted since learning of his betrothed's flirtatious ways.
29. “You be good an' come out quick with your hands up,” said the sheriff, “or I'm comin' in and get you.”
30. As a Naval ex-commander, John was a firm believer in discipline.
31. Inter-continental flights arrive hourly at Dulles Airport.
32. The auto crash left his hair disheveled and his clothing in disarray.
33. Roger, a wanna-be rock star, becomes angry when Penny says he can't carry a tune.
34. As the strutting cockney orator took his place on the rostrum, he began: “On be'alf of all decent Henglishmen I protest this insolent be'avior of the 'Ouse

of Commons!”

35. On the corner, he passed a disreputable-looking stranger, who whined, “Will you 'commodate me with the price of a cup of coffee, sir?”
36. In a closely-contested race O'Connor was chosen Congressman from the 2nd District of Iowa.
37. That was intended as a tribute, not a dis.
38. When she arrived at the studio, she discovered a hastily-scribbled note that said, “Called out of town unexpectedly; for the next lesson practice Mozart's Concerto No. 18.”
39. The new freight rates which the Interstate Commerce Committee has recommended are unbelievably high—but they will be paid.
40. If Leslie remains very patient, maybe Mr. Drew will change his mind and write her that letter.
41. Charybdis is a sinister whirlpool in Greek mythology.

Lesson 8

Whole-Word Lower-Sign Contractions for *to, into, by*, Part-Word Lower-Sign Contractions for *bb, cc, dd, ff, gg, ea*, More Short-Form Words

8.1 Contractions for *to, into, by*

There are three whole-word lower-sign contractions in addition to those studied in the preceding lesson. They are**:**

Contraction	**Whole Word Meaning**
6	to
96	into
0	by

8.1.1 In General

The contractions for *to, into,* and *by* are joined to the word that follows with certain exceptions. They cannot attach to each other and they cannot be contracted when followed by *and, for, of,* or *with*. They are, however, contracted and joined with *the* and *a*. When used as parts of words, the contractions for t*o, into,* and *by* are never used. When the contraction for *into* cannot be used, the contraction for *in* is used.

Examples:

Toby was to go by the bank at noon in order to put the deed into the safe.

,⠮⠊⠒⠊⠎ 0 6⠍ 0! ⠊⠝⠞⠕ ⠞⠓⠑ ⠮⠁⠝⠅ 9 ⠁⠞ ⠝⠕⠕⠝]

6⠊⠝ ! ⠙⠑⠑⠙ 96! ⠊⠝⠞⠕4

The bylaws are written by and for the people.

,! ⠃⠽⠇⠁⠺⠎ >⠒ ⠁⠗⠑ ⠺⠗⠊⠞⠞⠑⠝5 ⠃⠽ &=! ⠏⠑⠕⠏⠇⠑4

When the words *to, into,* or *by* appear next to each other, the first cannot be contracted and must be spaced normally from the succeeding such word.

Example:

I'll stop by to say hello.

⠠I'⠊⠇ ⠦⠕⠏ ⠊⠎ 6⠞⠕ ⠎⠁⠽ ⠓⠑⠇⠇⠕4

8.1.2 Before a Notational Word

To, into and *by* are never attached to notational words.

Example:

TWO GAMES TO GO, REDS WIN 6 TO 0!

⠠⠠⠞⠺⠕ ⠛⠁⠍⠑⠎ ⠞⠕ ⠛⠕⠂ ⠗⠑⠙⠎ ⠺⠊⠝ #6 ⠞⠕ #0_6⠠'

8.1.3 With Punctuation

Use the contractions for *to, into,* and *by* when they come *after* punctuation such as an opening quotation mark, opening parenthesis, a bracket, or a dash. However, they are not used when they come *before* punctuation marks.

Examples:

to/from

⠞⠕_⠋⠗⠕⠍

“By the way, did you see Helen go by?”

⠠8⠠0! ⠮⠎⠎1 ⠞⠓⠑ ⠎ ⠮⠑⠽⠑ ⠠H⠊⠑5 ⠎ ⠊⠎8⠠0

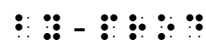
(To Sam, it's a trip into “paradise.”)

_(⠠6⠠⠎⠊⠎1 ⠎'⠮ ⠁ ⠞⠗⠊⠏ 9⠊⠝ ⠠8⠎>⠊⠎⠊⠎4⠠0_)

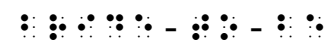
Because the contractions for *to, into,* and *by* cannot be used when they come before punctuation, they cannot be used at the beginning or in the middle of a hyphenated compound word or expression. And, since these contractions must be connected to a word directly following them, they cannot be used for the last part of a compound word.

Examples:

by-product



bride-to-be



lay-by

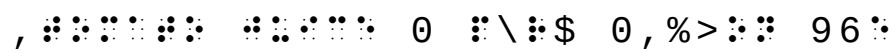
My How-To Book

8.1.4 With Other Contractions

These contractions are also joined to whole-word contractions and to words starting with a part-word contraction.

Example:

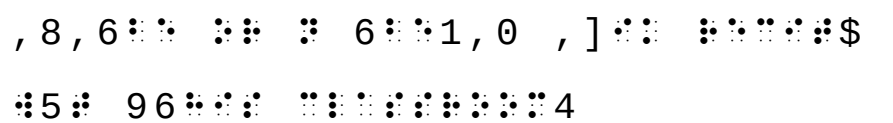
Tomato juice was poured by Sharon into every cup.



When *to, into,* or *by* comes before one of the six whole-word lower-signs *(in, enough, be, his, was, were),* the contraction for *to, into,* or *by* is used, but the following word cannot be fully contracted into a single lower cell symbol, although other contractions within these words are used.

Example:

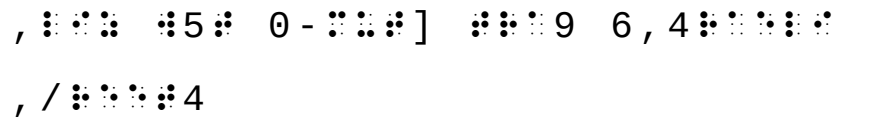
“To be or not to be,” Erik recited as he went into his classroom.



To, into, and *by* are contracted when they precede the contractions for *be, con, dis,* and *com.*

Example:

Liz went by commuter train to Disraeli Street.



8.1.5 As Proper Names

Do not use the contractions for *to, into,* or *by* when the letters of these words comprise a proper name.

Example:

Toby To's dad came from China.

⠠⠕⠃⠽ ⠠⠞⠕ ⠄⠎ ⠙⠁⠙ ⠉⠁⠍⠑ ⠋⠗⠕⠍ ⠠⠉⠓⠊⠝⠁⠲

Drill 23

Practice brailling the following sentences.

1. Innocent bystanders at the scene of a crime may be unwilling to testify.
2. Jason will have to have his credentials by the end of the week.
3. He gets into more trouble than most little boys.
4. Mr. Good will drop by the office to make inquiries concerning the new filing system.
5. By this evening I hope to complete the study.
6. From 1993 to 1997, Toby studied aerodynamics.
7. Stephen made a quick trip from Chicago to Reno by way of St. Louis.
8. JOHN BY GOES TO CANADA is a good Canadian history book.
9. “By the way, will you be able to meet me at nine in the morning?” Mr. Byrd asked his brother-in-law.
10. He was greeted by “Hello, you old so-and-so!” as he entered the room.
11. It is clear (to me, anyway) that the enterprise will be a complete failure.
12. His book, in my opinion, is very poorly written—to be perfectly frank.
13. She complained bitterly: “To've been prepared might've prevented the disaster.”
14. He took his daughter into his study and gave her a stern lecture.
15. By being as inconspicuous as possible, he was able to enter the arena unobserved.

16. You can hardly expect Pat to consent to moving in with her in-laws.
17. A rise in the cost of living is an inevitable by-product of war.
18. Automobiles began to be popular toward the end of the second decade of the twentieth century.
19. Bit by bit, he was winning the respect of the well-to-do merchant.
20. Toshi hurriedly paid for her ticket but she still missed her train—by just seconds.
21. His letter said that by May 1 he will have completed his basic training.
22. TO HAVE AND TO HOLD is a novel depicting early colonial life.
23. The job opening you asked me to look into seems to be very attractive.
24. On his way to and from school he likes to stop and talk with the little old gentleman.
25. With continued effort he will attain his goal by and by.
26. Tomas stopped by to remind me of our dinner date.

If it is desirable to divide this lesson into two sections, the first 23 sentences in Exercise 8 may be assigned at this time, as they relate only to the material studied in the unit to this point.

8.2 Contractions for *bb, cc, dd, ff, gg,* and *ea*

These double-letter contractions and the contraction for *ea* constitute the final set of part-word lower-cell contractions.

Contraction	Meaning
2	bb
3	cc
4	dd
6	ff
7	gg
1	ea

8.2.1 Used Only Within Words

In addition to the meanings given above, each of these signs also has one or more other meanings. To prevent ambiguity, these contractions are used to represent the double-letter signs or *ea* only when they stand between letters or contractions within a word. For that reason they are sometimes called the “sandwich contractions.”

Consequently, these contractions cannot be used at the beginning or the end of a word. Nor can they be used in contact with punctuation or indicators.

Examples:

Bobby	occupy	added	puffy	eggs	tease
,⠃⠕⠃2⠽	⠕3⠉⠥⠏⠽	⠁4$	⠋⠥⠋6⠽	⠑7⠛	⠞1⠑⠁

tea	teas	sea	seas
⠞⠑⠁	⠞1⠎	⠎⠑⠁	⠎1⠎

easy	sheriff's	seaside	ebb-tide
⠑⠁⠎⠽	%]⠓⠑⠗⠊⠋'⠎	⠎⠑⠁⠎⠊⠙⠑	⠑⠃⠃-⠞⠊⠙⠑

8.2.2 Base Word with Prefix

When a word beginning with *ea* is preceded by a prefix resulting in a different word, the *ea* contraction is not used, as for example in *uneasy* and *uneager*.

EXCEPTION: disease 41⠑⠁

In words in which one of the two-letter strings under study span the prefix and baseword, the corresponding contraction is not used.

Examples:

preamble	readjust	subbase
⠏⠗⠑⠁⠍⠃⠇#⠑	⠗⠑⠁⠙⠚⠥⠎⠞/	⠎⠥⠃⠃⠁⠎⠑

In words in which a prefix has undergone assimilation so that it ends with the same consonant as that with which the following base word begins, the double-letter contractions are used.

Examples:

address ⠁4⠎⠁⠎⠎ affect ⠁6⠁⠋⠎

occur ⠒3⠒⠎ suggest ⠎⠒7⠁/

8.2.3 Base Word with Suffix

When a word ends with the letters *bb, cc, dd, ff, gg,* or *ea,* the contractions cannot be used. However, if such a word is followed by a suffix, the contractions are used. For example, although these contractions may not be used in *stiff, puff, ebb,* or *sea,* they are used in *stiffly, puffed, ebbing,* and *seas.*

These contractions are also used when the final consonant of a word is doubled before adding suffixes such as *ed, en, er,* and *ing* because they are "sandwiched" in between other letters and the use of the contraction does not overlap the letters of a base word and its suffix.

Examples:

rubbing	padded	hidden	slugger
⠎⠒2+	⠎⠁4$	⠓⠊45	⠎⠇⠒7]

However, where a contraction would overlap the letters of a root/base word and a suffix, the contraction cannot be used.

Example: mileage ⠍⠊⠇⠑⠁⠛⠑

EXCEPTION: When the suffixes *-al, -an,* or *-ate* are added to a base/root word ending in *e,* the *ea* contraction is used.

Examples:

permeate	delineate	venereal
⠏]⠒1⠎⠞	⠙⠞⠊91⠎⠞	⠑5]1⠑

European	subterranean
,⠞⠒⠗⠞⠎1⠎	⠎⠒⠃⠎⠗]⠞⠒⠝1⠎

When in doubt, transcribers should look up words in an etymological dictionary, for some can be deceptive.

8.2.4 In Solid Compound Words

Although these contractions are not used in *tea, sea,* or *egg,* they are used in the compound words *teacup, seashore,* and *egghead.* If, however, the letters comprising any of these contractions fall partly into one component of a compound word and partly into the other, the contraction is not used.

Examples:

pineapple	dumbbell	headdress	poleax
⠏⠔⠑⠁⠏⠏⠇⠑	⠙⠥⠍⠃⠃⠑⠇⠇	⠓⠑⠁⠙⠙⠗⠑⠎⠎	⠏⠕⠇⠑⠁⠭

In compound words such as *anteater* or *northeast*, *ea* is not contracted as it would not be used at the beginning of the second part of the words, *eater* or *east*.

8.2.5 Causing Difficulty in Recognition or Pronunciation

These contractions are not used if their use would cause difficulty in the recognition or the pronunciation of the word by combining the letters of a diaeresis (two adjacent vowels pronounced separately).

Example:

genealogy ⠠⠑⠝⠑⠁⠇⠕⠛⠽ ***[not]*** ⠠⠑⠝⠑⠁⠇⠕⠛⠽

8.2.6 *Ea* in Trigraphs and Diphthongs

In the trigraph *eau* the *ea* contraction is used because both letters of the contraction fall within the same syllable.

Examples:

tableau	beau	bureau
⠞⠁⠃⠇⠑⠥	⠃⠑⠥	⠃⠥⠗⠑⠥

When the letters *a* and *e* combine to create *one* sound (a *diphthong*), as in *paean* (pae/an), they must not be separated by the use of a contraction, so *ea* is not contracted.

Example: paean ⠏⠁⠑⠁⠝

8.2.7 Contraction Preferences

The contractions for *bb, cc, dd, ff, gg,* and *ea* are the least favored of all one-cell contractions. When a choice must be made between contractions, any other one-cell contraction is preferred.

Examples:

w(ed)d(ing)	[not]	we(dd)(ing)	(of)fice	[not]	o(ff)ice
m(ed)dle	[not]	me(dd)le	ef(for)t	[not]	e(ff)ort
sac(ch)(ar)(in)e	[not]	sa(cc)h(ar)(in)e	(the)at(er)	[not]	(th)(ea)t(er)
le(ar)n	[not]	l(ea)rn	bub(ble)	[not]	bu(bb)le
be(ar)	[not]	b(ea)r	me(and)(er)	[not]	m(ea)nd(er)

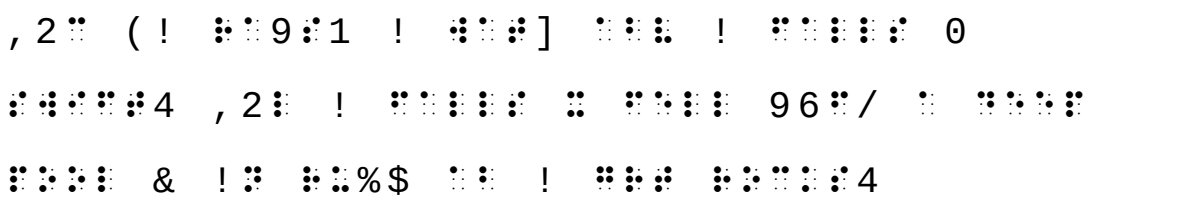
8.3 More Short-Form Words

Following are twelve more short-form words.

Short-form	**Meaning**	**Short-form**	**Meaning**
ab	about	abv	above
(be)c	because	(be)f	before
(be)h	behind	(be)l	below
(be)n	beneath	(be)s	beside
(be)t	between	(be)y	beyond
(f(st)	first	grt	great

Examples:

Because of the rains, the water above the falls was swift. Below the falls it fell into first a deep pool and then rushed about the great rocks.



Drill 24

Practice brailling the following words and sentences. In the word section, leave three spaces between words and do not divide words between lines. In the numbered section, divide words according to NUBS rules.

rubber effective rabble scaffold adds coffee jiggle hobbled
zealot meander pebble create middle succotash meddle Mecca
idea ideal southeast react bleach bleed dabble daddy

1. When he saw the cop put his finger on the trigger he gave up the struggle.
2. Succor was not slow in arriving for the disaster sufferers; in fact it was amazingly quick.
3. “You are a very good little girl, Effie,” said Aunt Maggie.
4. You may think it odd, but I will not eat cabbage in any form.
5. “I can go out with a diff 'rent girl every night,” said the sheriff 's son.
6. She was a stiff-necked old aristocrat with an impressive genealogy who refused to mingle with the rabble.
7. The leaders of the plot will be tried for treason.
8. Write a letter saying, first of all, that we are committed and will not tolerate being treated like riffraff.
9. Hiding below the stairs, Mr. Eaton was puffing contentedly on a huge cigar.
10. Eddie paid fifteen hundred dollars for his first car and he is proud as a peacock.
11. For dinner we served the farmhands meatloaf, potatoes and gravy, eggplant, carrot and cabbage salad, bread, coffee, peaches and cream, and white cake topped with fluffy marshmallow frosting.
12. Her wedding bouquet was made of spirea and baby's breath.
13. In 1933, Leander and his boys were arrested as the result of a brawl near a St. Louis speakeasy.
14. The house was deserted and an uneaten meal was still spread on the table.

15. My cousin was taken prisoner by the Chinese Communists in the Korean War.
16. I was agreeably surprised by the fine delivery of the valedictory speech, which was given at the baccalaureate exercises.
17. Mr. Webb loves his old Rambler because it handles so well and he still gets great gas mileage, but above all, he just loves the way it looks.
18. He left his Chevrolet at the garage because he needed to have the carburetor readjusted and the wheels realigned.
19. I believe that the seller will accept considerably less than the price he quoted.
20. President Truman made monkeys out of the political wiseacres who were predicting a Republican victory in 1948.
21. Tina's new beau is picking her up about eight and they are going to the theater.
22. The streets were littered with rubble following the storm.
23. It took a tremendous effort for Uncle Tobias to hobble up the steps because he is disabled by arthritis.
24. When the calisthenics were finished, the teacher gathered up the dumbbells and Indian clubs.
25. The doctor padded the area above and below the injury.
26. Luci avoided the accident by quick thinking.

Reading Practice

Write the following sentences in longhand. Compare your work with the print version in Appendix A.

,SU3ESS ,/ORY

,GREG'S PA/ 9CLUD$ P$DL+ PAP]S1 CL]K+ AT ! TOBA3O %OP & SL++ HAMBURG]S AT A

FA/-FOOD SPOT4 ,:5 HE 0 (F]$ A JOB Z A
COOK AT ! UP-SCALE ,TRU6LES ,RE/AURANT
HE A3EPT$1 EV5 ?\< HE'D N HE>D (DI%ES L
/U6$ E7PLANT OR CA2AGE BRAIS$ 9 /OCK4
,HE LEFT ! F/ ORD] (FRI$ MU%ROOMS &
ZUC*9I _(AN HORS D'OEUVRE T 0 A H\SE
SPECIAL_) 9 ! DEEP FRY] = TW5TY M9UTES4
,! IRATE CU/OM] S5T ! BLACK5$1 UNAPPETIZ+
DI% BACK 6! KIT*54
,$I? _(:O PREF]R$ 6BE CALL$,$DIE_)1 !
BU2LY WAITRESS1 J GI7L$ & TOLD ,GREG N
6WORRY4 ,:5 %E F/ />T$ WAIT+ TA#S %E PUT
SAC*>9E 9 ! SUG> B[L1 MISTOOK IC$ TEA =
LEMONADE1 & DROPP$ A DI% (HOT P1* COB#R
) ICE CR1M 96A CU/OM]'S LAP4
,AT LA/ ! H1D *EF1 ,PI]RE1 AGRE$ 6TAKE
,GREG ASIDE = TWO H\RS E WEEK = COOK+
LESSONS4 ,N[1 A YE> LAT]1 P -E F F> &
WIDE 65JOY ! DELICACY (! H\SE1 ,8,AUB]G9E
,GRE7ORY4,0

EXERCISE

Prepare the following Exercise for submission to the instructor. If a teacher wishes to break this exercise into two parts, make the break between sentence 23 and 24.

LESSON 8

1. By curtailing his expenses sharply, he was able to save enough to go to college.
2. It will take a good four hours to go from Baltimore to Los Angeles by jet.

3. His research on this project will continue into the next decade.
4. “What do you expect by ‘due process of law’?” asked the judge sternly.
5. From the radio issued the voice of a crooner pouring his heart and soul into “To Each His Own.”
6. The story (to be continued in the next issue) is filled with horror and suspense.
7. The problems of space travel—to a little boy this is a fascinating subject—were discussed at length in Bob To's essay.
8. “Don't make me devote the whole evenin' to 'rithmetic,” cried Benny.
9. It will be to his advantage to study chemistry in high school, since he is planning to be a doctor.
10. Luke is going to compete in the track meet as a discus thrower.
11. A quick look into the bylaws showed that they were amended to permit voting by proxy.
12. He was enthralled by A TRIP TO THE MOON by Jules Verne.
13. The strikers refused to let anybody go into or out of the plant.
14. When I came to the nurse was there.
15. He sat on the edge of the raft, lazily swinging his legs to and fro.
16. His analysis is, by and large, the most convincing I have heard.
17. Apparently the bill was paid, but the matter will be looked into.
18. We are determined to recover our property by hook or by crook.
19. “What will this all come to?” she wailed.
20. By constantly reminding us to “overcome,” Martin Luther King gave us hope and pride.
21. “The express letter was to have arrived by 12 noon,” said Christopher.
22. Sam put his books into his briefcase.
23. Don't make a “to-do” over her present; I am sure Mom will like it.
24. The alchemists of the Middle Ages were preoccupied with trying to change the baser metals into gold.
25. By about the first of July, he says he will be ready to open his office in

that well-to-do neighborhood and we will get paid what he owes us.

26. A determined juror kept doggedly reasserting his belief that the accused was innocent.
27. The motto that Cyril lives by is “Early to bed, early to rise, makes a man healthy, wealthy and wise.”
28. The sheriff then placed handcuffs on the ruffians and led them off to jail.
29. For little Bobby's breakfast Pearl was preparing bacon and eggs.
30. Following the meeting of the Ways and Means Committee, the affable hostess served tea and very good muffins.
31. It's the bailiff's duty to keep order in the courtroom.
32. The theater on Byron Street is featuring a great movie this evening.
33. It has been a custom in our household to serve eggnog during the Christmas season.
34. The widespread use of penicillin and other antibiotics considerably reduced the danger from certain diseases.
35. Have a good trip, and above all, stay below the speed limit.
36. Eddie's compass showed that we were headed southeast.
37. The Charge of the Light Brigade took place during the Crimean War.
38. The Bible says that “In the beginning God created the heaven and the earth.”
39. His entire demeanor was permeated with an air of insufferable conceit.
40. The letter said that at last David was to realize his dream of becoming the proprietor of a small acreage.
41. Brown sugar on oatmeal or Cream of Wheat provides quick energy on a cold morning.
42. The handbill said: “We trace any genealogy and guarantee to provide you with an imposing lineage.”
43. Democracy is rule “of, by, and for the people.”

44. His address to the affiliate accentuated his eccentricities.
45. When I make Mom's muffins I readjust the spices to make them tastier and add pineapple.
46. Because the weather was fair, the eastern sky was lighted by the soft rays of a roseate dawn.
47. The scene in the humble cottage presented a tableau of heart-warming domestic bliss and harmony.
48. The funeral sermon was full of paeans of praise for the deceased leader.
49. “Be nice to Mr. Smith. We can't afford to dis our best customer.”

Lesson 9

Initial-Letter Contractions, More Short-Form Words

9.1 In General

Initial-letter contractions are two-cell contractions formed by the initial letter or initial contraction of a word preceded by dot 5, dots 45, or dots 456. For instance, when the symbol for the letter *d* (dots 145) is attached to another symbol, it means the letter *d*; when standing alone it means the word *do;* but when the symbol for *d* is immediately preceded by dot 5, the meaning becomes *day. Dot 5 d* can be used for the whole word *day* or as part of a word as in *yesterday.*

Dot 5	Braille	Dots 45	Braille	Dots 456	Braille
---		---		cannot	_
day	"	---		---	
ever	"	---		---	
father	"	---		---	
here	"	---		had	_
know	"	---		---	
lord	"	---		---	
mother	"	---		many	_
name	"	---		---	
one	"	---		---	
part	"	---		---	
question	"	---		---	
right	"	---		---	
some	"	---		spirit	_
time	"	---		---	
under	"	upon	^	---	
work	"	word	^	world	_
young	"	---		---	
character	" *	---		---	
through	" ?	those	^ ?	---	
where	" :	whose	^ :	---	
ought	" \	---		---	
there	" !	these	^ !	their	_ !

9.1.1 Original Pronunciation Must Be Maintained

In general, initial-letter contractions are used both as whole words and as parts of words when they retain their original sound. Thus initial-letter contractions are used in the following examples:

ye(st)(er)(day)	(ever)y(where)	cl(ever)	s(ever)al
gr(and)(father)	ad(here)s	un(know)n	l(and)(lord)
s(mother)(ed)	re(name)d	(question)naire	b(right)
(time)r	m(ar)i(time)	(th)(under)	(work)(ing)
(young)(st)(er)	(there)by	(character)i(st)ic	(through)(ou)t
(where)(upon)	(ought)n't	(for)e(word)	(had)n't
(here)'ll	(spirit)ual	(under)(world)	(their)s
(part)y	(wh)ole(some)	(some)(time)	G(er)(many)

As long as the original sound of the word is maintained, initial-letter contractions are used in proper names, as parts of hyphenated compound expressions, and in words where an apostrophe replaces a missing letter or letters.

Examples:

Doubleday's Happy-Times Child Care

G'day, m'lord

9.1.2 When Original Pronunciation is Absent

Do not use these contractions in words where the sound of the original word is not present.

- Do not use the contraction for *ever* in *evert (verb meaning upset), severe,* or *fever.* Do use *ever* in *lever* and in *Evert* (last name).
- Do not use *here* in *heresy.*
- Do not use *time* in *centime* or *centimeter.*
- Do not use *under* in *launder* or *flounder.*
- Do not use *there* in *ethereal.*
- Do not use *word* in *sword.*
- Do not use *these* in *theses.*
- Do not use *some* in *chromosome* or *gasometer.*
- Do not use *had* in *hadji* or *shadow.*

9.2 Exceptions to the General Rule

Several of the *dot 5* contractions follow their special rules and exceptions which are presented separately in the following.

9.2.1 *Know*

Even though the original sound is not maintained, the contraction for *know* is used in *knowledgeable* and *acknowledge* and their derivatives.

9.2.2 *Ought*

The contraction for *ought* is used whether the word is pronounced [*awt*] as in *bought,* or [*out*] as in *doughty.* However, the contraction is not used in *Houghton* where the letter combination is pronounced like a long [*o*], as in *Houghton Mifflin* or *Houghton, Michigan.*

9.2.3 *One*

The contraction for *one* is used when *o* and *n* fall in the same syllable, even when the combination does not have the sound of *one.* Thus, the contraction is used in words like *gone, phone, honest, money,* and *monetary.*

The contraction for *one* is not used when *n* begins a new syllable. Consequently, it is not used in words like *pho/net/ic, pi/o/neer, colo/nel, cor/o/net,* or a*/nem/o/ne.* And, as with all contractions, it cannot be used when part of the letters of the contraction fall into the base word and part into a suffix, as in *commoner, commonest, baronet,* and *luncheonette.*

9.2.4 *Some*

The contraction for *some* is used only where the letters it represents retain their original sound *and its letter string forms a complete syllable in the base word.* For example, this contraction is used in *handsome, handsomer,* and *handsomest,* because it retains the sound of *some* and it also constitutes a complete syllable in the base word *handsome.* The contraction for *some* cannot be used in words like *blossomed* and *ransomed,* because the syllable *some* does not appear in the base words *blossom* and *ransom.* In the word *som/er/sault,* the contraction for *some* is not used because the syllable division comes between the *m* and the *e,* and therefore, *some* is not a
complete syllable in the base word.

9.2.5 *Part*

Unless other rules prohibit, the contraction for *part* is used whether it retains the original sound or not, as in *particular, Spartan,* and *partial.* Like all contractions, initial-letter contractions cannot be used if they would overlap a prefix and a base/root word. Therefore, the contraction for *part* cannot be used in words where *par* is a prefix, as in *partake, partook,* and *parterre.*

Drill 25

Practice by brailling the following words and sentences. In the word section, leave three spaces between words and do not divide words between lines. In the numbered section, divide words as usual.

ransom ransomed blossom blossomed handsome handsomer
lonesome lonesomest party partook partial parterre
common commoner commonest know knowledge
acknowledge ought brought drought Houghton honest gone
honey alone abalone phonetics pioneer

1. Great Scott! You ought to know you cannot remain here forever without work or money.
2. Quick! Write the name and address on the letter because I'm late.
3. We haven't paid them yet because there can be no question of our right to insist upon the work being done promptly under the terms of the contract.
4. We were rather surprised to learn that many of our neighborhood boys had taken part in the street riots and that some had been named as instigators.
5. In these days of supersonic speed one can travel to any part of the world in little or no time at all.
6. To those who have character and a spirit of adventure the Navy is very appealing.
7. The young couple is about to purchase their first home with the help of their families, who both have above average incomes.

8. Wordsworth referred to the skylark as the “Ethereal Minstrel, pilgrim of the sky.”
9. The mothers and fathers first partook of a light lunch of biscuits and honey and tea and then went out onto the veranda and watched the youngsters turning somersaults and cartwheels.
10. Germany invaded Poland in September, 1939, whereupon the British, whose word had been pledged, proclaimed a state of war.
11. “Surely, m'lord, we can't seat the good Duchess below the salt!” said the pompous butler.

9.3 Preference for One-Cell Contractions

Unless space can be saved, a one-cell contraction or two one-cell contractions are usually preferred over one two-cell contraction.

Examples:

(st)on(ed)	*[not]*	(st)(one)d	adh(er)(er)	*[not]*	ad(here)r
adh(er)(ed)	*[not]*	ad(here)d	coh(er)(en)t	*[not]*	co(here)nt
prison(er)	*[not]*	pris(one)r	(com)pon(en)t	*[not]*	(com)p(one)nt
ha(dd)ock	*[not]*	(had)dock	P(ar)(the)non	*[not]*	(Part)h(en)on
on(er)(ou)s	*[not]*	(one)r(ou)s			

EXCEPTION:

The two-cell contraction for *part* is used in *apartheid* to support proper pronunciation.

apartheid ⠰⠁⠠⠗⠞⠓⠑⠊⠙

9.4 Digraphs

Do not use a contraction if its use would disturb the pronunciation of a digraph (when two letters are pronounced as one sound).

Examples:

atmosph(er)e	*[not]*	atmosp(here)	Boone	*[not]*	Bo(one)

9.5 Choosing Between Consecutive Contractions

Where a choice must be made between two consecutive contractions, preference is given to the contraction that more nearly indicates correct pronunciation.

Examples:

(wh)(er)(ever)	*[not]*	(where)v(er)
(wh)(er)e'(er)	*[not]*	(where)'(er)
di(spirit)(ed)	*[not]*	(dis)pirit(ed)
mu(st)h	*[not]*	mus(th)

9.6 Proper Names

Care should be taken when transcribing proper names. Initial-letter contractions should be used in proper names only when the transcriber is certain of the pronunciation. If the proper pronunciation cannot be determined, these contractions should not be used.

Use *many* in *Germany*	Do not use *had* in *Hades*
Use *part* in *Spartan*	Do not use *time* in *Mortimer*
Use *word* in *Wordsworth*	Do not use *ought* in *Houghton*
Use *lord* in *Gaylord*	Do not use *one* in *Hermione*
Use *right* in *Brighton*	Do not use *some* in *Somerset*

9.7 More Short-Form Words

Following are six more short-form words to be memorized.

Short-form	**Meaning**	**Short-form**	**Meaning**
ac	according	(ch)n	children
alw	always	o'c	o'clock
brl	braille	p(er)h	perhaps

Example:

According to Dad, good children who read braille always go to bed at nine o'clock−− perhaps later on week-ends.

⠠⠄ 6,⠠⠄⠼1 ⠠⠄ *⠄ :⠄ ⠒1⠄ ⠒⠒⠒ ⠒⠒⠒ ⠠⠄
6⠒$ ⠒⠒ ⠠⠄9⠒ ⠒'⠠⠄.-⠠⠄⠄ ⠒⠒⠒] ⠠⠄⠠⠄ ⠒⠒⠒-
5⠠⠄4

Drill 26

Braille the following words and sentences. In the word section, leave three spaces between words and do not divide words between lines. In the numbered section, divide words according to the rules outlined in Lesson 2.

stone stoned stoning phone phoned coherent sphere heretic atmosphere hemisphere heresy adhered adhere under thunder launder name named enamel Germany fright right-handed Brighton Mortimer centimeter Hades hadji

1. Beverly comforted her small brother by saying, “Don't be dispirited. Mother said in her letter that she and Father will take us fishing one day soon.”
2. “Upon my word! How can you ever forget the words of ‘The Lord's Prayer’?” Grandmother scolded young Gaylord.
3. According to our teacher, everyone ought to take some time each day for reading because to read is to know.
4. We hope that the party and the braille book of world maps will be a big surprise for Grandfather, whose birthday we will celebrate at two o'clock next Friday.
5. Ever since he came into money, he thought he'd be treated like a king every day wherever he went.
6. The characteristics of the adult are inherent in the chromosomes of the embryo.
7. Through the untimely death of the doughty captain the entire ship was plunged into an atmosphere of gloom.
8. The professor reluctantly acknowledges that perhaps those students who cannot make a good grade need more time to complete their theses, but questions their right to protest.
9. Unquestionably, the onerous task of participating in the ceremonies is too burdensome for me to assume.
10. Eight-year-old Thaddeus began his Mother's Day poem with: “Where'er I wander, where'er I roam, I sit there and ponder on Mother and home.”

11. Daniel Boone worked hard to erect a fort at Boonesboro.
12. He is the handsomest little boy in the class and therefore he is always teased and chased by the little girls.
13. The housemother admonished the girls and told them severely that she was not about to serve dessert until the finnan haddie had been eaten.
14. His feverish dreams were haunted by these shadowy figures of children from out of his past.
15. To children the arrival of Santa Claus is pure delight.

Reading Practice

Write the following sentences in longhand. Compare your work with the print version in Appendix A.

,RU/Y

,"M (T5 TELLS U (! "Y P]SON :O PLAY$ A L>GE "P 9 ! BUILD+ (H] "* Z A *4 ,8 "N 0 ,GAY"L ,"EETT1 B "EY"O US$ 8 NICK"N1 ,RU/Y1 2C (8 R$ HAIR4 ,HE 0 AB T5 YE>S OLD] ?AN %E1 GO+ 6COLLEGE & /UDY+ 6BE A DOCTOR4 ,HE 0 N A _WLY FELL[!N1 B B"R &(F9E "*)A DEEP 2LIEF 9 ALL ?+S _SUAL4 ,MY GR&"F 0 A DOCTOR & ,RU/Y VISIT$ FREQU5TLY1 RID+ \ ) GR&"F 9 ! BU7Y 6VISIT ! SICK 9 ! NEI<BORHOOD1 HOP+ 6LE>N ! M PRACTICAL ASPECTS (M$IC9E4 ,"S"TS MY "M GOT 6TAKE "P 9 ^! SOJ\RNS 6\TLY+ F>MS4 ,%E TOLD U (H[%E'D PLAY)! DOGS 9 ! Y>D OR LOOK 9 ! B>N ": "! 7 (T5 LL KITT5S SLEEP+ 9 ! HAY1 :ILE GR&"F

& ,RU/Y DELIV]$ A BABY1 SET A BROK5 B"O1
OR TR1T$ A *)! CR\P4
,2C (8 :>M SMILE & HELP+ H&1 ,RU/Y 0
ALW WELCOME :]"E HE W5T4 ,:5 HE GRADUAT$
F M$ICAL S*OOL & GOT A PO/+ AT A
HOSPITAL _M MILES AWAY 9 ,SOM]SET1 HE
R>ELY _H "T 6VISIT4 ,B "M N"E =GOT ! "Y
MAN :O1 _M YE>S LAT]1 WON ! ,NOBEL
,PRIZE = M$IC9E4

EXERCISE

Prepare the following Exercise for submission to the instructor.

LESSON 9

1. Yesterday, at eight o'clock, Mortimer started to work on his first part-time job for his father-in-law.
2. The name of Lord Nelson, who defeated the French fleet at Trafalgar, is revered by the British people.
3. Some of the questions in the questionnaire had to be answered “yes” or “no”.
4. To say that wherever he went he was under the close scrutiny of the police is not quite right.
5. The youngsters are planning a big surprise for their father for Father's Day.
6. Though lonesome and frightened, the young lad was none the worse for the night spent in the woods.
7. “One has to spend according to one's income — you cannot go on forever spending more money than you earn,” said Aunt Sue, always giving advice.
8. Here and there the sun peeped through the clouds, creating little shadows.
9. I don't know whether or not I want to go to Germany, as I don't understand a word of the language.
10. “How many guests do you expect at the party?” asked the spirited young man.

11. One of the outstanding characters in the play is a typical man of the world who reads braille.
12. “These are the times that try men's souls”, wrote Tom Paine.
13. Those whose houses are made of glass ought not to throw stones.
14. Many good fairy tales start with the words “Once upon a time”.
15. Rebecca's letter said that several cases of typhoid fever were reported in the flooded area.
16. It has been said that one might move the world with a lever if he had something to rest it upon.
17. He continued to adhere to his beliefs even though he was about to be condemned as a heretic.
18. Those of us whose lives are spent in the Western Hemisphere know little of life in the Orient.
19. Margaret Thatcher was the acknowledged leader of the British Conservative Party, and in her time was one of the most commanding women in the world.
20. Sarah was unable to smother a yawn as James continued to recite the boring particulars of his journey.
21. To this day the name of Daniel Boone is familiar to every Kentuckian.
22. Mrs. Hadley was impressed with the beauty of the Parthenon.
23. Chelsea loved Paris where she got great buys, including a miniature sword for which she paid only a few centimes.
24. Sir Francis Drake began his maritime career by plundering Spanish galleons.
25. Because money laundering is illegal it is always done in secret.
26. Many doctoral theses involve hard and painstaking work.
27. The old abandoned enamelworks is being leased for a new factory.
28. The copyright for this book is owned by Houghton Mifflin Co.
29. PARADISE LOST by John Milton tells of Lucifer's fall from ethereal splendor to the underworld of Hades.

30. Perhaps I will buy a new stove because my old-time gas range is not equipped with a timer.
31. My grandmother had saved enough coupons for a handsome new set of luggage.
32. Throughout the nineteen thirties, known as the drought years, many farmers were hard-pressed for money and lost their farms.
33. John Paul Jones was one of the early pioneers of the American Navy.
34. Abraham Lincoln was known by the nickname “Honest Abe”.
35. Whereas Colonel Doubleday cherished the family heirlooms even though they had no monetary value, his wife regarded them with disdain.
36. Just above Glasgow is one of the handsomest villas in Scotland, which has been purchased by the baronet.
37. Spring had arrived early, and the lovely anemones had blossomed in the nearby woods.
38. One's hereditary characteristics are determined by his chromosomes.
39. His lordship, a real character, partook generously of the sparkling beverage and fell into a deep reverie.
40. The response from the prisoner of war to the chaplain's words of solace was incoherent.
41. Everett was too dispirited to participate in the holiday festivities.
42. OF HUMAN BONDAGE was one of W. Somerset Maugham's earliest successes.
43. Wherever he goes he orders haddock or swordfish.
44. Quick, duck down here below the wall so mother cannot find us.
45. His gift to the children is a little below average as he is not as prosperous now as he has been heretofore.
46. “Going! Going! Gone!” shouted the young seller of the valuable mother-of-pearl brooch.

Lesson 10

Final-Letter Contractions, More Short-Form Words

10.1 Final-Letter Contractions

In this group, there are 12 final-letter contractions. They are two-cell contractions that are used only in the middle and at the end of a word or name. Final-letter contractions are formed by preceding the final letter of common letter combinations by dots 46 or dots 56.

10.1.1 In General

The following is the complete list of these contractions. Note that in each column the contractions are listed in alphabetical order of the last letter of the letter grouping.

Dots 46	**Braille**	**Dots 56**	**Braille**
-ound	. ⠹	------	------
-ance	. ⠡	-ence	; ⠡
------	------	-ong	; ⠻
------	------	-ful	; ⠇
-sion	. ⠳	-tion	; ⠞
-less	. ⠧	-ness	; ⠝
-ount	. ⠯	-ment	; ⠍
------	------	-ity	; ⠽

Final-letter contractions are used only in the middle or at the end of a word or name. The two dot-6 contractions for *ally* and *ation*, formerly included in EBAE, have been eliminated in NUBS.

(ar)(ound)	b(ound)(ar)y	assi(st)(ance)	(ch)(ance)llor
preci(sion)	proces(sion)al	hope(less)	b(less)(ed)
c(ount)	m(ount)a(in)	provid(ence)	h(ence)(for)(th)
(be)l(ong)	m(ong)rel	hope(ful)	fai(th)(ful)ly
(con)(st)itu(tion)al	edi(tion)	firm(ness)	T(en)(ness)ee
me(ment)o	(com)(ment)	cav(ity)	(st)a(tion)(ar)y
na(tion)	Sp(ence)r	Fr(ance)s	p(ity)(ing)

To avoid ambiguity, final-letter contractions are never used in words such as *ancestor, lesson, encephalitis, fulfill, mental,* and other words where the letter strings of these contractions occur at the beginning of the word. In addition, these contractions cannot begin a word nor can they begin a braille line as in the case where a word is divided between braille lines. For more details, see Section 10.1.3.

10.1.2 Part Words Only

Use final-letter contractions for parts of words only. They cannot be used for whole words such as *less,* or *Sion.*

10.1.3 Base Word With a Prefix

When a word begins with the letters of one of these contractions, the contraction cannot be used. When a prefix is added to such a word the final-letter contraction is still not used.

EXCEPTION: In unless, *less* is contracted, even though *less* is not contracted in the word *less*.

When a word is divided before such a letter string, the respective contraction cannot be used.

Examples:

hopeless ⠓⠕⠏⠑ ⠇⠑⠎⠎

hope- ⠓⠕⠏⠑ -

less ⠇⠑⠎⠎

hope- ⠓⠕⠏⠑ -

lessness ⠇⠑⠎⠎ ; ⠝⠑⠎⠎

As covered in Lesson 7, when a prefix is added to a word that starts with *con,* the contraction for *con* cannot be used. In order to facilitate easy recognition and pronunciation in such words as *incongruous* and *uncongealed,* where *con* is *not* contracted, the contraction for *ong* is not used either.

Examples:

(con)gru(ou)s (in)congru(ou)s

(con)g(ea)l(ed) uncong(ea)1(ed)

10.1.4 Base Word With a Suffix

When a letter string, for which a final-letter contraction exists, overlaps a root or base word and a suffix, the contraction cannot be used. Thus, when *ness* is added to *chieftain* and *citizen,* the contraction *ness* is not used.

Examples:

Fruity (ch)iefta(in)ess citiz(en)ess

Other words do not follow this rule and the final-letter contraction is used even when it overlaps the base word and the suffix.

Examples:

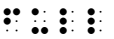
b(ar)o(ness) lio(ness) gov(er)(ness)

10.1.4.1 *full* and *ful*

Attention must be paid to words that begin or end with *full* or *ful.* In the whole word *full* the contraction for *ful* cannot be used because it cannot begin a word.

Examples:

full chock-full



On the other hand, *ful* is always a suffix. In words ending in *ful,* such as *brimful* and *teaspoonful*, the contraction for *ful* is used.

Examples:

brimful	hopeful	wonderful	chockful
⠃⠗⠊⠍⠋⠥⠇	⠓⠕⠏⠑⠋⠥⠇	⠺⠕⠝⠙⠻⠋⠥⠇	⠉⠓⠕⠉⠅⠋⠥⠇

When a second suffix such as *ly* is added to a word ending in *ful*, the contraction for *ful* is used.

Examples:

hopefully	wonderfully	beautifully
⠓⠕⠏⠑⠋⠽	⠺⠕⠝⠙⠻⠋⠽	⠃⠑⠁⠥⠞⠋⠽

10.1.4.2 Preference for *ance* and *ence*

As presented in Section 9.3, the general rule gives preference to a one-cell contraction over a two-cell contraction. Therefore, a two-cell contraction is used if space can be saved. When *ance* or *ence* is followed by *d* or *r*, the contractions for *ance* and *ence* are used even though no space is saved.

Examples:

(th)(ence)	*[not]*	(the)nce	(com)m(ence)d	*[not]*	(com)m(en)c(ed)
d(ance)d	*[not]*	danc(ed)	Sp(ence)r	*[not]*	Sp(en)c(er)

10.1.5 In Contact with an Apostrophe or Hyphen

A final-letter contraction cannot follow an apostrophe or a hyphen. Thus, the final-letter contraction is not used in *grey'ound*, nor in a hyphenated word such as *hope-fully*.

Example:

“I'm faith-ful to the Roundheads, so 'enceforth you can call me

‘Mr. Parliament!’ **”**

⠠⠂⠠⠊⠄⠍ ⠋⠁⠊⠹⠤⠋⠥⠇ ⠞⠕ ⠮ ⠗⠕⠥⠝⠙⠓⠑⠁⠙⠎⠂ ⠎⠕ ⠄⠢⠝⠉⠑⠋⠕⠗⠹ ⠽⠕⠥ ⠉⠁⠝ ⠉⠁⠇⠇ ⠍⠑

⠠⠤ ⠠⠍⠗⠲ ⠠⠏⠁⠗⠇⠊⠁⠍⠢⠴ ⠠⠴

10.1.6 Digraphs and Trigraphs

As with all contractions, final-letter contractions are not used if they would disturb the pronunciation of a digraph or trigraph. Thus, the contraction for *ity* is not used in *hoity-toity.*

10.1.7 Preserving Pronunciation

Contractions are not used where two adjoining consonants are pronounced separately and where the use of a contraction would cause difficulty in recognition or pronunciation.

Example:

mongoose ⠍⠕⠝⠛⠕⠕⠎⠑ [not] ⠍⠕⠝⠛⠕⠕⠎⠑

10.2 More Short-Form Words

Following are six more short-form words to be memorized.

Short-Form	**Meaning**	**Short-Form**	**Meaning**
acr	across	imm	immediate
al	also	m(st)	must
alm	almost	nec	necessary

Examples:

It is necessary for you to look across the street carefully because of an almost immediate danger from fast traffic, and you must also warn the others.

⠠⠂ ⠠⠊⠎ ⠝⠑⠉⠑⠎⠎⠁⠗⠽ ⠋⠕⠗ ⠽⠕⠥ ⠞⠕ ⠇⠕⠕⠅ ⠁⠉⠗⠕⠎⠎ ⠞⠓⠑ ⠎⠞⠗⠑⠑⠞ ⠉⠁⠗⠑⠋⠥⠇⠇⠽

⠁⠇⠍⠕⠎⠞ ⠊⠍⠍⠑⠙⠊⠁⠞⠑ ⠙⠁⠝⠛⠑⠗ ⠋⠗⠕⠍ ⠋⠁⠎⠞ ⠞⠗⠁⠋⠋⠊⠉⠂ ⠁⠝⠙ ⠽⠕⠥ ⠍⠥⠎⠞ ⠁⠇⠎⠕ ⠺⠁⠗⠝ ⠞⠓⠑

⠕⠞⠓⠑⠗⠎⠲

Drill 27

Practice brailling the following sentences.

1. He found it necessary but very difficult to dance with Sally.
2. Congress established the Department of Agriculture May 5, 1862.
3. The coroner came to the conclusion that death must have occurred here below the stairs, somewhere around three o'clock in the morning.
4. “Counting the population is known as census-taking,” explained the teacher.
5. The stern old judge simply will not countenance reckless driving because it almost always ends in injury or death.
6. In the poem “Each In His Own Tongue,” the author reconciles the views of science and religion.
7. The blessing was offered on the shores of beautiful Lake Como, across the bay from the little chapel.
8. When the first witness was removed, it was a great pity that the second witness also lost all semblance of self-control and had to be literally dragged from the courtroom.
9. We hope that the new lessee of the corner building, who has paid his rent in advance, will be less of a nuisance than the former one.
10. Britain was a faithful ally of the United States during two world wars.
11. His letter says that Lawrence did not have encephalitis, as the doctors feared, and that he is now fully recovered and about to visit the children.
12. The ancestors of many Americans arrived in this country as penniless immigrants and had an immediate need for jobs and land.
13. There were no mountains, just a steady up- and down-ness to the terrain.
14. At last he recognized the mournful sound in the distance and gasped: “O Lord! the blood'ound is on my trail!”

15. The old Tennessean was unlessoned in the refinements of polite society.
16. “Above all, I must extend my very warmest congratulations to the new grandfather,” he chuckled as he grasped the hand of his lifelong comrade.
17. Thenceforth the squally weather continued without interruption for three days.
18. The hoity-toity governess glanced scornfully at the conglomeration of toys littering the child's bedroom and said, “Perhaps it's time we tidied up here.”
19. “That was good; you are very quick and parried the blow with the agility of an experienced fencer,” said the fencing instructor.

Reading Practice

Write the following sentences in longhand. Compare your work with the print version in Appendix A.

,WELCOME 6! ,OLD ,RIV] ,9N

,! ,OLD ,RIV] ,9N1 LOCAT$ 9 ! HE>T (PLANT;N C.TRY1 IS AN 9TIMATE GUE/ HOTEL1 PRES]V+ ! *>M (! PA/ 9 H>MONY)! AM5ITIES & 3V5I;ES (! PRES5T4 ,OV]LOOK+ ! ,FR.ES ,RIV] & SURR.D$ BY #100"-YE>- OLD OAKS DRIPP+) ,SPANI% MOSS1 ! ORIG9AL 9N 0 BUILT 9 #1817] ,-PLETELY RE/OR$ 9 #1995* GRT C>E HAS BE5 TAK5 6RETA9 ! HI/ORICAL SIGNIFIC.E (! ORIG9AL /RUCTURE4

,GUE/S W 2 MET AT ! RAILROAD /:;N 0A HORSE-DRAWN C>RIAGE & TRANSPORT$ 9 ! /YLE (! EI<TE5 HUNDR$S 6! 9N4 ,"! !Y W 2 TR1T$ DAILY 6A -PLI;T>Y 3T95TAL BR1KFA/ &A #5 O'C W9E RECEP;N4 ,! GRACI\S D9+ ROOM F1TURES FOODS (! ,OLD ,S\?4 ,BRL M5US & SPECIAL M5US = *N >E AVAILA#4

,FOLL[+ A T\R (! HI/ORIC 4TRICT OR A BUSI;S MEET+1 ! ,OLD ,RIV] ,9N (F]S A PL1S+ SELEC;N (RELAX+ DIV].NS4 ,E ROOM HAS WIDE-SCRE51 COLOR TELEVI.N4 ,D[N-/AIRS S(T PIANO MUSIC FILLS ! L\NGE4 ,/ROLL ! RIV] WALK 9 ! TWILI<T OR 5JOY A FAVORITE LIB:;N &A GAME (SKILL 9 ! 9N'S ,BILLI>D ,ROOM4

,WE W 2 GLAD 6COORD9ATE ANY D9+ RES]V:;NS OR >RANGE HI/ORIC T\RS4

EXERCISE

Prepare the following Exercise for submission to the instructor.

LESSON 10

1. An ounce of prevention is worth a pound of cure.
2. “All the world's a stage, and all the men and women merely players: They have their exits and their entrances; and one man in his time plays many parts.”
3. “It's always true, new occasions teach new duties,” pontificated grandmother.
4. “If necessary, I can cite countless instances in which capital punishment has resulted in the execution of the wrong man”, orated the defense attorney.
5. Fortunately, he had the presence of mind to first call the fire department even though it was about three o'clock in the morning.
6. He ruthlessly casts people aside as soon as they have outworn their usefulness.

7. In order to avoid a bumpy flight we must get above the thunderclouds.
8. Thomas Jefferson drafted the Declaration of Independence virtually unaided.
9. Benjamin Franklin was instrumental in persuading France to become an ally of the United States.
10. She had a great love for acting and faithfully performed even when she didn't get paid.
11. Clarence usually arrived late at the office; nevertheless he managed to put out his full quota of work.
12. The letter said that Spencer's ancestors were among the early settlers of Tennessee.
13. The lessons learned through experience make a lasting impression.
14. The new institution will specialize in the treatment of encephalitis.
15. Hercules shot Nessus with a poisoned arrow for trying to abduct his wife.
16. Terrence's mental capacity verges upon imbecility.
17. Accused persons are protected from self-incrimination by the Fifth amendment of our Constitution.
18. Can you braille this recipe for Quick Banana Bread and have it ready for Sally on Tuesday?
19. Allyson was especially fond of her little pet mongoose.
20. The bewildered Londoner inquired of a passer-by on Pennsylvania Avenue, “I say, which is the street to the Grey'ound Bus Station?”
21. The only person we encountered was a disreputable-looking fellow, who spoke in a mongrel tongue that sounded like nothing we had ever heard.
22. According to the announcement, our flight is cancelled on account of poor visibility over the mountains.
23. The recreational facilities of the playground have really undergone some major improvements.
24. Because her skills are below average, Frances cannot pass our course in business administration unless she has some special instruction.
25. The Baroness served a beverage with a good fruity flavor.
26. His dreams of romance remained wholly unfulfilled until he met the beautiful French countess.
27. Since her husband's election to Congress she has become rather hoity-toity—and her children are even worse!

28. Every weekend an incongruous conglomeration of guests descends upon her woefully overcrowded country house.
29. When he came riding across the bridge and into the village no one knew whence he had come or anything else concerning his background.
30. The committee will study the recommendations of the Treasury Department experts and an immediate response will be sent to the president.
31. Four columns advanced toward the city from without, and a fifth column cooperated from within.
32. Just a short time ago, science seemed almost powerless in finding a cure for cancer.
33. Perhaps we can make an excursion into the country on Sunday.
34. The tribe was governed by a chieftainess who dispensed justice swiftly and impartially.
35. Martha also has applied for the position of governess that was advertised in the Sunday edition of the Times.

Lesson 11

All Short-Form Words and Their Rules

11.1 In General

Following is a complete list of the short-form words used in NUBS. The words in this list have been arranged in alphabetical order. Those studied in earlier lessons are marked in italics.

The short-form words presented to this point have been used only as whole words, but, with a few exceptions, short-form words can also be used as parts of words.

In the table below starred words have special rules.

Meaning	Short Form	Braille
about	*ab*	⠁⠃
above	*abv*	⠁⠃⠧
according	*ac*	⠁⠉
across	*acr*	⠁⠉⠗
after*	af	⠁⠋
afternoon	afn	⠁⠋⠝
afterward	afw	⠁⠋⠺
again	ag	⠁⠛
against	ag(st)	⠁⠛/
almost	*alm*	⠁⠇⠍
already	alr	⠁⠇⠗
also	*a*l	⠁⠇
although	al(th)	⠁⠇?
altogether	alt	⠁⠇⠞
always	*alw*	⠁⠇⠺
because	*(be)c*	2⠉
before	(be)f	2⠋
behind	(be)h	2⠓
below	*(be)l*	2⠇
beneath	(be)n	2⠝
beside	(be)s	2⠎
between	(be)t	2⠞

Meaning	Short Form	Braille
beyond	(be)y	2 ⠽
blind*	bl	⠇ ⠇
braille	*brl*	⠇ ⠗ ⠇
children	*(ch)n*	* ⠝
conceive	(con)cv	3 ⠒ ⠉
conceiving	(con)cvg	3 ⠒ ⠉ ⠛
could	cd	⠒ ⠙
deceive	dcv	⠙ ⠒ ⠉
deceiving	dcvg	⠙ ⠒ ⠉ ⠛
declare	dcl	⠙ ⠒ ⠇
declaring	dclg	⠙ ⠒ ⠇ ⠛
either	ei	⠑ ⠊
first	*f(st)*	⠋ /
friend*	fr	⠋ ⠗
good	*gd*	⠛ ⠙
great	*grt*	⠛ ⠗ ⠞
herself	h(er)f	⠓] ⠋
him	hm	⠓ ⠍
himself	hmf	⠓ ⠍ ⠋
immediate	*imm*	⠊ ⠍ ⠍
its	xs	⠭ ⠎
itself	xf	⠭ ⠋
letter	*lr*	⠇ ⠗
little	*ll*	⠇ ⠇
much	m(ch)	⠍ *
must	*m(st)*	⠍ /
myself	myf	⠍ ⠽ ⠋
necessary	*nec*	⠝ ⠉ ⠒
neither	nei	⠝ ⠉ ⠊
o'clock	*o'c*	⠕ ' ⠒
oneself	(one)f	" ⠕ ⠋
ourselves	(ou)rvs	\ ⠗ ⠎ ⠊
paid	*pd*	⠏ ⠙
perceive	p(er)cv	⠏] ⠒ ⠉
perceiving	p(er)cvg	⠏] ⠒ ⠉ ⠛
perhaps	*p(er)h*	⠏] ⠓
quick	*qk*	⠟ ⠅

Meaning	Short Form	Braille
receive	rcv	⠗⠉⠧
receiving	rcvg	⠗⠉⠧⠛
rejoice	rjc	⠗⠚⠉
rejoicing	rjcg	⠗⠚⠉⠛
said	*sd*	⠎⠙
should	(sh)d	%⠙
such	s(ch)	⠎*
themselves	(the)mvs	!⠍⠧⠎
thyself	(th)yf	?⠽⠋
today	td	⠞⠙
together	tgr	⠞⠛⠗
tomorrow	tm	⠞⠍
tonight	tn	⠞⠝
would	wd	⠺⠙
your	yr	⠽⠗
yourself	yrf	⠽⠗⠋
yourselves	yrvs	⠽⠗⠧⠎

In *to-day*, *to-morrow*, or *to-night*, spelled with a hyphen, the short form words *td, tm, tn* cannot be used. Other contractions are used where possible.

Example:

to-day ⠞⠕-"⠙

11.2 As Whole Words

Short forms are used as whole words regardless of their meaning. Thus, the short form for *quick* is used in expressions like *a quick recovery, the quick and the dead,* and *hurt to the quick.* The short-form word for *must* is used in *he must go, the must of the grape,* and *the closet smelled of must.*

The contractions for *to, into* and *by* can be joined to any of the short-form words.

The capitalization of short-form words follows print.

Example:

Please Come to Afternoon Tea at 5 O'clock.

⠠⠏⠇⠑⠁⠎⠑ ⠠⠉⠕⠍⠑ ⠞⠕ ⠠⠁⠋⠞⠑⠗⠝⠕⠕⠝ ⠠⠞⠑⠁ ⠁⠞ #5 ⠠⠕'⠉⠇⠕⠉⠅

11.3 As Part Words

Use short-form words as parts of words so long as their original meaning is retained and their use would not obscure recognition.

Examples:

besides	quicken	musty	would've	littler
⠃⠑⠎	⠟⠥⠊	⠍⠥⠎	⠺⠙'⠧	⠇⠊⠞

rafter	raft(er)	*[not]*	raf
mustache	mu(st)a(ch)e	*[not]*	m(st)a(ch)e
shoulder	(sh)(ou)ld(er)	*[not]*	(sh)d(er)
mustang	mu(st)ang	*[not]*	m(st)ang
bloodletter (bleeder)	bloodlett(er)	*[not]*	bloodlr

Note that short-form words can only be used where all letters of a word are represented consecutively. For example, the short form *dcl* cannot be used in *declaration.*

11.3.1 Short-Form Words in Conflict with Other Contractions

Do not use short-form words as parts of words if their use would violate a basic contraction rule. For example, the short form for *before* cannot be used in *hereinbefore* because in order to use the *be* contraction, which is part of the short form, it must be the first syllable of the word.

The same restriction applies to *misconceive* where the short form for *conceive* cannot be used because then *con* would occur in the middle of the word which is against the rule for the use of *con*. However, where such words are divided between lines, using correct line breaks, the short-form words are used when the *be* and *con* occur at the beginning of a new line.

Example:

before 2⠓ hereinbefore "⠓9⠓⠒=⠒ herein- "⠓9-
before 2⠓

11.3.2 Short-form Words with a Prefix

In general, prefixes can be added to short-form words.

Examples:

necessary	unnecessary	friend	befriend	paid	unpaid
⠝⠒⠝	⠥⠝⠝⠒⠝	⠋⠗	2⠋⠗	⠏⠁	⠥⠏⠁⠙

11.3.3 Short-form Words with a Suffix

In some English words the final *e* is dropped or the final *y* is changed to an *i* when a suffix is added. Short-form words cannot be used where their use would result in misspelling of the word.

Examples:

declare ⠙⠉⠇	declaration ⠙⠒⠉⠇>⠰;⠝	*[not]*	dcla(tion)
conceive 3⠉⠢	conceivable 3⠉⠒⠤⠢⠰#	*[not]*	(con)cva(ble)
necessary ⠝⠒⠝	necessarily ⠝⠒⠝⠒⠤⠤>⠤⠰⠽	*[not]*	necly
braille ⠃⠗⠇	brailling ⠃⠗⠰⠤⠇⠬	*[not]*	⠃⠗⠇+

When a word ending in an *e* is changed by the addition of another letter such as *d* or *r,* as in *received* or *receiver,* the short-form word is used as long as it retains its original form and meaning.

Examples:

braille ⠃⠗⠇	brailler ⠃⠗⠇⠗	*[not]*	brl(er)
declare ⠙⠉⠇	declared ⠙⠉⠇⠙	*[not]*	dcl(ed)

11.4 In Compound Words

Short-form words are used when the words they represent are joined with other words to form solid or hyphenated compound words.

Examples:

roundabout ⠻ . ⠸⠹⠀⠻ aforesaid ⠀⠶ ⠱⠻⠸⠹

grandchildren ⠸⠹⠻⠯ * ⠸⠹ hereafter " ⠻⠀⠹⠸

inasmuch 9 ⠀⠻⠸⠹ * in-between ⠐⠸⠹ - 2 ⠻

do-gooder ⠸⠹ - ⠸⠹⠸] do-it-yourselfer ⠸⠹ - ⠸⠹ - ⠸⠹⠻⠸⠹]

11.5 *After, blind,* and *friend* as Part Words

These three words, when used as parts of words, are governed by the same rules as all the other short-form words only when they stand alone or are followed by a consonant or a hyphen.

Examples:

afterbirth ⠀⠁⠸⠻⠐⠻⠦ ? after-shave ⠀⠁⠸⠹ - % ⠀⠻⠳⠱

blindness ⠻⠻ ; ⠻ friendship ⠸⠹⠻⠦ % ⠐⠸⠹

When the words *after, blind* or *friend* are followed by a vowel, the short forms cannot be used to avoid the appearance of another word. For instance, if the short form for *blind* were used in *blinded,* the result would be *bled.*

Examples:

blinded ⠻⠻ 9 ⠸⠹ $ befriending 2 ⠸⠹⠻⠐ 5 ⠸⠹ +

aftereffects ⠀⠁⠸⠹⠻] ⠱⠳ 6 ⠳⠱ ⠀⠸⠹⠻⠸⠹

11.6 In Rare Words

These contractions are used notwithstanding potential recognition or pronunciation difficulty. Thus, the short form for *said* is used in *Port Said* [*Sa/eed*].

The contraction for *about* is used in words like *hereabouts, thereabout, gadabout,* and *roustabout.* Remember the job of the transcriber is to replicate print, not to make adjustments.

Note that what may be unusual to one person may be very familiar to another. Many of these words have simply developed a traditional braille usage that may or may not be familiar to the braille reader.

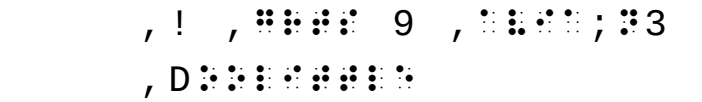
11.7 Short-Form Words in Proper Names

In proper names, short-form words are used only when they constitute the entire name, not just a part of it. Short-form words can be used in possessive forms of proper names that fit this constraint. Proper names within titles must follow the same rule.

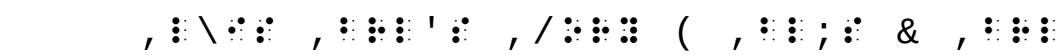
Examples:

(Little), Br(ow)n (and) Co.	Jimmy Doolittle
Cape (of) (Good) Hope	Goodye(ar) Tire (and) Ru(bb)(er) Co.
(Quick), Nebraska	Quicksburg, Virg(in)ia
Goodwife	Goodman (Ed)w(ar)d
(Little)'s Cafe	(Children)'s Press

[book title] The Greats in Aviation: Lindbergh and Doolittle



[book title] Louis Braille's Story of Blindness and Braille



Drill 28

Braille the following words. Treat each group of words as a list item, using the approved form for lists. Leave three blank cells between adjacent pairs of words within an item in this drill. Do not divide words at the end of a line. Repeat this drill until you are comfortable with the short-form words and their variations.

1. about gadabout about-face hereabout thereabout roustabout roundabout whereabouts
2. above below above-mentioned aboveboard aboveground belowground
3. according accord accordingly
4. across across-the-board
5. after afternoon afterward after-hours hereafter rafter aftereffects afterwards aftershock afterbirth after-shave
6. again against once-again

7. almost already also always also-ran
8. although though through thorough thought
9. altogether together togetherness
10. because before beforehand behind become befit beneath hereinbefore befuddle between began beside besides begin in-between behold beyond
11. blind braille blindness braillist blinded blinders brailled Louis Braille brailler braillewriter blindfold
12. children child childlike children's grandchildren childless
13. conceive conceiving conceivable preconceive misconceived
14. could could've would would've should shoulder shouldn't
15. deceive deceiving deceived deceivingly deceiver deceives
16. declare declaring declared declaration declares declarer declarable
17. first first-born firstly firsthand first-class
18. friend friendly friends friendship friendless befriend befriending befriended befriends
19. either neither either-or
20. good goodhearted do-gooder Goodwill good-by goodness goody-goody
21. great greats not-so-great greatest greatcoat greater Great Salt Lake
22. her herself him himself
23. your yourself yourselves do-it-yourselfer
24. them themselves thy thyself
25. it its itself it's it'd it'll
26. one oneself our ourselves my myself
27. immediate immediately immediacy immediateness
28. letter bloodletter letterhead letterman Letterman lettering
29. little belittle Little Rock littler littlest littleneck
30. much such must musty suchlike most mustache mustang inasmuch mustn't muster
31. necessary necessarily unnecessary necessaries
32. o'clock oclock
33. paid unpaid prepaid paid-in-full
34. perceive perceiving unperceivable unperceived
35. perhaps perchance
36. quick quicken quick-freeze quickie quicksand Bisquick

37. receive receiving receivership rejoice rejoicing rejoiced rejoiceful
38. said aforesaid Port Said unsaid
39. today to-day tomorrow tonight to-night tomorrow-night today's

Reading Practice

Write the following sentences in longhand. Compare your work with the print version in Appendix A.

,DE> ,LYNN⠒1

,TRUE 6MY ^W1 ,I AM WRIT+ ? LR TN 9 ORD] T X W 2 ON XS WAY 6Y TM MORN+4

,H[,I WI% Y CD H BE5) U TD6 ,WE ATT5D$! ANNUAL GYMNA/IC EXHIBI;N AT ! S*OOL =! BL1 & X 0 AN EXP]I;E ,I % ⠀⠀⠀ ⠀⠒⠀⠒⠀⠒⠀⠀]4 ,WE F.D X NEC 6BE "! L;G 2F ⠀⠀⠀ ⠒'⠀1 Z ! GD S1TS 7 ALM ALL TAK54

,! 2G9N+ (! PROGRAM BR"\ AN IMM RESPONSE F ! L>GE AUDI;E1 & WE 7 QK 6P]CV ! EXCELL;E (! PHYSICAL TRA9+ 2+ GIV5 ^! "Y BL P4 ,WE F.D \RVS RJCG 9 ! *>M (! FOLK D.ES1 & ,I DCL T ,I H N"E SE5 M PRECISE CALIS!NICS4 ,WE 7 M* IMPRESS$)! -PLICAT$ DRILLS) W&S1 ,9DIAN CLUBS & DUMBBELLS1 & ?RILL$)! EXCITE;T (! RACES 9 ROPE CLIMB+4 ,WRE/L+ & TUMBL+1 FOLL[$ 0A FASC9AT+ EXHIBI;N (SWIMM+ & DIV+1 -PLET$ A PROGRAM : 0 ALT AMAZ+4

,-E) U :5 WE VISIT ! S*OOL AG2 Y W 2 Z IMPRESS$ Z WE W]E4

,S9C]ELY YRS1
,JULIA ,GOODFELL[

The format for brailled letters of correspondence will be studied in Lesson 13.

EXERCISE

Prepare the following exercise for submission to the instructor.

LESSON 11

1. The hearing before the subcommittee on the Goodman Bill could be characterized as “much ado about nothing”.
2. According to the plans made yesterday afternoon, the union is declaring a strike tomorrow morning at ten o'clock.
3. He perceived that this project would entail the expenditure of funds far above and beyond his means.
4. “Know thyself,” Socrates admonished.
5. It is difficult today to conceive of the fears that beset the sailors of Columbus as they sailed across the unknown ocean.
6. “Love vaunteth not itself, is not puffed up, doth not behave itself unseemly, seeketh not its own, is not provoked, taketh not account of evil; rejoiceth not in unrighteousness, but rejoiceth with the truth.”
7. Braille was not officially adopted as a system of reading and writing for the blind until after the death of Louis Braille, its inventor.
8. “There is a vanity which is done upon the earth; that there be just men, unto whom it happeneth according to the work of the wicked; again, there be wicked men, to whom it happeneth according to the work of the righteous; I said that this also is vanity.”
9. Although Representative Doolittle voted against the measure, he said afterwards that he would support it if it became law.
10. It is almost impossible to get an interview with Mr. Truegood since he is almost always out of town.
11. The Pirates were already behind by three runs when Bob Friend came to the mound.

12. He was altogether beside himself with rage when he first discovered that he had been deceived by his friend.
13. He felt it below his station to work in the receiving room.
14. Conceiving of a plan to defraud the bank is easy enough; deceiving the boss isn't!
15. Because of other business, I was unable to give your letter my immediate attention.
16. Either this bill must be paid within the next week or our attorneys will receive instructions to prepare the necessary papers for suit.
17. Perhaps Sally regrets the fact that she married beneath herself.
18. Neither of us should deceive himself into thinking that we can do this by ourselves.
19. Rejoicing, she told him about her raise in pay.
20. Don't blame yourself too much; we're in this thing together.
21. “Get yourselves to bed, and be quick about it, before I lose my patience altogether,” she reprimanded the unruly children.
22. Those who put themselves above the law are only deceiving themselves.
23. I am knitting a sweater for myself and hope to finish it tonight.
24. When one declares oneself an expert in such a field, he should be prepared to answer many questions.
25. Hereafter I expect you to be open and aboveboard with me.
26. Police are seeking all over Hereafter Hollow for the whereabouts of the man who acted as go-between for the kidnappers.
27. Although his appointment was not until midafternoon, he arrived beforehand and accordingly had time to compose his thoughts.
28. Of all her grandchildren she was most attached to the first-born.
29. He believed blindly in the integrity of his friends.
30. Since becoming a transcriber, she has brailled “Goodbye, Mr. Chips” and a number of textbooks besides.
31. As a man of letters, his greatness has been highly overrated.
32. “Children! Immediately after lunch, we will read a story about a little girl whose name was Little Goody Two Shoes,” the teacher said.
33. It will be unnecessary for you to call for the package, as it will be sent to you postage prepaid.
34. Inasmuch as he is depending upon us for a complete report, we mustn't

overlook even the littlest detail.

35. We really shouldn't expect him to act quickly on a matter of such great importance.
36. Those words would've been better left unsaid.
37. Perceiving that further discussion would be fruitless, he hung up the receiver with a bang.
38. Mr. Jones would like to speak with you immediately after the ceremony to-night.
39. Captain Littlefield had a clear preconceived notion of how the campaign should be conducted and expected every soldier to shoulder his responsibilities without question.
40. The rafters shook with applause as the cowboy finally roped the mustang.
41 Perhaps the bread went uneaten because of its musty smell**.**
42 In the aftermath of the huge explosion that blinded several workers, many acts of unselfishness and heroism were performed**.**
43. The aftereffects of the earthquake that hit the city of Port Said were terrible**.**
44. After their early-morning chores had been completed, the roustabouts sat down to a hearty breakfast of ham and eggs on board the good ship “Blind Pig”.
45. Florence Nightingale not only nursed, but also befriended, the sick, the wounded and the dying soldiers in the Crimean War.
46. Because leeches were used in bloodletting, I think it must've taken a lot to muster up the courage to be a bloodletter.

Lesson 12

Single Letters and Letter Groupings, One-Letter Words, Letter-Number Combinations, Short-Form Words, Outlines and Lists, Speech Mannerisms and Anomalies, Syllabicated and Spelling Words, Words Under Study, Transcriber's Notes

12.1 In General

This lesson covers non-technical situations in which notational mode is used to avoid ambiguity. The need to ensure unambiguity arises when expressing letter-number combinations and in the context of single letters, acronyms, or other letter strings that need to be distinguished from contractions in NUBS. Examples are *turn left on M Street, make a U-turn at the Y-shaped intersection, a 12-can case, CO_2, I-70,* and *4-H Club.*

Refer to Appendix C for a comprehensive discussion about modes, their rules, and applications.

12.2 Single Letters, Letter Groupings, and Letter Omissions

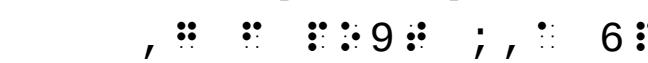
The notational indicator is used to distinguish single letters and letter groupings from short form words and other contractions. The proper form for single letters used in personal initials is discussed in Section 13.2.1. For treatment of single letters printed in special fonts such as italics or boldface, refer to Lesson 15.

12.2.1 Single Letters or Letter Groupings That Do Not Represent Contractions

Sometimes a letter standing alone is intended to represent the letter itself. Such a letter must be distinguished from its corresponding alphabet contraction. In NUBS, this is done by using the notational indicator. For example, to distinguish the letter *d* from the word *do*, we place a notational indicator, dots 56, before *d.* Any punctuation that follows such a single letter is also written in notational mode.

Examples:

Go from point A to point B.



Do not turn right at the Y!

The same rule applies when a single letter with letter meaning or a letter grouping that resembles a short-form word precedes or follows a hyphen. When a hyphen joins letters, the notational indicator precedes only the first letter, since the mode carries across the hyphen.

Examples:

The letters a-j

⠠⠁ ⠃ ⠉ ⠙ ⠑ ⠠⠚ ⠠⠄ ⠊

This page covers ab-af.

⠠⠦ ⠞⠓⠊⠎ ⠏⠁⠛⠑ ⠉⠕⠧⠑⠗⠎ ⠁⠃ ⠠⠤⠁⠋ ⠠⠴

Since the dash, unlike the hyphen, terminates notational mode, the notational indicator must be repeated when two single letters or letter groupings are separated by a dash.

Example:

Seats M—S were saved.

⠠⠂ ⠎⠑⠁⠞⠎ ⠠⠍ ⠠⠠⠤ ⠠⠎ ⠺⠑⠗⠑ ⠎⠁⠧⠑⠙⠲

Single-letter abbreviations are treated in the same way.

Examples:

Vitamin K helps your blood clot.

⠠⠂ ⠧⠊⠞⠁⠍⠔ ⠠⠅ ⠓⠑⠇⠏⠎ ⠽⠕⠥⠗ ⠃⠇⠕⠕⠙ ⠉⠇⠕⠞⠲

The professor is at the U today.

⠠⠖ ⠮ ⠏⠗⠕⠋⠑⠎⠎⠕⠗ ⠊⠎ ⠁⠞ ⠮ ⠠⠥ ⠞⠕⠙⠁⠽⠲

12.2.2 Single Letters Within Grouping Symbols or Quotation Marks

When a single letter or a letter grouping is enclosed in parentheses, brackets, or other grouping symbols, the notational indicator must precede the opening enclosure symbol.

However, when a single letter is shown in quotation marks, the notational indicator follows the opening quotation mark.

Examples:

Put your (x) here. ,⠭ ⠭ ;(⠭) "⠦4

S makes a plural. ;,S ⠸⠸⠦ ⠸⠎

“S” makes a plural. ,8;,S,0 ⠸⠸⠦ ⠸⠎

He went from a to z. ,⠁ ⠁5⠁ ⠁ ;⠁ ⠁⠁ ;⠁]

12.2.3 One-Letter Words

No notational indicator is used for the one-letter words *a*, *I*, and *o*. However, when *a*, *I*, and *o*, whether in upper or lower case, have single-letter meaning, they must be preceded by the notational indicator. As discussed above, punctuation that immediately follows these individual letters uses notational signs.

Examples:

I hear a child singing “O come, all ye faithful—”

,I ⠁⠁> ⠁ * ⠁++ ,8,⠁ -⠁1 ⠁⠁⠁ ⠁⠁
⠁⠁⠁?;⠁.-,0

Say the vowels, a, e, and o.

,⠁⠁⠁ ! ⠁[⠁⠁⠁1 ;⠁* ;⠁* & ;⠁]

12.2.4 Letter Omissions Indicated by an Apostrophe

A letter, followed by an apostrophe and the letter *s*, is a word with mixed modes: part notational and part narrative. It is regarded as a hybrid word and is discussed in Section 12.6 and in Appendix C.

When a letter is preceded and/or followed by an apostrophe, to indicate a missing letter or letters in a word, a notational indicator is not needed.

Examples:

Aaron plays rock 'n' roll.

,⠁>⠁⠁ ⠁⠁⠁⠁⠁ ⠁⠁⠁⠁ '⠁' ⠁⠁⠁⠁4

Jus' go 'round and 'round and y' get dizzy.

,⠁⠁⠁' G 'R.D & 'R.⠁ & ⠁' ⠁⠁⠁
⠁⠁⠁⠁⠁4

12.3 Letters and Numbers with a Slash

Since alphabet contractions *but, can, do*, etc., cannot be used in contact with a slash, no notational indicator is needed when a single letter precedes or follows a slash.

Examples:

c/o ⠉⠸⠌⠕ Mr/s ⠍⠗⠸⠌⠎

When a number is followed by a slash and one or more letters, no notational indicator is needed after the slash, since notational mode has been initiated by the numeric indicator.

Examples:

100/d ⠼⠁⠚⠚⠸⠌⠙

24/DPS ⠼⠃⠙⠸⠌⠠⠙⠠⠎

12.4 Outlines and Lists

The rules described in Section 12.2.2 above apply to letters in outlines and lists, whether the items are listed vertically or horizontally. The example that follows shows the correct form for letters in an outline and also shows the basic indentation pattern required for outlines.

Example:

A. Thomas Edison ⠠⠁⠲ ⠠⠞⠓⠕⠍⠁⠎ ⠠⠑⠙⠊⠎⠕⠝

1. youth ⠼⠁⠲ ⠽⠕⠥⠹

a) birth ⠁⠜ ⠃⠊⠗⠞⠓

b) siblings ⠃⠜ ⠎⠊⠃⠇⠊⠝⠛⠎

2. education ⠼⠃⠲ ⠑⠙⠥⠉⠁⠞⠊⠕⠝

Note: Runovers for each indentation level are 2 cells to the right of the right-most indentation in the entire list. In the example above, any runovers that might occur at any level [A., 1., a), b), 2., etc.,] would begin in cell 7. See Braille Formats 2011.

When referring to an item from an outline or list, retain the braille form in which that item appears in the outline or list.

Examples:

Refer to item A. in the outline.

⠠⠂⠐⠜ ⠼⠑⠐⠂⠐⠐ ⠰⠠⠂⠜ ⠼⠊ ⠮ ⠸⠡⠼⠊⠐⠙

Notice item b) in the list.

⠠⠂⠐⠂⠠⠐⠐⠐ ⠠⠐⠂⠐⠐ ⠰⠠⠐⠣ ⠼⠊ ⠮ ⠐⠠⠌⠙

Drill 29

Practice brailling the following sentences.

1. Little Timmy usually remembers to dot an i, but forgets to cross the t.
2. Please send the package to my old address, c/o my father, Brad Jones.
3. Walt Whitman wrote “O Captain, My Captain!”
4. In the word “siege,” I can never remember which comes first, the “i” or the “e”.
5. June 6, 1944, was the day set for the landing of Allied forces on the Normandy beaches.
6. My vacation was extending to 3 weeks.
7. His duties are: (a) to process the mail; (b) to answer the phone; (c) to receive visitors; and (d) to take dictation.
8. Section 4(d) of the outline should be greatly condensed.
9. “Peg o' My Heart, I love you.”

12.5 Distinguishing Names and Certain Words from Contractions

Names, such as *Al* and *Ab,* and words that have the same spelling as the braille form of any contraction must always be identified by a notational indicator, regardless of the context, in order to distinguish them from their short-form or contraction meaning.

Examples:

Al said to his sister, “Ag, may I borrow your CD-ROM?”

⠰⠂⠄ ⠄⠄ 6⠤⠄⠄ ⠄⠄/⠻1 ⠂8⠰⠂⠤* ⠄⠄⠄ ⠂I
⠄⠄⠤⠤[⠄⠤ ⠰⠂⠂⠄⠄-⠤⠄⠄_8⠂0

TUESDAY: THE SMITH AND IMM FAMILIES' REUNION

⠂⠂⠰⠤⠄⠄⠄"⠄3 ! ⠄⠄⠄? & ⠰⠄⠄⠄
⠄⠄⠄⠄⠤⠄⠄⠄⠄' ⠤⠄⠄⠄⠄⠄⠤⠂'

“Hm, him I could do without,” she mused.

⠂8⠰⠂⠄⠄* ⠤⠄⠄ ⠂I ⠄⠄⠤ ⠄)\⠤1⠂0 %⠄ ⠄⠄⠤$4

The paper was cited as Everett-Rafter et al. in the 1st Edition.

⠖ P⠄⠄] 0 ⠄⠄⠤$ ⠄ ⠂"⠄⠄⠤⠤-⠂⠄⠄⠤] ⠄⠤
⠰⠄⠄] 9 ⠖ #1"/ ⠂⠄⠄I⠰⠄4

12.6 Letter-Number-Word Combinations

Letter-number combinations require clear identification for appropriate interpretation. This is done by using the notational and narrative switch indicators as needed. In NUBS, words of this kind are called hybrid words. In Lesson 5 the concept of hybrid words was first introduced in the context of ordinal numbers such as 3rd or 22nd.

12.6.1 Numbers or Single Letters as the First Part of Hyphenated Compound Words

Words like *U-turn* or *80-mile* drive require a “switch” (dot 5) to denote the change of mode from notational to narrative. The switch occurs before the hyphen.

Examples:

a 300-cab operation	#300"-];
a figure 8-like track	#8"-
a 12-can case	#12"-
a 40-acre park	#40"->
a 6-friend pact	#6"-

Note that the contractions for *like, friend* and *can* were used because the dot 5-switch before the hyphen takes us from the notational mode to the narrative mode where contractions are used.

12.6.2 Numbers or Single Letters as Second Part of a Hyphenated Compound Word

Phrases such as *Figure-8* pattern or *Bar-X* Ranch require proper identification by a switch from narrative to notational mode. To do this, insert a numeric indicator or a notational indicator after the hyphen.

Examples:

Figure-8	,-#8
Bar-X	,>-;,

12.6.3 Numbers Followed by Letters

With the exception of plural and ordinal numbers, words consisting of numbers followed by letters are written entirely in notational mode. When two capital letters appear side by side, each is capitalized individually. Sequences of three or more letters require the use of the capitalized-word indicator.

Examples:

3c	#3
3-c	#3-
3-C	#3-,
3/c	#3_/
46T	#46,

46-TH	#46-,⠠,⠠
12-ABC-39705	#12-,,⠠⠠⠠-39705
78-stp	#78-⠠⠠⠠
7/7/pp	#7_/7_/⠠⠠
30.a.-f.	#30]⠠]-⠠]

12.6.4 Letters Followed by Numbers

When a word is composed of single letters followed by numbers, with or without intervening punctuation, the entire word is treated as notational. Letter-number combinations without intervening punctuation fall into two categories, those in which the number is a subscript, such as in CO_2, and those where the number immediately follows on the same level as the letter, as in *A4*.

When the number is a subscript, no numeric indicator is used. When the number is *not* a subscript, the numeric indicator must precede the number.

Examples:

a_1	;⠠1
b_2	;⠠2
CO_2	;,C,O2
H_2O	;,⠠2,⠠
H_2SO_4	;,⠠2,⠠,⠠4
U235 (Uranium 235)	;,⠠⠠#235
B12 (Vitamin)	;,⠠#12
RCV90	;,,⠠⠠⠠#90
C22A	;,⠠#22,⠠

A single letter or letter grouping followed by a hyphen and a number needs a notational indicator before the letter so that the letter does not represent a whole-word contraction. A numeric indicator is not used.

Examples:

T-19 ;,⠒-19

I-25 ;,I-25

lr-14 ;⠳⠒-14

ES-18 ;,⠐,⠒-18

W-2GS ;,⠒-2,⠒,⠒

17C4-6 #17,⠐#4-6

Reference citations that include numbers and letters, separated by periods or decimal points, are covered in Lesson 17.

Subscripts in general as well as letters that precede or follow Roman numerals are discussed in Lesson 14.

12.6.5 Single Letters and Numbers with Plural and Other Endings

Adding *s* or *'s* to single letters requires a preceding dot-5 switch indicator.

Example:

Grandpa uses w's for v's.

,⠒⠒&⠒⠐ ⠐⠒⠒⠐⠒ ;⠒"'⠒ = ;⠳"'⠒4

The dot-5 switch is also used before the *s* or *'s* in plural numbers. Do not add an apostrophe if none is shown in print.

Examples:

1890s #1890"⠒

1890's #1890"'⠒

This rule also applies when other word endings are attached to single letters or numbers with whole word meaning.

Examples:

The San Francisco 49ers

,! ,⠒⠐⠒ ,F⠒⠐⠒⠐⠒⠒⠐⠒ #49"]⠒

As the geese Ved across the sky, a group of Gen-Xers watched the children go S-ing across the ice for the nth time.

⠠⠁⠎ ⠞⠓⠑ ⠛⠑⠑⠎⠑ ⠧⠑⠙ ⠁⠉⠗⠕⠎⠎ ⠞⠓⠑ ⠎⠅⠽ ⠁ ⠛⠗⠕⠥⠏ ⠕⠋ ⠛⠑⠝⠤⠭⠑⠗⠎ ⠺⠁⠞⠉⠓⠑⠙ ⠞⠓⠑ ⠉⠓⠊⠇⠙⠗⠑⠝ ⠛⠕ ⠎⠤⠊⠝⠛ ⠁⠉⠗⠕⠎⠎ ⠞⠓⠑ ⠊⠉⠑ ⠋⠕⠗ ⠞⠓⠑ ⠝⠞⠓ ⠞⠊⠍⠑⠲

12.7 *To, into,* and *by* with Single Letters or with Numbers

Do not join the contractions for *to, into,* and *by* to any notational word or number.

Example:

A is to B as C is to D.

⠠⠁ ⠊⠎ ⠞⠕ ⠠⠃ ⠁⠎ ⠠⠉ ⠊⠎ ⠞⠕ ⠠⠙⠲

They won by 22 points.

⠠⠃⠽ ⠺⠕⠝ ⠃⠽ ⠼⠃⠃ ⠏⠕⠊⠝⠞⠎⠲

Drill 30

Practice brailling the following sentences.

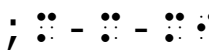
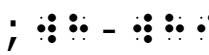
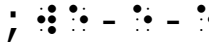
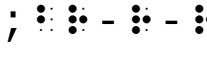
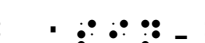
1. I am also sending a copy of this letter to Ab.
2. Al is a popular guy.
3. A meeting will be held on the 15th for the purpose of organizing a new 4-H Club.
4. You will find sections 216b and 216c of the law extremely ambiguous.
5. Next semester Whitney hopes to be promoted to Grade 6A.
6. The diameter of a circle is equal to 2r.
7. She is taking a series of Vitamin B12 shots.
8. The medical examination showed that he was in A1 condition.
9. I save money by buying V-8 juice in either a 6-can case or a 4-case lot.
10. We read about Haroun-al-Rashid in the Arabian Nights Tales.
11. In the 1980s women joined the work force in large numbers.

12.8 Words Broken into Components

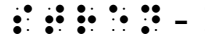
Words are sometimes broken into individual letters, syllables, or other components in order to emphasize speech mannerisms, spelling, pronunciation, or word construction. Often, a hyphen is used to separate the parts. Less frequently, dashes, apostrophes, asterisks _[(456,246), or bullets _] (456, 12456) are used as separators. In NUBS separation symbols follow print.

The entire word is brailled in notational mode. The notational indicator precedes the word and no contractions are used. For short capitalized words, each letter is individually capitalized. For longer capitalized words, use capitalized phrase indicators if it would save space.

Examples:

m-m-m-mine	
g-ghost	
f-f-father	
s-s-say	
st-st-stop	
wh-where	
wh-which	
b-by th-the way	
we-e-ellll	
br-r-r-r-r!	
a-a-ahh—ch-o-o-oh	
twhinggg *[sound of an arrow]*	
h'm *[hmmm]*	
aaarrrggghh!!	

I heard ev-er-y sin-gle word!



“Can you spell ‘stren-u-ous’, Al?”

N-O-W! ;,⠍-,⠕-,⠇_6

M*A*S*H ;,⠍_[,⠁_[,⠎_[,⠓

S•T•O•P ;,⠎_],⠞_],⠕_],⠏

Notice in the first example above, the exclamation point must be preceded by the punctuation indicator since we are in the notational mode and must indicate that the character is an exclamation mark, not a 6.

When it is desired to divide a stammered word between lines, the stammered portion should not be separated from the rest of the word.

Example:

b-b-background	b-b-back- ground	*[not]*	b-b- background

12.9 Dialect and Lisped or Mispronounced Words

Dialect is sometimes known as “speaking with an accent”. It is often the speech of a geographic region or a social group. The spelling of words reflects phonetic pronunciation. No notational indicator is needed when brailling such words. They should not be divided between braille lines.

Examples:

coulda (could have)	⠉⠉⠁
mebbe (maybe)	⠍⠁2⠁
depity (deputy)	⠙⠁⠙;⠽
pinney (penny)	⠏9⠝⠁⠽
fer (for)	⠋]
wabbit (rabbit)	⠺⠁2⠞⠊
dint (didn't)	⠙9⠊
bofe (both)	⠃(⠁
fayther (father)	⠋⠁⠹!⠗
Somers (somewhere)	"⠎⠗⠎
musta (must have)	⠍/⠁
goodun (good one)	⠛⠛⠥⠛
theirselves (themselves)	_!⠮⠁⠗⠎⠑⠁⠞
‘stracted (distracted)	'/⠗⠁⠉⠙$
com’ere (come here)	⠉⠁⠍'⠁]

A lisped word is one in which the *th* sound is substituted for an *s* or a *z* sound. When *th* is used in print to represent a lisped *s*, the *th* contraction is used in braille to represent the lisped sound.

Example:

Don't keep your thithter in thuthpenthe.

⠠⠝⠕⠝⠄⠞ ⠅⠑⠑⠏ ⠽⠕⠥⠗ ⠹⠓⠊⠹⠞⠻ ⠔ ⠹⠓⠥⠹⠓⠏⠑⠝⠹⠓⠑⠲

12.10 Transcriber's Notes

Occasionally, it may become necessary for a transcriber to write a note in a transcription explaining the change from print format or to convey clarification or rearrangement of information. The transcriber's information is marked as a Transcriber's Note, TN for short.

A Transcriber's Note may be added to a braille transcription on a “Transcriber's Notes Page” at the beginning of a volume, inserted at the appropriate site in the text starting in cell 7, with runovers in cell 5, or embedded in the text if the Transcriber's Note consists of seven or fewer words.

When a situation that needs explanation occurs only once, or very seldom, the Transcriber's Note is inserted at the appropriate site in the text.

Each complete note, regardless of the number of paragraphs it may contain, is preceded and followed, unspaced, by the 2-cell indicators called *transcriber's enclosure symbols*, as shown here:

Transcriber's enclosure symbols:

Begin Transcriber's Note	⠲⠼	(46,235)
End Transcriber's Note	⠲⠙	(46,256)

When writing TNs, use this format. Do not leave a blank line either before or after a TN unless required by other braille formats, such as those for a centered heading, which are covered in Lesson 17.

If a Transcriber’s Note begins with a number or notational word, the notational or numeric indicator immediately follows the Opening Transcriber’s Note symbol.

If the last word in a Transcriber’s Note is notational or a number, a dot-5 “switch” is required immediately before the End Transcriber’s Note symbol so that the dots 256 are not read as the number 4.

If an unfamiliar abbreviation, special symbol, or a special format needs explanation, stop the transcription immediately *before* the occurrence and insert a Transcriber's Note.

Example:

In the following train schedule, the departure times are listed first.

```
.6,9 ! ⠠⠠⠠[+ ⠠⠠9 ⠠*$⠠⠠1 !
⠠⠠"⠠⠠⠠ "⠠⠠ >⠠ ⠠⠠/$ ⠠/4.4
```

If a term or print sign needs identification or description, place the TN immediately *following* it.

Examples:

In the following music a caesura // is used to indicate a breathing point.

```
,9 ! ⠠⠠⠠[+ ⠠⠠⠠⠠ ⠠ ⠠⠠⠠⠠⠠ --
      .6,9 ⠠⠠1 ! ⠠⠠⠠⠠⠠ ⠠⠠
    ⠠⠠⠠⠠⠠5⠠$ 0⠠⠠⠠ #36*36]".4
⠠⠠ ⠠⠠$ 69⠠⠠⠠⠠⠠ ⠠ ⠠⠠1?+ ⠠⠠9⠠4
```

or

```
,9 ! ⠠⠠⠠[+ ⠠⠠⠠⠠ ⠠ ⠠⠠⠠⠠⠠ --
.6,DOTS #36*36 REPRES5T !
CAESURA4.4 ⠠⠠ ⠠⠠$ 69⠠⠠⠠⠠⠠ ⠠ ⠠⠠1?+
⠠⠠9⠠4
```

The embedded transcriber’s note is seven or fewer words and is shown within the text or may stand alone when used as a heading. When a special situation that needs an explanation occurs more than once within a particular section of a text, only one Transcriber's Note, placed before that text section, is required.

When it is necessary to explain that the braille version differs from the print in a fundamental way *throughout an entire book* this notice is placed on a Transcriber's Notes Page at the beginning of the braille volume. The format for Transcriber's Notes Pages is covered in Lesson 19.

Drill 31

Practice brailling the following sentences. Do not use transcriber's notes in the drills and exercises in this instruction manual.

1. “K-k-k-katie, beautiful lady, you're the only g-g-g-girl that I adore.”
2. “Br-r! It's c-cold! D-d-do you th-th-think it'll b-b-b-be warmer t-t-t-t-tomorrow?” he asked, shivering.
3. “Wh-where did that ch-child d-disappear to n-now?” exclaimed the excited mother.
4. “S-s-stop! P-please, let's g-go in,” Crystal chattered. “I c-c-can't c-c-conceive of anyth-th-thing as c-c-cold as the wa-water in th-th-this 1-1-lake.”
5. “We-e-ell,” the indecisive young captain wavered, “if the storm doesn't soon abate, we may have to send out an SOS.”
6. “If you'll be m-i-n-e mine, I'll be t-h-i-n-e thine, and I'll 1-o-v-e love you all the t-i-m-e time.”
7. “Come on now! All together! Make it loud! Spell it and yell it! Let's go! C-E-N-T-R-A-L! Central!” urged the cheerleader.
8. “I loht my ten thentth Thuthie,” sobbed the little girl.
9. “Iffen I cain't keep goin' fer long, I kin allus set a spell and sip my Harm Walker Likker,” said the old mountaineer.
10. “Theess leetle fellair ees lookeeng for hees seestair,” explained the Mountie.
11. “And have you consithered, O'Reilly, that the patther of little feet manes that you'll be nadin' mor-r-re bread and butther and tay on the table?”
12. The sign in the barracks read: A•T•T•E•N•T•I•O•N! Lights Out At 2300.
13. Oh, what a beau-ti-ful morning!

EXERCISE

Prepare the following exercise for submission to the instructor. As in previous lessons, the running head, LESSON 12**,** should appear on the first line of every page of the exercise. On the first page only, center the title of the story SCHOOL DAY on the third line. Leave a blank line between the title and the beginning of the text. Do not leave blank lines between paragraphs. Instead, follow braille format by starting each new paragraph on a new line in cell 3, with runovers in cell 1.

Remember to place the braille page number at the bottom right of each page. Reminder: When room permits, hyphenated-compound words may be divided between lines, but only following the hyphen and never between braille pages.

SCHOOL DAY

It never would have happened to me if Miss Nellie Peabody, the pretty schoolmarm of Possum Hollow, hadn't suddenly eloped with Everett Stamp, the mail carrier for Route 3. This created a crisis in the Possum Hollow School, and in a weak moment I agreed to step into the breach and teach the entire school — all the way from kindergarten to grade a8.

My troubles began early. The children were all seated when Terence O'Shaughnessy came running through the door. I asked why he was late, and he answered in his broadest Irish brogue, “The batthery in me fayther's car was dead.” I explained to Terence that the word is pronounced bat-ter-y, not bat-ther-y. But he, not the least bit convinced, glared at me as he took his seat, and snarled, “Divil a bit! That's the way me fayther says it, and me fayther is always right.”

I then proceeded with the calling of the roll. I had progressed from the A's through the M's when I became conscious of the fact that the back of the room was enveloped in clouds of smoke. I was frantically looking about to locate the safest exit through which to herd my charges when I discovered the source of the smoke. A huge hulk of a boy, about six feet, two inches tall, clad in blue overalls and a multi-colored T-shirt and wearing colossal brogans that looked to be at least size 12d, was slouching in his seat in the back row calmly smoking a corncob pipe.

“What do you mean by smoking in school?” I demanded.

“We-e-e-ell, I reckon a m-m-man kin have his m-m-mornin' pipe,” he drawled. “Y' know the m-m-mailman run off with the t-t-teacher, and my pa made me g-g-go clear into t-town and g-g-git the m-mornin' paper so's he c-c-could read the g-g-gossip. So th-thar warn't t-t-time fer my m-mornin' p-p-pipe.”

“Well, you just put that foul-smelling thing out and do without your smoke for one morning,” I snapped.

“Okay,” he assented sullenly. “Some p-p-people t-treat you like a ch-child. I bin s-smokin' my p-p-pipe since I was th-thirteen. Some f-folks oughta 1-look out for th-theirselves 'steada b-bossin' others 'round.”

After the smoke had cleared away I returned to my pedagogic duties, reading to the kindergarten contingent. Even these little tykes seemed determined to test my patience to the utmost. Whenever little Luigi recited the alphabet he insisted on stopping at q. When I asked him why he did this, he replied, “But teachair, Q is for quit — I the-e-enk,” and the class roared with laughter. When we came to arithmetic I asked 1st-grader Judy how much 7 and 7 make, and she replied sweetly, “Theventy-theven, Mith Olthen,” and again the school rocked with laughter at my expense.

During that whole long day there was one fleeting moment of satisfaction. This happened during the 4th-grade spelling lesson. It became painfully apparent that the children were all having difficulty with words that contained both the letters “e” and “i”. Finally, Al asked in desperation, “But how can we tell which comes first, Miss Olsen?”

“Al,” I replied, “one thing that will help is to remember this little verse: ‘When the letter c you spy, place the e before the i.’” After that, Al and the rest of the class as well had much less trouble.

About this time, noticing that the children were becoming restless, I announced we'd have a real spelldown—choosing up sides and everything. We started with easy words, and for a while things proceeded smoothly and without notable incident. But then it was Jimmy's turn, and I gave him the word “frog.” “F-r—” began Jimmy. He hesitated and started over again. “F-r— f-r—” Jimmy appeared to be completely at sea. Just then I detected Tom reaching over and jabbing Jimmy with a pin, and Jimmy finished in a blaze of glory, “—o-g!” I ignored the prompting and went on.

Finally the field was narrowed down to just two survivors; Dorothy Stamp, a bespectacled, pony-tailed, intellectual colossus, and little Percy Littlejohn, a precocious brat who always read with expression. (I could envision the day when Percy would be the announcer on the Possum Hollow radio station and would dramatically proclaim the virtues of K-9 dog toys and 2-dog leashes to an enthralled public.)
"Your word is sat-is-fies, Percy," I said.

Percy spelled it with confidence: "S-a-t-i-s-f-y-s."

"How do you spell it, Dorothy?" I asked.

"Hm, let's see," she said, and then triumphantly spelled it correctly: "S-a-t-i-s-f-i-e-s."

As I presented Dorothy with a new 3r game as the prize for being the A1 speller of the school, little Percy's small world of conceit came tumbling down amid anguished howls and copious tears, and my little world of peace and tranquility came tumbling with it.

At last that long day came to a close, and with it my country school-teacher career was ended. As I stepped out into the bitter cold of that January 1935 afternoon my lips said "Br-r-r-r-r," but my heart uttered a fervent "Thank God!" I was an older and wiser woman. I had learned three never-to-be-forgotten facts: (a) kids say and do the darnedest things, (b) patience is a virtue well worth cultivating, (c) a schoolteacher's life is anything but a bed of roses.

Lesson 13

Non-Alphanumeric and Other Special Symbols, Abbreviations, Acronyms, Initialisms, Units of Measure, Personal Initials, Telephone Numbers, Postal Codes, Dates, Format for Correspondence

13.1 Commonly Occurring Non-Alphanumeric and Other Special Symbols

NUBS equivalents of many of the commonly occurring special symbols, such as currency symbols, legal symbols, reference signs, etc., are covered in this lesson. When they stand alone they must be preceded by the notational indicator. All of these symbols are brailled in notational mode. The order, spacing, and punctuation of symbols and numbers are the same in NUBS as in print.

When the signs for degrees, feet, inches, minutes, seconds, trademark, registered trademark, and copyright appear at the superscript level in print, they require no indicator to denote the raised position in NUBS.

Numbers, symbols, and/or abbreviations that constitute a unit, such as 6' 2" or 27°35'S should not be divided between lines.

In a transcription, all of these symbols should be listed on a Special Symbols Page, as described in Lesson 19**.**

13.1.1 Currency Symbols

Following are the NUBS representations of common currency symbols.

Currency	Symbol	Braille	Dots
cent	¢	@⠉	(4,14)
dollar	$	@⠎	(4,234)
euro	€	@⠑	(4,15)
franc	₣	@⠋	(4,124)
pound sterling	£	@⠇	(4,123)
shilling	s	@@⠎	(4,4,234)
pence	d	@@⠙	(4,4,145)
yen	¥	@⠽	(4,13456)

Examples:

$36	;@⠈36
16¢	#16@⠉
£25	;@⠇25
€16	;@⠑16
43€	#43@⠑
21₣	#21@⠋
100¥	#100@⠽
£6 8s 10d	;@⠇6 #8@@⠎ #10@@⠙
2s 2d	#2@@⠎ #2@@⠙
£6/0/5	;@⠇6_/0_/5
£6-0-5	;@⠇6-0-5

The US$ and the £ fell sharply today.

,! ;,⠲,S@⠎ &! ;@⠇ ⠙⠑⠇⠇ %>⠈⠇⠲ ⠎⠙4

Note that the mode is retained across slashes and hyphens, unless a mode switch or notational indicator are used.

13.1.2 Legal Symbols

In business and legal matters the following symbols are frequently used.

Name	Symbol	Braille	Dots
copyright	©	@.⠉	(4,46,14)
credit	CR	.⠉	(46,14)
prescription	℞	..⠗	(46,46,1235)
registered	®	@.⠗	(4,46,1235)
trademark	™	@.⠞	(4,46,2345)

Examples:

©1999 ;@.⠉1999

© Copyright 2008 ;@.⠉,⠉⠏⠽⠗⠊⠛⠓⠞ #2008

SX-14™ ;,⠎,⠭-14@.⠞

QUAKER ® ;,,⠟⠥⠁⠅⠑⠗@.⠗

13.1.3 Reference Signs

The following symbols are common when referring to specific parts of text.

Name	Symbol	Braille	Dots
asterisk	*	_[	(456,246)
dagger	†	@,?	(4,6,1456)
double dagger	‡	@,]	(4,6,12456
paragraph	¶	@,&	(4,6,12346)
pointing finger	☞	@,$	(4,6,1246)
section	§	@,!	(4,6,2346)

Examples:

§24 ;@,!24

(The answer is in ¶3.) _(,! ⠐⠿⠒⠫] ⠒⠒ 9 ;@,&3])

13.1.4 Other Common Symbols

The following symbols also occur frequently. Note that the effect of the capitalized word indicator persists across an entire word containing such symbols.

Name	Symbol	Braille	Dots
ampersand	&	@&	(4,12346)
at	@	@⠁	(4,1)
backslash	\	_*	(456,16)
bullet	•	_]	(456,12456)
caret	^	,5	(6,26)
crosshatch	#	.#	(46,3456)
degree	º	@]	(4,12456)
ditto sign	"	.7	(46,2356),
foot, feet	'	'	(3)
inch or inches	"	''	(3,3)
or	"	.7	(46,2356)
infinity	∞	@8	(4,236)
minute (angle or time)	'	'	(3)
percent	%	.0	(46,356)
per mil	‰	..0	(46,46,356)
second (angle or time)	"	''	(3,3)
or	"	.7	(46,2356)
vertical bar	|	@\	(4,1256)

As in print, the symbols used to represent inches, feet, minutes, and seconds of time or angular measure, ' or " , are interchangeable with the undirected single and double quotation marks. It is best practice not to switch between these two styles within a particular text.

Likewise, as in print, the ditto sign often is the same symbol as the unidirectional double quotation mark.

Examples:

Tues: Exam 2:00 ,⠒⠒⠒3 ,E⠒⠒ #2:00
Weds: " " ,⠒$⠒3 .7 .7
5% #5.0
6" #6'' or #6.7
Melons @ $1 each ,⠒⠒⠒⠒ ;@⠒ ;@⠒1 ⠒⠒*
10# of apples #10.# (⠒⠒⠒⠒⠒
Apt. #6 ,⠒⠒⠒4 ;.#6
Apt. #D ,⠒⠒⠒4 ;.#,⠒
Press the # key. ,⠒⠒⠒⠒ ! ;.# ⠒⠒⠒4
32˚F is the same as 0˚C.
#32@],⠒ ⠒⠒ ! ⠒⠒⠒⠒ ⠒ #0@],⠒]
The engine heats at 34° per minute.
,! 5⠒9⠒ ⠒1⠒⠒ ⠒⠒ #34@] ⠒] ⠒9⠒⠒⠒4
The new bank was called the Central Savings and Loan, CS&L.
,! ⠒⠒⠒ ⠒⠒⠒⠒ 0 ⠒⠒⠒⠒$! ,⠒5⠒⠒⠒ ,⠒⠒⠒+⠒
& ,⠒⠒⠒⠒1 ;,,⠒⠒@&⠒]
He is nearly 6'7" tall and runs the mile in 4'10".
,⠒⠒ ⠒⠒ ⠒⠒>⠒⠒ #6'7'' ⠒⠒⠒⠒ & ⠒⠒⠒⠒ !
⠒⠒⠒⠒ 9 #4'10'']
Xma$;,⠒⠒⠒@⠒

13.1.5 Print Symbols That Have No Braille Equivalent

For a print symbol that has no braille provision, such as ♫ or ☺, a transcriber-designed symbol should be used. Such symbols must be described in a Transcriber's Note before the text. The usage of such symbols has become

popular in electronic messages and on websites, where they represent pictographs such as emoji, memoji, or animoji.

Example:

TN In the phrase below, the symbol ;_7 represents musical notes, and the symbol ;_8 represents a smiley face. TN

♫ Sing and be merry! ☺

```
        .6,9 ! ⠳⠳⠳⠳⠳ 2⠳1 ! ⠳⠳⠳⠳⠳ ;_7
      ⠳⠳⠳⠳⠳5⠳ ⠳⠳⠳⠳⠳ ⠳⠳⠳⠳1 &! ⠳⠳⠳⠳⠳
      ;_8 ⠳⠳⠳⠳⠳5⠳ ⠳ ⠳⠳⠳⠳⠳ ⠳⠳⠳4.4
;_7 ,⠳+ & 2 ⠳]⠳6 ;_8
```

Drill 32

Practice brailling the following sentences.

1. The sign read: Peaches @ $25 per bushel.
2. The basketball player weighs 187# and is 7'2" tall.
3. Tell Tom to remove the 12-volt batteries from the inventory.
4. Highway 52 intersects Highway 17 at an angle of exactly 52°30'15".
5. On Tuesday, Wilford made a deposit of £493/16/8.
6. The price of the souvenir was £1 5d, but she found that she had only 18s 4d left after a day at the fair.
7. The ¥ has taken a beating this week while the $ has remained strong.
8. Pure water consists of about 11% hydrogen and 89% oxygen.
9. The symbol & is typed by using the shift key with the figure 7.
10. The area described in ¶9 can be found on the plat map in §46.
11. A candy bar that cost 25¢ in 1950 now costs nearly $2.
12. I paid only €70 to buy this coat in Spain.

13.2 Abbreviations: Acronyms, Initialisms, and Units of Measure

An abbreviation is any shortened form of a word or phrase. Acronyms and initialisms are two kinds of abbreviations that are formed by the initial, usually only the first, letters of words in a multi-word phrase. The difference between an acronym and an initialism is that an acronym is pronounced as a new word, while an initialism is pronounced as individual letters. For example, NATO, which stands for North Atlantic Treaty Organization, and radar, short for radio detecting and ranging, are acronyms, while FBI is an initialism.

A shortened form of a single word, such as *ex.* for *example,* is an abbreviation, but neither an acronym nor an initialism. Units of Measure are abbreviations used to account for and express quantities, such as length, weight, area, or currency.

Abbreviations may contain periods or hyphens, as in U.S.A, viz., and AFL-CIO. All abbreviations share many of the same sets of rules. In certain contexts, additional rules apply to units of measure.

13.2.1 Abbreviations

In an abbreviation that contains upper and lower case letters, the capitalization indicator precedes each capital letter. This avoids the need for a capital termination indicator. Individual capitalization is also used in abbreviations consisting of two capital letters, such as in two-letter state abbreviations. For longer abbreviations consisting solely of capital letters, the capitalized word indicator (dots 6,6) is used.

As is the case in a capitalized hyphenated compound word, the capitalized-word indicator is not repeated after a hyphen in a hyphenated all-caps abbreviation. Abbreviations in which each capitalized letter represents a word should not be divided between lines. Follow print as to spacing of abbreviations.

In the following five circumstances, NUBS uses notational mode for abbreviations, and contractions are not used:

a) when the abbreviation is composed of stand-alone single letters, with or without enclosure symbols or intervening hyphens;

Examples:

c 1850 ;⠨ #1850

sizes: [s] [1] ⠠⠠⠆⠠⠠3 ;@(⠠@) ;@(⠠@)

Two atoms of hydrogen (H) joined to one atom of oxygen (O) yield water.

⠠⠓⠆⠠⠕ ⠠⠓⠠⠕⠠⠓ (⠠⠠⠓⠠⠕⠠⠓⠠⠠5 ;(,⠠) ⠠⠠9$ 6"⠠

⠠⠓⠠⠕ (⠠⠓⠠⠕⠠⠠5 ;(,⠠) ⠠⠓⠠⠕⠠⠓ ⠠⠓⠠⠕]4

b) when the abbreviation contains a sequence of letters which could also represent a short-form word or an alphabet contraction;

Examples:

CD-ROM ;,,CD-ROM

U. of K. ;,U] (;,K]

K. U. ;,K] ;,U]

c) when the abbreviation contains any special symbol such as those listed in Section 13.1;

Example:

B&B ;,B@&,B

d) when the abbreviation is composed of lower case letters separated by periods;

Example:

a.m. ;A]M]

e.g. ;E]G]

e) when the abbreviation begins with the letters "*be*", "*con*", "*dis*", or "*com*".

Examples:

Be [Beryllium] ;,⠠⠠

Belg. [Belgium] ;,⠠⠠⠓⠠⠠]

Comdr. [Commander] ;,⠠⠠⠕⠠⠠⠠⠕]

Conn . [Connecticut] ;,⠠⠠⠕⠠⠠]

Dis. [District] ;,⠠⠠⠠]

In all other types of abbreviations, including two-letter state abbreviations, the notational indicator is not used. Part-word contractions are used unless they represent all letters in the abbreviation. Whole word contractions and short-form words are never used in abbreviations.

Examples:

Mrs. ,MRS4

Q.E.D. ,Q4,E4,D4

NATO ,,NATO

AFL-CIO ,,AFL-CIO

ABC ,,ABC

ASAP ,,ASAP

RSVP ,,RSVP

b/w TV set ⠆_/⠆ ,⠒,⠆ ⠒⠒⠒

ARC ,,>C

EST ,,E/

CINC ,,C9C

FORTRAN ,,=TRAN

MEDICO ,,M$ICO

SEATO ,,S1TO

MHz ,M,HZ

USAir ,U,S,AIR

K.U. ,K4,U4

LL.D. ,,LL4,D4

B.Sc. ,B4,SC4

Y.W.C.A. ,Y4,W4,C4,A4

N.Y.U-Albany ,N,Y,U-,ALBANY

Type AB blood ,T⠿⠿⠒ ,⠂,⠆ B⠆⠒⠒⠒

l00 volts AC #100 ⠆⠒⠆⠒⠒ ,⠂,⠂

Can [Canada] ;,⠂⠂⠒

IT [Italy] ;,⠒,⠒

DC ,D,C

Little Rock, AR, US ,⠆⠆ ,⠒⠒⠂⠆1 ,⠂,⠒1 ,U,S

The above rules for abbreviations imply that personal initials require notational or narrative mode depending on punctuation and spacing.

Examples:

Mrs. P. G. Hall ,⠍⠗⠎4 ;,⠏] ;,⠛] ,⠓⠁⠇⠇

Harry S Truman ,⠓>⠎⠞ ;,⠎ ,T⠗⠥⠍⠁⠝

R.C. Cooper ,⠗4,C4 ,⠉⠕⠕⠏⠻]

L.B.J. ,⠇4,⠃4,⠚4

13.2.2 Units of Measure

If the unit of measure is not in contact with any digits, it is treated using the rules for abbreviations.

Examples:

ft. ⠋⠞4 mL ⠍,⠇ hr. ⠓⠗4

sq. ft. ⠎⠟4 ⠋⠞4 sq.ft. ;⠎⠟]⠋⠞]

cu.yd. ;⠉⠥]⠽⠙]

In the abbreviations, with and without following period, *in* and *ins* for *inch* and *inches*, and *min.* and *mins*. for *minute* and *minutes*, the letters *in* are not contracted and the abbreviation is written in notational mode. This applies regardless of spacing or punctuation.

Examples:

8 ins. #8 ;⠔⠊⠝] 3ft, 6in #3"⠋⠞1 #6⠔⠊⠝

4 in #4 ;⠔⠊⠝ 8-in. dia. #8-⠔⠊⠝] ⠙⠔⠁4

She is 5'4" tall, so shorten her dress 3ins.

,%⠓ ⠔⠊ #5'4'' ⠠⠞⠁⠇⠇1 ⠊ %⠙⠗⠑⠎5 ⠓] ⠙⠗⠑⠎⠎⠔⠊

#3⠔⠊⠝]

10 mins. #10 ;⠍⠔⠊⠝]

If the unit of measure is unspaced from one or more preceding digits and is an abbreviation that requires narrative mode, a dot-5 switch indicator is needed before the abbreviation.

Examples:

5mL #5"⠍,⠇

5KW #5",K,W

2yds, 4ft. #2"⠽⠙⠎1 #4"⠋⠞4

In other cases in which an abbreviation is unspaced from a preceding digit, the numeric indicator serves as the notational mode indicator for the entire number-abbreviation combination.

Examples:

2sq.ft. #2⠫⠍]⠫⠍]

We dug 50cu.yd. of sand.

⠂⠒ ⠫⠍ #50⠫⠍]⠍⠫] (⠫&4

13.3 Telephone Numbers, Model Numbers, and Call Letters

Telephone numbers can consist either only of numbers or of combinations of letters and numbers with or without punctuation. Use the notational mode, follow print as to spacing, and never divide telephone numbers between lines.

Examples:

(738) 657-9688	;(738) #657-9688
CH 6-1234	;,⠫,⠒ #6-1234
1-800-STOP	#1-800-,,⠒⠒⠒⠒
1-956-347-9005	#1-956-347-9005

Notice that in 1-800-STOP, STOP is meant to be read as individual letters, with each letter representing a *number* to be dialed. The *st* contraction is not used, since contractions cannot be used in notational mode.

The same rules apply to radio call letters and any random combination of numbers and letters such as model numbers.

Examples:

Call letters: WABC-FM	,⠫⠁⠃⠉ ⠍⠒3 ;,,⠒⠒⠫-⠫⠍
Model No. 42GF16N	,⠫⠒⠫⠒⠍ ,⠫⠒4 #42,⠫,⠫#16,⠫

Notice that the numeric indicator is required following the F in the model number example to indicate that the subsequent number is not a subscript.

13.4 Postal Codes

ZIP Codes and abbreviations for postal districts are spaced in NUBS as they appear in print and are brailled in the notational mode.

Examples:

S.W.1 ;,⠠⠠,W]1

SW2 ;,⠠,⠠#2

M4G 3E8 ;,⠠#4,⠠ #3,⠠#8

RR#1 ;,⠠,⠠.#1

53581-0439 #53581-0439

13.5 Dates

In NUBS, dates are brailled as they appear in print. Dates are not divided between lines. After slashes, hyphens, and periods the numeric indicator is not repeated.

Examples:

5/12/08 #5_/12_/08

5-12-08 #5-12-08

5.12.08 #5]12]08

Fall Festival 10/2-10/7

,⠠⠠⠠ ,⠠⠠/⠠⠠⠠ #10_/2-10_/7

Fall Festival 10/2—10/7

,⠠⠠⠠ ,⠠⠠/⠠⠠⠠ #10_/2.-#10_/7

Fall Festival 10.2-10.7

,⠠⠠⠠ ,⠠⠠/⠠⠠⠠ #10]2-10]7

Fall Festival 10.2—10.7

,⠠⠠⠠ ,⠠⠠/⠠⠠⠠ #10]2.-#10]7

Fall Festival 10-2—10-7

,⠠⠠⠠ ,⠠⠠/⠠⠠⠠ #10-2.-#10-7

Drill 33

Practice brailling the following sentences.

1. Caesar Augustus (63 B.C.-14 A.D.) was the first Roman emperor.
2. Dr. Chas. R. Hartwell, Jr., will leave Crown Point, Ind. at 11 a.m. and will arrive at Deny, Penn. at 9 p.m.
3. Mr. and Mrs. L.V. Workman are both receiving their degrees from the U. of M.—he a Ph.D. and she a B.Sc.
4. Mr. Shaw was a staunch admirer of the greatest of all British dramatists, i.e., G.B.S.
5. The new Y.M.C.A. director was formerly connected with the ARC.
6. The AAWB-AEVH-NBA Braille Authority preceded the Braille Authority of North America (BANA).
7. A sign in the window of the A&P urged: BE SURE TO ATTEND THE BAZAAR AT ST. JOSEPH'S CHURCH, 5/25-5/30.
8. He did his undergraduate work at UMass, then received an LL.D. from OU.
9. Notify me by phone at ED 2-1666 and/or Mr. Hancock by mail, c/o St. Francis Hotel, Toronto, Ontario M5F 3E7.
10. Senator Jones, (D) TN, will head the committee.
11. The bride-to-be, at 5 ft. 8 in. tall and 140 lbs., is 2 ins. taller and 10 lbs. heavier than the groom-to-be.
12. 100°C is equal to 212°F.
13. Dad says that the AARP has a good retirement plan.

13.6 Format for Correspondence

Some general guidelines for brailling letters of correspondence are provided here.

13.6.1 In General

Follow print copy as to the location of headings, inside addresses, closings, signatures, and indentations when transcribing letters. Indented paragraphs in the body of the letter start in the third cell, as all braille paragraphs do.

24 Hudson Rd \
Ogden, Utah 65987 | ← heading
July 9, 1999 /

Wolff and Doak, Inc. \ recipient's
342 Harris Building | ← address
Omaha, Nebraska 74653 /

Greetings:] ← salutation

Mr. Edward Brown, who has applied for a position \
with your firm, has requested me to send you examples of |
the work he has performed under my direction at the High |
School of Printing Trades. I am enclosing four color |
reproductions prepared by Mr. Brown during the past | ← body
semester. |

The quality of Mr. Brown's work will, I believe, speak |
for itself. Let me add that he has been a cooperative and |
enthusiastic student in both his class work and his extra- |
curricular printing activities. /

Yours truly, |← closing
William Schaffer \ ← signature

William Schaffer | ← typed name
Instructor in Printing /

WS:CR \
Enclosures (4) /

A letter heading is written as blocked text, meaning that all lines are indented by the same number of spaces. To create a blocked heading, count the number of cells needed for the longest line. This line should end at the extreme right margin. All other lines of the heading start in the same cell as the longest line. Runover lines should be avoided in the heading and inside address, even if this means that the blocked lines of the heading start left of the middle of the page.

If there is not room to include the last line of the body of the letter as well as the complimentary closing, signature, writer's and typist's initials, and notice of enclosure on a braille page, take the last line of the body of the letter to a new page. It is recommended that the closing and signature be brailled following the rules for attributions, i.e., each line starts in cell 5.

13.6.2 Blank Lines in Correspondence

In braille correspondence, blank lines are left only between elements that have the same margin indentation. When a letter is written in *semiblock form,* as in the illustration above and the following exercise, the only place a blank line is needed in braille is between the inside address and the salutation.

If a letter is written in full block form, i.e. without any indentions, and all segments start at the left margin, the same should be done in braille. In order to enable a braille reader to distinguish the different elements of the letter, leave a blank line between the inside address and the salutation, the salutation and the first paragraph, and between following paragraphs. A blank line is also left between the last line of the body of the letter and the closing. If there are writer's initials and/or a notice of enclosures followed by a postscript, a blank line should separate the two.

EXERCISE

Prepare the following letter for submission to the instructor. Use the first line of each page for the running head "LESSON 13". A blank line should be left on the first page between the running head and the heading.

745 16th St**.,** N**.**W**.**
Washington, DC 20006
3/29/72

Mr**.** J**.** W**.** Wetherby
116 Crumpet St**.**
London W2 6AA England

Dear Jim,

Shortly after 10 a.m., Feb. 5th, the SS Tubb reached the good old U.S.A. with me and the Mrs. on board. We were treated to the very best weather the Atlantic has to offer, i.e., wind, rain and fog, with the temperature dropping to 5°F at times. However, the unpleasantness was greatly mitigated by the fact that we became acquainted with many interesting people. Allow me, for instance, to introduce you to Dr. Wm. Windham. (The Dr. is for Ph.D., not M.D.) Windy, as he was familiarly known to his fellow passengers, was formerly head of the Phys. Ed. Dept. of an obscure institution in New Haven, Conn. His specialty is the

improvement of health through breath control and Yoga, and being a typical absent-minded prof. we jokingly told him that we feared we might someday find him turning blue in the face from having forgotten to resume breathing.

Also on board were an AFL-CIO official from Texas with an LL.D. from T.C.U. (c1970) and a D.Lit. from UCLA and a Conservative M.P. from somewhere in Sussex, whose father had served with Eisenhower at S.H.A.E.F. during the 2d World War. These two were constantly engaged in interminable arguments over the UN and NATO. A third passenger would sometimes join in these discussions. He was a retired AT&T executive who often reminisced about F.D.R. and recalled how he had approved the WPA projects.

Further diversion was provided by a comedian who had performed on several TV networks including ABC and NBC. His wife was more interested in her lineage than in comedy and frequently reminded us of her membership in the DAR.

I will finish this account in a later letter as I must start packing. The Mrs. and I are taking off for Florida for a month of rest in the sun. Until the first of May address your letters to me c/o Gen. H. G. Fairweather, 1210 St. Augustine Rd., Apt. #22, W. Palm Beach, FL 33401. Telephone no.: 305-743-6262.

Cordially yours,
Ed Goodman

EG/ham

P.S. 4/10/72. You can thank a sudden change in the weather for the fact that you are finally receiving this letter. Since arriving here in Fla., the temperature has been in the 70s and 80s, until last night, when it began turning colder about 10 p.m.; and early this a.m. the thermometer on our veranda registered 45^0 (F). I was forced to dig out my coat, and lo and behold! there in the pocket was your letter still unmailed.

Our trip down was remarkably fast—2 hr., 20 min. Not bad for a 1200 mi. jaunt, wouldn't you say? We were able to hitch a ride on an old B-52 that was being flown to Fla. to be used in training missions.

Gen. Fairweather has a beautiful and comfortable house with a large swimming pool that measures 20'6" by 40'. The only disturbing factor which somewhat interferes with my rest and quiet is a constantly barking dog that has the bark of a Great Dane but is about 20 ins. long and weighs all of 2# soaking wet!

I am proud to say that I will soon be able to type my own letters. While I was in England I began taking a correspondence course in typing—at the exorbitant cost of £495, 10% off for cash. I am now struggling with the intricacies of &, @, and °. After next month I will no longer need the services of a secretary.

Remember our conversation about the Japanese ¥? If you will check page C6, §4 of last Sunday's paper, you will see that it is on the rebound. Even so, I'll stick with investing in the good ol' US$ and/or the British £.

The wife and I are considering taking a trip to France and Belg. next spring. Would you be interested in joining us? Perhaps we could rent a BMW and do Europe in style. Eh, what?

Cheerio, old bean,

E.G.G.

Lesson 14

Roman Numerals, Ordinal Numbers, Very Long Numbers, Decimals, Signs of Operation, Signs of Comparison, Notational Phrase Indicators, Fractions and Mixed Numbers, Square Roots, Superscripts and Subscripts, Displayed Text, Clock Time, Ratios, Sports Scores and Votes, Electronic Addresses

14.1 Roman Numerals

In the Roman numeral system numbers are represented by combinations of seven lower or upper case letters. In NUBS, the braille equivalents of these letters are used. Capitalization is the same as in print.

14.1.1 In General

Roman numerals are brailled in notational mode to distinguish them from contractions. Unless notational mode is already in effect, e.g. in a page range, a notational indicator ; (dots 56) is placed before the first letter of the numeral. Details about modes are described in Appendix C.

In capitalized Roman numerals, the notational indicator precedes the capitalization indicator. A single capital indicator is used for single-letter numerals and for each of the letters in a two-letter Roman numeral. For Roman numerals consisting of more than two letters, a capitalized-word indicator precedes the numeral.

Examples:

V ;,⠇ XL ;,⠭,⠇ x ;⠭ iii ;⠭⠭⠭

“Charles Very wrote a biography of Charles V.”

```
,8,*>LES ,V WROTE A BIOGRAPHY ( ,*>LES
;,V],0
```

In the last example above, the notational indicator preceding the V signifies that the letter is to be read as V, not as the contraction *Very*.

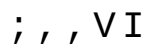
14.1.2 Roman Numerals with a Hyphen, Colon or Dash

When Roman numerals are separated by a hyphen or colon, the notational indicator is not repeated after the hyphen. If the Roman numerals before and after the hyphen are capitalized, the capital word indicator is placed before the first Roman numeral and not repeated after the hyphen. However, the appropriate notational and capitalization indicators are repeated after a dash, since a dash always terminates notational mode. For readability, these units should not be divided between braille lines.

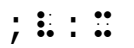
Examples:

vi-x

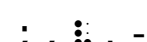
VI-X



v:x



V—X



VI—X

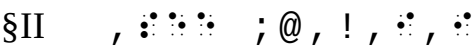
14.1.3 In Page Numbers and References

Follow print when Roman numerals are used in outlines, page and section numbers, or in other context.

Examples:

pages ix-xii

See §II



For other references containing Roman and Arabic numerals see Lesson 17.

14.1.4 When Preceded or Followed by Letters

When Roman numerals are in contact with letters, the entire NUBS word is brailled in notational mode. The use of capital letter and word indicators follows the rules for capitalization of abbreviations as described in Lesson 13. This means, the capital word indicator is used when a combination of Roman numerals and other letters consists solely of capital letters and contains at least three such capitals.

In NUBS words consisting of two capital letters or of mixed upper and lower case letters, each letter is capitalized individually.

Examples:

aVII ;⠠,⠇,I,⠍ avii ;⠠⠇⠍⠍ AVI ;,,AV⠍

XXVa ;,⠭,⠭,⠇⠠ xxA ;⠭⠭,⠠

Since a period terminates all capitalization, the single or word capitalization indicator is used depending on the number of capital letters in the word. Therefore, appropriate capitalization must be reinitiated after each period.

Examples:

VI.A ;,⠇,⠍⠿,⠠

VII.A ;,,⠇⠍⠍⠿,⠠

14.2 Ordinal Numbers

As introduced in Lesson 5, in NUBS ordinal numbers require a dot 5 switch indicator to attain narrative mode for the ending. This treatment of ordinal endings applies to Arabic numbers, Roman numerals, and letters. Contractions are used in ordinal endings, including in foreign ordinal endings embedded in English text.

Examples:

10th	#10"?
21st	#21"/
nth	;⠝"?
XXIst	;,,⠭⠭⠊"/
Ier (French)	;,I"]
VI^{e} (French)	;,⠇,I"⠑
5ter (German)	#5"⠞]

Drill 34

Practice brailling the following sentences.

1. Edward VIII, son of George V, gave up his throne to marry the woman he loved.
2. The pertinent provisions may be found in §59B(ii).
3. Study the Introduction, x-xv, and §15 on pages 23-25.
4. The map of the Czech Republic is found on page XVI—XVI being one of the removable pages.
5. Her house is furnished with Louis XIVth furniture.
6. The pros and cons of socialized medicine are set forth in XIV.B of my outline.

14.3 Very Long Numbers

When commas are used to separate segments of long numbers, the commas are brailled as notational commas, * (dots 16). A number must not be divided between braille lines unless it does not fit on a single line.

If a number would fit on a single braille line, but would not fit on the current line, it must begin on a new braille line. If a number does not fit on a single braille line, it must be divided after a comma, provided there is one. A continuation indicator _ (dots 456) is used as the last symbol on the first line. If no commas are present, a continuation indicator is placed after the last digit on that line, and the number is continued on the next line. Do not repeat the numeric indicator on the second braille line. At least three cells must be carried over to the second line.

Example:

1,000,000,000,000,000,000,000,000,000,000

#1*000*000*000*000*000*000*000*000*_

000*000

14.4 Decimals

As in print, the decimal point in NUBS is represented by the same symbol as the period. Since a decimal typically appears next to digits where the notational mode is in effect, NUBS uses the symbol for the notational period ⠲ (dots 12456) as the decimal point. No numeric indicator is used following a decimal point. When a number starts with a decimal point, a notational indicator must precede it and no numeric indicator is required.

Examples:

12.7	#12]7
.03	;]03
.5 - .7	;]5-]7
.5-1.2	;]5-1]2
6-7.25	#6-7]25
7.25-8	#7]25-8
90.9 MHz	#90]9 ,⠲,⠶⠶
$8.75	;@⠲8]75
$.15	;@⠲]15
$0.32	;@⠲0]32
$5.50—$8.75	;@⠲5]50.-;@⠲8]75
€0.10	;@⠶0]10
6.75-7.50€	#6]75-7]50@⠶
£1.13	;@⠇1]13

14.5 Basic Mathematics Notation

Many literary texts contain occasional mathematical expressions, such as formulas, fractions, and others. This section shows how to write such expressions in NUBS. For transcriptions of other mathematical and scientific materials refer to Part Two of this Manual.

14.5.1 Basic Signs of Operation

Basic signs of operation refer to terms like plus, minus, divided by, and times. Print uses multiple signs to indicate a specific type of mathematical operation. The same is true in NUBS.

Signs of Operation

plus	+	+	(346)
minus	-	-	(36)
minus	–	. -	(46,36)
multiplication sign, asterisk	*	_ [	(456,246)
multiplication sign, cross	×	. [	(46,246)
multiplication sign, dot	·	,]	(6,12456)
divided by	÷	. /	(46,34)
slash as division sign	/	_ /	(456,34)

In print, signs of operation are sometimes spaced from numbers. In NUBS these spaces are usually not retained. In print, the minus sign can be represented by a hyphen or a dash. NUBS uses the corresponding symbols. As introduced in Lesson 2, a dash terminates notational mode, while a hyphen does not.

Particularly in computer programming context, the multiplication sign is sometimes represented as an asterisk.

The slash, in addition to its meaning as a punctuation mark, can be used to indicate division. In either case it is represented by _ / (dots 456,34). The same symbol can also appear as a diagonal fraction line as in $^{1}/_{2}$ (raised 1, slash, lowered 2). This usage is covered in 14.5.3 under Simple Fractions and Mixed Numbers.

Examples:

20 + 4	# 2 0 + 4
Ages: 5+	, ⠒⠒⠒3 # 5 +
a + 2 × 2 - a	; ⠒ + 2 . [2 - ⠒
12 - 3	# 1 2 - 3

12 — 3	#12.-#3
-112°C	;-112⠨],⠨
4×6	#4.[6
8.5x11	#8⠨5.[11
h*w*d	;⠨_[⠨_[D
x · y + 1	;X,]Y+1
10 ÷ 5	#10./5
100/10	#100_/10

Abbreviations are brailled according to the rules presented in Lesson 13. Recall that the abbreviations for *inch* and *inches* are always brailled in notational mode.

Examples:

A 9¢× 12¢ rug	,A #9'.[12' RUG
A 9×12ft rug	,⠨ #9.[12⠨⠨ ⠨⠨⠨
A 7¢× 9¢× 2² box	,A #7'.[9'.[2'' BOX
7₩ × 9₫	#7',W.[9',D
3ft, 6in	#3⠨⠨* #6⠨⠨
9 x 13 in. pan	#9.[13 ;⠨⠨] ⠨⠨⠨
15.1-inch screen	#15]1"-9* ⠨⠨⠨⠨5

14.5.2 Basic Signs of Comparison and Notational Phrases

Basic signs of comparison include the equal sign, less than sign, and greater than sign.

Signs of Comparison:

equals	=	=	(123456)
greater than	>	@>	(4,345)
less than	<	@<	(4,126)

In basic mathematical expressions, signs of comparison are brailled surrounded by spaces. These spaces do not act as delimiters, meaning that no numeric or notational indicator is needed after a sign of comparison.

Example:

12 + 303 = 315 #12+303 = 315

If the word *for* occurs after a notational word, it must be spelled out. If needed, the notational mode must be declared after the word *for*.

Example:

I got 3 for $10.

,⠍ ⠠⠍⠊ #3 ⠠⠍⠊ ;@⠍10]

To add extra clarity, the expression may be enclosed in notational phrase indicators, just like capital phrase indicators enclose all-capital phrases.

Notational Phrase Indicators

Begin notational phrase that begins with a non-digit ;; (56,56)
Begin notational phrase that begins with a digit ;# (56,3456)
End notational phrase ;' (56,3)

Example:

12 + 303 = 315 ;#12+303 = 315;'

Note that within notational phrases, notational mode persists across all spaces, not only around comparison signs.

In general, notational phrase indicators are used to enclose sequences of three or more notational words, unless for ease of understanding individual numeric and notational indicators are preferred.

Examples:

1 800 533 1922

;#1 800 533 1922;' or #1 #800 #533 #1922

His grades were 84, 92, 86, 78, 91, 95, and 90.

,8 ⠠⠍⠠⠍⠊ 7 ;#84* 92* 86* 78* 91* 95*;'
& #90]

Say the vowels, a, e, i, o, u.

```
,SAY ! V[ELS1 ;;A* E* I* O* U];'
```

10 – 8 < 6 `;#10-8 @< 6;'`

7×2 - 1 = 13 `;#7.[2-1 = 13;'`

4 < 6 `;#4 @< 6;'`

x + y > 2 `;;⠭+⠽ @> 2;'`

3a+4b > 5c `;#3⠁+4⠃ @> 5⠉;'`

Note that in NUBS italics usually are not used in mathematical expressions.

Example:

A = *w* × *l* (Area equals width times length)

`;;,⠇ = ⠺.[⠓;'`

14.5.3 Fractions and Mixed Numbers

In print, there are three ways to express a fraction, $\frac{1}{4}$, ¼ , and 1/4.

14.5.3.1 Types of Fraction Lines

Regardless of the type of fraction, in NUBS the *horizontal fraction bar* is always represented by (dots 34), while the *diagonal fraction line* is always represented by dots (456,34).

This means that a horizontal fraction line is used in $\frac{1}{4}$. In ¼ and 1/4, a diagonal fraction line is used.

Diagonal line	/	(dots 456,34)
Horizontal bar	—	(dots 34)

14.5.3.2 Simple Fractions

Simple fractions are fractions with one numerator and one denominator. When a fraction contains one or more fractions in the numerator or denominator or both, it is called a c*omplex* fraction. Complex fractions are covered in Part Two of this Manual.

When in print the numerator and denominator are not written on the same level, they require special begin and end fraction indicators in NUBS. If notational mode is not already established, a notational indicator is required before the fraction indicator.

Fraction Indicators:

Begin fraction	?	(1456)
End fraction	#	(3456)

Examples:

$^{1}/_{2}$ - $^{3}/_{4}$;?1_/2#-?3_/4#

0 — $^{1}/_{2}$ #0.-;?1_/2#

$^{11}/_{16}$;?11_/16# $^{m}/_{h}$;?⠍_/⠓#

$\frac{11}{16}$;?11/16# $\frac{m}{h}$;?⠍/⠓#

When the numerator and denominator are on the same level, as in 1/4, the expression is called a *linear* or *in-line* fraction. Simple fractions written as linear fractions, such as 3/4 (#3_/4), are brailled without fraction indicators and follow the rules for numbers and letters when separated by a slash.

Examples:

1/4 lb of butter #1_/4 ⠍⠍ (⠍⠍⠍⠍⠍⠍]

33 1/3 #33?1_/3#

14.5.3.3 Mixed Numbers

Mixed numbers are combinations of whole numbers and fractional parts. In NUBS, no space is left between the whole number and the fractional part, and the fractional part must be enclosed in fraction indicators, regardless of elevation of the numerator.

Examples:

$1\,^{7}/_{8}$	#1?7_/8#
$4\frac{1}{2}$	#4?1/2#
$\frac{1}{2}$ - $1\frac{1}{2}$	;?1/2#.-#1?1/2#
$^{1}/_{2}$ - 1	;?1_/2#-1
$1\,^{1}/_{2}$ - 1 - $^{1}/_{2}$	#1?1_/2#-1-?1_/2#

14.5.4 Square Roots

The print symbol used for square root is $\sqrt{\ }$ and it is called a ***radical sign***. It is used to represent what can be viewed as the inverse of "squaring". For example, if 4 squared is 16, then the square root of 16 is 4. Attached to the radical sign, and extending to the right to cover all the notation over which the radical sign is effective, is a horizontal bar called the *vinculum*. The vinculum is not represented in NUBS. Instead, NUBS uses the ***begin radical sign*** > (dots 345) to indicate the beginning of a square root expression, and a radical termination indicator [(dots 246) to indicate the end of the square root expression.

Square Root (Radical) Symbols

Begin radical	>	(345)
End radical	[	(246)

Square root expressions are brailled in notational mode. Beginning and end notational phrase indicators are used where appropriate.

Examples:

$\sqrt{64} = 8$	;;>64[= 8;'
$\sqrt{12.439}$	;>12]439[
$\sqrt{a+b}$	;>⠰+⠰[

Higher order radicals such as cube roots are covered in Part Two of this Manual.

14.5.5 Superscripts and Subscripts

In print, superscripts and subscripts are characters that are raised or lowered relative to the baseline and generally apply to the character that precedes them. One common use of superscripts is to indicate exponents. For example, 2 squared is written as 2^2. Subscripts most commonly appear in chemical formulas and in series of items such as H_2O and A_1, A_2, etc.
In NUBS, indicators are used to denote level changes. A level stays in effect until either another level indicator or a space appears. A space always indicates a return to the baseline.

Superscript and Subscript Indicators:

Superscript	^	(45)
Subscript	;	(56)
Baseline indicator	"	(5)

In NUBS, a superscript indicator is used to indicate that the following symbol is raised, and to return to the baseline, a baseline indicator is needed. Only simple numeric subscripts require no level indicator.

Examples:

The speed of light is $3x10^8$ meters per second.

```
,! :::$ ( :<: :: #3.[10^8 ::]: :]
:::::4
```

$a^2 + b^2 = c^2$ `; ;:^2"+:^2 = ::^2";'`

a_1 `;:1` b_2 `;:2` H_2O `;,:2,:`

CO_2 `;,C,O2` H_2SO_4 `;,::2,:,::4`

$a_1+a_2 = n_1+n_2$ `;;:1+:2 = ::1+::2;'`

Never confuse H_2SO_4 with H_2O!

```
,:": 3:::::: ;,::2,:,::4 ) ;,::2,:_6
```

When digits that are not subscripts follow letters, a numeric indicator is required before the digits to indicate that the digits are at the baseline, and are not a subscript.

Example:

K2 is a mountain in the Himalayas.

⠠⠁⠼⠃ ⠊⠎ ⠁ ⠍⠕⠥⠝⠞⠁⠊⠝ ⠊⠝ ⠞⠓⠑ ⠠⠓⠊⠍⠁⠇⠁⠽⠁⠎⠲

All other types of subscripts require a subscript indicator.

Example:

$y = x_n+x_{n-1}$ ⠠⠽ ⠨⠅ ⠰⠭⠢⠝ ⠬⠰⠭⠢⠝⠤⠁⠾

Special symbols that are always raised above the baseline in print are covered in Lesson 13. Indicators for footnotes and references will be studied in Lesson 17.

14.5.6 Displayed Text

When mathematical expressions or other materials are set apart from the body of the text by skipped lines, centering, special indentations, etc., the material is regarded as displayed.

Mathematical expressions that are displayed are treated the same as all other mathematics text, using notational or numeric indicators as required. Displayed mathematics text begins in cell 3. Any runovers start in cell 5.

Example:

The formula for speed (rate) is:

$$\text{rate} = \frac{\text{distance}}{\text{time}}$$

⠠⠗⠁⠞⠑ ⠨⠅ ⠙⠊⠎⠞⠁⠝⠉⠑ ⠌ ⠞⠊⠍⠑

⠠⠨⠅ ⠰⠗⠁⠞⠑ ⠨⠅ ⠠⠙⠊⠎⠞⠁⠝⠉⠑ ⠌ ⠠⠞⠊⠍⠑⠲

14.6 Clock Time

To indicate clock time, a notational colon : (dots 156) is used to separate hours, minutes, and seconds. Only one numeric indicator is required. Clock times cannot be divided between braille lines.

Examples:

11:30 p.m. #11:30 ;⠒]⠒]

1:00:15 a.m. #1:00:15 ;⠒]⠒]

When intervals of time are expressed by whole numbers, such as 6-7 p.m., only one numeric indicator is needed — as with any other hyphenated numerical expression.

A repeat of the numeric indicator is required only after a dash.

Examples:

3-4 a.m. #3-4 ;⠒]⠒] 6-7:12 #6-7:12

4:15-5:00 #4:15-5:00 5:15—6 #5:15.-#6

14.7 Ratios, Sports Scores, and Votes

Ratios such as sports scores, voting results, or map scales usually appear in print using hyphens, dashes, or colons. These should be brailled to match the print. Note that a numeric indicator is required after the dash and a notational colon is used between numbers.

Examples:

The map was drawn on a scale of 1:50.

,! MAP 0 DRAWN ON A SCALE (#1:50]

The Seattle Sounders defeated the Colorado Rapids 2:1.

,! ,⠒1⠒⠒⠒ ,⠒.⠒⠒ ⠒⠒⠒1⠒$! ,⠒⠒⠒⠒⠒⠒⠒⠒

,⠒⠒⠒⠒⠒ #2:1]

98-102 #98-102

12,888—11,045 #12*888.-#11*045

14.8 Electronic Addresses

Electronic addresses are transcribed in the notational mode. No contractions are permitted. The numeric indicator is required before any digit or series of digits to distinguish it from a numeric subscript.

The special symbols required to braille such electronic addresses were covered in Lesson 13.

Example:

https://msdn.microsoft22.com

⠻⠓⠞⠞⠏⠒⠸⠌⠸⠌⠍⠎⠙⠝⠲⠍⠊⠉⠗⠕⠎⠕⠋⠞⠼⠆⠆⠲⠉⠕⠍

info@food2go.com

⠻⠊⠝⠋⠕⠈⠋⠕⠕⠙⠼⠆⠛⠕⠲⠉⠕⠍

Note that the underline in print typically signifies an active link. In braille this underline is typically not shown.

If a long electronic address is longer than an entire braille line, it must be divided between braille lines using the continuation indicator ⠸ (456) as shown here.

Example:

http://www.angelfire.com/biz/casc/index.html

⠻⠓⠞⠞⠏⠒⠸⠌⠸⠌⠺⠺⠺⠲⠁⠝⠛⠑⠇⠊⠗⠑⠲⠉⠕⠍⠌⠃⠊⠵⠌⠉⠁⠎⠉⠌⠊⠝⠙⠑⠭⠲⠓⠞⠍⠇

⠸⠌⠓⠞⠍⠇

Drill 35

Practice brailling the following sentences. Note that, according to Section 14.5.5, sentences 1, 14, and 15 may be brailled with or without notational phrase indicators.

1. 1/2 × 6 2/3 = 3 1/3.
2. The young ballistics expert determined that death had been caused by a .32-caliber automatic.
3. He bought the stock at 85 5/16 and sold it at 88 15/16.

4. A rod equals 5.5 yd., or 16.5 ft.
5. The length of the astronomical year is about 365 ¼ days, or 365 da., 5 hr., 48 min., 45.51 sec.
6. After deducting withholding tax, 6½% for retirement and $3.75 for life insurance, his take-home pay amounted to $463.29 every week.
7. The nurse reported that the patient's pulse had ceased at 1:00:25 a.m.
8. For 30 minutes, 6:15-6:45, the fog was heavy; by 7:00 it was gone.
9. He won the match in three straight sets: 6-3, 6-2, and 6-2, although his opponent had been a 3-1 favorite.
10. General Custer's men were armed with .45/70 Springfield rifles.
11. The cherry pie recipe calls for 2½-3 cups of sugar.
12. The board he cut was ½ - ¾ in. too long.
13. The rug measured 9' x 12', but the room was 8½' x 11¾'.
14. $E = mc^2$ is associated with the theory of relativity.
15. The diagonal length across the bedroom is: $d = \sqrt{l^2 + w^2}$ where *d* is the diagonal, *l* is the length, and *w* is the width.
16. Internet users can travel to http://www.45ware@home.org for more details.
17. The 1st Battalion—64th Armor Regiment—is often referred to as the 1/64.

EXERCISE

Prepare the following exercise for submission to the instructor. Note that there may be more than one way to braille some of these sentences.

LESSON 14

1. The high jump was won by Samuel Speed III, who cleared the bar at 6 ft. 10 ¾ in. — ¼ in. higher than the previous school record.
2. At 6 ½% interest his investment of $3700.00 yielded a return of just $240.50.
3. In 1952 the principal causes of accidents were: automobiles, 40%; at home, 22.5%; sports and recreation, 15.4%; pedestrians, 8.3%; travel, 6.6%.
4. In the late nineteenth century the American Experience Table of Mortality gave the life expectancy at age 10 as 48.72 years and at age 95 as .50 years.

5. We learned today that the ratio of the circumference of a circle to the radius is expressed as c = 2 x r x 3.1416 (or $3\,^{1}/_{7}$).
6. For many years a minute of silent prayer was observed each November 11, 11:00-11:01 a.m., to commemorate the signing of the armistice ending World War I.
7. Friday, 2-4 p.m., will be devoted to interviewing applicants for the new position.
8. The alumni banquet will begin promptly at 6:30 p.m.
9. The missile took off from the launching pad at exactly 6:00:15 a.m.
10. With 2/3 of the precincts already reported, the Governor leads his nearest competitor 189,769—160,323, though he had been given less than a 50-50 chance of winning by the pollsters.
11. After 15 innings the two teams were still deadlocked 3-3.
12. The motor number of the stolen car is 030/692.
13. To-day AT&T stock closed at 36 3/4, up 5/8.
14. Articles V-VII of the society's constitution deal with the powers and duties of the officers.
15. The title page at the beginning of every braille volume lists the number of braille pages contained in that volume—thus, pages t1-t2, p1-p3, and 1-62**.**
16. Pope John XXIIIrd did much to promote the ecumenical movement.
17. The Pythagorean Theorem is $a^2 + b^2 = c^2$.
18. King Louis XVth of France is supposed to have said, “After me, the deluge.”
19. Many cities were demolished by the end of World War II — III will probably see the destruction of civilization.
20. Charles I (1600-1649) was beheaded by the Parliamentary faction in England.
21. The mysterious crate measured 6'H x 9'W x 2'D.
22. How do I solve this equation? $x = \sqrt{3^2 + 8^2}$
23. Barber, please trim my hair — $^{1}/_{4}$ - $^{1}/_{2}$ inch.
24. You need not worry; a person's temperature is normal when it falls in the 98.4-99.2 range.
25. Add a hydrogen ion to H_2O to get heavy water, D_2O.
26. More than 1/3 of our staff will be on vacation from 6/14 to 7/1.

27. Visit our web site at: http://www.riley13/sim.org to find additional information.
28. Dad still has 20/20 vision, but he doesn't hear very well.

Lesson 15

Font Attribute Indicators, Partially Emphasized Words and Numbers, SimBraille Indicator, Ellipsis and Other Signs of Omission, Free-Standing and Enclosed Symbols, Punctuation Marks, and Portions of Words, Order of Punctuation Marks and Indicators, Displayed Material

15.1 In General

In addition to the indicators already studied, such as the capital indicators, numeric indicator, the notational and narrative mode indicators, and the transcriber's notes symbols, other special indicators are used in braille to render print symbols into the most accurate format for the braille reader.

When special font attributes, i.e., typefaces other than the host font attribute, such as small capital letters, whole word capitalization, bold face, italics, or underlining, are used, in most cases these font attribute changes must be indicated in braille. Due to the limitation of unique braille patterns in a six-dot code, indicators substitute for those special fonts.

Special font attributes employed by typesetters for visual enhancement such as ornate letters or titles printed in elaborate fonts, which are frequently found at the beginning of a chapter, are ignored in braille. In all other situations, the emphasis shown in print should be retained in braille, unless a transcriber determines that the emphasis conveys no specific information to the reader. In this respect, NUBS differs from *Braille Formats 2011*.

Further, this lesson discusses how to braille the ellipsis, how to deal with partially emphasized words, numbers, and letter-number combinations, how to braille quoted or displayed material, portions of words, punctuation marks or other symbols when enclosed or standing alone. The sequential order of indicators as well as indicators for describing text encountered in simulated braille are also presented in this lesson.

15.2 Font Attribute Indicators

There are a variety of ways in which print letters and words lend emphasis or distinction to the written word. In this lesson, various *font attribute indicators* are presented. The following table provides a list of font attribute indicators defined in NUBS. There are indicators for single characters, single words, and phrases.

As shown in the second column of the table below, each defined font attribute has been assigned a characteristic dot pattern consisting of either one or two cells. This dot pattern is modified depending on whether the font attribute applies to a character, word, or multi-word phrase.

Notice that an exception to the overall pattern is the fully-capitalized single word, which requires only `,,` (dots 6,6) before a capitalized word to conform with the historically accepted braille format for such words in the United States.

When small-cap words have an initial capital letter in print, NUBS shows that capitalization. Font attributes that require an extra cell, such as those indicating script and small caps, use the symbol for italics preceded by that extra cell. For details on the order of consecutive braille indicators see Section 15.2.1.

When a termination symbol is used, it must be listed on a special symbols page, to be covered in Lesson 19**.**

List of Font Attribute Indicators

Attributes	Characteristic		One character	One word	Begin phrase	End special font
boldface	_	(456)	_^	_;	__;	_'
italics	.	(46)	.^	.;	..;	.'
script	^.	(45,46)	^.^	^.;	^..;	^.'
small caps	,.	(6,46)	,.^	,.;	,..;	,.'
underline	@	(4)	@^	@;	@@;	@'
upper case	,	(6)	,	,,	,,;	,'

Indicators for additional attributes may be created as long as the patterns presented in the table above are followed.

15.2.1 Placement of Braille Indicators

In general, braille equivalents of punctuation marks and other print symbols are brailled in the order in which they appear in print. The placement of begin and end braille indicators follows the conventions used in print and braille for placing quotation marks, parentheses, brackets, and other enclosure symbols: Indicators are ordered according to their scope, i.e., the length of text they affect; indicators of equal scope appear in a prescribed order of preference; and termination indicators, when needed, are written in reverse order to their corresponding begin

indicators. The following guidelines and examples demonstrate how these principles are applied.

15.2.1.1 Beginning and Ending of Special Fonts

When a character, word, or phrase is to be brailled in a special font, the appropriate *begin font attribute indicator* is placed immediately before the first character of the respective character, word, or phrase. The *character emphasis attribute indicator* applies only to one *print* character, regardless of the number of braille characters needed to represent it. Subsequent characters are not affected and an *end special font indicator* is not used.

If the begin word indicator is used, a space or dash terminates the special font. For details on the use of font indicators in partially emphasized words, see Section 15.2.4.

Phrases of three or more words are preceded by the begin special font indicator and followed by the corresponding termination indicator.

Examples:

I told you to STOP! ,I ⠠⠞⠕⠇⠙ ⠠ 6,,/⠠6

THE CALL OF THE WILD ,,;! ⠠⠠⠠⠠ (! ⠠⠷⠠⠠,'

That is the *limit!* ,⠠ ⠷⠠ ! .;⠠⠷⠠⠷⠠6

Are you <u>c</u>ertain? ,>⠠ ⠠ @^⠠⠠⠠⠠98

March .;,⠠>* *A.M.* .;,⠠4,⠠4

blue-eyed _;⠠⠠⠠⠠-⠠⠠$

<u>o'clock</u> @;⠠'⠠ <u>1914-18</u> @;#1914-18

When a slash or a hyphen occurs in the middle of a special-font word**,** the special font indicator is not repeated after the slash or the hyphen. If the special font ends at the slash, a font terminator is required before the slash. In the case of capitalization, each letter may be capitalized individually.

Examples:

cat/dog .;⠠⠠⠠_/⠠⠠⠠

white cat/black dog ..;:⠷⠠⠠⠠⠠_/⠠⠠⠠⠠⠠⠠⠠.'

ATC/CN ,,⠠⠁⠠⠞⠠⠉_/⠠⠉⠠⠝ *atc/cn* .;⠠⠁⠠⠞⠠⠉_/⠠⠉⠠⠝

ATC/cn ,,⠠⠁⠠⠞⠠⠉,'_/⠠⠉⠠⠝ or ,A,T,C_/CN

*atc/*cn .;⠠⠁⠠⠞⠠⠉.'_/⠠⠉⠠⠝

15.2.1.2 Precedence According to Scope

When more than one mode or font attribute needs to be initiated at the same time, and terminates at a different point in the text, the indicator for the mode or font attribute that remains in effect the longest is placed first. That is, begin phrase indicators precede word indicators which precede character indicators, and the phrase indicator that applies to the largest number of words comes first.

Examples:

Football .;,⠠⠋⠠⠕⠠⠕⠠⠞⠠⠃⠠⠁⠠⠇⠠⠇

*F*OOTBALL ,,.^⠠⠋⠠⠕⠠⠕⠠⠞⠠⠃⠠⠁⠠⠇⠠⠇

BARBARA AND KENYA played football.

__;,,;⠠>⠠>⠠ & ⠠5⠠⠃,' ⠠⠃⠠⠁⠠⠗⠠⠃⠠⠁⠠⠗⠠⠁ ⠠⠅⠠⠑⠠⠝⠠⠽⠠⠁ ⠠⠏⠠⠇⠠⠁⠠⠽⠠⠑⠠⠙ ⠠⠋⠠⠕⠠⠕⠠⠞⠠⠃⠠⠁⠠⠇⠠⠇4_'

Franklin Delano Roosevelt

^..;,⠠⠋⠠⠗⠠⠁⠠⠝⠠⠅⠠⠇⠠⠊⠠⠝ ,D⠠⠑⠠⠇⠠⠁⠠⠝⠠⠕ ,R⠠⠕⠠⠕⠠⠎⠠⠑⠠⠧⠠⠑⠠⠇⠠⠞^.'

BLUE BOY is a famous painting.

,.;,⠠⠃⠠⠇⠠⠥⠠⠑ ,.;,⠠⠃⠠⠕⠠⠽ ⠠⠏⠠⠁ ⠠⠞ ⠠⠓⠠⠊⠠⠎\⠠⠓⠠⠊⠠⠎9⠠⠓⠠⠊⠠⠎+4

“*Help!*” ,8.;,⠠⠓⠠⠑⠠⠇⠠⠏6,0

—Help! .-.;,⠠⠓⠠⠑⠠⠇⠠⠏6

15.2.1.3 Precedence According to Prescribed Order

Multiple indicators that apply to a single character, single word, or phrases of equal length are placed in the following order:

1. When the first character is a letter or symbol, the order of begin indicators is notational mode, special font, foreign language, capitalization, accent position.

2. When the first character is a number, the order of begin indicators is special font, foreign language, numeric indicator.

3. Begin indicators for different special font attributes (e.g., italic and bold) may be placed in any order.

4. Termination indicators, when needed, are placed in the opposite order as the begin indicators, i.e., what was opened last closes first, and so on.

Foreign language and accent position indicators are covered in Lesson 16.

Examples:

Plymouth is spelled with a ***Y***

⠠⠽⠍⠕⠥⠞⠓

Alan from FluentU

⠠⠁⠇⠁⠝ ⠋⠗⠕⠍ ⠠⠋⠇⠥⠢⠞⠠⠥

Pages *1* **AND** *100*.

⠠⠏⠁⠛⠑⠎ ⠼⠁ ⠯⠁⠝⠙ ⠼⠁⠚⠚

1 800 456 9999

⠠⠃⠼⠁ ⠼⠓⠚⠚ ⠼⠙⠑⠋ ⠼⠊⠊⠊⠊

$1

⠠⠎⠼⠁

She said, “I enjoyed Jimmy Carter’s ‘*Why not the best?*’.”

⠠⠎⠓⠑ ⠎⠁⠊⠙⠦⠠⠊ ⠑⠝⠚⠕⠽⠑⠙ ⠚⠊⠍⠍⠽ ⠠⠉⠁⠗⠞⠻⠎ ⠤⠠⠺⠓⠽ ⠝⠕⠞ ⠮ ⠃⠑⠌⠴⠲⠴

In the last example, the begin and end italic phrase indicators are placed directly before and after the characters that are printed in italics, thus following the concept of “scope” introduced in Section 15.2.1.2.

15.2.1.4 Quotation Marks Preceding Notational Text

For readability reasons, the notational indicator should never precede an open quotation mark. This means that when a notational character, word, or phrase is enclosed in single or double quotes, the opening quotation mark must be placed first, and the closing quotation mark must always come last.

Examples:

He said, “1 and 5.”

⠠⠓⠑ ⠎⠁⠊⠙⠦⠼⠁ ⠯⠁⠝⠙ ⠼⠑⠲⠴⠲

“*1* and *5*”

⠦⠼⠁⠨⠄ ⠯⠁⠝⠙ ⠨⠼⠑⠴

She insisted: “XXV means 25.”

⠠⠎⠓⠑ ⠊⠝⠎⠊⠎⠞⠑⠙⠒⠦⠠⠭⠭⠧ ⠍⠑⠁⠝⠎ ⠼⠃⠑⠲⠴

15.2.2 Phrases and Passages in Special Fonts

Consecutive phrases or words with different font attributes are treated independently with the appropriate NUBS font attribute indicators.

Example:

Types of Homicide. *Murder in the first degree* is killing with malice aforethought.

⠸⠸;,⠠⠠⠠⠄ (,⠠⠄⠄⠄⠄⠄⠄4_' ..;,⠠⠄⠠] 9 !
⠠/ ⠠⠄⠠⠠⠄⠄.' ⠄⠄ ⠄⠄⠠⠠+) ⠠⠄⠠⠄⠄⠄ ⠄=⠄?"\4

Consecutive, yet independent, words or phrases that are printed with the same font attribute, such as titles of books, are treated as a single special-font phrase, even when they bridge across adjacent parts of sentences.

Example:

A story about a single dramatic incident is called a *short story*. *The Necklace* is a perfect example.

,⠄ /⠄⠠⠠ ⠄⠄ ⠄ ⠄+⠠⠄ ⠠⠠⠄⠄⠄⠄⠄ 9⠠⠄5⠠ ⠄⠄
⠠⠄⠠$ ⠄ ..;%⠄⠠⠄ /⠄⠠4 ,! ,⠠⠄⠄⠠⠄⠄.' ⠄⠄
⠄ ⠠]⠠⠄⠄ ⠄⠄⠄⠄⠄4

When a series of words, all in the same font, is connected by an incidental word such as *and*, *for*, or *but* that is NOT in the special font, simply follow print.

Examples:

On Friday the children sang *Farmer in the Dell, Yankee Doodle, The Old Oaken Bucket,* and *Bobby Shaftoe.*

,⠠⠠ ,⠠⠠⠄"⠠ ! *⠠ ⠄⠄⠠⠠ ..;,⠠>⠠] 9 !
,⠠⠄⠠1 ,⠠⠄⠄⠄⠄ ,⠠⠄⠄⠄⠄1 ,! ,⠠⠠ ,⠄⠄5
,⠠⠄⠄⠄⠄1.' & .;,⠠⠄2⠠ .;,%⠠⠄⠄⠄4

The *Thrush, Phoebe, Vireo, Blue Jay* and *Chickadee* are birds of the northern forest.

,! ..;,?⠠⠄%1 ,P⠠⠄⠄⠄⠄1 ,⠠⠄⠄⠄1 ,⠠⠄⠄
,⠠⠄⠠.' & .;,*⠠⠄⠄⠄⠄⠄ >⠄ ⠄⠄⠠⠄⠠ (! ⠠⠄⠠!⠠⠄
=⠄/4

When text is doubly emphasized by being both enclosed in quotation marks and printed with a different font attribute, show both the quotation marks and the appropriate font attribute indicators.

Example:

"*Re*" is a prefix meaning "*over again.*"

⠠⠄⠨⠂⠠⠄⠴ ⠠⠄ ⠠ ⠠⠄⠨⠂⠠⠄⠠⠄ ⠠⠼⠁⠠⠖ ⠠⠄⠨⠂⠠⠄⠨⠆⠠⠜
⠨⠂⠠⠖⠼⠙⠠⠄⠴

When a passage in italics or other special font consists of more than one paragraph, the phrase indicator for a special font attribute is placed at the beginning of each new paragraph regardless of its length or content, even if the paragraph consists of just one word or an ellipsis. The end phrase indicator follows the last word of the last paragraph.

15.2.3 Font Indicators with Whole-Word Contractions

Font attribute indicators with whole-word contractions require special considerations. The italic word indicator is used when the entire word is intended to be in italics, even if the braille representation of the word takes up only one braille cell. Placing a special font character indicator before a single whole word contraction implies that only the first print letter of the word is in the special font. A whole-word contraction cannot be used, if a special font begins within the word. For examples see the following subsections.

15.2.3.1 With *in, enough, be, his, was, were*

Special font indicators may precede these whole-word lower signs. Note, however, that these whole-word contractions cannot be used in contact with any punctuation regardless of whether special font attribute indicators are needed.

Examples:

This is *his* coat. ⠠⠄⠢ ⠠⠄⠨⠂⠠⠄ ⠠⠄⠨⠆ ⠠⠄⠠⠄⠠⠄⠼⠙

This is *h*is coat. ⠠⠄⠢ ⠠⠄⠨⠂⠠⠄ ⠠⠄⠔⠦ ⠠⠄⠠⠄⠠⠄⠼⠙

This is h*is* coat, not h*ers*. ⠠⠄⠢ ⠠⠄⠨⠂⠠⠄ ⠠⠄⠲⠔⠦ ⠠⠄⠠⠄⠠⠄⠼⠁⠠⠄ ⠠⠄⠲⠨⠆⠠⠄⠼⠙

Be careful! ⠠⠄⠨⠆⠼⠃ ⠠⠄⠨⠂⠠⠄⠕⠠⠄⠨⠆⠼⠋

"Were you?" ⠠⠄⠨⠂⠠⠄⠨⠆⠠⠜ ⠠⠄⠨⠂⠠⠄⠼⠓⠠⠄⠴

(be gone) ⠠⠄⠨⠆⠤⠐⠣⠠⠄ ⠠⠄⠨⠂⠠⠄⠠⠴⠠⠄⠤⠐⠜⠣

Come in. ⠠⠄⠨⠆⠤⠠⠄ ⠠⠄⠨⠂⠠⠄⠼⠙

15.2.3.2 With *to, into,* and *by*

Special font attribute indicators may precede and follow these whole-word lower signs. Even though these contractions are typically joined to the word that follows, they are still considered separate words when it comes to determining which font indicator to use. The following examples illustrate the implications in various situations.

Examples:

into town .;96.;⠷

By George! .;,0.;,⠠⠠⠠⠠⠠6

By *G*eorge! ,0.^,⠠⠠⠠⠠⠠6

*By G*eorge! .;,0.^,⠠⠠⠠⠠⠠6

to George .;6,⠠⠠⠠⠠⠠

*t*o George .^6,⠠⠠⠠⠠⠠

To err is human. ..;,6]⠠ ⠠ ⠠⠠⠠⠠4.'

Give it to *him, not to me*! ,⠠⠠⠠ ⠠ 6..;⠠⠠1 ⠠ 6⠠⠠.'6

By *default* ,0.;⠠⠠⠠⠠⠠

Into The Wild ..;,96,! ,W⠠⠠⠠.'

15.2.3.3 With *and, for, of, the, with* and *a*

These words should not be joined when punctuation or emphasis indicators intervene unless they are contained within a special-font phrase.

Examples:

We get *The Times* and *The Post.*

,⠠⠠ ⠠⠠⠠ .;,! .;,"⠠⠠ & .;,! .;,⠠⠠/4

Just *for the fun of it*.

,⠠ ..;=! ⠠⠠⠠ (⠠4.'

We are *for* the people.

,⠠⠠ >⠠ .;=! ⠠4

15.2.4 Partially Emphasized Words and Numbers

If only part of a word is in a special font, a mechanism shows in NUBS how to begin and end the special font so that each element of the text is represented

properly. Contractions can be used in these words, provided that all the letters within the contraction are in the same font.
If the special font applies to only one character in the word, the indicator for *special font for a character* is placed before that character. After that character, the special font is automatically terminated.

If two or more consecutive characters are in a special font, place the *begin special font for a word* indicator before the first character to which it applies. At the end of the font-attribute part of the word, the *special-font termination indicator* is used *unless* this occurs at the end of the word, in which case the termination is automatic. Note that there is a different *terminator* for each font attribute.

Examples:

FOOTball ,,⠿⠿⠿⠿,'⠿⠿⠿⠿

pre*ven*tion ⠿⠿⠿.;⠿5.';⠿

eight-hour week .;⠿⠿<⠿.'-⠿\⠿ ⠿⠿⠿⠿

15.2.4.1 Partially Emphasized Words

Notice in the first example below, in the word *ribbon* the entire word is in italics, but only the *rib* is also in bold. So, the bold indicator must open after the italics indicator because it must be terminated before the italics end. Also note that in *be*-lieve and ***OK***'d, the termination symbols immediately follow the emphasized letters in nested order, preceding the hyphen and the apostrophe respectively.

Examples:

"***Tie*** a yellow ***rib****bon* 'round the ***old*** oak tree", sang the GIs.

,8.;_;,⠿⠿⠿ ⠿ ⠿⠿⠿⠿[.;_;⠿⠿⠿_'⠿⠿⠿ '⠿.⠿ !
.;_;⠿⠿⠿ ⠿⠿⠿ ⠿⠿⠿⠿,01 ⠿⠿⠿⠿ ! ,⠿,⠿⠿4

Can you ***be***-lieve it? The boss ***OK***'d it! Ter***rif***ic!

,⠿ ⠿ .;_;⠿⠿_'.'-⠿⠿⠿⠿⠿ ⠿8 ,! ⠿⠿⠿⠿
.;_;,⠿,⠿_'.''⠿ ⠿6 ,T].;_;⠿⠿⠿_'.'⠿⠿6

A word containing a termination symbol may be divided between lines, but only following a hyphen or a component of a compound word.

Examples:

forty- .;_;=⠿⠿_'.'-
seven ⠿⠿⠿5

15.2.4.2 Partially Emphasized Numbers and Letter-Number Combinations

When a single-digit number is printed in a special font, the special font character indicator precedes the numeric indicator. For a multi-digit number, the special font word indicator is used. If the special font extends across a hyphen or slash, the special font indicator is not repeated. When only portions of numbers are emphasized, a termination symbol is used in the same way as it is in other partially emphasized words.

For the proper sequence of braille indicators in notational phrases or special font phrases, see Section 15.2.2 above.

Examples:

24/7	.;#24_/7	***9876***	.;_;#9876
6:986	_^#6:986	*45*/100	.;#45.'_/100
43-47	.;#43.'-47	43-*47*	#43-.;47

The same rules apply for the use of font indicators with letter-number combinations as long as the letter-number combination is not a mathematical expression or variable. In mathematical expressions, variables are not italicized regardless of print usage. See Lesson 14 and Part Two of this Manual for details on how to braille mathematical expressions.

Examples:

38m	_;#38⠍	38*m*	#38⠍ (no italics required for a variable)
m*38*	;⠍.;38	*m*38	;.^⠍#38

In the last example, 38 is not a subscript as indicated by the numeric indicator immediately following the letter *m*.

15.2.5 Special Font Attributes in Free-standing Portions of Words

Uncontracted braille is used for a freestanding portion of a word, whether it is standing alone, or preceded or followed by a hyphen. A notational indicator is not used unless the word portion starts with a hyphen or looks the same as a single-letter contraction or a short-form word. The contractions for *to, into,* and *by* are not used before freestanding portions of words. Font attribute indicators are used only when needed for emphasis or distinction.

Examples:

Add *-ing* to *th.*

⠠⠝⠬ ⠠⠄⠠⠄ ⠠⠄⠤⠠⠬⠬ ⠠⠬⠄ ⠠⠄⠠⠬⠲

Graffiti artists had changed the *con* to *de* so now the sign reads, "4th Floor Closed Due to *De*struction."

⠠⠝⠬⠄⠲⠠⠬⠠⠬ ⠠⠕⠬⠠⠌⠬ ⠠⠤⠬ ⠠⠔⠬⠬⠎ ⠠⠖ ⠠⠄⠠⠄⠬⠬ ⠬⠄

⠠⠄⠠⠄⠬ ⠬ ⠬⠷ ⠖ ⠬⠠⠬⠬ ⠼⠁⠬⠎⠁ ⠠⠝⠼⠙⠼⠁⠴ ⠠⠝⠠⠋⠬⠬⠬

⠠⠝⠠⠉⠬⠬⠎ ⠠⠝⠠⠙⠬⠬ ⠼⠋⠄⠠⠄⠬⠬ ⠼⠁⠴⠎⠁ ⠠⠝⠼⠓⠹⠼⠙⠴ ⠠⠝⠠⠋⠬⠬⠬

⠠⠝⠠⠉⠬⠬⠎ ⠠⠝⠠⠙⠬⠬ ⠼⠋⠄⠠⠄⠬⠬ ⠼⠁⠴⠎⠁ ⠠⠝⠼⠓⠹⠼⠙⠴ ⠠⠝⠠⠋⠬⠬⠬

Drill 36

Practice brailling the following sentences.

1. The general planned to withhold his attack until *after* the troops had landed.
2. A good source for ideas for new business enterprises is *999 Little-Known Businesses.*
3. "*Bon appetit!*" said the young waiter as he left the table.
4. The STAR-SPANGLED BANNER, written by Francis Scott Key, was adopted as the U.S. national anthem in 1931.
5. We'll make the trip, *for* the children, not *in spite of* the children.
6. The following books have been written by Lu Bannert: *Messages From Hindustan, Discovery,* and *Night On The Veld.*
7. He is arriving at 3 a.m., not *p.m.*
8. The planets that revolve around the sun are: *Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus,* and *Neptune.*
9. *This is the end,* he thought, as the speeding car bore down upon him.
10. "*You're on the road to success when you realize that failure is merely a detour*."—William G. Milnes, Jr., in *The Saturday Evening Post.*
11. The *Times'* JANET DIANA CARR is a first rate reporter.
12. *What can it be?* he wondered, as he examined the odd-looking package.
13. It is usually easier to get *into* the state of matrimony than to get *out* of it.
14. Mark is on the "*A*" team and Brian is on the "*B*" team.

15.3 Simbraille Indicator

The standard rules for font indicators do not apply to the simulated braille indicator. When simulated braille text is encountered in a print document that is being transcribed, the simbraille indicator @+ (4,346) is required. This tells the reader that the text between simbraille indicators is shown in simulated braille in the print text. Therefore, a simbraille indicator is required at the beginning and the end of a continuous simbraille text, even if it extends over several paragraphs.

Examples:

Print: Study this sentence. ,⠸ ⠌/ ⠸ ⠸⠎⠞⠥⠙⠽ ⠠⠎⠞⠥⠙⠽⠸4

Braille: ,/⠠⠎⠞⠥⠙⠽ ? ⠠5⠸;⠎4 @+,⠸ ⠌/ ⠸ ⠸⠎⠞⠥⠙⠽
⠠⠎⠞⠥⠙⠽⠸4@+

Print: ampersand & @& (4,12346)

Braille: ⠠⠌⠸]⠠& @+@&@+ ;(4*12346)

In the last braille example above, the symbol for the ampersand is enclosed in simulated braille indicators to reflect that the ampersand symbol was shown in simulated braille in the print text.

15.4 Signs of Omission

In print, there are several ways to indicate an omission in text, besides a hyphen or dash which were introduced in Lessons 2 and 3. This section covers the ellipsis and the period with the function of indicating missing text.

Other omission symbols such as blanks, question marks, or hollow squares may be encountered in print text. Consult Part Two of this Manual for the representation of these symbols in NUBS.

15.4.1 The Ellipsis

In print, an ellipsis is usually shown as three dots used to indicate the omission of a word or words or as a pause between words. In NUBS, it is represented by ,,' (dots 6,6,3) and is spaced and punctuated as a narrative word, regardless of whether in print the ellipsis is preceded by a space.

Examples:

“Fools rush in . . .” ,8,⠠⠠⠠⠠ ⠠⠠% 9 ,,',0

“. . . for they shall inherit the earth.”

,8,,' = !⠠ % 9⠠]⠠⠠ ! ⠠>?4,0

“Breathe, Melissa. In . . . and out. In . . . and out.”

,8,⠠⠠1!1 ,⠠⠠⠠⠠⠠⠠4 ,9 ,,' & \4

,9 ,,' & \4,0

15.4.1.1 Ellipsis with a Period

Sometimes an ellipsis appears, in print, to be four dots rather than three. This is because the ellipsis is either preceded or followed by a period and the two being the same are indistinguishable from each other. Since in NUBS the period is not the same as the dots of an ellipsis, it must be determined which of the four dots is the period.

If the text preceding the ellipsis is an incomplete sentence, i.e., does not contain a subject and a verb or does not express a complete thought, then the ellipsis is taking the place of missing words within the sentence. In that case the period immediately follows the ellipsis. If a sentence is grammatically complete before the ellipsis, the first dot represents the period and the ellipsis represents a following missing sentence or sentences. In this case, in NUBS a blank cell is left between the period and the following ellipsis.

Example:

As you can see, I have followed your career. . . . As to my

own. . . . Well, you know the story.

,⠠ ⠠ ⠠ ⠠⠠⠠1 ,I ⠠ ⠠⠠⠠⠠[$ ⠠⠠ ⠠>⠠]4 ,,'

,⠠ 6⠠⠠ [⠠ ,,'4 ,⠠⠠⠠⠠1 ⠠ "⠠ ! /⠠⠠⠠4

15.4.1.2 Ellipsis and Special Font Attribute Indicators

Like the dash, an ellipsis shown at the beginning or end of a special font passage is not included within the special font attribute indicators, unless it can be inferred from print or context that these symbols should also be in the special font.

Example:

He read only part of the sentence, "… *the people of the United States, … do ordain and establish this Constitution …*"

⠠⠓⠑ ⠗⠑⠁⠙ ⠕⠝⠇⠽ ⠏⠁⠗⠞ ⠕⠋ ⠞⠓⠑ ⠎⠑⠝⠞⠑⠝⠉⠑⠂ ⠦⠲⠲⠲ ⠞⠓⠑ ⠏⠑⠕⠏⠇⠑ ⠕⠋ ⠞⠓⠑ ⠥⠝⠊⠞⠑⠙
⠎⠞⠁⠞⠑⠎⠂ ⠲⠲⠲ ⠙⠕ ⠕⠗⠙⠁⠊⠝ ⠁⠝⠙ ⠑⠎⠞⠁⠃⠇⠊⠎⠓ ⠞⠓⠊⠎ ⠠⠉⠕⠝⠎⠞⠊⠞⠥⠞⠊⠕⠝ ⠲⠲⠲⠴

Or, if the first and last ellipsis in this example are viewed as representing omitted italicized text, the ellipses are included in the italicized phrase indicators.

⠠⠓⠑ ⠗⠑⠁⠙ ⠕⠝⠇⠽ ⠏⠁⠗⠞ ⠕⠋ ⠞⠓⠑ ⠎⠑⠝⠞⠑⠝⠉⠑⠂ ⠦⠲⠲⠲ ⠞⠓⠑ ⠏⠑⠕⠏⠇⠑ ⠕⠋ ⠞⠓⠑ ⠥⠝⠊⠞⠑⠙
⠎⠞⠁⠞⠑⠎⠂ ⠲⠲⠲ ⠙⠕ ⠕⠗⠙⠁⠊⠝ ⠁⠝⠙ ⠑⠎⠞⠁⠃⠇⠊⠎⠓ ⠞⠓⠊⠎ ⠠⠉⠕⠝⠎⠞⠊⠞⠥⠞⠊⠕⠝ ⠲⠲⠲⠴

Note that the font attribute is not terminated by an ellipsis in the middle of a sentence that appears in a special type of font attribute. When an ellipsis or an omission dash representing a missing word or words occurs within a special-font passage, consider the ellipsis or omission dash as one word in determining which special font attribute indicators should be used for a word or for a phrase.

Example: (This phrase has 4 words.)

Gimme the … money! ⠲⠲⠲⠠⠍⠍⠊ ⠖ ⠠⠠⠠⠼⠋⠲

15.4.1.3 Ellipsis Ending a Paragraph or Indented as a Paragraph

Since an ellipsis is treated as a word, it can stand by itself on a line such as at the end of a paragraph. If an ellipsis indicates the omission of an entire paragraph, the ellipsis should be indented like other paragraphs in the text and it should be preceded by the appropriate begin phrase attribute indicator if the omitted paragraph is part of a passage that is printed with a special font attribute, e.g. in italics or boldface.

15.4.2 Other Signs for Omitted Characters

In Lesson 2, we learned that if hyphens are used in print to indicate missing letters in a word, an equal number of hyphens is used in braille. When missing letters are indicated by dots, an equal number of unspaced notational periods,] (12456) is used. All such words are notational.

Examples:

Roger B----- ,⠠⠗⠕⠛⠻⠠⠃⠠⠠⠠⠠⠠
Roger B..... ,⠠⠗⠕⠛⠻⠠⠃⠠⠠⠠⠠⠠

Recall that when print uses a long line to indicate a missing word or missing letters within a word, in NUBS the long dash is used, see Section 3.5.

15.5 Enclosed Portions of Words

When letters are enclosed in parentheses or brackets within words, the words are notational where no contractions are used. Follow print.

Example:

(pen)ultimate ;(⠠⠏⠑⠝⠠)⠥⠇⠞⠊⠍⠁⠞⠑
conform(i)ty ;⠠⠉⠕⠝⠋⠕⠗⠍⠠(⠠⠊⠠)⠠⠽

15.6 Punctuation Marks or Other Symbols Enclosed or Standing Alone

When a punctuation mark or other symbol is standing alone or enclosed within parentheses, brackets, or quotation marks, it is treated as a notational word. If the punctuation mark or symbol could be mistaken for a digit, the punctuation indicator is required. Explain this usage in a transcriber's note, see Lessons 12 and 19.

Examples:

Find the *, &, and the $ on your computer keyboard.

,⠠⠼⠊⠠⠠ ;_[* ;@&* &! ;@⠠ ⠠⠠ ⠠⠠

-⠠⠠⠠] ⠠⠠⠠⠠>⠠4

And then he added: “?” ,& !⠠ ⠠⠠ ⠠4$3 ,8;_8,0

Be sure to include (;) and (!) in the list.

,2 ⠠⠠⠠⠠ 69⠠⠠⠠⠠ ;(_2) & ;(_6) 9 ! ⠠⠠/4

15.7 Quoted or Displayed Material

When quoted matter, i.e., passages taken verbatim from another source, or other displayed material such as a copy of a handwritten note or a sign, is set off in print by blank lines, special fonts or font attributes, or by indented margins, the text is regarded as *displayed*. Follow print as to usage of capitalization, quotation marks, and distinctive font attributes. Appropriate font attribute phrase indicators are used. Leave one blank line before and after quoted or displayed material. When material that must be followed by a blank line ends on line 25 of a braille page, leave a blank line at the top of the next page following the running head if one is used.

If the text preceding the displayed material starts in cell 1, the adjusted left margin for the displayed material will be cell 3. Both the blank lines and the difference in the margin of the displayed material helps set it apart from the surrounding text. Depending on the formatting of the surrounding text, a different adjusted left margin may be necessary to provide the two-cell indent of the displayed material.

Drill 37

Practice brailling the following sentences.

1. *The Mysterious Attitude.* A statement such as, “I wish I could tell you the answer, but **. . .**” implies that you have inside information that would blow the lid off everything.
2. “*You're so . . . so . . .*”, he yelled in exasperation. He just couldn't find the words to express his frustration. “*. . . terrific?*” she asked coyly.
3. By *disability,* we mean the “inability to engage in substantial gainful activity. . . .”
4. Look at the map on page s**4**.
5. “I'll be glad when my boot training is over and I can say good-bye to S . . D . . . . forever,” Frank wrote.
6. The word “dispatch” may be spelled either d*i*spatch or d*e*spatch.
7. It was the *one*-o'clock, not the *two*-o'clock news report, that stated the plane was missing.

8. If she will permit me to *an*nounce our engagement, I will *re*nounce all my bad habits and *de*nounce all my former sweethearts.

9. The ad read: “You simply can't afFORD to be without a FORD.”

10. The letters enclosed in parentheses should be contracted in braille: (dis)t(ing)ui(sh), M(in)n(ea)polis, m(ed)ic(in)al.

11. He had trouble brailling the phrase:

,I PROMISE N 6LIE 6MY "M4

EXERCISE

Prepare the following exercise for submission to the instructor.

LESSON 15

1. The thought that the *federal government is wealthy* and the *states poverty-stricken* is a dangerous illusion.

2. Since all men are created equal, it follows *a priori* that no group is entitled to preferential treatment.

3. The title of the book is ***CD-ROM Recordings—1985.***

4. Back in 1919, when we numbered *105,000,000* in this country, it took some *26,000,000* workers to grow our food, dig our fuels and metals, and make the goods we needed.

5. When O'Brien got up to speak, Todd thought, *he just doesn't have any self-assurance.*

6. The following books were written by Thomas Wolfe: *Look Homeward, Angel; Of Time and the River; From Death to Morning; The Story of a Novel; The Face of a Nation; The Web and the Rock; You Can' t Go Home Again; The Hills Beyond; A Stone, a Leaf, a Door.*

7. CAPITAL PUNISHMENT: Spending the summer in Washington, D.C.—Richard Armour in *Today's Living.*

8. Will the students in group “*a*” please move so that group “*b*” can sit down?

9. The local Shakespeare Society is planning to produce one of the following plays this season: *As You Like It; King Richard III; Julius Caesar;* or *Hamlet.*

10. Sometimes Henry, seated at the head of the table in his little dining room at home, would look around him at his wife and two daughters and recall those ads he saw in the magazines for insurance— the kind with the banner line reading: *Are you, as head of your family, giving your loved ones the protection they need?* or *As family provider your family looks to you for security—now and in the future.*
11. The *g* in *gnat* is silent.
12. Charlie called to me, "The water's fine. *Come on in!*" So "*in*" I went!
13. '*It is not the size nor the gold equivalent of what each of us contributes to the world that is a measure of the value of his gifts. The service we render to others is really the rent we pay for room on this earth*.'—Wilfred T. Grenfell
14. Thomas Jefferson will long be remembered for his drafting of *The Declaration of Independence.*
15. Steven's thoughts turned to Ritchy, *his idea of a great vacation (but not mine) is just to sit!*
16. MEMO: THE DOG THAT WOULDN'T BE is the camp movie this week.
17. Tennyson wrote "*In Memoriam*" to express his grief at the death of a young friend.
18. The Athenians not only had government *of* the people and *for* the people, but also government *by* the people.
19. Dwight Eisenhower, when president, said, "The *federal government* did not create the *states* of this republic. The *states* created the *federal government. . . .*"
20. The sign on the wall explained the company policy:

    It is our rule that no alteration can be made to one of our products by the retailer. Our warranty is in effect only if the product is in its original condition—that is, as it was when it left *Kirby & Co.*
21. MERRIAM-WEBSTER'S NEW COLLEGIATE DICTIONARY is considered a *de*scriptive dictionary; WEBSTER'S NEW WORLD DICTIONARY is a *pre*scriptive dictionary.
22. *Oh boy, am I in for a dull evening!* he thought when he saw Aunt Em confronting him in the doorway. "What a pleasant surprise!" he said aloud. *—and now I won't know till morning who won the fight on TV.*

23. He scribbled a hasty note**:** "Will be in N. . Y. . . City 2 days. Be careful what you tell the d . . n internal revenue guy."
24. Article III, Sec. I, of the *Constitution* provides as follows: *The judicial Power of the United States shall be vested in one supreme Court, and in such inferior Courts as Congress may from time to time ordain and establish. The Judges, . . . , shall hold their Offices during good Behavior, and shall, ...*
25. In the following words the accented syllable is indicated by italics: pro*fi*cient, re*u*nify, *vi*sionary, un*like*ly, pro*vi*so, *dis*cord, pre*tend.*
26. Benny Friedman was the man who put the FOOT in FOOTball.
27. During the 19th century, the *sixteen*-hour day was not uncommon, whereas today there is talk of shortening the *eight*-hour day.
28. In the following words the letters enclosed in brackets are optional: encyclop[a]edia, cancel[l]ed, bus[s]es.
29. Soon the *Serene* was plunging through the most terrifying storm of the voyage while 1957's Hurricane Carrie, only a few hundred miles away, sank the huge four-masted German bark *Pamir,* with a loss of 80 lives.

    It was about this time that Cohen began inscribing a piteous document dealing with "The Last Days on Earth of Leslie Cohen." Excerpts:

    Constantly wet. Working 18 hours a day. If I ever come out of this alive 1'll never set foot on a boat again.

    Bad storm again! God has never heard three bums pray as loud as we did.

    . . .

    Another day, another hurricane. This is the worst mistake two men ever made.
30. The entry "*Coverage only for vicarious liability of named insured (?)*" puzzled the law clerk.
31. NOTICE: The YMCAers will meet Tuesday at 7 p.m.
32. Tom's brother was late for supper so he went all over the neighborhood calling for him, "Char-*lie*—supper time—Char-*lie*." Charlie was so far away that he only heard the "*-lie.*"

Lesson 16

Foreign Language Text, Accented Letters, Foreign Punctuation, Non-Latin Words and Alphabets

16.1 Definition of Foreign Language

Foreign language text is non-English text including single letters, names, and words, with or without accented or non-Latin letters.

No distinction is made between foreign names, words, or expressions that have been adopted into the English language, whether they are rare or frequent words, and those that are not part of the English language.

16.2 Treatment of Foreign Language Text

In NUBS, there are three ways to braille a foreign language word in English context. When encountering text that contains words or sections in a foreign language, it must be determined into which of three categories the text falls:

1. Occasional use of foreign words and names in primarily English text (16.2.1);
2. Texts that are entirely in a foreign language (16.2.2);
3. Mixed English and foreign language text (16.2.3).

Which of the three methods must be applied depends on the degree to which the foreign language is mixed in with English text. We distinguish between the following three methods of representing foreign words:

a. In primarily English text we use English contractions in occasional foreign words or names, as long as no accent marks, non-Latin letters, or foreign punctuation signs are present;
b. when accented letters appear in primarily English text, we use NUBS notational mode indicators and NUBS accent symbols as appropriate;
c. in primarily foreign language passages, we use NUBS foreign language indicators, foreign language identifiers, native foreign language accented letter symbols, and certain foreign punctuation marks.

If the foreign word or words are printed in italics, follow the rules for text in italics presented in Lesson 15. Other situations in which multiple braille indicators are needed are covered in Section 15.2.

NUBS accent notation, native accented letters, and foreign punctuation marks must be explained on a Special Symbols Page and referenced on the Transcriber's Notes Page described in Lesson 19.

Greek, Hebrew, and other non-Latin letters, words, and sections require the use of special braille symbols. A list of NUBS equivalents for Greek alphabet letters is included in Appendix E. For characters of foreign languages other than those listed in this Manual are to be brailled in their respective native braille system along with the appropriate NUBS foreign language indicators. Transcribers should seek help from knowledgeable persons or organizations with any foreign language texts, especially those not covered in Appendices E and F.

16.2.1 Occasional Use of Foreign Words, Names, and Single Foreign Letters in Primarily English Text

Foreign language words and phrases are most commonly encountered embedded in English text. How they are treated in NUBS depends on whether accent marks and or non-Latin characters are present, and whether the foreign character is free-standing or part of a word.

16.2.1.1 Foreign Words Without Accent Marks

Contractions may be used in all words except those that have accented letters. A braillist or braille user may decide to spell out foreign words in uncontracted braille, even in the absence of accented letters. As usual, consistency of treatment should be observed throughout an entire text and the convention used should be stated on the Transcriber's Notes Page.

Examples of unaccented foreign words in English context:

Berlin , ⠠] ⠠ 9 chic * ⠠ ⠠

concierge 3 ⠠ ⠠] ⠠ ⠠

hors d'oeuvre ⠠ ⠠ ⠠ ⠠ ⠠ ' ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

kindergarten ⠠ 9 ⠠] ⠠ > ⠠ 5

The word “educator” comes from the Latin “educare.”

,! ^W ,8$UCATOR,0 -ES F ! ,LAT9
,8$UC>E4,0

Starlings are members of the species *Sturnus vulgaris*.

,/>L+S >E MEMB]S (! SPECIES .;,/URNUS
.;VULG>IS4

Note: Letter combinations that are identical to an English short form word require the use of a notational indicator to clarify their meaning.

Examples:

Al Rasheed ;, ,%$

al dente ; 5

16.2.1.2 Words with Accented or Other Foreign Letters

The NUBS notation for accent marks makes use of indicators that identify their exact position above or below a letter. These are the same indicators used for similar purposes in mathematical context.

Note: Marks denoting syllable stress are not accent marks, although they may look similar or identical in print. Like print, NUBS uses the same representation for an accent mark and the look-alike stress mark.

The symbols indicating the position of an accent mark are: < (126) for above the letter and % (146) for below the letter. These position symbols precede the accented letter. The accent mark itself follows the accented letter. This method provides the braille reader with the complete information regarding the specific accent marks that is available to the sighted reader.

List of Position Indicators

Position	**Dots**
above	< (126)
below	% (146)

List of NUBS Symbols for Accent Marks

Symbol Name	Braille Symbol	Dot Numbers	Print Example
acute	@9	(4,35)	é
grave	@5	(4,26)	à
bar	$	(1246)	ō
cedilla	@-	(4,36)	ç
circumflex	,5	(6,26)	ê
diaeresis/umlaut	.3	(46,25)	ä, ë
macron	$	(1246)	ō
ring	.+	(46,346)	å
tilde	.9	(46,35)	ñ

Any word containing an accent mark must be brailled without contractions and must be preceded by the notational mode indicator.

Examples:

Brontë ;,⠠⠠⠕⠠⠠⠗⠠⠠<⠠.3

fiancé ;⠠⠠⠊⠠⠠⠁⠠⠠<⠠@9

crème brûlée ;⠠⠠<⠠@5⠠⠠ ;⠠⠠<⠠,5⠠<⠠@9⠠

16.2.1.3 Freestanding Foreign Letters

A notational mode indicator is needed when a free-standing, accented or unaccented, single foreign letter appears in primarily English text.

Examples:

π-Day (Pi-Day) ;.⠠"-,"⠠ _(,⠠⠊ ,"⠠_)

Some Spanish words contain an ñ.

,"⠠ ,⠠⠠⠠⠠⠠% ^⠠⠠ 3⠠⠠9 ⠠⠠ ;<⠠.9]

Drill 38

Practice brailling the following sentences.

1. The attractive divorcée and her distingué protégé created a sensation at the lawn fête.
2. The François family with their entire ménage had already departed for Florida.
3. ‘And opening his mouth he taught them saying, “Blessèd are the poor in spirit for theirs is the kingdom of heaven….”’
4. The newest trend in German politics is Parteiverdrossenheit, or PV for short.
5. José de San Martin was one of the leading liberators of South America.
6. Egypt is fine, but if we have to go to Port Said again, we're finished—fini!
7. My family comes from a small town in Italy called San Giovanni a Piro.
8. We can keep this little *cherub* here, but that little *enfant terrible* will have to go home.

16.2.2 Text Entirely in a Foreign Language

When an entire document or book is written in a non-English language, no English contractions can be used. Rather, the entire text must be brailled either in notational mode using the NUBS accented letter symbols as described in Section 16.2.1 above, or in a foreign language mode using appropriate native accented symbols.

Many languages have accent marks over or under a letter, usually to indicate a specific pronunciation different from the unaccented equivalent. In countries where such languages are used, the braille representations for native accented letters are single cell braille representations of the entire letter-accent combination. For example, an *è* (an e with a grave accent) is represented by a single braille character.

Using native braille symbols for accented letters is a more compact method than using the respective NUBS symbols. Therefore, it is advantageous to use the native accented letter representations when brailling long passages in a foreign language.

The braille character for an accented letter in one language can have a different meaning in another language. For example,] (12456) represents the letter ï (i with a diaresis above) in French, and the letter ñ (n with a tilde) in Spanish.

In order to identify the language whose native accented letter representations are used, NUBS language identifiers must be applied. These special foreign language mode indicators take the place of notational indicators to mark the beginning and end of a foreign passage.

Sets of accented letters and their native French, German, and Spanish equivalent braille symbols can be found in Appendix F. Symbols for other languages are offered at the World Braille Usage Page on the Perkins School for the Blind web site at http://www.perkins.org/assets/downloads/worldbrailleusage/world-braille-usage-third-edition.pdf.

16.2.2.1 NUBS Foreign Language Identifiers

French	f
German	g
Greek	k
Hebrew	h
Italian	i
Latin	l
Spanish	s

Note: Other language identifiers, such as *c* for Chinese or *i* for Icelandic, may be invented as needed and included on the Special Symbols Page and referenced on the Transcriber's Notes Page (see Lesson 19).

16.2.2.2 NUBS Foreign Language Indicators

NUBS uses the following distinct foreign character, word, and phrase indicators:

Single foreign character	^ ^
Single foreign word	^ ;
Begin foreign phrase	^ ^ ;
End foreign phrase	^ '

These indicators are used preceded by the respective foreign language indicator. Thus, the French word indicator is ⠰^ ; (dots 124, 45, 56), and the Greek phrase indicator is ⠨^ ^ ; (dots 13, 45, 45, 56). The phrase indicators are used for sequences of three or more consecutive words. Two consecutive foreign language words are each indicated by the appropriate foreign word indicator. Note that the end-phrase indicator is the same for all foreign languages, namely ^ ' (dots 45, 3).

Both the foreign language identifiers and the foreign accented letter symbols used must be listed on the Special Symbols Page and referenced on the Transcriber's Notes Page (see Lesson 19).

Examples of words or phrases in foreign language format:

barrière	(French)	⠰^ ; ⠨ ⠰ ⠳ ⠳ ⠷ ! ⠳ ⠱
färben	(German)	⠰^ ; ⠰ > ⠳ ⠨ ⠱ ⠰
Nicole est très chic.		⠰^ ^ ; , ⠰ ⠷ ⠰ ⠰ ⠳ ⠨ ⠱ ⠨ ⠨ ⠷ ⠳ ⠷ ! ⠨ ⠰ ⠷ ⠱ ⠷ 4 ^ '

16.2.3 Mixed English and Foreign Text

When foreign language phrases and passages appear mixed with English text, it is up to the braillist to determine which of the methods described in Sections 16.2.1 and 16.2.2 to follow. Typically, we find mixed text in textbooks, workbooks, and materials containing quotations of entire letters or excerpts.

16.3 Foreign Punctuation Marks

In English text with foreign sections, NUBS punctuation marks are normally used. Native foreign punctuation marks are only used when there is no NUBS equivalent.

16.3.1 Foreign Quotation Marks

When French text uses guillemets (<< >>) or German text uses inverted quotation marks („ “) to enclose conversation, these are represented in NUBS by the appropriate English inner or outer quotation mark symbols. This usage must be explained on a Special Symbols Page and referenced on a Transcriber's Notes Page (see Lesson 19).

Example:

„Guten Tag, Herr Bauer”, said Father.

⠠⠠⠿⠿⠠⠠⠠

16.3.2 Questions and Exclamations in Spanish

In Spanish a question is enclosed in question marks, the first one inverted and placed at the beginning of the question. In NUBS, both the opening and closing question marks are represented by dots 26, different from the English question mark.

Similarly, Spanish exclamations may begin with an inverted exclamation point. The exclamation points are represented by dots 235. Spanish punctuation marks must be explained on a Special Symbols Page (see Lesson 19).

Examples:

¿Es éste el camino a Puebla?

⠸⠢⠢⠰⠑⠂⠐⠎ ⠘⠖⠸⠎⠐ ⠐⠸⠊ ⠨⠊⠨⠸⠐ ⠨ ⠂⠸⠎⠐⠸⠊⠸⠊⠐⠑⠢⠄

— ¡ Es demasiado ! — Ana shouted.

⠸⠢⠰⠤⠤⠆⠂⠐⠎ ⠸⠢⠰⠨⠐⠨⠊⠸⠊⠐⠸⠊⠨⠐⠆⠤⠤ ⠂⠊⠨⠊ ⠴⠸⠡⠸⠎⠙

16.4 Numbers and Mathematical Symbols in Foreign Language Texts

When numbers or other mathematical symbols appear in a text in which native braille representations of foreign accented letters are used, the notational mode indicator is needed as it would be in similar English text.

Example:

Hans sagte, daβ 3+3 6 ist.

⠨⠢⠢⠰⠂⠐⠨⠎ ⠸⠎⠨⠎⠐⠼⠁ ⠨⠊⠐⠖ ⠼⠉⠬⠉ ⠼⠋ ⠸⠎⠬⠙⠄⠢⠄

Drill 39

Practice brailling the following sentences.

1. Louis XIV stated the position of all dictators when he said, "*L'état c'est moi.*"
2. "*Vive la France!*" defiantly shouted the young patriot as he was led off to face the firing squad.
3. Signorina Puccini is auditioning with the Metropolitan Opera Company.

4. Étienne professed to be *enchanté* to meet *la belle Mademoiselle Andersen.*
5. The original German title of Erich Maria Remarque's famous book *All Quiet on the Western Front* was *lm Westen Nichts Neues.*
6. "*È molto bene ritornare a casa,*" said the old woman as she stepped off the train.
7. "When will you be back?" called his comrades as Poncho rode off in the general direction of the border, and his reply was —¿*Quién sabe?* —
8. "*Écoutez bien,*" said Professor Moreau, as he launched into his lecture.
9. "*Geh!*" she said. "*Mach schnell!*"
10. During his senior year at college ('90-91) he lived in the ΠΚΑ house.
11. In music, *diminuendo* means to play softer by degrees.
12. ΔEL ΦI (Delphi) was called the navel of the earth.
13. Are the Greek letters *O* and *Ω* pronounced the same?

EXERCISE

Prepare the following sentences for submission to the instructor.

LESSON 16

1. "Art thou not, fatal vision, sensible to feeling as to sight? or art thou but a dagger of the mind, a false creation, proceeding from the heat-oppressèd brain?" –Macbeth
2. He had just returned to the café after his tête-à-tête with his fiancée.
3. The new government came into power through a coup d'état but masquerades behind a façade of democracy.
4. The dénouement of the plot began when the professor crashed the party clad in tuxedo and black suède shoes and wearing a boutonnière of lilies of the valley.
5. "Merci beaucoup," said Jacque as I handed him the prize.
6. As the victorious French troops reëntered the city, the crowd triumphantly and spontaneously broke into the *Marseillaise: "Allons, enfants de la patrie! Le jour de gloire est arrivé! ..."*
7. France was represented at Versailles by Georges Clemenceau.
8. The sign ΚΙΝΔΥΝΟΣ alerted us to the dangers of driving in the Greek mountains.

9. Jeanne d'Arc was known as the “Maid of Orléans.”
10. I said this restaurant serves all meals table d'hôte, not à la carte.
11. The note began very formally, “*Sehr geehrte Frau Mary Smith:...*”
12. —*¡Que bonita!*— exclaimed the handsome young gaucho as he doffed his sombrero to the lovely señorita.
13. The pin on his lapel proudly proclaimed his affiliation with ΣX.
14. The first half of Julia's program closed with Chopin's *Étude in E Major.*
15. The memory of her insult still rankled in his mind (“*gros cochon*” she had called him).
16. The motto of the United States is “*E pluribus unum.*”
17. I would like *Pasta e Fagioli* and a salad, please.
18. I came home from our trip with German marks, French centimes, and Spanish pesos.
19. *Serous otitis media* is a medical term for fluid in the ear.
20. The priest said he hoped Father hadn't had a *faithectomy,* since he hadn’t seen him in church for months.

Lesson 17

Headings, Running Heads, Reference Symbols and Citations, Footnotes, Attributions, Pagination, Itemized Lists

17.1 In General

Print has myriad ways to characterize the appearance of text and there are no set rules on the format that authors, editors, and publishers may choose. *Braille Formats 2011* contains all rules on all braille formats. This manual intends to give the NUBS user a good overview of all braille symbols including some basic format rules, but it does not reproduce all rules. *Braille Formats 2011*should be consulted only when NUBS does not provide its own format rules. Keep in mind that only format specifications may be transferable to NUBS. Symbols presented in *Braille Formats* may differ from their NUBS equivalents and are not applicable to NUBS braille.

As a general rule, a braille transcription should follow print as closely as possible. However, there are many distinct braille format rules for the transcription of print. Braille format rules have the main purpose of providing some guidance to the braille reader who cannot easily peruse entire documents as a print reader can. Rules on braille format for paragraphs and letters have already been introduced, and this lesson focuses on additional formatting. For special formatting of exercises, tests, magazine articles, plays, textbooks, kindergarten textbooks, or large tables, consult *Braille Formats 2011*, which is available online as well as in print and braille.

All transcriptions should begin with a title page. Contents and format for title pages are discussed in Lesson 19.3.1.

17.2 Headings

In braille, there are five types of headings: centered headings, cell-5 headings, cell-7 headings, paragraph headings, and column headings. Refer to Section 18.4 for details about column headings. Each type of braille heading has specific formatting rules. One of the first step in the process of transcribing any document should always be the determination of print headings used throughout the document. Each print heading should be matched with one type of braille heading and the hierarchy of the chosen braille headings should be maintained throughout a document.

Follow print capitalization for headings. With the exception of paragraph headings discussed below, ignore italics, colors, or other typeface styles unless they are necessary to show emphasis or distinction.

17.2.1 Centered Headings

Seasoned braille readers and transcribers are accustomed to headings being centered between the left and right margin of a braille page. As a general rule, centered headings are used in braille to represent the major section headings, such as titles of chapters or parts of books. A centered heading is centered on one or more lines depending on its length, and preceded and followed by a blank line. Long headings may require multiple lines.

To center a heading, count the number of cells between the first and last non-blank character on the line and distribute the remaining blank characters evenly before and after the centered text. When an odd number of cells remain unfilled by the heading, the extra blank cell should be placed on the right side of the information. At least 3 cells are left blank at the beginning and end of each line of a centered heading. In computer-based braille translation and direct-entry transcription programs, the centering of lines can be done automatically when the centering feature is invoked.

When a centered heading starts a new braille page, leave a blank line between the running head, discussed later in this lesson, and the centered heading.

17.2.2 Cell-5 Headings

When a document uses major headings and subheadings, the major headings are centered and the subheadings are brailled starting in cell 5 with runover lines also starting in cell 5. A cell-5 heading should be preceded by a blank line, but not followed by one. Like a centered heading, when a cell-5 heading starts a new braille page, a blank line is left between it and the running head.

17.2.3 Cell-7 Headings

The cell-7 heading serves as a “subheading” to the cell-5 heading. Cell-7 headings are blocked in cell 7 and, unless immediately preceded by a cell-5 heading, are preceded by a blank line. For more detailed information see ***Braille Formats 2011.***

17.2.4 Paragraph Headings

Paragraph headings are words at the beginning of a paragraph. They are typically printed in full capitals or in a typeface different from the host font. They serve to highlight the important issue of the paragraph. Paragraph headings start in cell 3 with runovers in cell 1 for indented paragraphs, or they are aligned in cell 1 for blocked paragraphs. The following text continues on the same line as the paragraph heading, as space permits. Special font attributes are retained in braille and print capitalization is followed. If the end of a paragraph heading is not obvious, either by font, change in font attribute, or by punctuation, insert an end paragraph heading indicator, _ (dots 456), preceded and followed by a space, between the paragraph heading and the paragraph text.

17.3 Running Heads

The Library of Congress' Braille Development Section and some other braille producers require that the title of a book or other publication, or a portion thereof, be placed at the top of each page as a running head. This, of course, is a practice common with print publishers. The major reason stated for this relatively space-consuming practice is that if the pages of one or more volumes or entire books are dropped to the floor, it is easier to collate the pages back in order when running heads identify their contents. In this course you have been using a running head on the pages of each Exercise, except in the very first lesson.

It is preferred that the complete book title, as capitalized in print, be used as the running head, but a running head should be limited to the length of a line. After centering a running head, there must be at least three blank cells left at the beginning of the line and between the end of the running head and the print page number. When counting the number of cells available for the running head, remember to give consideration to the number of cells that will be occupied by the longest page number in the entire book.

When the length of a title exceeds the space of one line, an abbreviation indicative of the title is used as running head. Use initial capitals or condense the title by omitting minor words or by abbreviating longer words. The title *THE CASE OF THE THREE RELUCTANT WITNESSES* cannot be brailled in full capitals on one braille line while leaving room for the required margins and a typical print page number; therefore, it could be condensed to *THE THREE RELUCTANT WITNESSES.*

The identical running head must appear consistently on all braille pages of the document with two exceptions. The complete title, rather than a portion of it, is used (a) on the title page and (b) on the first page of text in each volume. See Lesson 19 for more information on the format of a title page.

No blank line is left between a running head and the continuation of text unless a blank line is required for another reason. A blank line is always left between a running head and a centered heading or a cell-5 or cell-7 heading. If material that must be followed by a blank line ends on line 25 of a braille page, a blank line must be left following the running head on the next page.

When an agency chooses not to use a running head, the text continues on line 1 leaving room for three blank cells and the print page number at the far right.

17.4 Reference Citations

Authors often add explanatory comments to the print text by the use of a reference marker and a note placed on the same line or after the end of the paragraph, chapter, or book. The reference marker, which may be an asterisk, a dagger, a double dagger, or a superscripted number or letter, is placed immediately following the material being cited. In print, a note, preceded by the same reference marker is then placed somewhere else on the page, at the end of the chapter, or the end of the book. Follow print as to placement of reference notes.

17.4.1 Reference Symbols

In print, reference symbols are often shown in the superscript position. In braille, these markers are written in notational mode and no indication of an elevated position is shown.

A reference marker consists of three unspaced elements:

1. the notational indicator ; (dots 56)
2. the general reference indicator @: (dots 4,156)
3. the specific reference sign, number or letter shown in print.

Examples of Reference Markers

asterisk	*	_[
dagger	†	@,?
double dagger	‡	@,]
any digit or letter		

When the reference marker is a number, no numeric indicator is required, since all reference markers start with a notational indicator.

Just as in print, braille reference indicators are inserted into the text following the word or words to which they refer. Braille reference indicators, preceded by a space, must be placed on the same braille line as the word, or portion thereof, to which it pertains.

When in print a reference symbol is preceded by punctuation, the same sequence is used in braille. However, even if there is no space in print between the punctuation mark and the reference indicator, the reference indicator must always be preceded by a space in NUBS.

Examples:

Veterans† Day is in November.

,⠨⠜⠻⠆ ;@:@,? ,"⠀ 9 ,⠠⠜⠨⠜⠠⠻⠆4

The book on zoology[2] is in the library.

,! ⠨⠜⠜⠨ ⠠⠠ ⠨⠜⠜⠨⠜⠠⠠ ;@:2 9 ! ⠨⠜⠻⠆>⠆4

(. . . quite the opposite.*)

_(,,' ⠠ ! ⠜⠠⠜⠜⠜⠜⠜⠜4 ;@:_[)

17.4.2 Placement of Footnotes and other References

In braille, text should continue to fill a line that contains one or more reference markers. Any footnotes or references are brailled, in order, on the next braille line, starting in cell 7 with runovers in cell 5. At the end of the footnotes, the main text resumes on the next braille line. This structure is independent of the length or number of footnotes that may appear in a single paragraph. Short footnotes are treated in the same manner as longer footnotes.

Example:

When Milton† wrote “Paradise Lost”, he was a master.

† A well-known English poet of the seventeenth century

```
,:5 ,MILTON ;@:@,? WROTE ,8,P>ADISE
    ;@,? ,A WELL-"KN ,5GLI% POET (!
  SEV5TE5? C5TURY
,LO/,01 HE 0 A MA/]4
```

Note that the general reference indicator is only used in the reference mark that is joined to a word in the text. It is not used in the reference mark placed before the note pertaining to it.

Example:

The author of the book on Zoology[2] gave a speech at the Scientific Conference.

2 James Horton

```
 ,! ⠠⠠?⠠⠠ (! ⠠⠠⠠⠠ ⠠⠠ ,⠠⠠⠠⠠⠠⠠ ;@:2
      #2 ,⠠⠠⠠⠠ ,⠠⠠⠠⠠⠠
⠠⠠⠠ ⠠ ⠠⠠⠠⠠* ⠠⠠ ! ,⠠⠠5⠠⠠⠠⠠ ,3⠠];⠠4
```

Also note that the digit 2 is preceded by a numeric indicator. If the reference marker were a letter, the notational indicator would precede that letter.

Example:

As shown in the Jones case[x] — it must be true …

[x] Jones vs. Smith 2007

```
 ,⠠ %[⠠ 9 ! ,⠠"⠠⠠ ⠠⠠⠠ ;@:⠠ .-⠠ ⠠/ 2
     ;⠠ ,⠠"⠠⠠ ⠠⠠4 ,⠠⠠⠠? #2007
⠠⠠⠠ ,,'
```

17.4.3 Source References

In general, references (such as *Chapter 6, page 9, line 2,* or *Verses 1-6)* are brailled as they appear in print.

17.4.4 Citations of Section Letters and Numbers

Follow print spacing and capitalization when brailling references to section letters and numbers. These references require notational mode.

Example:

Section A.1.2

⠠⠰⠠⠲⠄⠁⠲⠃⠲⠆

References to the Bible, Koran, and other religious works should also be brailled in notational mode and as they appear in print. Bible references are condensed only when they are condensed in print.

Examples:

Razi on Sura 2:215/216

⠠⠰⠠⠗⠁⠵⠊ ⠕⠝ ⠠⠎⠥⠗⠁ ⠼⠃⠒⠂⠁⠑⠸⠌⠼⠁⠋

St. Luke 15:11-24 ⠠⠎⠞⠄ ⠠⠇⠥⠅⠑ ⠼⠁⠑⠒⠁⠁⠤⠼⠃⠙

II Corinthians 2:2-4:6 ⠠⠊⠊ ⠠⠉⠕⠗⠊⠝⠞⠓⠊⠁⠝⠎ ⠼⠃⠒⠃⠤⠙⠒⠋

17.5 Attributions or Credit Lines

In print, a preface, a piece of poetry, an epigraph, a foreword, an accolade, or a quotation is often followed by the name of the author or someone who is endorsing the author's work. Sometimes addresses, affiliations, and dates are added to such attributions. The placement, and capitalization of this type of information, called credit lines or attributions, should follow print.

17.5.1 Author's Name or Source Name Following Text

Follow print when credit lines appear on the same line as a motto. When a credit line appears on the line following the text, it should start four cells to the right of the cell in which the preceding braille line begins. For example, the credit should start in cell 5 if the preceding line started in cell 1; it should start in cell 7 if the preceding line started in cell 3; and so on. The entire attribution

should be blocked; that is, each line starts in the same cell. A dash should not precede a credit line unless one appears in print.

Do not leave a blank line before or after an attribution unless required by other braille formats, for example, when a centered heading, which is always preceded by a blank line, follows an attribution. If there is not room for an entire credit on the same page, a continuation of these materials is carried over to the next braille page. Ignore special typefaces unless needed for emphasis or distinction.

Example:

... America begins where this book ends.

—Elizabeth Harden

London, 1987

⠠⠠⠄ ⠠⠒⠠⠻⠒⠠ ⠼⠊⠔⠒ ⠠⠶⠒ ⠦ ⠒⠒⠒⠒ ⠼⠑⠒⠙

⠲⠤⠠⠒⠒⠒⠒⠒⠒⠦ ⠠⠓⠕⠼⠑

⠠⠒⠒⠒⠒⠒⠒⠼⠁ ⠼⠁⠊⠊⠛

17.5.2 Author's Name or Other Material Preceding Text

When in print an author's name, a short verse, epigraph, a quotation, or other source citation is printed at the beginning of an article, chapter, poem, or short story, follow print placement and separate it from the title by a blank line. Ignore any special typeface unless needed for emphasis or distinction. Epigraphs are discussed further in Lesson 19.

The title and the author's name must be centered on the braille lines. As with all centered headings, if there is not room to leave at least three blank cells at the beginning and end of the line, divide the material between two consecutive lines, leaving room for the print page number plus 3 cells. Leave a blank line before the title, between the title and the author's name, and between the author's name and the body of the text.

Example:

On The High Road

William Stevens (1864-1907)

It was on a warm spring evening that my parents took me to visit “Uncle Charlie” for the first time**. ...**

⠀⠀⠀

17.8 Correction of Incorrect Page Numbering

There are strict mechanisms in place for the correction on incorrect page numbers. In computer generated pages, correction of repeated or omitted page numbers normally does not occur. If it does, invoke the program's own appropriate correction procedure.

If several page numbers have been repeated or omitted, this should be explained on a transcriber's notes page, covered in Lesson 19.

17.8.1 Page Number Repetition Sign

If it is found that a braille page number has been repeated in work that was generated on a braillewriter or with slate and stylus, to correct the error insert the repetition sign ; (dots 56) unspaced before the repeated page number. When used, this sign must be listed on the Special Symbols Page which is covered in Lesson 19.

17.8.2 Page Number Omission Sign

If a braille page number has been omitted, to correct the error insert the omission sign " (dot 5) unspaced before the page number that follows the omission. When used, this sign must be listed on the special symbols page.

EXERCISE

Prepare the following Exercise for submission to the instructor. It consists of three excerpts, two biblical quotations, a biblical reference, and three accolades. Use the running head LESSON 17 on the first line of every page of the exercise. Format the headings according to the guidelines presented in this lesson.

LESSON 17

Excerpt 1 Taken From a Concert Program

You are in for a delightful listening experience. Relax and enjoy Franz Ellison playing *Four Studies for the Left Hand* by Max Reger, *Piano Sonata No. 4* by George Walker, and *Valses nobles et sentimentales* by Maurice Ravel.

MAX REGER

Most works written for the left hand alone were composed after World War I for returning veterans who had lost the use of their right hand due to war injuries. Max Reger, however, preceded that time, writing the “studies” in 1901.

Max Reger (1873-1916) A prodigious composer whose large output represented virtually every musical genre. The title “studies” is a modest intimation that these works are designed primarily for technical development, not for musical enjoyment, but in that respect the title is too self-deprecating. Like the best studies of all times they stand on their own as challenging original works, quite apart from the requirement that they be played by the left hand.

GEORGE WALKER

George Walker Born in Washington, D.C., in 1922, he studied at Oberlin College and the Eastman School of Music. He has frequently composed for the piano, including four solo sonatas.

The basic sonority of Walker's Sonata No. 4 is the resonant ringing of octaves, seconds, and fourths, allowed to vibrate in bell-like tintinnabulation. Such sounds open and close each of its two movements. The sonata closes with a retrospective reference, marked *dolce e tranquillo,* to the theme heard at the very beginning of the work.

MAURICE RAVEL

During the nineteenth century, the waltz became perhaps the principal emblem of European culture, passing from a hearty country dance regarded as improper to a social rage.

Maurice Ravel (1875-1937) Ravel composed his *Valses nobles et sentimentales* in 1911. It is clear even from the most casual listening, that he did not intend to compose simple dance music. Rather he is investigating the very nature of the waltz. He has abstracted the rhythmic heart of the waltz and treated it with loving irony in a highly sophisticated way.

Excerpt 2 Taken From *Working* by Studs Terkel (New York: Pantheon Books, 1974)

Our neighbors came over. They're sixty-eight. They're broiler farmers.* She plays piano in the church, by songbooks written in do-re-mi notes. I

brought a record out—hits of the last sixty years. It was from Caruso to Mario Lanza or something. She didn't recognize one piece of music on that record except Eddy Arnold. They didn't get a radio down there until about 1950, because they weren't wired for electricity.† So we've got one foot in the thirties and one in the seventies.

* "Arkansas is the leading producer of poultry in the United States. The broiler farmer invests somewhere between twenty and thirty thousand dollars in two chicken houses. They hold up to seven thousand baby chicks. The packing company puts the chicks in and supplies the feed and medicine. At the end of eight weeks they're four and a half pounds. The companies pick 'em up and pay you for 'em. Ralph Nader's been after them. It's almost white slavery. The farmer invests and the company can say, 'This is a lousy lot, we're not gonna pay you the full price.' But you're still putting in twelve hours a day."

† Clyde Ellis, a former congressman from Arkansas, recalls, "I wanted to be at my parents' house when electricity came. It was in 1940. We'd all go around flipping the switch, to make sure it hadn't come on yet. We didn't want to miss it. When they finally came on, the lights just barely glowed. I remember my mother smiling. When they came on full, tears started to run down her cheeks. After a while she said: 'Oh, if only we had it when you children were growing up.' We had lots of illness. Anyone who's never been in a family without electricity—with illness—can't imagine the difference. **…**They had all kinds of parties—mountain people getting light for the first time. There are still areas without electricity **…**" (quoted in *Hard Times* [New York: Pantheon Books, 1970]).

Excerpt 3 Taken From *Love, Eleanor,* by Joseph P. Lash

(New York: Doubleday & Co., Inc., 1982)

I started this letter before dinner (I'm at the White House) and was summoned to the President's study for cocktails. You and I never seem to be on time where the C-in-C is involved. He was in a jovial mood so I guess the visit of Mr. 'Brown'* has gone well. Mrs. R. says that the Pres. feels he got onto a warmer personal basis with Mr. 'Brown.' It amuses me that with the Pres. who is so coldly impersonal himself and with Mr. 'Brown' who belongs to a clan that prides itself on its ability to evaluate people & events impersonally, the object becomes one of getting onto a plane of discourse that has more warmth.

Did I ever tell you that one weekend at H.P. when Mackenzie King† was there and some Vassar girls, we got onto a discussion of post-war organization? The Pres. then talked about a monopoly of post-war military power in the hands of England and the United States. I meekly asked—what about Russia, and the Pres. dismissed it. Tonight Jane Plimpton‡

asked the Pres. anent a remark of his that we would police the aggressor nations after the war to see that they didn't rearm—who would do the policing? The Pres. remarked: ourselves, the English, the Russians, and the Chinese. Mrs. R. & I both looked at one another and smiled. Then he said, 'If we hang together,' and that he thought we would.

* Mr. “Brown” was the code name for Vyacheslav M. Molotov, Soviet Commissar of Foreign Affairs, whose fateful visit to the White House, where he had pressed for an early second front, had just been concluded.

† Canada's Prime Minister.

‡ Vassar student body head who had attended the Campobello Summer Institute.

Three Excerpts From the Bible

“Render unto Caesar the things that are Caesar's, and unto God the things that are God's.” (Matt., xxii, 21.)

In a letter to the Thessalonians (1 Thess. 4:11), Paul urges the faithful **…**

“There be three things which are too wonderful for me, yea, four which I know not: The way of an eagle in the air; the way of a serpent upon a rock; the way of a ship in the midst of the sea; and the way of a man with a maid.”

—Prov. XXX, 18-19

Three Accolades with Attributions

“A real page-turner. A classic thriller.” —*Publishers Weekly*

“Adds new meaning to the word RIVETING.”

—Atlanta Journal

“Masterfully plotted and brilliantly told. The suspense is unrelenting and its satisfaction is guaranteed.”

John Winston
author of *Helpless!*

Lesson 18

Poetry, Columns, Lists, Tables, Line and Stanza Break Symbols, Separation Line, Top and Bottom Table Lines, Guide Dots, Outlines, Menus, Recipes

18.1 In General

Transcribers are often asked to braille magazine articles, newsletters, catalogs, instructions, knitting patterns, puzzles, recipes, playing cards, words to music, transportation schedules, bank statements, utility bills, menus, recipes, transit schedules, agendas, poetry, and other texts.

For poetry, columned materials, and tables, specific braille formatting rules exist, while other documents are best transcribed following the general formatting principles. *Braille Formats 2011* is a standard reference for such transcriptions.

This lesson also introduces the following symbols used in special environments discussed in this lesson.

Various Symbols Used in Special Formats:

Line break symbol	_/	(dots 456,34)
Stanza break symbol	_/_/	(dots 456,34,456,34)
Table separation line	3 3 3	(dots 25)
First symbol in a separation line	"	(dot 5)
Top table line	7	(dots 2356)
Bottom table line	G	(dots 1245)

18.2 Poetry

When transcribing poetry, follow the instructions below which distinguish between two major formats: poetry written in prose and poetry written in stanza format.

18.2.1 Poetry in Prose Form

When poetry is written in the form of prose indicating the end of each poetic line with a mark of punctuation such as a slash, in braille use the *line break symbol*, _/ (dots 456,34), to represent the print punctuation mark. To

indicate the end of a stanza, use the stanza break symbol, _/_/ (dots 456,34,456,34). Leave one blank cell before and after the line and stanza break symbols. The line and stanza break symbols may begin or end a braille line, but they may not stand alone on a line. When these symbols are used, list them on the Special Symbols Page (see Lesson 19). Retain quotation marks and special typeface used in print.

Example:

"Who can finish this poem?" she asked. *"I wandered lonely as a cloud / That floats on high o'er vales and hills, / When all at once I saw a crowd, / ..."*

⠠,8,⠒ ⠦ ⠠9⠒% ? ⠠⠒⠒8,0 %⠒ ⠒⠒$4
⠠,8..;,I ⠒&]$ ⠒"⠒⠒ ⠒ ⠒ ⠦⠒\⠦ _/ ,⠒ ⠠⠒⠒⠒⠒
⠒⠒ ⠒⠒< ⠒'] ⠒⠒⠒⠒ & ⠒⠒⠒⠒1 _/ ,⠒5 ⠒⠒⠒ ⠒⠒
⠒⠒⠒⠒ ,I ⠒⠒⠒ ⠒ ⠦⠒[⠠1 _/ ,,'.',0

18.2.2 Poetry in Stanza Format

When transcribing poetry that is printed with each poetic line aligned at the left, in braille, start each line in cell 1 with runover lines starting in cell 3.

Example:

Fust come the blackbirds clatt'rin' in tall trees,
An' settlin' things in windy Congresses, . . .

⠠,⠠⠒/ -⠒ ! ⠒⠒⠒⠦⠒⠒⠒⠒⠒⠒ ⠦⠒⠒⠒⠒'⠒9' 9 ⠒⠒⠒⠒
⠒⠒⠒⠒⠒1
⠠,⠒⠒' ⠒⠒⠒⠒9' ?+⠒ 9 ⠒9⠦⠒ ,3⠦⠒⠒⠒⠒⠒1 ,,'

When poetry shows an indented pattern, braille should follow print. Print poetic lines shown at the farthest left position start in cell 1. The first indented line starts in cell 3. Each further indentation starts two cells to the right. Runovers of all lines in the entire poem start two cells to the right of the beginning of the farthest indented line. A blank line should precede and follow each stanza. In poetry, special fonts are not retained in braille unless they are needed for emphasis or distinction or if the poetry is in prose form.

Example:

Rubáiyát of Omar Kyayyám

Iram indeed is gone with all his Rose,
And Jamshýd's Sev'n-ring'd Cup where no one knows:
But still a Ruby kindles in the Vine,
And many a Garden by the Water blows.

And David's lips are lockt; but in divine
High-piping Pehlevi, with "Wine! Wine! Wine!
Red Wine!"—the Nightingale cries to the Rose
That sallow cheek of hers t' incarnadine.

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   ;,RUB<A⠒9IY<A⠒9T ( ,OM> ;,KYAYY<A⠒9M

,IRAM 9DE$ IS G"O ) ALL 8 ,ROSE1
,& ;,JAM⠒⠒<Y⠒9D'S ,SEV'N-R+'D ,CUP ": NO
   "O
     "KS3
  ,B / A ,RUBY K9DLES 9 ! ,V9E1
,& _M A ,G>D5 0! ,WAT] BL[S4

,& ,DAVID'S LIPS >E LOCK⠒2 B 9 DIV9E
,HI<-PIP+ ,PEHLEVI1 ) ,8,W9E6 ,W9E6
     ,W9E6
  ,R$ ,W9E6,0.-! ,NI<T9GALE CRIES 6!
     ,ROSE
,T SALL[ *EEK ( H]S T' 9C>NAD9E4
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When a stanza ends on line 25 of a braille page, start the next stanza on line three of the next page, following the running head and a blank line.

When a poem occurs in the middle of text and there is not enough room at the bottom of a braille page for (1) the title (if any), (2) the blank lines which must precede and follow the title, and, (3) the first two complete poetic lines of the first stanza, the poem should start on the next page.

Subsequent stanzas in a poem may be divided between braille pages, but the division should be made so that at least one complete poetic line will appear

at the bottom or at the top of the braille page. Do not divide a poetic line between braille pages. When an ellipsis indicates a missing stanza(s), it should start in cell 1 and be preceded and followed by blank lines. Poems with footnotes, irregular indentation patterns, unusual spatial arrangements, or numbered lines should be transcribed according to the rules in *Braille Formats 2011.*

18.3 Columned Material

Within this manual, the term "columned material" refers to text arranged either in a single column or in two or more side-by-side columns that are separated by a vertical demarcation. The contents of such columns may or may not have a discernible order or relationship. In contrast, the vertical and horizontal arrangements of information in tables always convey meaning (see Section 18.4). Lists are collections of itemized or unitemized information arranged vertically in a single column.

Capitalization and punctuation of items in columns should be identical in braille and print. Special fonts in print are retained in braille. Columned material is always preceded and followed by a blank line.

When, in print, every item in a column or list is preceded by a symbol such as an asterisk, a bullet, a check mark, or a star, follow print. These symbols are notational.

Examples of Common Column or List Item Markers:

*	asterisk	_ [	(456,246)
•	bullet	_]	(456,12456)
√	check mark	. . >	(46,46,345)
˜	star	_ " :	(456,5,234)

See Lesson 13 for additional symbols.

18.3.1 Lists

When in print items are listed in vertical form, i.e., in a single column, they should also be listed in vertical layout in braille. List items may be unmarked or marked by letters, numbers, or other symbols. Lists with numbered or lettered items are called itemized lists.

A list item or its marker starts in cell 1, with runovers starting in cell 3. A list item and its marker are separated from each other by a single space.

Within a list item with runovers, cell 3 becomes a “margin-in-effect”, and any other indentation within that list item is based on that margin until a new list item is encountered. For example, a footnote appearing within a list item would start in cell 9, with runovers beginning in cell 7.

A list is preceded and followed by a blank line, and no blank line is left between list items. Lists may be divided between braille pages if there is room for at least three items on the first page.

Example:

You could tell from looking at Dan's gift list that he held stock in a confectionery company:

- Mother: 1 box chocolate covered maple creams, 1 peanut brittle
- Aunt Elizabeth: 2 chocolate assortments
- Harry: 2 rolls gum drops

But, he couldn't think of a thing to get Dad.

```
  ,Y CD TELL F LOOK+ AT ,DA⠒'S GIFT LI/ T
HE HELD /OCK 9 A 3FEC;N]Y -PANY3

;..> ,"M3 #1 ⠒⠒⠒ *OCOLATE COV]$ MAPLE
⠒⠒1⠒⠒1
  #1 P1NUT BRITTLE⠒
;..> ,AUNT ,ELIZABE?3 #2 *OCOLATE
ASSORT;T⠒
;..> ,H>RY3 #2 ⠒⠒⠒⠒⠒ GUM DROPS

  ,B1 HE CDN'T ?9K (A ?+ 6GET ,DAD4
```

18.3.2 Side-by-Side Columns

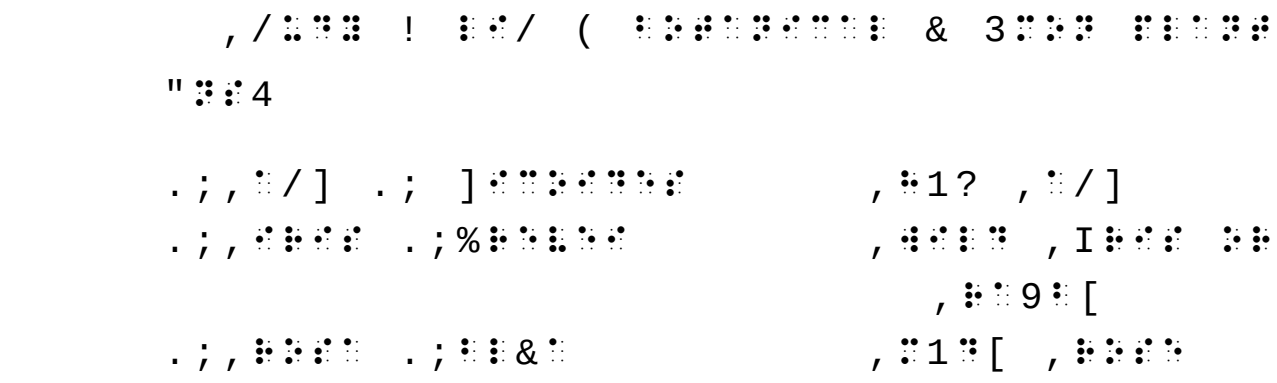
When columns are shown side-by-side on one print page they should be presented in braille in the same manner if possible. Following a blank line, the first column begins at the left margin. Two blank cells are left between the end of the longest item in the first column and the left-hand margin of the next column. When an entry is too long for a column, runovers are indented two cells to the right of the left-hand margin of the column.

Parallel items in each column must begin on the same braille line even when there may be a runover in some lines.

Example:

Study the list of botanical and common plant names.

Aster ericoides	Heath Aster
Iris shrevei	Wild Iris or Rainbow
Rosa blanda	Meadow Rose



If there are several unrelated columns across a print page, and it is not possible to arrange them in the same way in braille, place as many columns as possible across the braille page with the remaining columns below them. When there is a relationship between the columns, that relationship must be maintained. In such a case, consider using the stair-step-format or other options described in *Braille Formats 2011*. In any case, reformatting columned material is described to the reader in a Transcriber's Note placed immediately above the columned material in succinct detail.

18.4 Tables

A table is an orderly arrangement of items in vertical columns and horizontal rows, where the information that is given in the row headings is necessary for an understanding of the material in the columns. A table should be transcribed according to the rules in *Braille Formats 2011*. Column and row headings as well as entries may be abbreviated. All abbreviations created by the transcriber must be explained in a key before the columned material. When the body of a table will fill one braille page or less, do not

divide it between braille pages, regardless of the amount of unused space on the preceding page. Following is an example.

MONTHLY INDICATOR

Indexed Items	Year Ago	Month Ago	Latest Date
consumer prices, goods and services	283.4	293.1	293.2
producer prices, finished goods	277.9	283.6	283.7
industrial production	142.9	136.9	137.3

```
                ,,⠒⠒⠒?⠒⠒  ,,9⠒⠒⠒⠒⠒⠒⠒
7777777777777777777777777777777777777777
                        ,Y⠒>     ,⠒⠒⠒?    ,⠒⠒⠒⠒/
,9⠒⠒⠒$  ,⠒⠒⠒⠒⠒     ,⠒⠒⠒     ,⠒⠒⠒     ,⠒⠒⠒⠒
"3333333333333   "33333   "33333   "33333
3⠒⠒⠒] ⠒⠒⠒⠒⠒⠒1
   ⠒⠒⠒ & ⠒]⠒⠒⠒⠒⠒  #283]4   #293]1   #293]2
⠒⠒⠒⠒⠒⠒] ⠒⠒⠒⠒⠒⠒1
   ⠒9⠒%$ ⠒⠒⠒ """"  #277]9   #283]6   #283.7
9⠒⠒/⠒⠒⠒⠒
   ⠒⠒⠒⠒⠒⠒;⠒ """""  #142]9   #136⠒9   #137]3
⠒⠒⠒⠒⠒⠒⠒
```

The column headings and their runovers are left aligned above their respective columns. All column headings must end on the same braille line.

In braille, a horizontal line is used to separate each column heading from the material below. A *separation line* begins with one " (dot 5) followed by a series of 3 3 3 (dots 25), extending across the full width of the column. Two spaces must be left between columns, and each column has its own separation line, beginning with dot 5 in the first braille cell of the column. If there is not enough space for 2 spaces between columns, it is permitted to reduce the spacing between column to one cell.
In the first column in the above example it is necessary to use two braille lines for each of the items. Column entry runovers are indented two cells to the right of the left-hand margin of the column. Entries in the other three columns are placed on the same line as the last line of the first column.

Note the use of " (dot 5) as *guide dots* after runovers for two of the entries in the first column. These guide dots guide the reader in following across the braille line from column to column. They should be used whenever three or more braille cells remain unused within the column and additional column entries follow on the same line.

Leave one blank cell before inserting a series of at least two unspaced guide dots within the column. The last guide dot is placed in the last cell of a column.

18.5 Outlines

When transcribing an outline, use the following format. Begin each main outline division (usually *I, II,* etc.) at the margin. Start subdivisions of the first order (usually *A, B,* etc.) in cell 3. Indent two cells to the right for the beginning of each lesser subdivision.

All runovers should begin two cells to the right of the start position of the lowest subdivision. For example, if the lowest subdivision must start in cell 9, runovers of all subdivisions must start in cell 11.

18.6 Menus

There are no set rules on how to braille a menu. The following is one suggested format. For lengthy menus, a contents page may be helpful.
Braille general information, such as, “All entrees include our home-made bread,” in standard paragraph form (3,1). Braille the actual menu choices in list format as described earlier in this lesson, starting each item in cell 1,

with runovers in cell 3. Place any information related to restaurant service, such as sales tax and charge card acceptance, at the end of the menu.

Center the fully capitalized name of the restaurant on the first line or first and second lines if necessary. Use the name, or an abbreviated name if necessary, as a running head. Leave a blank line following the title. If the print menu has a heading such as *Breakfast, Lunch,* or *Dinner,* center it on the next line using single capitals. Always leave a blank line before and after a title that is centered.

Category headings such as *From the Grill* or *Weight Watcher's Specials* should start in cell 5 with runover lines also starting in cell 5. Cell-5 headings are always preceded but not followed by a blank line.

Place the price at the right margin following the name of the menu item. Insert a line of guide dots " (dot 5) between the end of each menu item and the price. Leave a blank cell before and after the guide dots. If there is not room for at least 2 guide dots with a preceding and following blank cell, guide dots are not used.

Descriptions of menu items should start on the line following the price and be blocked in cell 3. When a description requires more than one braille line, leave at least 6 blank cells at the end of each description line so that the price can be easily located by the braille reader.

18.7 Recipes

There are no hard and fast rules for formatting recipes. The following instructions are given merely as a guideline.

Braille the title of a recipe as a fully-capitalized centered heading. If the recipe starts in the middle of a braille page, the title is preceded and followed by a blank line. If there is not room on a braille page for the title and at least three listed ingredients, start the recipe on the next page. Do not use abbreviations in braille when they are not used in print. Abbreviations are transcribed as they appear in print.

When information, such as the number of servings or preparation time, appears along with the title, in braille this material is placed at the left margin with runover lines starting in cell 3. Follow with a blank line.

If a recipe is divided into several parts that are identified by headings such as *Cake, Frosting,* etc., start these headings in cell 5 with runover lines also starting in cell 5. The ingredients are brailled in list format, starting in cell 1. Runover lines begin in cell 3.

Directions are brailled in paragraph or list format.

EXERCISE

Prepare the following exercise for submission to the instructor. It consists of three poems, an outline, a list of directions, a short story, and a recipe. Do not use "LESSON 18" as a running head. Instead, start each selection on a new page and place the title of the selection on line 1. If a selection has more than one page, use the title as the running head. Use consecutive braille page numbers throughout the exercise. The following source information is included for copyright purposes only and is not to be included in the brailled rendering of the exercise.

The poem *Recuerdo* is taken from *Poems for Young People* by Edna St. Vincent Millay (New York: Harper and Brothers, 1929). *The Wind* is taken from *A Child's Garden of Verses* by Robert Louis Stevenson (Golden Press, 1951). The outline was adapted from *The People's Choice,* edited by Albert R. Kitzhaber (New York: Holt, Rinehart, and Winston, Inc., 1974).

RECUERDO

We were very tired, we were very merry—
We had gone back and forth all night on the ferry.
It was bare and bright, and smelled like a stable—
But we looked into a fire, we leaned across a table,
We lay on the hill-top underneath the moon;
And the whistles kept blowing, and the dawn came soon.
We were very tired, we were very merry—
We had gone back and forth all night on the ferry;
And you ate an apple, and I ate a pear,
From a dozen of each we had bought somewhere;
And the sky went wan, and the wind came cold,
And the sun rose dripping, a bucketful of gold.
We were very tired, we were very merry—
We had gone back and forth all night on the ferry.
We hailed, "Good morrow, mother!" to a shawl-covered head,
And bought a morning paper, which neither of us read;
And she wept, "God bless you!" for the apples and the pears,
And we gave her all our money but our subway fares.

Edna St. Vincent Millay

THE WIND

by Robert Louis Stevenson

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass—
O wind, a-blowing all day long,
O wind, that sings so loud a song!

I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all—
O wind, a-blowing all day long,
O wind, that sings so loud a song!

O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
O wind, a-blowing all day long,
O wind, that sings so loud a song!

BOSTON BOYS

WHAT! you want to hear a story all about the old-time glory,
When your grandsires fought for freedom against the British crown;
When King George's redcoats mustered all their forces, to be flustered
By our Yankee raw recruits, from each village and each town;

. . .

So I tell you now the story all about that old-time glory,
As my father's father told it long and long ago to me;
How they met and had it out there, what he called their bloodless bout there;
How he felt. — What! was he there then? — Why, the *leader,* that was he!

Nora Perry

NEW SCHOOL NEEDED

I. Structural deterioration of existing Wilson High School building
    A. Damaged roof covering and rotting roof timbers
        1. Three major leaks during last year
        2. Dust problem caused by termite damage
    B. Crumbling stairwells and broken handrails
    C. Insufficient fireproofing and safety protection
        1. Four fires during last year
        2. Denial of safety rating by city fire marshal
            a. Antiquated sprinkler system
                (1) Not enough outlets
                (2) Not enough water pressure for sustained operation
            b. Inadequate electrical wiring
            c. Insufficient fire-escape routes for current enrollment

II. Inadequate education plan for current and projected enrollment at WHS
    A. Shortage of physical space
        1. No laboratory facilities for science students
        2. Lounges and closet areas currently used for classrooms
            a. All tenth grade English classes
            b. Three eleventh grade French classes
            c. Two twelfth grade hygiene classes
        3. No gymnasium or locker-room facilities
    B. Shortage of equipment
        1. No ranges or ovens for home economics students
        2. No lights or bleachers on outdoor playing field
        3. No spare athletic uniforms
    C. Shortage of money
        1. For new programs
            a. Cancellation of planned state workshop in teacher education
            b. Curtailment of new art program
                (1) No money for supplies for sculpture students
                (2) No money for demonstration lectures by local artists
        2. For teachers
            a. No money for much-needed additional general science teacher
            b. No salary raises for WHS teachers in three years

CPR

Cardiopulmonary resuscitation (CPR) is one of the most important of all emergency medical procedures. If a person's heart and breathing have stopped, CPR is essential to maintain circulation and avoid brain damage, which usually begins in 4 to 6 minutes after cardiopulmonary arrest.

- *Make sure the person is truly unconscious.* Shout and tap victim on chest, or shake shoulders gently.
- *Call for help.*
- *Position the victim for CPR.* Place victim flat on back on firm surface.
- *Open the airway.* Place one of your palms across the victim's forehead. Using your other hand, lift the chin up and forward. At the same time, gently push down on the forehead. The chin should be lifted so that the teeth are brought almost together but the mouth is slightly open.
- *Check for breathing.* Place your cheek next to the victim's nose and mouth to feel air being expelled. If there are no signs of breathing, reposition the victim as described in the step above.
- *Begin mouth-to-mouth breathing.* Pinch victim's nostrils together. Take a deep breath and place your open mouth completely over the victim's mouth. Exhale completely into the person's mouth. Repeat 4 times.
- *Check for pulse.* Put two fingers into the groove between the Adam's apple and the neck muscle on the side next to you. Keep trying for 5 or 10 seconds.

If there is no pulse, begin chest compressions. The effect of the compressions is to squeeze the heart between the breastbone and the backbone.

- Kneel next to victim's chest.
- Place your hands, one hand over the other, at tip of victim's breastbone.
- Lock your elbows, shift your weight forward. Bear down on victim's chest, compressing downward 1.5 to 2 inches.
- Compress for half a second. Relax for half second. Compress. Relax. As you compress and relax, count “1 and 2 and 3 and 4 and 5.”
- Do 15 compressions by counting to 5 three times.
- Stop compressions. Pinch nostrils, administer 2 strong breaths into victim's mouth.
- Resume compressions — do 15 more.
- Do 4 cycles of compressions and mouth-to-mouth breathing.
- Check for pulse and breathing.
- Continue until trained help arrives or victim revives.

If you are not trained in CPR, then provide hands-only CPR. That means uninterrupted chest presses of about two per second until paramedics arrive. You do not need to try rescue breathing.

THE FRIDAY POETRY GROUP

Harriet's yearning

Once a week for the past thirteen years the six members of ***The Friday Poetry Group*** had met in the back room of Harriet Fisher's Gift Shop. Harriet fancied herself a patron of the arts and made sure that all of the ladies of her church committee and sewing circle were aware of her generosity.

The members were all enthusiastic poetry readers and hopeful poetry writers. Each week the group would gather to discuss a new book of poems, and one member would recite an original verse. Their sessions always ended with a "group reading." They usually chose an old and cherished classic that they would read aloud, each person reading a stanza.

This evening the group had agreed to read John Townsend Trowbridge's *Story of the* "*Barefoot Boy.*" Old Mr. Reeves took the first stanza, coughing and clearing his throat before reciting in a deep resonant voice, "On Haverhill's pleasant hills there played, / Some sixty years ago, / In turned-up trousers, tattered hat, / Patches and freckles, and all that, / The Barefoot Boy we know."

When Lillian Sweeny started to read the second stanza her face got very red and her voice quivered. As much as she loved poetry, she hated to speak in public. "He roamed his berry-fields content; / But while, from bush and brier / The nimble feet got many a scratch, / His wit, beneath its homely thatch, / Aspired to something higher."

Harriet, somewhat disgruntled at having never been asked to join the group, hovered quietly on the other side of the door.

[Braille the following recipe according to the suggested guidelines given in this Lesson. Remember that these are only guidelines, not code rules. Other agencies may use a different format.]

PECAN CHICKEN SALAD

serves 8

3lbs. chicken breasts
3cups chicken broth (approx.)
½ cup chopped green onions
1½ cups sour cream

1lb. seedless green grapes
1½ cups pecan halves
1 cup diced celery
½ cup chopped fresh dill
1½ cups low-fat mayonnaise
½ teas. salt
½ teas. pepper
lettuce

Preheat oven to 350˚F. Arrange the chicken pieces in a single layer in a 9"x13"x2" pan. Bring the chicken broth to a boil. Pour broth into pan so the chicken is just covered. Cover with foil and bake until cooked through, about 30 minutes. Cool and discard broth.

Shred chicken into bite-size pieces. Combine chicken, grapes, pecans, celery, dill, and onions.

In a separate bowl, combine the sour cream, mayonnaise, salt and pepper. Mix into chicken mixture. Chill, covered, for at least 2 hours before serving. Serve on a bed of lettuce.

Lesson 19

Formatting a Book

Common Parts of a Book, Braille Volumes, Pagination, Print Page Turn Indication, Title Page, Headings, Blank Lines and Spacing, Break-in-Thought Symbol, Dedication, Special Symbols Page, Transcriber's Notes Page, Illustrations, Captions, Table of Contents, Glossary, Appendices, Indexes, Division into Braille Volumes, Braille Book Layout for Embossing, Volume Size, End of Volume/Book

19.1 Format in General

With few exceptions, the layout of a braille transcription should closely follow that of the underlying print text. Simultaneously, however, all braille transcriptions should adhere to the rules of this manual and to *Braille Formats 2011*, also referred to as *BF2011*, where the organization, structure, and format of braille transcriptions are regulated. Any versions of *Braille Formats* more recent than the 2011 edition may not be applicable, as they have incorporated UEB rules which are not congruent with those of NUBS.

19.1.1 Sections of a Book

Typically, a text consists of multiple sections. The front matter includes the title page with the complete title, subtitle, series name and or number, edition, author's name, publisher and publication information, to name a few. The back of the print title page includes the so-called metadata about a publication including copyright information, ISBN, short for International Standard Book Number and pronounced as separate letters, and other information. Next, there may be a dedication page, table of contents, to name a few typical front matter sections found in books.

The front matter is then followed by the main body of the text which may begin with a prologue or an epigraph or motto, and may consist of chapters with or without numbers or chapter titles. Most books end with a section about the author and other peripheral information such as appendix, glossary, index, source references or others.

19.1.2 Braille Volumes

Most print books turn out to be longer than what can fit into one braille volume. Their contents therefore need to be divided into two or more braille volumes when transcribed in their entirety. Again, *BF 2011* contains detailed rules on how to set up a transcription for multiple volumes.

The number of pages a braille volume should contain depends on several factors such as age-level of the reader, page size and physical weight of a volume, and division based on logical breaks in the text. *BF 2011* has details on the topic.

19.1.3 Parts of a Braille Volume

A braille volume consists of the following sections: transcriber-generated pages, preliminary pages, pages comprising the body of the text, and often appendices, glossaries, indexes, and other material appearing in the back of a print copy. Check *BF 2011* for detailed rules on how each section is to be set up in braille.

19.1.4 Volume Size

As a general rule, a volume should contain circa 70 sheets of paper, plus or minus 10 pages depending on where a logical break in text can best be placed. Decide on a shorter volume if in doubt about where to break. Volumes larger than 80 pages can become too unwieldy for lap-reading or desk use even for the advanced braille reader. Unless absolutely unavoidable, place the volume break at the end of a print chapter.

19.1.5 Volume Layout - Single-sided or Double-sided

Depending on the type of braille embosser to be used for the printing of the braille book, the layout of the braille volume is done for single-sided or double-sided embossing. Also, for faster access to material, single-sided is preferred. When embossing on the front and back of a page, the dots are slightly offset, thus avoiding that they cancel each other out, and hence the name interpoint embossing as a synonym for double-sided embossing.

19.2 Pagination

The rules regarding pagination for a NUBS transcription are different from those described in *BF2011*. This is a result of the fact that all of the general rules for page numbers in the *BF2011* are based on the use of upper numbers for all page numbers, including those in a table of contents, and in documents done in the Nemeth Code. Since there is no such thing in NUBS as an "upper number", such as ⠼⠁⠃ (dot 3456,1,12) for 12, all page numbers are done using dropped digits and slightly changed format, as you will see in the examples.

19.2.1 Braille Page Numbers

Braille page numbers are always placed in the right margin on line 25 of each page. They fall into three basic categories.

1. If the page is part of the front matter of the book that has been created by the transcriber, such as the title page or pages, Transcriber's Note Pages, Special Symbols Pages, etc., they are regarded as *transcriber-generated pages* and are numbered t1, t2, etc. Therefore, in every volume the title page will always be numbered *t1* ⠰⠼⠁ (dot 56,2345,3456,2). The notational indicator is needed to signify the single letter *t* and a numeric indicator is needed before the respective number to distinguish it from a subscript.

2. Other front matter that comes from the book (table of contents, etc.) is called *preliminary pages* and such pages are numbered as p1, p2, etc. The first preliminary page is always numbered *p1* ⠰⠼⠁ (dot 56,1234,3456,2).

3. When the main body of the text begins, after the preliminary pages, the braille page numbers are simply 1, 2, 3, etc. In each volume, the body of the text always begins with braille page 1 ⠼⠁ (dot 3456,2).

19.2.1.1 Page Repetition and Omission Signs

As discussed in Lesson 17, rules dealing with repeated or omitted page numbers do not apply to transcriptions that are being created on a computer. See there for information related to transcription using the Perkins Braille Writer or other methods for creating hard-copy braille.

19.2.2 Print Page Numbers

Print page numbers are placed on line 1 and must end in the last cell on that line. On line 1, at least three blank cells must be left before a print page number. These numbers reflect the actual page number in the print document and may be Roman, e.g. *vi* ⠰⠧⠊ (56,1236,24) or Arabic, e.g. 23, ⠼⠃⠉ (3456,23,25), numbers.

Print page numbers are used in braille texts to show the reader the corresponding page number in the respective print text. This is especially helpful to students when teachers refer to the print page in a textbook. NUBS transcriptions account for print page numbers wherever they appear in the print text transcribed.

When a print page carries over to a second or third braille page, a letter suffix is used on the print page number. That means, if print page 22 continues onto a second braille page, the number at the top right would read ⠼⠃⠃⠁ (22a) (3456,23,23,1), then ⠼⠃⠃⠃ (22b) (3456,23,23,12) as the text continues. And, if the carry-over occurs on a print page with a Roman numeral, the first continuation page would read ⠰⠧⠊⠰⠁ (*xii*a) (56,1346,24,24,5,1), necessitating a dot-5 separator to show that the suffix "a" is not part of the Roman numeral.

19.2.2.1 Combined print page numbers

When a braille page holds more text than contained in an entire print page, that fact is indicated by combining the respective print page numbers. For example, if only a chapter title appears on page 76, and the text of that chapter begins on page 77, then in braille the print page number is 76-77. The continued print page number would be 77a. This also applies when the page break indicator is invoked. Numbered blank print pages are accounted for in the same manner, i.e. by combining the respective page number with the number of the first non-blank page that follows.

19.2.2.2 Print Page Break Indicator

When a print page ends in the middle of a braille page, a print page change indicator is used. The format is as follows. In automatic transcription programs, the user generates this print page change indicator by selecting this function from a menu. It consists of a full line of dots 36 that ends before the right margin with the appropriate page number, indicating the beginning of print page 23.

Example:

⠤⠤⠤

No blank lines are used before or after a print page break line, unless required by other format rules, such as a centered heading. Remember that the print page number at the top of the next braille page would require the suffix *a*. If the transcription is for an agency that has equipment to produce interpoint braille, ask for specification of the placement of braille and print page numbers on even-numbered pages.

19.3 Transcriber-Generated Pages

For the purposes of braille transcription, the following items are considered transcriber-generated pages and are given special page numbers as described in Section 19.2.1 above. These items are always placed first in a braille volume, and always in the following order:

1. Title page
2. Special Symbols Page (if applicable)
3. Transcriber's Notes Page (if applicable)

19.3.1 Title Page

Copyright law requires that an exact print copy of the braille title page be included in the braille edition. Place the print copy of the title page *before* the braille title page.

Copyright law also requires the following sentence to be included on all braille title pages and distributed on two lines above the ISBN as follows:

Further reproduction or distribution in other
than a specialized format is prohibited.

Information for a braille title page is gleaned from the book’s or article's print title page and the information that is usually on the back of the title page, or the beginning and end in an article, and includes cataloguing, copyright and other publication data. Every volume must have a title page. The order and form of presenting the information required on a title page may vary with the particular braille publisher, library, or transcribing group. NUBS transcriptions follow the Library of Congress directions which require that the title page contain the following information listed, grouped and presented in five sections in the following order:

1. Title segment

The book title (capitalized as in print)
Subtitle and/or series name (if any)
Edition (if it is stated in print)

2. Author segment
   Author (capitalized as in print); use "by" only if used in print

3. Publisher segment
   Publisher (with principal address, city and state only if given)
   Copyright
   Reproduction notice
   ISBN (list multiple numbers if given in print)

4. Transcription segment
   Start with “Transcribed”, followed by the year transcribed, followed by “in the” on the same line; “Nemeth Uniform Braille System” on the next line, add "By" preceding first and last name of transcriber on the third line, followed by transcriber’s organization affiliation, its city and state, separated by commas, running over to subsequent lines as needed

5. Volume information
   Total number of braille volumes (in Arabic numbers)
   Number of the particular volume (in Arabic numbers)
   Or, if there is only one volume, write “In 1 Volume”
   Inclusive braille page numbers (t-pages, p-pages, and main text pages)
   Inclusive print page numbers (Roman and Arabic as in print)

Following are two model title pages. They are shown in print, but reflect the examples for appropriate braille format. The first example uses a left-adjusted format. It shows a book with a title, subtitle, and a series name, three authors, the word *by* before the authors' names because it appears in print, a copyright holder different from the publisher, and it is in ten braille volumes, requiring many more lines than the second example. On title pages with a left-aligned margin, any runovers start in cell 3.

The second example uses the centered format which is used by many braille producers. Most seasoned braille readers prefer the centered format, likely because they are not used to the newer left-aligned format.

Usually all of the items enumerated above can be listed on one braille page. If there is more information than can fit on one page, the rules in *BF2011* must be followed when creating a supplemental title page, e.g. in the case of multiple authors that would take up more space than available for this information on the main title page.

Example of a left-aligned title page:

CROSSING OVER TO THE
GOLDEN LAND—CALIFORNIA
Traversing the Donner Pass
New World Series

By BRET WOLTHAN, SUSAN FIELDS,
and GEORGE STEINMETZ

Published by
Melbourn and Trimble, Inc., New York
© Copyright 1995 by Bret Wolthan,
Susan Fields, and George Steinmetz

Further reproduction or distribution in other
than a specialized format is prohibited.
Transcription of ISBN: 0-7987-4411-8

Transcribed 2011 in the
Nemeth Uniform Braille System
By Harry Hiram, Volunteer Braille
Services, New York, NY
In 10 Volumes
Volume 2
Braille pages t1-t2, pl-p3 and 83-164
Print pages ii-vii and 22-56 t1

Example of a centered title page:

TIME OF TERROR

STEVEN LOGAN

Published by
John H. Towsend & Sons, Inc.
Fredericksville, Ohio
Copyright© 1990 by
Steven Logan

Further reproduction or distribution in other
than a specialized format is prohibited.
Transcription of ISBN 0-19-569876-4

.
Transcribed 2011 in the Nemeth Uniform Braille System
By
Harry Hiram
Volunteer Braille Services
New York, New York

In 1 Volume
Braille pages t1-t3, pl-p6 and 1-79
Print pages i-vi and 1-25 t1

The following sections describe in detail all items that pertain to setting up a braille title page.

19.3.1.1 Centering Lines on a Title Page

As mentioned above, all items on a title page may either be centered or left-aligned. If using a computer-assisted program, use the center function for centering text on a line or an entire paragraph.

To center a heading manually, count the number of cells between the first and last non-blank character on the line and distribute the remaining blank characters evenly before and after the centered text. When an odd number of cells fill the line, the extra blank cell is placed on the right side of the information. Only the title needs to be spaced with 3 cells to the left and right of the margin. With the exception of the first line, all the cells on a line may be filled if necessary.

19.3.1.2 Blank Lines on a Title Page

The Title and author are always followed by a blank line. A subtitle follows on a separate line without a blank line above it. Ideally, the sections on a title page should be separated by a blank line. The title of the book always starts on line 1 and the braille page number is always placed at the right margin on line 25. Braille each element by group, leaving one blank line between each group, but NO blank lines within a group. Note the line number of your last braille line before checking the following:

1. If this is line 25, you are finished. If it goes beyond line 25, go to step 4 below.
2. If you ended prior to line 25, insert additional blank lines evenly between groups, starting between the last two groups, until the title page ends on line 25.
3. If this extra blank line between each group does not cause the title page to end on line 25, repeat Step 2 until it does.
4. If a single space between adjacent groups does not allow the title page to fit on one page, remove the blank lines between groups, starting between groups 4 and 5 and working up deleting blank lines until the title page ends on line 25.

All lines on a title page may be utilized except two: there must always be a blank line left between the title (plus the subtitle if there is one) and the author's name, and another between the author's name and the publishing information.

When books (usually textbooks) have more authors or editors than can fit on one title page, follow the rules in *BF2011* for formatting a supplemental title page.

19.3.1.3 Format for Title, Subtitle, and Series Name

The title is capitalized as in print. If a title is too long to fit on the first line of the braille page, it should be divided, as evenly as possible, between two or more lines. Make the division at a logical point in the title; do not divide words in a title between lines. If the book is one of a series, the series name is placed on the line immediately following the title, or subtitle, capitalized as in print.

19.3.1.4 Authors

If a book has two or more authors, the name of each author (capitalized as in print) should be brailled on consecutive lines. If a title page is very full, authors' names can be joined on the same line, separated by commas, and the word *and* inserted before the last name. If space will not permit the listing of all the authors on the title page, a supplemental title page is used, as described in *BF2011*. Even if a book is an autobiography, the name of the author is placed on the title page. The word *by* before the author's name is used in braille only if it appears in print.

19.3.1.5 Publisher

Braille the words *Published by* followed by the name of the publisher and the first or principal city (and state, if given) in which they are located. Do not include street addresses. If space permits, all of this information may be placed on one line.

Example: Published by Random House, Inc., New York

19.3.1.6 Publisher's Permission

With a few exceptions, permission to transcribe a book into braille is not required from the publisher or copyright holder as long as the transcriber is working under the auspices of an “authorized entity.” An authorized entity is any nonprofit organization or governmental agency having a primary mission to provide specialized services to persons with visual impairments. Check *BF2011* for when a transcription into braille requires a written publisher's permission prior to the release of a transcription. Transcriptions for private or in-class purposes are permitted by law without a publisher's permission.

19.3.1.7 Copyright

Only the latest copyright date is listed on the title page. If there is no copyright date, substitute the word *Printed* for *Copyright,* followed by the latest printing date.

The copyright holder is always given on the title page—even when the publisher holds the copyright. Omit expressions of reservation of rights such as *All rights reserved.*

If the copyright symbol (©) occurs on the print title page use the braille symbol @ . ⠸ (4,46,14), placed and spaced as in print. Follow print if both the word and the symbol are shown.

According to copyright law, the following statement must appear on the braille title page following the copyright information: Further reproduction or distribution in other than a specialized format is prohibited. For format see Section 19.3.1.

These copyright guidelines apply to books published and transcribed in the United States. A fact sheet on the applicable copyright law can be acquired from the NLS, the National Library Service of the Library of Congress.

19.3.1.8 ISBN

When shown in print, the ISBN, the SBN (Standard Book Number), or the ISSN (International Standard Serial Number), is placed on the line following the copyright and reproduction notices preceded by the words *Transcription of*. Follow print punctuation.

Example:

Transcription of ISBN: 0-4583-6578-8

Include both the 10- and 13-digit ISBNs on the braille title page if they occur in print. Each is brailled on consecutive lines, indented to cell 3.

Example:

Transcription of
ISBN-10: 0-4583-6578-8
ISBN-13: 654-0-4583-6578-8

19.3.1.9 Transcriber's Name and Group Affiliation

Start this segment with the word “Transcribed”. Then list the year the transcription was completed followed by “in the Nemeth Uniform Braille System”, followed by the word “by” and the transcriber's name, and if applicable, followed by the name of the group, along with its city and state, for whom the transcriber works or from whom the transcriber received the braille assignment. List the transcriber's city and state if there is no group affiliation or assigning agency.

19.3.1.10 State Abbreviation

Follow print for the publisher's state, if given, whether abbreviated or spelled out. Spell out or use the same kind of abbreviation, i.e. two-letter or standard dictionary, for the name of the state of the sponsoring agency and/or the transcriber. When no state is given for the publisher, do not insert one. Follow print for state abbreviations for the others.

19.3.1.11 Volume and Page Numbers on a Title Page

Arabic numbers are used to indicate the number of a particular volume and the number of volumes in the book. When a book consists of only one braille volume, use the words *In 1Volume,* instead of *Volume 1*.

The numbers of the braille pages contained in the volume are brailled on line 24 of the page, preceded by the following words with punctuation as shown here: *Braille pages.* The numbers of the t-pages and the p-pages, preceded by a single notational indicator and the inclusive page numbers, including any *t* and *p* prefixes, are followed by the Arabic-numbered pages. These page numbers cannot be entered until the volume is completed and the page numbers are known, e.g. *Braille pages: t1-t3, p1-p5 and 1-63*.

The numbers of the print pages contained in the volume are brailled on line 25 of the page, preceded by the words *Print pages:*. These numbers reflect the print pages transcribed in the volume, including pages from different sections of the text such as *Answers to Problems*. Such an entry might look like this: *Print pages: vi-vii, 56-80a, and 450-451*.

19.3.2 Special Symbols Page

When the symbols in the following list are used throughout a volume, they are listed on a Special Symbols Page. However, if these symbols are used only one time, or rarely in a volume, they should be explained in a transcriber's note at the appropriate point in the text. This list is partial and suggestive. The transcriber should use her or his best judgment as to whether other symbols are common, or rare enough to be included on a Special Symbols Page.

The Special Symbols Page is placed following the title page(s). Note that punctuation marks are not listed on the Special Symbols Page, but indicators are.

When a listed entry contains no dots 1, 2 or 3, or contains no dots 1 or 4, list its dot numbers in parentheses following the symbol and a space. Multiple-cell symbols are considered as whole units. Note that, except in proper nouns, no capitalization and punctuation are used.

Following is a list of typical symbols to be included on a Special Symbols Page.

accent symbols, used in foreign words or phrases (see Lesson 16 and Appendix F).
ampersand
asterisk
copyright symbol
crosshatch
ditto mark
font attribute indicators
hashtag
page number repetition or omission symbols
poetic scansion symbols
pound sign
pronunciation symbols
termination symbols
transcriber's note symbols
any other infrequently used or specially designed symbol

Follow these steps when preparing a Special Symbols Page:

1. Begin a new braille page and center the heading on lines 3 and 4, after the running head and a blank line, if a running head is used, or on line 1 if a running head is not used.

SPECIAL SYMBOLS USED
IN THIS VOLUME

2. If more than one page is required for the special symbols list, the heading is not repeated on subsequent pages.

3. List the symbols in the order found in that volume.

4. Miscellaneous symbols are grouped together under the heading Miscellaneous Symbols. They should appear before any grouped categories. When three or more symbols fall into a category, group them together under an appropriate cell-5 heading.

5. Using the list format, begin each symbol in cell 1 followed by its name according to the wording in the text. When category names or the names of listed symbols are not self-explanatory, give an explanation of the symbol's function or a brief description of the print sign. All runover lines begin in cell 3.

Example of a Special Symbols Page:

RUNNING HEAD (if used)

SPECIAL SYMBOLS USED
IN THIS VOLUME

Accents Marks

⠈⠹9 acute accent

.9 tilde

Accent Position Indictors

< above

% below

Miscellaneous Symbols

@.C copyright symbol
,' (6, 3) terminate capitalization
.' (46,3) terminate italics
.6 (46,235) transcriber's enclosure symbol (left)
.4 (46,256) transcriber's enclosure symbol (right)

Greek Letters

.⠈ alpha, α

.⠸ pi, π

_⠎ capital sigma, Σ

For guidance on a continuing special Symbols Page, consult *BF2011*.

19.3.3 Transcriber's Notes Page

Whenever a special braille format or usage is required throughout an entire work, rather than interrupting the text with many Transcriber's Notes, a notation is made on a Transcriber's Notes Page. This page is placed at the beginning of each braille volume following the Special Symbols Page, if there is one.

Some situations that might be mentioned on a Transcriber's Notes Page are a notice of the omission of maps or illustrations, or the explanation of the

rearrangement of the print format in order to provide a clearer presentation of recipes or puzzles. If only some maps, charts, etc., are omitted from the braille version, the omissions are noted in a Transcriber's Note at the appropriate point in the text. When the transcriber decides to reformat or redesign a print section, a succinct Transcriber's Note is used immediately above the individual occurrence explaining the original print format and to what it was changed in the braille.

Follow these steps to prepare a Transcriber's Notes Page:

1. Beginning on a new braille page, center the heading TRANSCRIBER'S NOTES on line 3.
2. Leave one blank line. List the notes in paragraph format, each one starting in cell 3 with runover lines starting in cell 1. Do not use transcriber's note enclosure symbols with the notes on Transcriber's Notes Page.

19.4 Preliminary Pages

Preliminary pages vary from book to book. In general, follow print regarding the sequence of items in this section. Ignore print pages that simply repeat the title. Preliminary pages may include cover/jacket material, a dedication, and a contents page. If a narrative piece, such as a preface or a dedication page, appears before a table of contents, transpose the two, but do not add to or change the contents page. The preface or dedication then may become the first page of text. Only narrative pages preceding the table of contents should be moved. The order and format of the braille version should be as close to the print copy as possible.

19.4.1 Contents Page

When the print book has a contents page, the entire table of contents is placed at the beginning of the first braille volume only, using the print page numbers as shown in the print copy – using no suffixes in page numbers. In the first volume, center “Volume 1”, with blank lines before and after, preceding the first entry in the Table of Contents. Each subsequent volume includes only that portion of the print contents that is contained in that particular braille volume. Do not add items to the Contents Page that do not appear in print. Do not create a Contents Page for a book that does not have one.

Follow print for capitalization and Roman or Arabic numerals. Do not use emphasis indicators for print italics except where needed for emphasis or

distinction. Use normal line spacing, even if the print Table of Contents is double-spaced.

When the print Contents Page includes maps, diagrams etc. that will not be included in the braille edition, omit them from the braille Contents Page. Any omissions must be noted, in the form of a Transcriber's Note, at the end of the entire contents in the first volume as well as on the Transcriber's Notes Page of each volume.

In Volume 1, the Table of Contents is brailled as in print. If material that is mentioned on the print Contents Page has been rearranged in a later volume, the braille Table of Contents in that volume must reflect the new arrangement and a comment must be added in the form of a Transcriber's Note. The following is a typical Contents Page for a first volume.

CONTENTS

		Page
FOREWORD	.....	iii
PREFACE	.....	vi
I.	*Where Am I?*	7
II.	*Is This Really Kansas?*	28
III.	*The Last Great Days On the Prairie*	45
IV.	*Never Again!*	66
Author's Note	.....	82

19.4.2.1 Contents Page for the First Volume of a Multi-Volume Braille Edition

The following shows the same Contents Page format as it would appear in braille in the first braille volume.

Line 1. Running Head

Line 2. Blank

Line 3. The heading CONTENTS or TABLE OF CONTENTS is centered and follows print wording and capitalization. Do not add a heading if one is not shown in print.

Line 4. Blank line

Line 5. Center *Volume 1*. When a braille edition consists of only one volume, eliminate this line.

Line 6. Enter *Chapter* starting in cell 1, if chapter numbers are used

Line 7. Blank line

Line 8. Center the word *Unit 1* or *Part I* (if shown in print)

Line 9. Begin listing the contents items (following print). See *BF2011* for the proper indentation pattern for different levels of headings. Braille page numbers are placed at the right margin, regardless of print placement. A line of unspaced guide dots (dot 5) is inserted between the last word of the title or heading and the print page number. Leave one blank cell between the end of the heading and the beginning of the guide dots and one blank cell at the end of the guide dots, before the page number.

When the end of the pages for Volume 1 is reached, insert *Volume 2* if the volume breaks are known for the entire text. When volume breaks are known, insert *Volume 3*, *Volume 4*, etc., where applicable. If the volume breaks are not known, insert *Following Volumes*, then continue with the content items.

19.4.1.1.1 Major Divisions in a Table of Contents

When material prior to the beginning of the story, such as a preface, introduction, foreword, or author's note, or following the story, such as an index or appendix, is included on the contents page, a blank line should separate these divisions from the other contents items, but not from each other.

19.4.1.1.2 Guide Dots

Guide dots are used between the end of a contents item and the corresponding page number and are formed by dot 5. If there is not room between the chapter title and the page number for at least 2 guide dots with a preceding and following blank cell, do not use any guide dots. If there is not room for one blank cell between the end of the item and the page number, the item must be continued on the following line(s).

19.4.1.1.3 Runover Lines

When a contents item takes more than one line, the runover lines are blocked in cell 3. The page number and guide dots are placed at the end of the line

on which the heading ends. There should be at least six blank cells at the end of every line that does not end in a page number.

19.4.1.1.4 Continuation of Contents Across Braille Pages

If more than one braille page is required for the contents in any braille volume, do not repeat any of the headings such as *Chapter, Page,* or *volume number* that were used on the first page. Do not leave a blank line between the running head and the continuing contents items.

19.4.2.2 Contents Page for Succeeding Volumes

In volumes other than the first, the volume number is not included on the contents pages. Follow the model presented in the previous section:

Line 1. Same
Line 2. Same
Line 3. Same
Line 4. Same as line 6

If it is necessary to end a volume within a chapter, when listing the contents for the next volume, repeat the continuing contents item such as a chapter heading followed by the word *cont*., unitalicized unless print requires it.

19.4.2 Dedication Page

If the print text includes a dedication, it should be placed on a page by itself and should appear in the first volume only. Do not braille the word *Dedication* as a heading if it is not shown in print. Ignore special typefaces unless needed for emphasis or distinction. Transpose a Dedication to after the Table of Contents.

19.4.3 Cover/Jacket Material

Material found on the back of the dust jacket, on the jacket flaps, or on the inside of the book cover, may include, among other things, a summary of the story, a biographical sketch of the author, or a family genealogy. These should all be included in the preliminary pages of the first volume only. If these items are short, they may be placed on the same braille page separated by a blank line. If any one of them would take up more than half a braille page, it should be started on a new braille page.

When a summary of the story has no print heading, start it on a new braille page and center the heading STORY SUMMARY, enclosed in Transcriber's Note symbols, on line 3. It is recognized that this practice

does not follow print format. However, because of the summary's location in the braille volume, without a heading the braille reader might reasonably assume that it is the beginning of the story.

Direct quotations from the body of the story, whether on the cover or inside the front of the book should be ignored, as well as any material meant only to be visually attractive.

19.4.4 Other Front Matter

The preliminary items listed in 19.4 are always placed first in the braille volume in the order prescribed. Following them are other items from the front matter that will also be given preliminary page numbers, such as a list of other books by the author, listed reviews by other authors, a disclaimer, acknowledgments of borrowed material, an epigraph or poetry, etc. They are placed following the cover/jacket material in the order in which they occur in the book. Front matter items that consist of narrative text, such as a preface, prologue, foreword, author's notes, or introduction, are considered “text” and are described in Section 19.5.

19.4.4.1 Other Books by the Author

Other books by the author should be brailled on a new braille page in list format and placed in the first volume only.

19.4.4.2 Accolades and Reviews by Other Authors, Newspapers, or Journals

Accolades (see Lesson 17) and short reviews of the book are brailled in paragraph format with a blank line separating adjacent accolades and placed in the first volume only.

If more than three braille pages will be needed to braille all of the reviews, it is suggested that they be placed at the end of the last volume. In this case the running braille page numbers are continued to the end of the volume and the words THE END are placed at the end of the last page of the last volume (see Section 19.9 and 19.10). When such comments are relocated to the end of the last volume, this rearrangement must be noted on the Transcriber's Notes Page.

Braille only the comments about the book being transcribed. Ignore advertisements for other books.

19.4.4.3 Disclaimer

If a book contains a statement that the characters and/or places in the story are purely fictional, this statement is included in the braille version, in the first volume only. If there is room, the disclaimer can be placed on the same page as the cover/jacket material or the reviews, separated from them by a blank line.

19.4.4.4 Acknowledgment of Borrowed Materials

When material is included in the braille version that has been borrowed from another source (such as song lyrics or poetry), and the publisher credits the source, then it is also credited in braille. When such publisher's acknowledgments are listed with page numbers in the Table of Contents, follow print. If they are placed in the front or back of a book and are not listed in the Table of Contents, they are placed on a new braille page at the end of the last braille volume. Those acknowledgments that refer to maps, pictures, and other materials that have been omitted from the braille transcription should not be mentioned.

Notice the distinction of an acknowledgments of borrowed materials with an author's personal words of thanks, which are also often entitled *Acknowledgments.* (See Section 19.5)

19.4.4.5 Poetry and Epigraphs in Front Matter

When in print epigraphs or poetry are included in the front matter and shown on a page by themselves, each one should begin a new braille page and be placed in the first volume only. Poetry should be brailled according to the format rules presented in Lesson 18.

An epigraph is a short introductory statement, often a quotation or motto placed at the beginning of a book, unit, or chapter. When an epigraph is printed on a page by itself, it should be transcribed in the same manner as a dedication. Retain quotation marks if shown in print but do not replicate italics unless needed for emphasis or distinction.

Poetry, epigraphs, quotations, and the like should be paginated as a preliminary page if they fall before the print Table of Contents or before the beginning of the main text pages. If they occur after the beginning of the text pages, they are paginated as text pages.

19.5 Body of the Main Text

Text pages are generally brailled in the order in which they appear in print. The first page of text may be the first page of an introduction, acknowledgment, a preface or it might be the first page of the first chapter. For instance, if there is both an introduction and a preface, they are brailled in the order in which they appear in the print text.

As mentioned above, there is one exception to this rule: if a narrative piece, such as a preface or dedication, comes before a Table of Contents in print, in braille place the preface following the Table of Contents, but do not add to or change the print list of contents. When the arrangement of material at the beginning of a book is changed from the print copy, it must be noted on a Transcriber's Notes Page in the first volume only.

19.5.1 First Page of Text

Even if a running head is used, there are two pages in each braille volume that do not carry a running head, the title page and the first page of text.

In every braille volume, place the complete book title, subtitle (if any), series name and edition (if any) on the first page of the body of the text, starting on line 1.

The unabbreviated book title is brailled, capitalized as in print, and centered on the first line or lines. If the book has a subtitle, it is placed on the next line and also capitalized as in print. Leave at least three blank cells at the beginning and end of each title line, and at least three blank cells between the end of the first line and the page number. Leave a blank line between the complete title and any chapter heading or text that follows.

19.5.2 Pagination of the Body of the Text

In the main text, braille pages are numbered at the right margin on line 25, starting with 1 #1 (3456,2) in each volume. Any end matter such as an epilogue or information about the author, if positioned there in print, is considered part of the main text. Print pages are accounted for following the preliminary pages, starting with the first volume. The first page of text is numbered with the appropriate print page number placed at the right margin on line 1, leaving at least 3 spaces of room between text and the number.

19.5.3 Lettered and Numbered Print Page Numbers

Some publishers use lettered page numbers with or without Arabic numbers preceding or following them. Sometimes, Roman numerals are used to indicate preliminary page numbers. Follow *BF2011* Section 1 regarding the format for such print page numbers, keeping in mind the requirements for NUBS rules on forming numbers and letter-number combinations (see Lessons 1, 12, and 14).

Examples:

S1 ;,S#1

R6a ;,⠠#6⠄

19.5.4 Preface, Foreword, Prologue, Introduction, Author's Personal Acknowledgments

When such items are shown after the print contents, each one should begin a new braille page and should be placed in the first volume only. If there is a heading in print, in braille it is centered and print capitalization is followed. Ignore special typefaces in headings unless needed for emphasis or distinction.

19.5.5 Illustrations, Maps, Pictures, and Diagrams

Conveying the contents of diagrams in words is often superior to the braille reader if done succinctly. If possible, essential diagrams should be rendered in tactile graphics and included where they belong in the text. Another option is to add an extra tactile graphics volume that must be referenced in the text as appropriate**.**

It is often necessary to omit illustrations, diagrams, and references to them in a braille transcription. If a braille book is not an exact duplication of the print book, a general statement regarding omissions or additions should be placed on the Transcriber's Notes Page. The omission of pictures from the front of a book or other pictures not related to the text need not be noted. Section 6 in *BF2011* discusses the fundamentals of format for illustrative material.

19.5.6 Captions

Captions that provide information not given elsewhere in the text should be incorporated, at an appropriate point, into the braille text. Starting in cell 7, braille the relevant word (Map, Picture, etc.) followed by a colon. Continuing on the same line, copy the caption. Runover lines should start in cell 5. Do not leave a blank line before or after the caption unless required by other formats, such as those for headings. If such a relevant word is not shown in print, an appropriate word must be chosen by the transcriber and enclosed within TN symbols. Section 6.2 in *BF2011* discusses captions and provides some helpful examples.

19.6 Blank Lines and Spacing

Follow *BF2011* for rules regarding blank lines. Over time, there have been several changes in the rules for blank lines that are adjacent to print page indicators, boxing lines, illustrations, etc. It is, therefore, best not to count on an experienced transcriber for advice on these issues unless that person is well-versed in the latest format rules.

Title pages have special rules regarding the use and location of blank lines (see Section 19.3.1). As you probably are aware, in print, one or more blank lines are often used to indicate a break in thought or a change of time or place. In braille, a single blank line must be used to show this break. If the text before the break occurs on line 24, then line 25 can serve as the blank line and the text can continue on line 1 of the next page (line 2 if a running head is used and no new heading coincides with the page break). If the text ends on line 25, line 1 on the next page must be left blank (line 2 if a running head is used). The text continues on the following line.

Print texts that use blank lines to indicate a break often don't clearly indicate a break if it occurs at the end of a page. In this case, the print text will often use a series of asterisks or dots centered at the bottom of the first page or at the top of the second page where the break occurs. In braille, such notation should be ignored. Use a blank line, as for other breaks.

If a series of dots, stars, or other symbols is used regularly in print to indicate a break in text other than at the end of a page, these symbols should be represented in braille by three asterisks separated from each other by a blank cell and centered on the braille line. Do not leave a blank line either before or after the line containing the series of asterisks. Do not list asterisks used for this purpose on the Special Symbols Page. If a line containing such asterisks occurs on line 25 of the braille page, it is not necessary to leave a blank line at the top of the next page.

In braille, quoted, displayed or “bulleted” matter, such as lists, letters, stanzas of a poem, etc., are always preceded and followed by one blank line. If such matter ends on line 25 of the braille page, on the next page leave a blank line at the top of the page or following the running head.

A blank line is always left in braille before and after a centered heading. A blank line must precede, but not follow, a cell-5 heading or a cell-7 heading, unless it immediately follows a similar heading without intervening text. When there is not room at the bottom of a braille page for such a heading with the appropriate blank lines and at least one line of braille text, the heading is taken to the next page where it is placed on line 3, following the running head and a blank line.

Whenever print uses an entire page for a unit heading such as *Part 1,* this page should be omitted in braille, but the following page should show a combined page number (e.g. #43-44) to account for every print page. Such a unit heading should be centered and separated by a blank line from other headings or text that precede and/or follow it. Follow print capitalization. Ignore special typefaces when an entire heading is printed in italics or small capitals. Use emphasis indicators for a word, or words, within a heading that is emphasized.

If an epigraph is printed on the same page as a unit or chapter title, place it before or after the title, as it appears in print, preceded and followed by a blank line. Use normal margins and follow print for paragraph indentions. Retain quotation marks if shown in print but do not note italics unless needed for emphasis or distinction.

19.7 Chapter Titles

Chapter titles are treated as centered headings. Follow print for capitalization and Roman or Arabic numerals. Use emphasis indicators for print italics only if emphasis or distinction is required, such as for an italicized foreign word within the title.

A long title should be divided and brailled, centered, on consecutive lines. At least three blank cells must be left at the beginning and ending of each line. If a chapter heading consists of both a number and a title, both should be placed on one braille line if space permits. When placed on one line, the chapter number comes first followed by a space and the title regardless of print placement.

Start the first chapter of a book on a new braille page. When subsequent chapters end in the middle of a braille page, the next chapter should be treated as follows:

1. For general reading - new chapters may begin on the same page if there is room for the chapter title, with its preceding and following blank lines, and at least three lines of text. Otherwise, it should start at the top of the next braille page.
2. For textbooks – the new chapter should begin on a new braille page where new subjects may be discussed. Remember to use a blank line after a running head and after the chapter title.

For examples consult *BF2011*.

19.8 Appendixes, Glossaries, Bibliographies, Indexes, etc.

When such items are shown in print they should be reproduced in braille. Each one begins a new braille page with the heading as shown in print, centered on the third line, assuming a running head is used.

Leave a blank line to separate the heading from the following text. Consult *BF2011* for the correct braille formats to be used for glossaries and indexes.

In textbooks, it may be especially convenient for the braille reader if pertinent sections of appendices, such as answer keys and reference tables, are placed at the end of each pertinent braille volume.

19.9 End of Volume Indication

Indication of the volume ending should appear on the last page of the volume whether that page contains text, an author's notes, index, or any other material. The words END OF VOLUME followed by the appropriate Arabic volume number (such as END OF VOLUME 4) are centered one line below the last line of braille on the last page of each volume except the final volume. See below in 19.10 for indication of the end of the book.

Whenever possible, one blank line should precede the end-of-volume indication. However, if a volume ends on line 24 of the page, line 25 should be used for this purpose. When a volume ends on line 25, the end-of-volume indicator may be placed on that line so long as there is room for three blank cells between the end of the text and the end-of-volume indicator. If this is not possible, the last line of braille text must be carried over to the next page.

19.10 End of Book Indication

In the final volume, only the words THE END are used constituting the last words of the last section of the entire book. The end of volume indication is omitted. THE END is centered, with one blank line above it.

If there is no room for a blank line above it, place it on line 25. If the text would end on line 25, end the text on line 24, moving the last line of the text to the following braille page, so that The END does not stand on a page by itself.

EXERCISE

Prepare the following material for submission to the instructor. It consists of the title page, contents and other preliminary pages, as well as a portion of text from *In the Shadow of a Rainbow* by Robert Franklin Leslie (New York: Norton & Co., Inc., 1974).

Transcribe this material using a 40-cell braille line and a running head appropriate for this book, i.e., do not use *LESSON 19* as your running head. When preparing the title page, assume that the entire text of this Exercise comprises a 4-volume book.

Create a Special Symbols Page for this transcription. In accordance with the rules, include the & sign, the copyright symbol, etc. Accented words should also be included, following instructions of Lesson 16. Do not create a Transcriber's Notes Page.

Show appropriate running head and braille pagination for each section. Use the numbers at the bottom of the Exercise pages, not the running page numbers for this Lesson. Since this text comprises the first volume of a book, use an end-of-volume statement on the last page.

In addition, keep the following hints in mind:

1. Titles or Headings should be brailled in full caps or initial caps only**,** as shown in print.
2. Italics used in titles or headings may be ignored unless they are used for emphasis or distinction.
3. The heading for the Special Symbols Page should be fully capped and centered.
4. Follow *BF2011* regarding the format for displayed material. A poem**,** alone on a page, should begin on line 3, following the running head, (or following a blank line after the running head), and should be aligned in cell 1; runover lines begin in cell 3.

In the Shadow of a Rainbow

The True Story of a Friendship Between Man and Wolf

by

Robert Franklin Leslie

W. W. NORTON & COMPANY, INC.
New York

19-27 v2020

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1 2 3 4 5 6 7 8 9 0

To
my good friend
Gregory Tah-Kloma,
wolf-man of the Kitiwanga

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Author's Note

Late one afternoon in the summer of 1970, a young Indian beached his canoe near my Babine Lake campsite in the backwoods of British Columbia. Clad only in shorts, he was tall and muscular, and wore his hair shoulder length. The young man introduced himself as Gregory Tah-Kloma, and told me he was a Chimmesyan of the Tsimshian band. That evening Greg sat by my campfire and grilled salmon filets for both of us.

During the weeks that followed, Greg and I became staunch friends. We canoed, hiked, prospected, and camped as a team. I learned that he had worked in various mills and mines to pay his way through college. His hands still bore calluses from that work. He was now a graduate student in mineralogy, and spent his summers at placer gold deposits along drainage systems footing British Columbia watersheds. We were both on the way to prospect Babine tributaries when we met.

Night after night, until the black frost of October drove us toward civilization, we sat by the campfire and talked. Gradually Greg told me the remarkable true story of his devotion to a threatened pack of timber wolves, a story that included his search to relocate the amazing female wolf pack leader, known as Náhani, whose unusual company he had first enjoyed in the summer of 1964. His compelling

drive to find the wolf and her pack before trappers and bounty hunters could destroy them reached unique pro-portions. His fascination for the wolf often took him to the brink of disaster.

I asked Greg's permission to write down his story, and he agreed. He had kept a log in which he listed events in chronological order, and a diary in which he entered his personal feelings and reactions. He allowed me to draw freely on both.

In order to protect the privacy of living individuals and to protect Náhani—who is still very much alive—certain place names and locations have been changed, and various encounters between humans have been slightly altered. However, none of the facts of Gregory Tah-Kloma's adventures with Náhani and her wolf pack have been changed. They are as he told them to me.

Robert Franklin Leslie
March, 1974

There is a pleasure in the pathless woods.
There is rapture in the lonely shore,
There is society where none intrudes . . .
I love not man less, but nature more.

—George Gordon, Lord Byron

In the Shadow of a Rainbow

1

– – – – – – – –

Náhani
of Nakinilerak

Along the southern belly of British Columbia's north-central wilderness stretches the lake country. Narrow troughs of water up to 130 miles long wind through the canyonlands and resemble wide, gentian-blue belts—their names are Babine, Takla, Tchentlo, Trembleur, Stuart, Nakinilerak, and fifty more.

The longest of these southern “belly” lakes, Babine and Takla, lie in trenches between the Babine Range to the west and the Hogem Range to the east. A knify Bait Range separates these two lakes. Through a broad glacial canal at the Bait's southern terminus, a series of five smaller lakes, the basin tarns, drain through short creeks that feed Takla.

An ancient Indian trade trail through the Babine-Takla region connects several primitive mountain settlements,

often fifty miles apart. The route skirts the upper beach of Friday Lake, northernmost of the five basin tarns. A narrow flume drains Friday into Nakinilerak Lake. Of a winter the trade trail serves aged Carrier Indian trappers who follow ax blazes on the hemlock trunks high above seasonal snow line. Of a summer, possibly half a dozen die-hard sourdough prospectors may dream their way along this obsolete footpath, but no agency maintains or supervises the uninhabited route.

Seven miles south of the old trade trail, a short morning's hike by game runs, lies Nakinilerak Lake, a wilderness gem five miles long, half a mile wide.

In a clump of Sitka spruce and quaking aspens, Gregory Tah-Kloma's campsite straddled a breezy, bug-free peninsula near the lake's intake flume. The year was 1964. About two months remained before a late September or early October snowstorm would hurl him back over the archaic trade route to the totem-pole settlement of Hazelton, where he had left his station wagon with a friend. Prospectors cursed that sixty-mile trek between Friday Lake and Hazelton as a backbreaker, full of deadfalls, winddowns, devil's-claw, icy fords, and landslides. But Greg wasn't worried. His pack would be lighter because he would hide his tools at the “diggin's”; his food supply would be exhausted; he would throw away his dirty clothes. Much of the route would skim downhill, paralleling the right bank of the Suskwa River.

During the first ten days of July, Greg had panned the stream bed between Friday Lake and his campsite. Thousands of years ago receding Ice Age glaciers had deposited pockets of placer-gold nuggets the size of pinheads

—and smaller—along bedrock riffles beneath everything from a two-foot overburden of glacial mica up to mountain-ous moraines.

One morning shortly after breakfast Greg sat rocking back and forth on a driftwood log near his campfire. He liked to finger the two pounds of "dust" he had accumulated in a canvas bag—a bonanza to supplement his winter salary at the refinery near Prince George. If gold came in any other color, he reflected, nobody would prize the metal half as much. Chimmesyans say, "Gold is sunshine stored in a rock."

As he zippered his precious loot into a rucksack side pocket, he noticed a man trudging up the beach from Nakinilerak's *southern* end.

From a distance the stranger appeared middle-aged. Probably a Carrier, Greg surmised, by the way the man stooped under a tumpline basket tote. Plainly bushed after his long cross-country journey, he leaned heavily upon an alpenstock every four or five steps. With a carbine balanced and clutched at the breech, the man's left arm swung like the shank of a pendulum.

Greg tried to imagine what the Indian had been doing afoot in that stony wilderness south of Nakinilerak Lake—maybe he, too, was a prospector, maybe a bounty hunter.

"Good morning, sir!" the stranger said as he shuffled up to the smoky campfire. His buck-toothed smile reminded Greg of cartoons depicting friendly beavers. "My name is Eugene Charley. You have been here long?"

Before giving Greg a chance to answer, he quickly explained that he had been visiting relatives and hunting

wolves on lower Takla Lake. He belonged to the Carrier band. (Because of French language influence, Canadian Indians generally say “band” instead of “tribe.”)

“I came before the Moon-of-Walking-Thunder,” Greg said. To an Indian that meant early July, because the full moon occurred on the twenty-fourth in 1964. “I'm Chimmesyan—part Haida, part Tsimshian.”

“You must be gulch-happy. What about *Náhani?* Have you seen her?” As Eugene Charley pronounced the name, he raised his upper lip like a nickering mule. He lowered the lever of his Winchester to check the chamber. The sun shot a brassy glint off a breeched cartridge rim.

Greg urged the man to sit down on the log and remove his heavy pack, the weight of which he bore by the tump-line strap across his deeply grooved forehead. He grinned when Greg offered him a cup of coffee and a pipe stoked with India House tobacco.

“Who is Ná*han*i?” Greg asked.

Charley spat into the fire. “You say *Ná*hani,” he said. “Accent on the *Ná.*”

“I don't give a rusty damn how you say it. Who the devil is *Ná*hani?”

“The great silver she-wolf. Queen bitch of the deadliest wolf pack in all Canada. Is this Nakinilerak or Friday?”

“Nakinilerak.”

“They den somewhere near here. I've studied them for a year or more, ever since a sweet price was put on Náhani's head. Those wolves are hunting somewhere south of here. I wish to hell I knew where. When they come back, they'll gnaw your Chimmesyan bones. Nakinilerak is where they winter.” With a speculative squint he probed Greg's ex-pression for a reaction.

“Why should anybody be afraid of wolves?”

“Are you armed?”

Perhaps Eugene Charley suspected a rich “poke” of gold. While he smoked, his glance kept shuttling between Greg's gold pan and trench shovel.

“I'm prepared to defend myself,” Greg said without admitting that he carried no firearms. He considered everyone trustworthy until proven otherwise; but this Eugene Charley somehow seemed to speak from two faces. “Tell me more about your Náhani, whose name you pronounce with such reverence.”

“*Náhani* means ‘one who shines’. Carriers call her Silver Skin. Color, you know. She's too gutty for a timber wolf —and too damned big. Eight, maybe ten years old. She leads twenty, maybe thirty killers. Who knows? Nobody ever gets a shot at that pack. She can smell a gun a mile away. Livestock killed, traps emptied, and now lately *people* have disappeared. When they raise the bounty enough, I'll bring her down. You'll see.”

Greg concealed his relief when Eugene Charley declined an invitation to rest the day and night. He was headed for Pendleton Bay on Babine Lake. Carriers had to hurry, otherwise the lumber mill would hire Tsimshians to peavey summer-felled logs into the dog-chain lifts. Instead of following the trade trail between Takla and Babine lakes, Charley was short-cutting the route through the brush in order to save time and miles “and maybe bring in a skin.”

“I'll guarantee you a horrible death if you stay here,” he said as the two men shook hands. “Náhani's phantom *renégats* will eat you alive!”

“Weasel words!” Greg said aloud. To himself he thought: small-bore talk from a Carrier with a forked

tongue, a bounty hunter who builds bad reputations around predators in order to get local authorities to hike the rewards.

Nevertheless, Eugene Charley's brief visit set in motion an exciting new trend of thought. Greg's past experience with wolves attested that Náhani and her “phantom *renégats*,” if they existed other than in rum-soaked Carrier imaginations, weren't as dangerous as Charley claimed —unless, of course they were indeed demented renegades, possibly an entire pack infected with sylvatic rabies, blindly revenging themselves against man. He remembered that a leading Canadian newspaper had for years published an offer: a substantial cash payment for any documented record of a wolf having attacked a human being without provocation. No one ever claimed the money. That thought was consoling on a dark and rainy night—yet rabies fell consummately into the category of provocation.

Appendix A

Answer Key to Reading Practices

LESSON 1 - READING PRACTICE

movie rerun
safe bet
ants make anthills
blue umbrella
no vacancy
walnut pancakes
agreeably nice
2 yule logs
zigzag road
spicy salami
club bylaws
torn cuff
free giveaway
35 crazy coyotes
100 bees buzz
twelve dolls
6 girls jump rope
8 kettledrums boom
all alike
cute quadruplets
flea bite
64 obsolete autos
idiotic idea
beetles scurry
add two plus two
aerial view
wise old man
79 lively ladies

LESSON 2 - READING PRACTICE

Fans cool a big room rapidly.
Take AIRPORT ROAD six miles; turn left on MYRTLE AVE.
A kilogram equals 1,000 grams.
Melissa turns five next week; Hannah turns six.
An antonym is an opposite.
Eat a snack at 10:30.
Hey! Look at Lisa run.
A nautical mile is 6,076 feet.
We drove 595 miles.

Is MAGIC MUSIC on Bay View Road?
A black lace dress makes Jill look svelte.
I may visit my uncle on my way home.
Vicki, give me a nice juicy apple pie.
Laurie saw a five -act play.

LESSON 3 - READING PRACTICE

Kim loves colors: rose, cobalt (blue), puce (deep purple), orange.
"'Twas a fair trade!" Sam retorts.
If I ask, respond yes/no.
Hippocrates–Greek physician.
My boss says John S─ has a bad record.
Hannah has a six-week-old Siamese cat.
"Buzz" is onomatopoetic.
EXPRESS AISLE ONLY—PAY AT DESK
Sodium nitrate makes rocket propellant; explosives, too.
Joanna O'Reilly has a cute baby boy.
Tell me! Has Lori — a secret love?
Put on a happy/sad face.
Jane says David is a —.
Pause at Mike's Place — Gas, Food—Exit 172
Twelve (12) lots sold; only six (6) left.
Rob's dog, Ali-Baba, is a six-week-old puppy.
Dragonsflies dazzle visitors at New York’s Natural Museum.
[exhibit July 19-27]

LESSON 4 - READING PRACTICE

1. Hold the handle of the suitcase so it won't drop.
2. As with all people, Adam has faults.
3. "For the love of Pete–quit that!"
4. Will gives me the willies.
5. That's very pretty, Andrea–did you color it?
6. Can a cannibal eat fruit?
7. I'd rather see Dan Rather at 7:00.
8. It's not too cold, but button Sandy's coat anyway.
9. Don't call that "can-do" guy a dodo.
10. Quiet! Quit that! It is quite late.
11. Do you have the knowledge it takes for that job?
12. GO-FOR-IT, Goofy!
13. It is likely that Jack will like that coat.
14. Jimmy Frome ran home from the pond.
15. So, let's all go visit London's Soho.
16. As soon as I can, I will make candy.
17. I see more and more Moresque designs.
18. "And for the life of me, I can't see my glasses," cries Wanda.
19. The people of the People's Republic want an equal voice.

LESSON 5 - READING PRACTICE

1. Why don't you wait and dig the posthole next week?
2. He can't do it without my say-so.
3. See that child? She stole my chips!
4. Shhh! Look, they still have the whiskey still out on the back forty.
5. Whether I vote or not, Whit will see victory, which will make me very happy.
6. The woman with the stethoscope is Stella's physician.
7. This is the cottage with the thatch on the roof, Matthew.
8. "Oust that bourgeois creep from my boudoir, at once!" Madame Bouley implores.
9. This is the 1st grade room—that room is for 2nd grade.
10. Which shall we have, sour pickles or sweet relish on our sandwiches?
11. "That is an out-and-out lie!" Christy shouts loudly.
12. A favorite port o' call for tour ships is St. Thomas.
13. Stillmore is a village I'll visit on my next trip.

LESSON 6 - READING PRACTICE

1. I can't figure out what he is saying, he mumbles so.
2. I want freedom from the daily drudgery of my job.
3. Noble got a job at the local bakery baking rolls and coffee cakes.
4. The shower water runs slower if the valve is lower.
5. Ring Madame now--tell her Edith is bringing luncheon.
6. Put the tablet on the table.
7. Herbert is a pedantic fellow.
8. We'll signal the aeroplane and give Eric warning of the storm.
9. Is the car parked outside the garage?
10. What a ghastly sight.
11. Artist, Alexis Rockman, draws lovely pictures of tropical forests
12. Which will you have, the tuna sandwich or the beef?
13. While you are away, we will take the child skating.
14. This is terrible! How will we get out?
15. “Shall we waltz?” he asked softly.
16. People who are overweight need light diets and lots of exercise.
17. Following the dynamite blast, the mud oozed down the hillside.

LESSON 7- READING PRACTICE

Chitchat

"Good morning, Inga. Say, thanks for sending me that letter from Virginia. How was the rest of the trip?"

"Oh, lots of fun, Ed. I took a lot of pictures. But we were so tired when we got home last night--and I'm still tired this morning!"

"Did you visit the historical sites in Maryland and Connecticut?"

"No, it was a quick trip and we'll do enough of that when Beatrice visits next year."

"Weren't you going with Connie next year?"

"Yes, but she's taking a new job in the District of Columbia, so I don't think she'll go."

"Well, tell Josh I said hello. I'm glad it was a good trip. Let's have a picture-showing soon. You'll feel better when you've rested a little more."

"I'll be seeing you, Ed. I'm in a hurry now. I haven't paid all my bills yet and Josh wants his books returned this morning."

LESSON 8 - READING PRACTICE

Success Story

Greg's past included peddling papers, clerking at the tobacco shop and slinging hamburgers at a fast-food spot. When he was offered a job as a cook at the up-scale Truffles Restaurant he accepted, even though he'd not heard of dishes like stuffed eggplant or cabbage braised in stock.

He left the first order of fried mushrooms and zucchini (an hors d'oeuvre that was a house special) in the deep fryer for twenty minutes. The irate customer sent the blackened, unappetizing dish back to the kitchen.

Edith (who preferred to be called Eddie), the bubbly waitress, just giggled and told Greg not to worry. When she first started waiting tables she put saccharine in the sugar bowl, mistook iced tea for lemonade, and dropped a dish of hot peach cobbler with ice cream into a customer's lap.

At last the head chef, Pierre, agreed to take Greg aside for two hours every week for cooking lessons. Now, a year later, people come from far and wide to enjoy the delicacy of the house, "Aubergine Greggory."

LESSON 9 - READING PRACTICE

Rusty

Mother often tells us of the young person who played a large part in the building of her character as a child. His name was Gaylord Everett, but everyone used his nickname, Rusty, because of his red hair. He was about ten years older than she, going to college and studying to be a doctor. He was not a worldly fellow then, but bright and of fine character with a deep belief in all things spiritual.

My grandfather was a doctor and Rusty visited frequently, riding out with grandfather in the buggy to visit the sick in the neighborhood, hoping to learn the more practical aspects of medicine. Sometimes my mother got to take part in these sojourns to outlying farms. She told us of how she'd play with the dogs in the yard or look in the barn where there were often little kittens sleeping in the hay, while grandfather and Rusty delivered a baby, set a broken bone, or treated a child with the croup.

Because of his warm smile and helping hand, Rusty was always welcome wherever he went. When he graduated from medical school and got a posting at a hospital many miles away in Somerset he rarely had time to visit. But mother never forgot the young man who, many years later, won the Nobel Prize for medicine.

LESSON 10 - READING PRACTICE

Welcome to the Old River Inn

The Old River Inn, located in the heart of plantation country, is an intimate guest hotel, preserving the charm of the past in harmony with the amenities and conveniences of the present. Overlooking the Frances River and surrounded by 100-year-old oaks dripping with Spanish moss, the original inn was built in 1817. Completely restored in 1995, great care has been taken to retain the historical significance of the original structure.

Guests will be met at the railroad station by a horse-drawn carriage and transported in the style of the eighteen hundreds to the inn. There they will be treated daily to a complimentary continental breakfast and a 5 o'clock wine reception. The gracious dining room features foods of the Old South. Braille menus and special menus for children are available.

Following a tour of the historic district or a business meeting, the Old River Inn offers a pleasing selection of relaxing diversions. Every room has wide-screen, color television. Down-stairs soft piano music fills the lounge. Stroll the river walk in the twilight or enjoy a favorite libation and a game of skill in the inn's Billiard Room.

We will be glad to coordinate any dining reservations or arrange historic tours.

LESSON 11 - READING PRACTICE

Dear Lynne,

True to my word, I am writing this letter tonight in order that it will be on its way to you tomorrow morning.

How I wish you could have been with us today! We attended the annual gymnastic exhibition at the school for the blind, and it was an experience I shall always remember. We found it necessary to be there long before two o'clock, as the good seats were almost all taken.

The beginning of the program brought an immediate response from the large audience, and we were quick to perceive the excellence of the physical training being given these young blind people. We found ourselves rejoicing in the charm of the folk dances, and I declare that I have never seen more precise calisthenics. We were much impressed with the complicated drills with wands, Indian clubs and dumbbells, and thrilled with the excitement of the races in rope climbing. Wrestling and tumbling, followed by a fascinating exhibition of swimming and diving, completed a program which was altogether amazing.

Come with us when we visit the school again; you will be as impressed as we were.

Sincerely yours,

Julia Goodfellow

Appendix B

Braille Answer Key to Drills

Answers are shown in simulated braille.
Numbers in parentheses indicate the section
that precedes the Drill.

LESSON 1

DRILL 1

ACID ACACIA BADGE BEIGE BABE
CAGE CICADA DEFACE DICE EBB
EGG FAD FIEF GAG GAGE HAG
HAJJI HIDE ID IDEA IF JAG JADE

DRILL 2

KICK KNEEL LAIR LLAMA MANOR
MELON MAMMAL NOISE NOTICE ORANGE
ORPHAN POPCORN POPE POSSESSOR
QOPH RAPPORT RASCAL SASSAFRAS
TATTLETALE TRAGIC TRIO TORT
TICKET TIDE

DRILL 3

OOZE MAZE QUIZ UKULELE ULTIMATUM
VACILLATE VAGUELY WIGWAG WIELD
WEIRD XYLEM XEBEC YOLK YEW
ZEBRA ZOMBIE ZOOLOGICAL ZYGOMA

LESSON 2

DRILL 4

,ANITA ,,OKLAHOMA ,FAYE
,,;MY FAIR LADY,' ,MC,WILLIAMS
,,DUNE ,,BOY ,ADRIATIC ,CLAUDE
,LEON ,,RADIO ,,GUIDE ,,MOBY ,,DICK
,MAC,,DANIEL

DRILL 5

#1] ,I WANT SIX ITEMS3 SAW1 NAILS1 NUTS1
BOLTS1 SCREWS1 TACKS4
#2] ,FLYNN1 TAKE A MEMO3 ,CALL ,MR4
,PHELPS AT #12:00 NOON2 SEE ,MR4 ,GRAY
AT #2:30 PM4
#3] ,IS ,MR4 ,DALE A COLLEGE GRADUATE8
#4] ,RALPH IS SICK2 HAIL A CAB6
#5] ,⠠⠠⠠⠠ ⠠ VICTORY6 ,⠠⠠ ⠠⠠ #10*000
VOTES6
#6] ,TAKE MY BOOK2 HOLD MY COAT6 ,HANG
UP MY UMBRELLA6

#7] ,TURN ON A RADIO AT ONCE2 AN UNUSUAL REPORT IS ON4
#8] ,QUIET1 ,AUNT ,EM1 ,I AM AFRAID6 ,AN ANGRY MAN KNOCKS AT MY DOOR4
#9] ,MY FAVORITE PLAY IS ,,;MY FAIR LADY4,'
#10] ,DOES ,JIMMY WANT MY OLD BICYCLE8
#11] ,HELP6 ,HELP6 ,I HURT MY LEG6
#12] ,NEXT EXIT3 ,PEORIA1 ,GALESBURG1 ,DECATUR4

DRILL 6

#1] ,DEBORAH HAS ON AN EXTREMELY PRETTY BLUE-GRAY DRESS4
#2] ,I WANT AN UP-TO-DATE PLAN4
#3] ,SELL MY FIVE-ACRE PLOT8 ,NO WAY6
#4] ,MAPLE-VANILLA IS MY FAVORITE FLAVOR4
#5] ,,TWO-ON-AN-ISLE ,,TALES IS A PICTURESQUE BOOK4
#6] ,PHILIP TOOK A SIX-WEEK TRIP ABROAD4
#7] ,JUDGE ,BISWELL IS A SELF-MADE MAN4
#8] ,A SEMI-ANNUAL PICNIC IS A SWELL IDEA4
#9] ,A NEW SIGN EXTOLS3 ,,CUT-RATE-SALES4

DRILL 7

#1] ,TRAVIS IS A HAPPY MAN.-OR IS HE8
#2] ,I MAY TAKE A WALK OR.- ,NO1 ,I LACK AN UMBRELLA4
#3] ,LIAM WALKS TWO MILES.-OR A MILE IF HE FEELS LAZY4
#4] ,MISS ,BRECKETTE1 GIVE ,SUSAN MY NOTES.-NOTES ,I MADE A WEEK AGO4
#5] ,LECTURES ON SCULPTURE1 POETRY1 CLASSICAL MUSIC .- HIP-HOP IS TABOO .- GIVE VISITORS BROAD CULTURAL OPPORTUNITIES4

DRILL 8

#1] ,SEE CATALOG ITEM ,NO4 #638]
#2] ,BIOLOGY CLASS3 #9-11 ⠿⠿⠿⠿⠿⠿⠿⠿4
#3] ,MAYOR REVIEWS A FIFTY-AUTO CAVALCADE AT NEW RACE TRACK4
#4] ,DOES #143 PLUS #7 EQUAL #150_8
#5] ,⠿⠿ ⠿⠿⠿⠿ ⠿ ⠿⠿⠿⠿⠿ ⠿⠿⠿⠿.-#3500 ⠿⠿⠿⠿⠿ ⠿⠿⠿⠿ ⠿⠿⠿⠿4
#6] ,TELL ,TRACY3 #66 RODS EQUALS #1*089 FEET4
#7] ,LOOK AT PAGE #59 .- ⠿⠿⠿⠿ #60* TOO4
#8] ,HOORAY6 ,CUBS WON #13-8]
#9] ,DIAL #1 #800 #468 #4581]
#10] ,COPY ALL DATES ON A NEW PAGE3 #1560-65* #1875-81* #1878_8-1904]

#11] ,SUNRAYS PROMOTE ⠼⠁⠚⠚⠼ LIFE .-
#93*000*000 MILES AWAY4
#12] ,PLAY PIANO SONATA ,NO4 #16_2
TWICE6
#13] ,MY PROJECT REQUIRES A LOOK AT
#1910-14 DEMOGRAPHIC RECORDS4

LESSON 3

DRILL 9

#1] ,8,I LOVE MY NEW HOME2 TWELVE NICE
BIG ROOMS6,0 HE EXCLAIMS4
#2] ,JIMMIE _(A HUSKY BOY1 AGE TWELVE_)
ATE A HUGE BANANA PIE4
#3] ,A GIRL WROTE ON A SLATE3 ,8,I LOVE
ALL ANIMALS1 WILD OR TAME4,0
#4] ',TIS TRUE1 ,I LOVE ROCK 'N' ROLL4
#5] ,8,IF ,ADAM SEES @1,HAMLET,11 ,I
HOPE HE'LL TAKE ADEQUATE NOTES1,0
WROTE ,AUNT ,LUCY4
#6] ,ALL BUDGET ITEMS @(SEE ,JOE'S
REPORT ON FISCAL POLICIES@) PRESUPPOSE
A RIGID ECONOMY4
#7] @1,DAMON IRRITATES ME1,1 ,RAYMOND
WROTE ,ROSEANNE2 @1HE CALLS ME
,8IGNORANT,06,1
#8] ,A ;'78 TRUCK IS OLD4

DRILL 10

#1] ,SUDAN HAS A DRY CLIMATE2 ..- IS WET4
#2] ,DAD'S NEW_/OLD PHILOSOPHY IS A PUZZLE4
#3] ,8,HE IS A ;D--N FOOL6,0
#4] ,PICK A CORRECT REPLY3 MAN_/WOMAN1 URBAN_/RURAL4
#5] ;,M..-'S RECORD IS POOR4
#6] ,MR4 ..- USES AN ALIAS4
#7] ,MY UNCLE'S ODD WEBSITE'S ,,URL IS ;WWW]THE,-WEB]ORG]
#8] #07_/05_/2001 IS ,JULY #05* #2001]
#9] ,,MAY_/JUNE
#10] ,A SMALL PACKAGE C_/O ,DR4_/,MRS4 ,O',GRADY SURFACES4
#11] #20_/20

LESSON 4

DRILL 11

#1] ,Y MAY EAT M RAVIOLI IF Y DESIRE1 B Y W N L X4
#2] ,C BOYS F ,CAMP ,QUAIL PLAY BASEBALL ON T FIELD E WEEK8
#3] ,D N SET T DONUT ON MY BOOKCASE4
#4] ,I AM N S V WELL1 Z Y C SEE4
#5] ,HE IS A J MAN1 B N V HUMANE4
#6] ,WILLIAM'S K ON T SUBJECT IS R VAGUE4

#7] ,S FEW P L T PETTY POLITICIAN.-HE W SURELY LOSE4
#8] ,RONALD C PLAY D1 RE1 MI Q WELL4
#9] ,L X OR N1 WE W VISIT ,MR4 ,M NEXT WEEK4
#10] ,G AWAY1 ,W .- ,I D N L Y4
#11] ,LET U H TWO SWEETS4

DRILL 12

#1] ,IF ,I APPLY SUN BLOCK X'S V LIKELY ,I WON'T GET A SUNBURN4
#2] ,8,,J-D-X6,0 YELLS ,SAM4
#3] ,W'S P W VISIT U NEXT WEEK1 B ,JACK C'T MAKE X4
#4] ,TODD IS Q A C-D GUY2 N L MY UNCLE AT ALL4
#5] ,WILLIE WILL_/WON'T PLAY BALL4
#6] ,A MILK-C BLOCKS E EXIT AT ,JAMES ,M'S ,DAIRY4
#7] ,8,DEPOSIT ALL SODA-CANS ON MY LEFT1,0 ,TRACY TELLS PATRONS4
#8] ,PHILIP SNUBS U1 B ,I W N D LIKEWISE1 Z ,I FEEL NO ILL W4
#9] ,IF Y MAKE A W1 ,I R HOPE Y'LL GIVE ,JOHN T COTTAGE ON ,LAKE ,WILLET4
#10] ,A PRIMITIVE P'S TOOLS MAY SEEM V CRUDE B PRACTICAL4
#11] ,T ROAD IS S BAD2 X'LL TAKE A WEEK OR M IF Y G T WAY4

#12] ,SELF-K IS WISDOM4
#13] ,I WANT T'HAVE A BIKE L ,BRIAN HAS4

DRILL 13

#1] ,WE W G =A HIKE)! GIRLS4
#2] ,! GLEE CLUB SANG ,8,= ,! ,GLORY ,(
,! ,FLAG,04
#3] ,DAVID GAVE A BOOK REVIEW ON ,JACK
,LONDON'S ,,;! CALL (! WILD4,'
#4] ,! PLAY AT ! ,ORPHEUM IS J A RUN-(-
!-MILL MELODRAMA4
#5] ,I'LL H A SALAD &_/OR J A CUP (TEA4

DRILL 14

#1] ,! ⠠⠊⠠⠕⠠⠊⠠ ⠠ LIVES NEXT DOOR TOOK
,!ODORE & ME =A RIDE ON ! TROLLEY4
#2] ,HE SPOKE ! PHRASE) EMPHASIS3 ,8,!
L& (! FREE &! HOME (! BRAVE6,0
#3] ,Y W PR(IT F ! LECTURE ON MA!MATICAL
!ORY1 &= ONCE1 Y W SEE ! VALUE (X4
#4] ,=EIGN TRAVEL HAS A TWOFOLD PURPOSE3
,X HELPS Y RELAX1 & X GIVES Y AN IDEA
(! WAY O!R PEOPLES LIVE4
#5] ,Y C TIE ! BUNDLE)!)E T'S)HELD F
! O!R JOB4
#6] ,MY WRECK (A S(A LOOKS Z IF X CAME F
,⠠⠊⠠⠕⠠⠊⠠)! ,PILGRIMS4
#7] ,I W LIVE) & PROVIDE =! =LORN OLD
MAN4

#8] ,SAMUEL W GIVE ! GIRL HE IS FOND (A
BR&-NEW ,=D4
#9] ,WE'LL TAKE (F = ,CLEVEL& ON A PLANE
&1 =! SAKE (ECONOMY1 WE'LL RETURN ON
A BUS4
#10] ,S&RA =GOT ! S&ALS1 ! B&ANNA1 ! BOX
(C&Y &! !RMOS BOTTLE T ,I LEFT ON !
S(A4
#11] ,! PROFESSOR W HOLD A =UM ON =EIGN
POLICY4
#12] ,TW&A GAVE ME BACK MY COPY (
,BUNYAN'S ,8,PILGRIM'S ,PROGRESS,01)
PROFUSE APOLOGIES4
#13] ,PATRICE W PLAY NEXT ! ,&ANTE F
,HAYDN'S ,8,SURPRISE ,SYMPHONY,04

LESSON 5

DRILL15

#1] ,DOES ! * WANT ? BOOK8
#2] ,% ,I PICK \ A NEW HAT = Y8
#3] ,: IS CORRECT1 ,8,I %,0 OR ,8,I W8,0
#4] ,? BREW CAME F ,UNCLE ,R&Y'S NEW /4
#5] ,! BREEZE BLEW MY NOTES E-:-WAY4
#6] ,T *'S HAIR-D IS R \-(-DATE4
#7] ,8,: WAY \8,0
#8] ,MY OLD ROOMMATE F ,/ ,POND / PAYS
ME A VISIT E FALL4
#9] ,I KEEP BUSY) ?-&-T4

DRILL 16

#1] ;,SHHH_6 ,T %RILL :I/LE ANNOYS ME4
#2] ,! *URLI% DOG *ASES ! MIS*IEV\S * (F ! GRASS4
#3] ,UNCLE ,JONA?AN / HAS ! %OE /ORE ON #21"/ ;,ST]
#4] ,HE CAME \ F ;,ST] ,L\IS1 ,MISS\RI1 ONLY TWO MON?S AGO4
#5] ,! %IP1 : W DOCK AT ,S\?AMPTON ON ! #22"D OR #23"D (,M⠒⠒1 W RETURN ⠒⠒ ! #31"/4
#6] ,:AT D'Y\ EXPECT = ,*RI/MAS F ,UNCLE ,NA?ANIEL8
#7] ,:E!R Y L X OR N1 ,I WON'T MAKE ANO!R MISTAKE L ?4
#8] ,DID ,MR4 ,:ITNEY MISH&LE ! S*OOL FUNDS8
#9] ,I % *OOSE ANO!R RE/AURANT1 = MY FAMILY SIMPLY W N EAT ANY HOTH\SE TOMATOES4
#10] ,WE %ALL_/%ALL N G) Y4
#11] ,\R VAN C HOLD ,MOM'S :EEL*AIR4
#12] ,MEG J LOVES ! \-(-DOORS2 %E IS A HAPPY * &1 ,I ADMIT1 MY FAVORITE GR&*ILD4
#13] ,!⠒'⠒ ⠒⠒ ! ⠒⠒⠒⠒⠒1 :⠒*'⠒ ⠒⠒⠒ ⠒⠒4

LESSON 6

DRILL 17

#1] ,\R CORN] DRUG/ORE IS HAV+ A BIG
SALE ON TOO?BRU%ES1 CIG>S1 BA? P[D]1
CIG>ETTE LI<T]S1 BUB# BA?1 DI%ES1
?IM#S & NE$LES4
#2] ,! ,HAG]ST[N ,ALMANAC PREDICTS SN[=
,M>* #29]
#3] ,IF MY SAL>Y IS REDUC$1 WE C'T
REDECORATE ! LIV+ ROOM Z PLANN$4
#4] ,HE DERIV$ A HUGE PR(IT F ! SALE (
B>LEY LA/ YE>4
#5] ,8,W Y ERASE ! BLACKBO>D1 ,LONNIE1 &
REDO ! LESSON8,0
#6] ,VICTORIAN LADIES LOV$ BATTLEDORE1 A
GAME PLAY$)A RACKET &A %UTTLECOCK4
#7] ,C>OL >OSE E>LY ? MORN+ & /UDI$ =!
>I?METIC TE/4
#8] ,! COLONY ,SIR ,WALT] ,RALEI<
SPONSOR$ AT ,ROANOKE PREDAT$!
,JAMEST[N COLONY4
#9] ,A ?OR\< K (! ,SPANI% LANGUAGE IS A
PREREQUISITE =! ,S\? ,AM]ICAN S]VICE4
#10] ,8,:AT A HAT .- X'S ABSOLUTELY
SMA%+6,0
#11] ,! ,RUSSIANS SLAU<T]$! ,HUNG>IAN
,FREEDOM ,FI<T]S) TANKS & >TILL]Y4
#12] ,,! ,,TEMPE/ IS FULL (/RIK+
IMAGERY4

#13] ,! BLA/ (! FOGHORN W>N$ (LURK+ DANG]4
#14] ,! TUBEROSE IS A FRAGRANT1 :ITE1 LILY-L FL[]4
#15] ,\R NEW NEI<BORS CAME F ! T[N (,ROSEDALE1 ,MI*IGAN4
#16] ,HE PLANS ON MAK+ A C>E] (AERODYNAMICS4
#17] ,DICK ,HOERN] />R$ =! ,LOS ,ANGELES ,RAMS4
#18] ,! ,ROMAN AEDILE SUP]VIS$! GAMES AT ! ,COLOSSEUM4
#19] ,%ANGHAI IS A PORT ON ! ,HUANGPU ,RIV]4

DRILL 18

#1] ,G+] ALE W QUIET AN UPSET /OMA* N[& !N4
#2] ,8,I ,GOT ,SPURS ,T ,J+LE ,JANGLE ,J+LE,0 S+S ! C>EFREE WE/]N C[H&4
#3] ,H] HAIR IS SLI<TLY T+$) GRAY1 B H] EYES H ! SP>KLE (Y\?4
#4] ,DUR+ ! /ORM ! GALE BLEW ALL ! FL[] POTS (F ! FRONT POR*4
#5] ,:ILE VISIT+ ,SWITZ]L&1 WE LE>N$ T ! $ELWEISS IS A FAVORITE FL[] (T >EA4
#6] ,ALOYSIUS IS A BRILLIANT S*OL>1 B HE W N /UDY)\T CO]CION4
#7] ,$'S PLANE L&$ ON ! FR+E (! RUNWAY4

```
#8] ,I DIDN'T L BOX+ PRACTICE LA/ WEEK2
  X LEFT ME )A NOSEBLE$4
#9] ,DOCTOR ,SAM ,JOHN/ON HAS AN
  UNBLEMI%$ RECORD Z A SURGEON4
#10] ,FR$]ICK'S NO/RILS SAVOR$ !
  TANTALIZ+ >OMA ( C(FEE >IS+ F !
  D[N/AIRS FLAT4
#11] ,8,[6,0 %\T$ ! PROFESSOR Z HE
  DROPP$ ! /ACK ( BOOKS4
#12] ,8,LET'S SEE1,0 POND]$ ,J]RY1
  ,8X'S.-].-F\R M WEEKS UNTIL S*OOL IS
  \4,0
#13] ,%E GAVE ,/EVE A )]+ LOOK &
  EXCLAIM$1 ,8,I WI% Y'D BA! E N[ &
  !N6,0
#14] ,%E LOA!D ! BITT] NOR!RN CLIMATE2 &
  T IS :Y %E SOON MOV$ S\?4
#15] ,! CRICKET IS ! H>B+] (! E>LY
  APPROA* (! FALL (! YE>4
#16] ,]IKA GAVE A SI< ( BOREDOM Z %E
  WAIT$ =! O!RS4
#17] ,! SEDUCTIVE P]FUME ( FL[]S FILL$ !
  NI<T AIR4
#18] ,? M>#-TOP C(FEE TA# LOOKS V NICE
  )A MOD]N S(A4
#19] ,! * C\<$1 & H] SI/] SNEEZ$4
#20] ,?\< ! POLICEMAN IS T\<1 HE IS
  FAIR4
```

LESSON 7

DRILL 19

#1] ,0 ! MAN :O C>RI$! * 9 8 >MS A FIREMAN8
#2] ,8,I W BE.-].-IN MY /UDY IF Y NE$ ME4,0
#3] ,D WE H 5 GAS =! TRIP8
#4] ,8,IN-&-\1 IN-&-\6 ,C'T Y DECIDE :AT Y WANT8,0
#5] ,! SAVAGERY (! FI<T 0 REVOLT+ _(⠒⠒ FACT1 ?REE P PASS$ _)4
#6] ,*\ ,EN-LAI1 #1898-1976* 0 SKILL$ 9 NEGOTIAT+ _(⠒⠒⠒ SPEE*ES 7 EXUB]ANT & WELL EXPRESS$_)4
#7] ,T'S :AT X WAS6 ,A GRAY WOLF HID+ 9 ! H$GE4
#8] ,:O DID T.-W]E Y T P]SON8
#9] ,9 SPITE (! FACT T ,MI*AEL 0 A /&-IN = ,DAVID1 ! PLAY 0 A TRIUMPH4
#10] ,*OOSE ! CORRECT ANSW]3 ,WE WAS_/W]E GO+ 9 ! MORN+4

DRILL 20

#1] ,:5 !Y 7 F9I%$)! 9T]VIEW ! CLOCK 0 /RIK+ SEV54
#2] ,IF Y DON'T HURRY WE'LL 2 LATE = D9N]4
#3] ,I WORRY T !Y DON'T H 5 FOOD 9 ! H\SE =! 5TIRE WEEK5D4

#4] ,9 ! 9ITIAL /AGES (! W> ALL W5T
WELL4
#5] ,8,⁘ MY N-S-V-HUM# OP9ION1,0 !
9DIGNANT MAN F ,VIRG9IA PROCLAIM$1
,8,G5]AL ,LEE 0 9DUBITABLY ! MO/ \T/&+
G5]AL 9 ! ,CIVIL ,W>4,0
#6] ,:5 MY IN-LAWS 9VAD$ \R DOMA9 ,I 0 9
A /ATE (FR5ZY4
#7] ,9GM> MET 8 BRIDE-TO-BE1 ,9GRID1 AT
A FLY-IN FI%+ CAMP 9 ,SW$54
#8] ,IF Y 9SI/ T ,I 2 FRANK1 ,I W BE4
#9] ,H[FEW !Y W]E1 YET H[MAGNIFIC5TLY
!Y DEF5D$! HOMEL&6
#10] ,8,5\<'S 5\<6,0 CRI$! 9FURIAT$
P>5T4
#11] ,D5NIS IS HAV+ TR\#) DENOM9ATORS T
>E BINOMIALS4
#12] ,8 9GR[N TOENAIL IS GIV+ ,H5RI
9TOL]A# PA94
#13] ,Y C'T D5Y T ! !AT] IS BADLY 9 NE$
(A ?OR\< R5OVAT+4
#14] ,8 ENORM\S H& GRASP$ M9E 9 A HE>TY
WELCOME4
#15] ,DEMOS!NES 0 A FAM\S ORATOR (
ANCI5T ,A!NS4
#16] ,! 9SECTS DESC5D$ EN MASSE & DENUD$
! FIELDS4
#17] ,IF Y HAV5'T ANY?+ 9 \R PRICE RANGE
WE >5'T 9T]E/$ 9 LOOK+4
#18] ,I REMEMB] ,AUNT ,INEZ & H[%E TOLD
ME 9 H] S\!RN DRAWL1 ,8,JOY1 = MY

BISCUITS Y'LL NE$! ⁝⁘/ FL\R & ⁝9⁘ %ORT59'4,0

#19] ,AM]ICANS J W]5'T ADEQUATELY PREP>$ =! ATTACK ON ,PE>L ,H>BOR &! EV5TS T FOLL[$4

#20] ,! S5ATOR WASN'T IN1 B 8 SECRET>Y GREET$ U W>MLY4

#21] ,HE F9DS ! CLIMATE 9 ,PHOENIX1 ,>IZONA1 B5EFICIAL = 8 AS?MA4

DRILL 21

#1] ,I 0 4CONC]T$:5 ,I LE>N$ T RESID5TS (! ,4TRICT (,COLUMBIA 7 D5I$ HOME RULE UNTIL ! TW5TIE? C5TURY4

#2] ,! *AIRMAN (! SUB-COMMITTEE ON ! 3DUCT (WAYW>D Y\? LO/ 8 SELF-3TROL :5 ! MEMB]S 2CAME 4ORD]LY4

#3] ,8,COM']E & HELP ME FIX ? FLAT TIRE1,0 CRI$! EXASP]AT$ MOTORI/4

#4] ,S&Y 0 2WIT*$1 BO!R$ & 2WILD]$4

#5] ,3GRESS DEBAT$! ISSUE PRO & CON = WEEKS4

#6] ,MAYBE WE'LL S5D ,M>Y) Y1 %E IS 2+ V 4OB$I5T4

#7] ,CZE* IMMIGRANTS SETTL$ 9 ,WISCONS94

#8] ,M&Y'S BELLIG]5T ATTITUDE IS -PLETELY 9COMPREH5SI#4

#9] ,CR$IT IS GIV5 ,SIR ,FRANCIS ,BACON

= HAV+ ORIG9AT$! MOD]N SCI5TIFIC ME?OD (?9K+4

#10] ,Z ! BOY LAY DY+ ON ! FIELD (BATTLE1 HE GASP$1 ,8,MAY ,GOD ;COM-⠒⠒⠒ & ;PRO-TECT ! ,3F$]ACY6,0

DRILL 22

#1] ,! LR1 ,I 3FESS1 LEFT ,DAD LOOK+ R 2WILD]$4

#2] ,I PD LL HE$:5 ,I 0 TOLD T ,3NIE & ,2ATRICE 7 2COM+ 3/ANT -PANIONS4

#3] ,4POS+ (? PRO#M W N 2 QK & W REQUIRE ! -B9$ EF=TS (ALL (U4

#4] ,! NEI<BORHOOD P>K C H>DLY 2 -P>$) ,CONEY ,ISL&4

#5] ,BETTY'S 2HAVIOR 9 S*OOL 0 UNBECOM+ =A * H] AGE.-MAYBE %E'LL IMPROVE NEXT YE>4

#6] ,8,! PATI5T HAS -E \ (8 -A & HAS IMPROV$ 3SID]ABLY1,0 SD ! GD DOCTOR4

#7] ,B5EDICT'S WIFE1 :O IS ! PRESID5T (! ,LADIES ,2NEVOL5T ,SOCIETY (;,ST] ,JOHN'S ,*UR*1 PD ME A VISIT4

#8] ,) 3SID]A# EF=T %E REGA9$ H] SELF- -POSURE & 3T9U$ P]US+ ! LR4

#9] ,MO/ (! M5 :O MAN \R SUBM>9ES >E TRA9$ AT ,NEW ,LONDON1 ,3⠒⠒⠒⠒⠒⠒⠒4

#10] ,B5 ,O',3NOR1 A GD LL GUY1 IS MY *OICE =! JOB .- -E :AT MAY4

#11] ,3/A# ,HEM+⠒⠒ PO9T$ 8 GUN M5AC+LY

& ORD]$1 ,8,QK6 ,-E \ F :':'9:' T B>6,0
#12] ,! POLITICIAN'S D5IAL 0 49G5U\S4

LESSON 8

DRILL 23

#1] ,9NOC5T BY/&]S AT ! SC5E (A CRIME
MAY 2 UNWILL+ 6TE/IFY4
#2] ,JASON W H 6H 8 CR$5TIALS 0! 5D (!
WEEK4
#3] ,HE GETS 96M TR\# ?AN MO/ LL BOYS4
#4] ,MR4 ,GD W DROP 0! (FICE 6MAKE
9QUIRIES 3C]N+ ! NEW FIL+ SY/EM4
#5] ,0? EV5+ ,I HOPE 6-PLETE ! /UDY4
#6] ,F #1993 TO #1997* ,TOBY /UDI$
AERODYNAMICS4
#7] ,/EPH5 MADE A QK TRIP F ,*ICAGO
6,R5O 0WAY (;,ST] ,L\IS4
#8] ,,;JOHN BY GOES 6CANADA,' IS A GD
,CANADIAN HI/ORY BOOK4
#9] ,8,0! WAY1 W Y 2 A# 6MEET ME AT N9E
9 ! MORN+8,0 ,MR4 ,BYRD ASK$ 8
BRO!R-IN-LAW4
#10] ,HE 0 GREET$ BY ,8,HELLO1 Y OLD
S-&-S6,0 Z HE 5T]$! ROOM4
#11] ,X IS CLE> _(6ME1 ANYWAY_) T !
5T]PRISE W 2 A -PLETE FAILURE4
#12] ,8 BOOK1 9 MY OP9ION1 IS V POORLY
WRITT5.-6BE P]FECTLY FRANK4
#13] ,%E -PLA9$ BITT]LY3 ,8,TO'VE BE5

PREP>$ MI<T'VE PREV5T$! 4A/]4,0
#14] ,HE TOOK 8 DAU<T] 96HIS /UDY & GAVE H] A /]N LECTURE4
#15] ,02+ Z 9CONSPICU\S Z POSSI#1 HE 0 A# 65T] ! >5A UNOBS]V$4
#16] ,Y C H>DLY EXPECT ,PAT 63S5T 6MOV+ 9) H] IN-LAWS4
#17] ,A RISE 9 ! CO/ (LIV+ IS AN 9EVITA# BY-PRODUCT (W>4
#18] ,AUTOMOBILES 2GAN 6BE POPUL> T[>D ! 5D (! SECOND DECADE (! TW5TIE? C5TURY4
#19] ,BIT 0BIT1 HE 0 W9N+ ! RESPECT (! WELL-TO-D M]*ANT4
#20] ,TO%I HURRI$LY PD = H] TICKET B %E / MISS$ H] TRA9.-0J SECONDS4
#21] ,8 LR SD T 0,MAY #1 HE W H -PLET$ 8 BASIC TRA9+4
#22] ,,;6H & 6HOLD,' IS A NOVEL DEPICT+ E>LY COLONIAL LIFE4
#23] ,! JOB OP5+ Y ASK$ ME 6LOOK 96SEEMS 6BE V ATTRACTIVE4
#24] ,ON 8 WAY TO & F S*OOL HE LIKES 6/OP & TALK)! LL OLD G5TLEMAN4
#25] ,) 3T9U$ EF=T HE W ATTA9 8 GOAL BY & BY4
#26] ,TOMAS /OPP$ BY 6REM9D ME (\R D9N] DATE4

RU2] E6ECTIVE RAB# SCA6OLD A4S
C(FEE JI7LE HOB#D Z1LOT ME&]
PEB# CR1TE MI4LE SU3OTA% M$DLE
,ME3A IDEA ID1L S\?EA/ REACT
BL1* BLE$ DAB# DA4Y

#1] ,:5 HE SAW ! COP PUT 8 F+] ON !
TRI7] HE GAVE UP ! /RU7LE4
#2] ,SU3OR 0 N SL[9 >RIV+ =! 4A/]
SU6]]S2 9 FACT X 0 AMAZ+LY QK4
#3] ,8,Y >E A V GD LL GIRL1 ,E6IE1,0 SD
,AUNT ,MA7IE4
#4] ,Y MAY ?9K X ODD1 B ,I W N EAT
CA2AGE 9 ANY =M4
#5] ,8,I ⁖ G \ )A DI6'R5T GIRL E NI<T1,0
SD ! %]IFF'S SON4
#6] ,%E 0 A /IFF-NECK$ OLD >I/OCRAT) AN
IMPRESSIVE G5EALOGY :O REFUS$ 6M+LE)!
RAB#4
#7] ,! L1D]S (! PLOT W 2 TRI$ = TR1SON4
#8] ,WRITE A LR SAY+1 F/ (ALL1 T WE >E
-MITT$ & W N TOL]ATE 2+ TR1T$ L
RI6RAFF4
#9] ,HID+ 2L ! /AIRS1 ,MR4 ,EATON 0 PU6+
3T5T$LY ON A HUGE CIG>4
#10] ,$DIE PD FIFTE5 HUNDR$ DOLL>S = 8
F/ C> & HE IS PR\D Z A P1COCK4

#11] ,= D9N] WE S]V$! F>MH&S M1TLOAF1 POTATOES & GRAVY1 E7PLANT1 C>ROT & CA2AGE SALAD1 BR1D1 C(FEE1 P1*ES & CR1M1 & :ITE CAKE TOPP$) FLU6Y M>%MALL[FRO/+4

#12] ,H] W$D+ B\QUET 0 MADE (SPIREA & BABY'S BR1?4

#13] ,9 #1933 ,LE&] & 8 BOYS 7 >RE/$ Z ! RESULT (A BRAWL NE> A ;,ST] ,L\IS SP1KEASY4

#14] ,! H\SE 0 DES]T$ & AN UNEAT5 M1L 0 / SPR1D ON ! TA#4

#15] ,MY C\S9 0 TAK5 PRISON] 0! ,*9ESE ,-MUNI/S 9 ! ,KOR1N ,W>4

#16] ,I 0 AGREEA:LY SURPRIS$ 0! F9E DELIV]Y (! VALEDICTORY SPEE*1 : 0 GIV5 AT ! BA3ALAUR1TE EX]CISES4

#17] ,MR4 ,WEBB LOVES 8 OLD ,RAM#R 2C X H&LES S WELL & HE / GETS GRT GAS MILEAGE1 B ABV ALL1 HE J LOVES ! WAY X LOOKS4

#18] ,HE LEFT 8 ,*EVROLET AT ! G>AGE 2C HE NE$$ 6H ! C>BURETOR READJU/$ &! :EELS REALIGN$4

#19] ,I 2LIEVE T ! SELL] W A3EPT 3SID]ABLY LESS ?AN ! PRICE HE QUOT$4

#20] ,PRESID5T ,TRUMAN MADE MONKEYS \ (! POLITICAL WISEACRES :O 7 PREDICT+ A ,REPUBLICAN VICTORY 9 #1948]

#21] ,T9A'S NEW B1U IS PICK+ H] UP AB EI<T & !Y >E GO+ 6! !AT]4
#22] ,! /REETS 7 LITT]$) RUB# FOLL[+ ! /ORM4
#23] ,X TOOK A TREM5D\S EF=T = ,UNCLE ,TOBIAS 6HOB# UP ! /EPS 2C HE IS 4A#D 0>?RITIS4
#24] ,:5 ! CALIS!NICS 7 F9I%$1 ! T1*] GA!R$ UP ! DUMBBELLS & ,9DIAN CLUBS4
#25] ,! DOCTOR PA4$! >EA ABV & 2L ! 9JURY4
#26] ,LUCI AVOID$! A3ID5T 0QK ?9K+4

LESSON 9

DRILL 25

RANSOM RANSOM$ BLOSSOM BLOSSOM$
H&"S H&"SR L"O"S L"O"S/ "PY
P>TOOK "PIAL P>T]RE -MON -MON]
-MONE/ "K K AC"KL$GE "\ BR"\
DR"\ ,H\<TON H"O/ G"O H"OY
AL"O ABALONE PHONETICS PIONE]

#1] ,GRT ,SCOTT6 ,Y "\ 6"K Y _C REMA9 "H ="E)\T "W OR M"OY4
#2] ,QK6 ,WRITE ! "N & A4RESS ON ! LR 2C ,I'M LATE4
#3] ,WE HAV5'T PD !M YET 2C "! C 2 NO "Q (\R "R 69SI/ ^U ! "W 2+ D"O PROMPTLY "U ! T]MS (! 3TRACT4

#4] ,WE 7 R SURPRIS$ 6LE>N T _M (\R
NEI<BORHOOD BOYS _H TAK5 "P 9 ! /REET
RIOTS & T "S _H BE5 "ND Z 9/IGATORS4
#5] ,9 ^! "DS (SUP]SONIC SPE$ "O C
TRAVEL 6ANY "P (! _W 9 LL OR NO "T AT
ALL4
#6] ,6^? :O H "* &A _S (ADV5TURE !
,NAVY IS V APP1L+4
#7] ,! "Y C\PLE IS AB 6PUR*ASE _! F/
HOME)! HELP (_! FAMILIES1 :O BO? H
ABV AV]AGE 9COMES4
#8] ,^WSWOR? REF]R$ 6! SKYL>K Z !
,8,E!R1L ,M9/REL1 PILGRIM (! SKY4,0
#9] ,! "MS & "FS F/ P>TOOK (A LI<T LUN*
(BISCUITS & H"OY & TEA & !N W5T \
ONTO ! V]&A & WAT*$! "Y/]S TURN+
SOM]SAULTS & C>T:EELS4
#10] ,G]_M 9VAD$,POL& 9 ,SEPTEMB]1
#1939* ":^U ! ,BRITI%1 ^: ^W _H BE5
PLG1 PROCLAIM$ A /ATE (W>4
#11] ,8,SURELY1 M'"L1 WE C'T S1T ! GD
,DU*ESS 2L ! SALT6,0 SD ! POMP\S
BUTL]4

DRILL 26

/"O /ON$ /ON+ PH"O PHON$
COH]5T SPH]E H]ETIC ATMOSPH]E
HEMISPH]E H]ESY ADH]$ AD"H "U
?"U LAUND] "N "ND 5AMEL ,G]_M

F"R "R-H&$,B"RON ,MORTIM]
C5TIMET] ,HADES HADJI

#1] ,B"ELY -=T$ H] SMALL BRO!R 0SAY+1
,8,DON'T 2 DI_S$4 ,"M SD 9 H] LR T %E
& ,"F W TAKE U FI%+ "O "D SOON4,0
#2] ,8,^U MY ^W6 ,H[C Y "E =GET ! ^WS (
@1,! ,"L'S ,PRAY],18,0 ,GR&"M SCOLD$
"Y ,GAY"L4
#3] ,AC 6\R T1*]1 "EY"O "\ 6TAKE "S "T
EA* "D = R1D+ 2C 6R1D IS 6"K4
#4] ,WE HOPE T ! "PY &! BRL BOOK (_W
MAPS W 2 A BIG SURPRISE = ,GR&"F1 ^:
BIR?"D WE W CELEBRATE AT TWO O'C ⠒⠒⠒⠒
,FRI"D4
#5] ,"E S9CE HE CAME 96M"OY1 HE ?"\ HE'D
2 TR1T$ L A K+ E "D :]"E HE W5T4
#6] ,! "*I/ICS (! ADULT >E 9H]5T 9 !
*ROMOSOMES (! EMBRYO4

#7] ,"? ! UN"TLY D1? (! D"\Y CAPTA9 !
5TIRE %IP 0 PLUNG$ 96AN ATMOSPH]E (
GLOOM4
#8] ,! PROFESSOR RELUCTANTLY AC"KL$GES T
P]H ^? /UD5TS :O _C MAKE A GD GRADE
NE$ M "T 6-PLETE _! !SES1 B "QS _! "R
6PROTE/4
#9] ,UN"QABLY1 ! ON]\S TASK ("PICIPAT+
9 ! C]EMONIES IS TOO BURD5"S = ME
6ASSUME4

#10] ,EI<T-YE>-OLD ,?A4EUS 2GAN 8 ,"M'S ,"D POEM)3 ,8,:]E'] ,I W&]1 :]E'] ,I ROAM1 ,I SIT "! & POND] ON ,"M & HOME4,0

#11] ,DANIEL ,BOONE "W$ H>D 6ERECT A =T AT ,BOONESBORO4

#12] ,HE IS ! H&"S/ LL BOY 9 ! CLASS & "!=E HE IS ALW T1S$ & *AS$ 0! LL GIRLS4

#13] ,! H\SE"M ADMONI%$! GIRLS & TOLD !M SEV]ELY T %E 0 N AB 6S]VE DESS]T UNTIL ! F9NAN HA4IE _H BE5 EAT54

#14] ,8 FEV]I% DR1MS 7 HAUNT$ 0^! %AD[Y FIGURES (*N F \ (8 PA/4

#15] ,6*N ! >RIVAL (,SANTA ,CLAUS IS PURE DELI<T4

LESSON 10

DRILL 27

#1] ,HE F.D X NEC B V DI6ICULT 6D.E) ,S⁘⁝⁝⁝4

#2] ,3GRESS E/ABLI%$! ,DE"P;T (,AGRICULTURE ,MAY #5* #1862]

#3] ,! CORON] CAME 6! 3CLU.N T D1? M/ H O3URR$ "H 2L ! /AIRS1 "S": >.D ?REE O'C 9 ! MORN+4

#4] ,8,C.T+ ! POPUL⁘;N IS "KN Z C5SUS-TAK+1,0 EXPLA9$! T1*]4

#5] ,! /]N OLD JUDGE SIMPLY W N C.T5.E RECK.S DRIV+ 2C X ALM ALW 5DS 9 9⁘⁝⁝⁝⁝ OR D1?4

#6] ,9 ! POEM ,8,EA* ,9 ,8 ,[N ,T;GUE1,0 ! AU?OR RECONCILES ! VIEWS (SCI;E & RELIGION4
#7] ,! B.S+ 0 (F]$ ON ! %ORES (B1UTI;L ,LAKE ,-O1 ACR ! BAY F ! LL *APEL4
#8] ,:5 ! F/ WIT;S 0 REMOV$1 X 0 A GRT P;Y T ! SECOND WIT;S AL LO/ ALL SEMBL.E (SELF-3TROL & _H 6BE LIT]⠁⠃⠉⠋ DRA7$ F ! C\RTROOM4
#9] ,WE HOPE T ! NEW LESSEE (! CORN] BUILD+1 :O HAS PD 8 R5T 9 ADV.E1 W 2 LESS (A NUIS.E ?AN ! =M] "O4
#10] ,BRITA9 0 A FAI?;L ALLY (! ,UNIT$,/ATES DUR+ TWO _W W>S4

#11] ,8 LR SAYS T ,LAWR;E DID N H 5CEPHALITIS1 Z ! DOCTORS FE>$1 & T ⠑⠙ IS N[FULLY RECOV]$ & AB 6VISIT ! *N4
#12] ,! ANCE/ORS (_M ,AM]ICANS >RIV$ 9 ? C.TRY Z P5NI.S IMMIGRANTS & _H AN IMM NE$ = JOBS & L&4
#13] ,"! 7 NO M.TA9S1 J A /1DY UP- & D[N-NESS 6! T]RA94
#14] ,AT LA/ HE RECOGNIZ$! ⠍\⠑⠍;⠃ ⠃.⠙ 9 ! 4⠑.⠙ & ⠑⠁⠃⠍$,8,⠙ ,"⠃6 ! BLOOD'\ND IS ON MY TRAIL6,0
#15] ,! OLD ,T5;S1N 0 UNLESSON$ 9 ! REF9E;TS (POLITE SOCIETY4
#16] ,8,ABV ALL1 ,I M/ EXT5D MY V W>ME/ 3GRATUL⠁;NS 6! NEW GR&"F1,0 HE *UCKL$ Z HE GRASP$! H& (8 LIFEL;G -RADE4

#17] ,?;E=? ! SQUALLY W1!R 3T9U$)\T
9T]RUP;N = ?REE "DS4
#18] ,! HOITY-TOITY GOV];S GL.ED
SCORN;LLY AT ! 3GLOM]⁝;N (TOYS LITT]+
! *'S B$ROOM & SD1 ,8,P]H X'S "T WE
TIDI$ UP "H4,0
#19] ,8,T 0 GD2 Y >E V QK & P>RI$! BL[
)! AGIL;Y (AN EXP]I;ED F;ER1,0 SD !
F5C+ 9/RUCTOR4

LESSON 11

DRILL 28

#1] AB GADAB AB-FACE "HAB "!AB
R\/AB R.DAB ":ABS
#2] ABV 2L ABV-M5;N$ ABVBO>D
ABVGR.D 2LGR.D
#3] AC A3ORD ACLY
#4] ACR ACR-!-BO>D
#5] AF AFN AFW AF-H\RS "HAF
RAFT] AFT]E6ECTS AFWS AF%OCK
AFBIR? AF-%AVE
#6] AG AG/ ONCE-AG
#7] ALM ALR AL ALW AL-RAN
#8] AL? ?\< "? ?OR\< ?"\
#9] ALT TGR TGR;S
#10] 2C 2F 2FH& 2H 2COME 2FIT
2N "H9BE=E 2FU4LE 2T 2⁝⁝⁝ 2S
2SS 2G9 IN-2T 2HOLD 2Y

#11] BL BRL BL;S BRAILLI/ BL9D$
BL9D]S BRLD ,L\IS ,BRL BRLR
BRLWRIT] BLFOLD
#12] *N * *ILDLIKE *N'S GR&*N
*ILD.S
#13] 3CV 3CVG 3CEIVA# PRECONCEIVE
MISCONCEIV$
#14] CD CD'VE WD WD'VE %D
%\LD] %DN'T
#15] DCV DCVG DCVD DECEIV+LY
DCVR DCVS
#16] DCL DCLG DCLD DECL>;N DCLS
DCLR DECL>A#
#17] F/ F/-BORN F/LY F/H&
F/-CLASS
#18] FR FRLY FRS FR%IP FR.S
2FR 2FRI5D+ 2FRI5D$ 2FRS
#19] EI NEI EI-OR
#20] GD GDHE>T$ D-GD] ,GOODWILL
GD-BY GD;S GDY-GDY
#21] GRT GRTS N-S-GRT GRTE/
GRTCOAT GRT] ,GRT ,SALT ,LAKE
#22] H] H]F HM HMF
#23] YR YRF YRVS D-X-YRF]
#24] !M !MVS ?Y ?YF
#25] X XS XF X'S X'D X'LL
#26] "O "OF \R \RVS MY MYF
#27] IMM IMMLY IMM$IACY IMM;S
#28] LR BLOODLETT] LRH1D L:MAN
,LETT]MAN LR+

#29] LL 2LL ,LL ,ROCK LLR LL/
LLNECK
#30] M* S* M/ M/Y S*LIKE MO/
MU/A*E MU/ANG 9ASM* M/N'T MU/]
#31] NEC NECESS>ILY UNNEC
NECESS>IES
#32] O'C O⠿⠿⠿⠿
#33] PD UNPD PREPD PD-IN-FULL
#34] P]CV P]CVG UNP]CEIVA# UNP]CVD
#35] P]H P]*.E
#36] QK QK5 QK-FREEZE QKIE QKS&
,BISQUICK
#37] RCV RCVG RCVR%IP RJC RJCG
RJCD RJC;L
#38] SD A=ESD ,PORT ,SD UNSD
#39] TD ⠿⠿-"⠿ TM TN ⠿⠿-⠿⠿<⠿
TM-NI<T TD'S

LESSON 12

DRILL 29

#1] ,LL ,TIMMY USU⠿⠿⠿ REMEMB]S 6DOT AN
;I* B =GETS 6CROSS ! ;T]
#2] ,⠿⠿1⠿⠿ ⠿5⠿ ! ⠿⠿⠿⠿⠿⠿ 6⠿⠿ ⠿⠿⠿ ⠿4⠿⠿⠿⠿1
⠿_/⠿ ⠿⠿ "⠿1 ,⠿⠿⠿⠿ ,⠿"⠿⠿4
#3] ,WALT ,:ITMAN WROTE ,8,O ,CAPTA91
,MY ,CAPTA96,0
#4] ,9 ! ^W ,8SIEGE1,0 ,I C N"E REMEMB]
: -ES F/1 ! ,8;I0, OR ! ,8;E0,]
#5] ,JUNE #6* #1944* 0 ! "D SET =! L&+ (
,ALLI$ =CES ON ! ,NORM&Y B1*ES4

#6] ,MY VAC;N 0 EXT5D+ TO #3 WEEKS4
#7] ,8 DUTIES >E3 ;(A) 6PROCESS ! MAIL2
;(B) 6ANSW] ! PH"O2 ;(C) 6RCV
VISITORS2 & ;(D) 6TAKE DICT;N4
#8] ,SEC;N #4(D) (! \TL9E %D 2 GRTLY
3D5S$4
#9] ,8,PEG O' ,MY ,HE>T1 ,I LOVE Y4,0

DRILL 30

#1] ,I AM AL S5D+ A COPY (? LR TO ;,AB]
#2] ;,AL IS A POPUL> GUY4
#3] ,A MEET+ W 2 HELD ON ! #15"? =!
PURPOSE (ORGANIZ+ A NEW #4-,H ,CLUB4
#4] ,Y W F9D SEC;NS #216B & #216C (! LAW
EXTREMELY AMBIGU\S4
#5] ,NEXT SEME/] ,:ITNEY HOPES 6BE
PROMOT$ 6,GRADE #6,A]
#6] ,! DIAMET] (A CIRCLE IS EQUAL TO
#2R]
#7] ,%E IS TAK+ A S]IES (,VITAM9 ;,B#12
%OTS4
#8] ,! M$ICAL EXAM9;N %[$ T HE 0 9
;,A#1 3DI;N4
#9] ,I SAVE M"OY 0BUY+ ;,V-8 JUICE 9 EI
A #6"-C CASE OR A #4"-CASE LOT4
#10] ,WE R1D AB ,H>\N-;AL"-,RAS*ID 9 !
,>ABIAN ,NI<TS ,TALES4
#11] ,9 ! #1980"S WOM5 JO9$! "W =CE 9
L>GE NUMB]S4

#1] ,8;,K-K-K-KATIE* B1UTI;L LADY1 Y'RE
! ONLY ;G-G-G-GIRL T ,I ADORE4,0
#2] ,8;,BR-R_6 ,X'S ;C-COLD_6 ;,D-D-DO Y
;TH-TH-THINK X'LL ;B-B-B-BE W>M]
;T-T-T-T-TOMORROW_8,0 HE ASK$1 %IV]+4
#3] ,8;,WH-WHERE DID T ;CH-CHILD
;D-DISAPPEAR TO ;N-NOW_8,0 EXCLAIM$!
EXCIT$ "M4
#4] ,8;,S-S-STOP_6 ;,P-PLEASE* LET'S
;G-GO IN1,0 ,CRY/AL *ATT]$4 ,8,I
;C-C-CAN'T ;C-C-CONCEIVE (
;ANYTH-TH-THING Z ;C-C-COLD Z !
;WA-WATER 9 ;TH-TH-THIS ;L-L-LAKE],0
#5] ,8;,WE-E-ELL*,0 ! 9DECISIVE "Y
CAPTA9 WAV]$1 ,8IF ! /ORM DOESN'T SOON
ABATE1 WE MAY H 6S5D \ AN ,,SOS4,0
#6] ,8,IF Y'LL 2 ;M-I-N-E M9E1 ,I'LL 2
;T-H-I-N-E ?9E1 & ,I'LL ;L-O-V-E LOVE
Y ALL ! ;T-I-M-E "T4,0
#7] ,8,-E ON N[6 ,ALL TGR6 ,MAKE X L\D6
,SPELL X & YELL X6 ,LET'S G6
;,C-,E-,N-,T-,R-,A-,L' ,C5TRAL6,0
URG$! *E]L1D]4
#8] ,8,I LOTHT MY T5 THENTH
,THUTHIE1,0 SO2$! LL GIRL4
#9] ,8,I65 ,I CA9'T KEEP GO9' F] L;G1 ,I
K9 ALLUS SET A SPELL & SIP MY ,H>M
,WALK] ,LIKK]1,0 SD ! OLD M.TA9E]4

#10] ,8,! ⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠
= ⠠⠠⠠ ⠠⠠⠠/⠠⠠1,0 ⠠⠠⠠⠠9$! ,⠠.⠠⠠4
#11] ,8,& H Y 3SI?]$1 ,O',REILLY1
T ! PAT!R (LL FEET MANES T Y'LL 2
NAD9' ;MOR-R-RE BR1D & BUT!R & TAY ON
! TA#8,0
#12] ,! SIGN 9 ! B>RACKS R1D3
;,,A_]T_]T_]E_]N_]T_]I_]O_]N_6 ,LI<TS
,\ ,AT #2300]
#13] ,OH1 :AT A ;BEAU-TI-FUL MORN+6

LESSON 13

DRILL 32

#1] ,! SIGN R1D3 ,P1*ES ;@A ;@S25 P]
BU%EL4
#2] ,! BASKETBALL PLAY] WEI<S #187.# &
IS #7'2'' TALL4
#3] ,TELL ,TOM 6REMOVE ! #12"-VOLT
BATT]IES F ! 9V5TORY4
#4] ,HI<WAY #52 9T]SECTS ,HI<WAY #17 AT
AN ANGLE (EXACTLY #52@]30'15'']
#5] ,ON ,TUES"D1 ,WIL=D MADE A DEPOSIT (
;@L493_/16_/8]
#6] ,! PRICE (! S\V5IR 0 ;@L1 #5@@D* B
%E F.D T %E _H ONLY #18@@S #4@@D LEFT
AF A "D AT ! FAIR4
#7] ,! ;@Y HAS TAK5 A B1T+ ? WEEK :ILE !
;@S HAS REMA9$ /R;G4

#8] ,PURE WAT] 3SI/S (A⁝ #11.0 HYDROG5 & #89.0 OXYG54
#9] ,! SYMBOL ;@& IS TYP$ 0US+ ! %IFT KEY)! FIGURE #7]
#10] ,! >EA DESCRIB$ 9 ;@,&9 C 2 F.D ON ! PLAT MAP 9 ;@,!46]
#11] ,A C&Y B> T CO/ #25@C 9 #1950 N[CO/S NE>LY ;@S2]
#12] ,I ⁝⁝ ⁝⁝⁝⁝ ;@E70 6⁝⁝⁝ ! ⁝⁝⁝⁝ 9 ,SPA9⁝

DRILL 33

#1] ,CAES> ,AUGU/US ;(63 ,B4,C4- #14 ,A4,D4_) 0 ! F/ ,ROMAN EMP]OR4
#2] ,DR4 ,*AS] ;,R] ,H>TWELL1 ,JR41 W L1VE ,CR[N ,PO9T1 ,9⁝4 AT #11 ;A]M] & W >RIVE AT ,D5Y1 ,⁝5N4 AT #9 ;P]M]
#3] ,MR4 & ,MRS4 ,L4,V4 ,"WMAN >E BO? RCVG _! DEGREES F ! ;,U] (;,M].-HE A ,PH4,D4 & %E A ,B4,SC4
#4] ,MR4 ,%AW 0 A /AUN* ADMIR] (! GRTE/ (ALL ,BRITI% DRAMATI/S1 ;I]E]* ,G4,B4,S4
#5] ,! NEW ,Y4,M4,C4,⁝4 DIRECTOR 0 =M]LY 3NECT$)! ,,>C4
#6] ,! ,,AAWB-AEVH-NBA ,BRL ,AU?OR;Y PREC$$! ,BRL ,AU?OR;Y (,NOR? ,AM]ICA _(,,BANA_)4

#7] ,A SIGN 9 ! W9D[(! ;,A@&,P URG$3
,,;2 SURE 6ATT5D ! BAZA> AT ;ST]
JOSEPH'S *UR*,'1 #5_/25-5_/30]
#8] ,HE DID 8 "UGRADUATE "W AT ,U,MASS1
!N RCVD AN ,,LL4,D4 F ,O,U4
#9] ,NOTIFY ME 0PH"O AT ;,E,D #2-1666
&_/OR ,MR4 ,HANCOCK 0MAIL1 C_/O
;,ST] ,FRANCIS ,HOTEL1 ,TORONTO1
,ONT>IO ;,M#5,F #3,E#7]
#10] ,S5ATOR ,J"OS1 ;(,D) ,T,N1 W H1D !
-MITTEE4
#11] ,! BRIDE-TO-BE1 AT #5 FT4 #8 ;⠒⠒]
TALL & #140 LBS41 IS #2 ;INS] TALL] &
#10 LBS4 H1VI] ?AN ! GROOM-TO-BE4
#12] #100@],C IS EQUAL TO #212@],F]
#13] ,DAD SAYS T ! ,,A>P HAS A GD
RETIRE;T PLAN4

LESSON 14

DRILL 34

#1] ,$W>D ;,,VIII* SON (,GEORGE ;,V*
GAVE UP 8 ?R"O 6M>RY ! WOMAN HE LOV$4
#2] ,! P]T95T PROVI.NS MAY 2 F.D 9
;@,!59,B(II)]
#3] ,/UDY ! ,9TRODUC;N1 ;X-XV* & ;@,!15
ON PAGES #23-25]
#4] ,! MAP (! ,CZE* ,REPUBLIC IS F.D ON

PAGE ;,,XVI.-;,,XVI 2+ "O (! REMOVA#
PAGES4
#5] ,H] H\SE IS FURNI%$) ,L\IS ;,,XIV"?
FURNITURE4
#6] ,! PROS & CONS (SOCIALIZ$ M$IC9E >E
SET =? 9 ;,,XIV],B (MY \TL9E4

DRILL 35

#1] #1_/2.[6?2_/3# = 3?1_/3#]
#2] ,! "Y BALLI/ICS EXP]T DET]M9$ T D1?
_H BE5 CAUS$ 0A ;]32"-CALIB]
AUTOMATIC4
#3] ,HE B"\ ! /OCK AT #85?5_/16# & SOLD
X AT #88?15_/16#]
#4] ,A ROD EQUALS #5]5 YD41 OR #16]5 FT4
#5] ,! L5G? (! A/RONOMICAL YE> IS AB
#365?1_/4# "DS1 OR #365 DA41 #5 HR41
#48 ;M⁝⁝]* #45]51 SEC4
#6] ,AF DEDUCT+)HOLD+ TAX1 #6?1_/2#.0
⁝⁝⁝ RETIRE;T & ;@S3]75 FOR LIFE
9SUR.E1 8 TAKE-HOME PAY AM.T$ TO
;@S463]29 E WEEK4
#7] ,! NURSE REPORT$ T ! PATI5T'S PULSE
_H C1S$ AT #1:00:25 ;A]M]
#8] ,= #30 M9UTES1 #6:15-6:45* ! FOG 0
H1VY2 BY #7:00 X 0 G"O4
#9] ,HE WON ! MAT* 9 ?REE /RAI<T SETS3
#6-3* #6-2* & #6-2* AL? 8 OPPON5T _H
BE5 A #3-1 FAVORITE4

#10] ,G5]AL ,CU/]'S M5 7 >M$) ;]45_/70 ,SPR+FIELD RIFLES4
#11] ,! *]RY PIE RECIPE CALLS = #2?1_/2#-3 CUPS (SUG>4
#12] ,! BO>D HE CUT 0 ;?1_/2#.-;?3_/4# ;IN] TOO L;G4
#13] ,! RUG M1SUR$ #9'.[12'* B ! ROOM 0 #8?1_/2#'.[11?3_/4#']
#14] ;,E = MC^2 IS A⠇⠇⠇⠇⠇⠇$ (! !ORY (RELATIV;Y4
#15] ,! DIAGONAL L5G? ACR ! B$ROOM IS3 ;D = >L^2"+W^2"[": ;D IS ! DIAGONAL1 ;L IS ! L5G?1 & ;W IS ! WID?4
#16] ,9T]NET US]S C TRAVEL TO ;HTTP:_/_/WWW]45WARE@AHOME]ORG ⠇⠇⠇ M DETAILS4
#17] ,! #1"/ ,BATTALION.-#64"? ,>MOR ,REGI;T IS (T5 REF]R$ 6Z ! #1_/64]

LESSON 15

DRILL 36

#1] ,! G5]AL PLANN$ 6)HOLD 8 ATTACK UNTIL .;AF ! TROOPS _H L&$4
#2] ,A GD S\RCE = ID1S = NEW BUSI;S 5T]PRISES IS ..;#999 ,LL-,"KN ,BUSI;SES4.'
#3] .;,8,BON .;APPETIT6,0 SD ! "Y WAIT] Z HE LEFT ! TA#4

#4] ,! ,.;,/>-,SPANGL$,.;,BANN]1 WRITT5
0,FRANCIS ,SCOTT ,KEY1 0 ADOPT$ Z !
,U4,S4 N⁝;NAL AN!M 9 #1931]
#5] ,WE'LL MAKE ! TRIP1 .;=! *N1 N ..;9
SPITE (.' ! *N4
#6] ,! FOLL[+ BOOKS H BE5 WRITT5 0,LU
,BANN]T3 ..;,MESSAGES ,F ,H9DU/AN1
,4COV]Y1.' & ..;,NI<T ,ON ,! ,VELD4.'
#7] ,HE IS >RIV+ AT #3 ;⁝]⁝]* N ;.;P]M]
#8] ,! PLANETS T REVOLVE >.D ! SUN >E3
..;,M]CURY1 ,V5US1 ,E>?1 ,M>S1
,JUPIT]1 ,SATURN1 ,URANUS1.' &
.;,NEPTUNE4
#9] ..;,? IS ! 5D1.' HE ?"\1 Z ! SPE$+
C> BORE D[N ^U HM4
#10] ,8..;,Y'RE ON ! ROAD 6SU3ESS :5 Y
R1LIZE T FAILURE IS M]ELY A DET\R4.',0
.-,WILLIAM ;,G] ,MILNES1 ,JR41 9 ..;,!
,SATUR"D ,EV5+ ,PO/.'4
#11] ,! .;,"TS' ,..;,JANET ,DIANA
,C>R,.' IS A F/ RATE REPORT]4
#12] ..;,:AT C X BE8.' HE WOND]$1 Z HE
EXAM9$! ODD-LOOK+ PACKAGE4
#13] ,X IS USU⁝⁝⁝Y EASI] 6GET .;96! /ATE
(MATRIMONY ?AN 6GET .;\ (X4
#14] ,M>K IS ON ! ,8;.^,A,0 T1M & ,BRIAN
IS ON ! ,8;.^,B,0 T1M4

#1] ..;,! ,MY/]I\S ,ATTITUDE4.' ,⠒
/ATE;T S* Z1 ,8,I WI% ,I CD TELL Y !
ANSW]1 B ,,',0 IMPLIES T Y H 9SIDE
9=M,N T WD BL[! LID (F "EY?+4
#2] ,8..;,Y'RE S ,,' S ,,'.',01 HE YELL$
9 EXASP]⠒;N4 ,HE J CDN'T F9D !
^WS 6EXPRESS 8 FRU/R⠒;N4 ,8,,'
.;T]RIFIC8,0 %E ASK$ COYLY4
#3] ,0.;4ABIL;Y1 WE M1N ! ,89ABIL;Y
65GAGE 9 SUB/ANTIAL GA9;L ACTIV;Y4
,,',0
#4] ,LOOK AT ! MAP ON PAGE ;S_^4]
#5] ,8,I'LL 2 GLAD :5 MY BOOT TRA9+ IS
OV] & ,I C SAY GD-BYE TO ;,S]] ;,D]]]]
="E1,0 ,FRANK WROTE4
#6] ,! ^W ,84PAT*,0 MAY 2 SPELL$ EI
D.^ISPAT* OR D.^ESPAT*4
#7] ,X 0 ! .;"O.'-O'C1 N ! .;TWO.'-O'C
NEWS REPORT1 T /AT$! PLANE 0 MISS+4
#8] ,IF %E W P]MIT ME 6.;AN.'N\NCE \R
5GAGE;T1 ,I W .;RE.'N\NCE ALL MY BAD
HABITS & .;DE.'N\NCE ALL MY =M]
SWEETHE>TS4
#9] ,! AD R1D3 ,8,Y SIMPLY C'T AF,,=D
6BE)\T A ,,=D4,0
#10] ,! LRS 5CLOS$ 9 P>5!SES %D 2
3TRACT$ 9 BRL3 ;(DIS)T(ING)UI(SH)*
;,M(IN)N(EA)POLIS* ;M(ED)IC(IN)AL]
#11] ,HE _⠒ ⠒⠒\# ⠒⠒⠒⠒⠒+ ! ⠒⠒⠒⠒⠒3
@+,I PROMISE N 6LIE 6MY "M4@+

LESSON 16

DRILL 38

#1] ,! ATTRACTIVE ;DIVORC<E@9E & H]
;DISTINGU<E@9 ;PROT<E@9G<E@9 CR1T$ A
S5SA;N AT ! LAWN ;F<E,5TE]
#2] ,! ;,FRAN%C@-OIS FAMILY) _! 5TIRE
;M<E@9NAGE _H ALR DE"P$ = ,FLORIDA4
#3] @1,& OP5+ 8 M\? HE TAU<T !M SAY+1
,8;,BLESS<E@5D >E ! POOR 9 _S = _!S IS
! K+DOM (H1V54,,',0,1
#4] ,! NEWE/ TR5D 9 ,G]MAN POLITICS IS
,P>TEIV]DROSS5HEIT1 OR ,P,V = %ORT4
#5] ;,JOS<E@9 DE ,SAN ,M>T9 0 "O (! L1D+
LIB]ATORS (,S\? ,AM]ICA4
#6] ,EGYPT IS F9E1 B IF WE H 6G 6,PORT
,SD AG1 WE'RE F9I%$.-F9I6
#7] ,MY FAMILY -ES F A SMALL T[N 9
,ITALY CALL$,⠇⠇⠇ ,GIOVANNI ;A ,PIRO4
#8] ,WE C KEEP ? LL .;*]UB "H1 B T LL
.;5FANT .;T]RI# W H 6G HOME4

#1] ,L\IS ;,,XIV /AT$! POSI;N (ALL DICTATORS :5 HE SD1 ,8..;F^^;,L'=TAT C'EST MOI4^'.',0 ,L\IS ;,,XIV /AT$! POSI;N (ALL DICTATORS :5 HE SD1 ,8..;;,L'<E@9TAT C'E/ MOI4.',0

#2] ,8..;,VIVE LA ,FR.E6.',0 DEFIANTLY %\T$! "Y PATRIOT Z HE 0 L$ (F 6FACE ! FIR+ SQUAD4

#3] ,SIGNOR9A ,PU39I IS AUDI;N+)! ,METROPOLITAN ,OP]A ,-PANY4

#4] ;,<E@9TIENNE PROFESS$ 6BE .;ENCHANT<E@9 6MEET ..;LA BELLE ,MADEMOISELLE ,&]S54.'

#5] ,! ORIG9AL ,G]MAN TITLE (,]I* ,M>IA ,REM>QUE'S FAM\S BOOK ..;,ALL ,QUIET ON ! ,WE/]N ,FRONT.' 0 ..;IM ,WE/5 ,NI*TS ,NEUES4.'

#6] ,8;..;,<E:5 MOLTO B5E RITORN>E ;A CASA1.',0 SD ! OLD WOMAN Z %E /EPP$ (F ! TRA94

#7] ,8,:5 W Y 2 BACK8,0 CALL$ 8 -RADES Z ,PON*O RODE (F 9 ! G5]AL DIREC;N (! BORD]1 & 8 REPLY 0 .;S^;--5,QUI!N .;:^;SABE5--

#8] ,8.;F^;,=COUTEZ .;⁝^;BIEN1,0 SD
,PROFESSOR ,MOREAU1 Z HE LAUN*$ 96HIS
LECTURE4
.;;,8,<E@9COUTEZ .;BI51,0 SD
,PROFESSOR ,MOR1U1 Z HE LAUN*$ 96HIS
LECTURE4
#9] ,8.;,GEH6,0 %E SD4 ,8.;,MA*
.;S*NELL6,0
#10] ,DUR+ 8 S5IOR YE> AT COLLEGE ;('90-
91) HE LIV$ 9 ! ;_P_K_A H\SE4
#11] ,9 MUSIC1 .;DIM9U5DO M1NS 6PLAY
SOFT] 0DEGREES4
#12] ;_D_E_L_F_I _(,DELPHI_) 0 CALL$!
NAVEL (! E>?4
#13] ,>E ! ,GREEK LRS ;_O & ;_W
PRON\NC$! SAME8

Appendix C

Understanding Modes

NUBS uses the concept of MODES to increase the variety of unique symbols that can be represented by individual braille patterns. This character expansion is necessitated by two primary factors: one is the limitation of unique braille patterns to 64 that is inherent in 6-dot braille; the other is the desire to use as few braille characters as possible for any one symbol.

1. The Two Primary Modes of NUBS, Narrative and Notational

Narrative mode applies to standard literary words, i.e., words that contain letters of the English alphabet, including those that can be represented by braille contractions. For numbers, single letters, certain abbreviations, special symbols, as well as mathematical and scientific expressions, NUBS switches to the "notational mode" in order to repurpose braille patterns. In most cases, the designation of narrative or notational mode applies to an entire NUBS word (for definition see Lesson 1.5). To avoid ambiguity, certain situations require a switch from notational to narrative mode or vice versa within a word (see Lessons 5, 6, and 12).

Additional modes are used for extended passages of text in a foreign language, in which that language's specific braille symbols for native accented letters and punctuation marks exist and are used for conciseness in lieu of NUBS accent marks (see Lesson 16 and Appendix F).

1. 1 Summary of Uses of the Narrative Mode

1.1.1 All English literary text not excluded by the Notational Mode and Hybrid Constructs listed above.

1.1.2 The letters a, A, I, o, O, when used as words.

O dear! , ⠕ ⠙⠑⠁⠗ >6

1.1.3 Words in a dialect or corrupt English.

1.1.4 Letters in contact with a slash and other combinations that do not form a short-form word.

s/he ⠎ _ / ⠓⠑

1.1.5 Letter groups that do not have a short-form word meaning.

XYZ , , ⠭⠽⠵

1.1.6 Words in corrupt English, in dialect, and speech anomalies: e.g. lisping.

thithter ? ⠞ ? ⠎] (sister) wabbit ⠺ ⠁ 2 ⠃ ⠞ (rabbit)

1.2 Summary of Uses of the Notational Mode

1.2.1 All technical or scientific expressions.

1.2.2 All single letters that mean letters, not words.

Class B , ⠠ ⠉ ⠇ ⠁ ⠎ ⠎ ; , ⠃

1.2.3 Single letters separated from each other by periods or hyphens.

e.g. ; ⠑] ⠠]

i.e. ; ⠊] ⠑]

a-j ; ⠁ - ⠚

1.2.4 Single enclosed letters.

(a) or "b" ; (⠁) ⠑⠗ , 8 ; ⠃ , 0

1.2.5 Letters in outlines and lists.

1.2.6 Names or letter groupings that also have short-form word meaning.

CD-ROM ; , , ⠠ ⠠ - ⠗ ⠕ ⠠

1.2.7 Words that are comprised of a number, a slash and a letter

35/B #35_/,⠃

1.2.8 Any single letter connected to a number by a hyphen.

c-4 ; ⠠ - 4 C-4 ; , ⠠ - 4 4-C #4 - , ⠠

1.2.9 A letter grouping joined to a number, or joined to a number and a hyphen.

6MG #6,⠠,⠠ 6-ab #6-⠁⠃ Fr-10 ;,⠠⠁-10

1.2.10 Single letter abbreviations or initials that stand alone.

J. P. Morgan ;,⠠] ;,⠠] ,⠠⠠⠠⠠⠠⠠

1.2.11 Certain Abbreviations (see 13.2.1 for details).

1.2.12 Stuttering or stammering.

b-b-boy ;⠃-⠃-⠃⠠⠃ ch-ch-child ;*-*-*⠠⠉⠠

1.2.13 Roman numerals. vii ;⠠⠠⠠ IX ;,⠠,⠠

2. Types of NUBS *Words*

2.1 Definition of *Word* in NUBS. In NUBS, a word is a group of letters, numbers, and other symbols that is bounded by *delimiters*. Spaces and dashes are unconditional delimiters, i.e. words end at spaces and dashes. Hyphens are conditional delimiters, i.e. words end at a hyphen under certain circumstances to by discussed below. Every word has a mode, which should be regarded as an *attribute of that word*. The mode is established when the word begins and ends when the word ends, with the exception of a *hybrid* word which is discussed below.

2.2 Narrative Words. Narrative words comprise the body of literary text. In a normal paragraph, no indicators are required to establish the narrative mode. For example, the phrase:

I hope you can come to my house this afternoon.

,I ⠠⠠⠠⠠ ⠠ ⠠ -⠠ 6⠠⠠ ⠠\⠠⠠ ? ⠠⠠⠠4

is entirely narrative and no mode indicators are required.

2.3 Notational Words. Notational words include numbers, single letters and letter groupings that do not represent contractions or short-form words, as well as mathematical or scientific expressions. No contractions or short-form words are permitted in the notational mode.

Notational words must begin with a numeric indicator # (3456) or a notational indicator ; (56). Some examples of such words are shown in the phrases below.

Examples:

I turned 52 in October.

,I ⠀⠀⠀$ #52 9 ,⠀⠀⠀]4

I went from point A to point B and back again.

,I ⠀5⠀ ⠀ ⠀⠀9⠀ ;,⠀ 6⠀⠀9⠀ ;,⠀ &
⠀⠀⠀⠀ ⠀⠀4

Note that a numeric indicator is required before the *52* to assert that the character that follows is a digit. In the second example above, a notational indicator (56) is required before the capital A and before the capital B. In both of these examples, the notational mode ends with the space that follows.

2.4 Hybrid Words. Words are considered hybrid when they contain both narrative and notational parts. Certain compound words, plural numbers, plural letters, and ordinal numbers are hybrid words. When a narrative part follows a notational part, dot 5 is used to indicated the switch to narrative mode. When a notational part follows the narrative part, the numeric indicator or the notational indicator initiates the switch to notational mode.

In compound words the hyphen is considered part of the narrative portion. When the notational part comes first, dot-5 precedes the hyphen. When the narrative part comes first, a numeric or a notational indicator follows the hyphen. (Lesson 12).

Examples:

S-shaped ;,"-%$ 3-act play #3"-

figure-8 -#8 Bar-X Ranch ,>-;, ,*

3. Punctuation Marks (Lesson 2, 3, 12, 15]

3.1 Punctuation that follows a word must reflect the mode of that word. The period, comma, and colon have distinct narrative and notational dot patterns. Other punctuation marks are preceded by the punctuation indicator _ (456) when used in notational mode (Lesson 2).

Example:

My birthday is coming soon. I will be 18.

,?"4 -+ 4 ,I #18]

In each case, there are 18, as you know.

,9 *1 "! >#18* "

Remember this: your appointment is at 5:15.

,R]?3 9;#5:15]

Bobby got a grade of 96!

,;(#96_6

3.2 The only time the punctuation indicator is needed in the narrative mode is before an opening parenthesis that precedes a narrative word and before a closing parenthesis that ends a narrative word. These parentheses would otherwise be interpreted as “of” and “with”.

When an opening parenthesis – following a space, which establishes the narrative mode -- is *followed by notational text*, a notational indicator is needed before the parenthesis to prevent its interpretation as “of”. If the notational mode exists when a closing parenthesis appears, no punctuation indicator is needed.

Examples:

My son (as you know) won the prize.

⠠⠍⠽ ⠎⠕⠝ ⠐⠣⠁⠎ ⠽⠕⠥ ⠅⠝⠕⠺⠐⠜ ⠺⠕⠝ ⠮ ⠏⠗⠊⠵⠑⠲

I taught for eight years (1922-1930)

⠠⠊ ⠞⠁⠥⠛⠓⠞ ⠿ ⠑⠊⠛⠓⠞ ⠽⠑⠁⠗⠎ ⠣⠼⠁⠊⠼⠃⠤⠼⠁⠊⠼⠚⠜

I taught for one year (1 year too many!).

⠠⠊ ⠞⠁⠥⠛⠓⠞ ⠿ ⠰⠽⠑⠁⠗ ⠣⠼⠁ ⠽⠑⠁⠗ ⠞⠕⠕ ⠍⠁⠝⠽⠖⠜⠲

Appendix D

Dictionary of Interesting Words

Some words and parts of words in this appendix require the notational mode and are presented accordingly.

A

Aaron ,A>ON
abalone ABALONE
abandoned AB&ON$
abbé ;ABB<E⠉9
abbreviation A2REVI⠉;⠒
ab initio ;AB 9ITIO
able A#
about-face AB-FACE
aboveboard ABVBO>D
absinthe ABS9!
Accede A3$E
acclamation A3LAM⠉;⠒
accompaniment A3OMPANI;T
accordance ⠉3⠒⠒⠒.⠒
according AC
accordingly ACLY
account A3.T
acetone ACET"O
acknowledgment AC"KL$G;T
acoustic AC\/IC
acreage ACREAGE
actually ACTU⠉⠇⠇⠒
add ADD
added A4$
addendum A45DUM
addicted A4ICT$
additionally A4I;N⠉⠇⠇⠒
address A4RESS
adenoid AD5OID
adhere AD"H
adhered ADH]$
adherence ADH];⠒
adherent ADH]5T
ad infinitum AD 9F9ITUM
adjust ADJU/
ad nauseam AD NAUS1M
ado ADO
advanced ADV.ED
advancing ADVANC+
aedile AEDILE
Aegean ,AEG1N
Aeneid ,AENEID
aeroplane AEROPLANE
aerial AERIAL
aerodynamics AERODYNAMICS
aesthetically AES!TIC⠉⠇⠇⠒
affable A6A#
affiliation A6ILI⠉;⠒
affinity A69;Y
affirm A6IRM
afforded AF=D$
affrighted A6"⠒$
afghan ⠉⠒<⠉⠒
aforesaid ⠉=⠒⠒⠒
aforetime ⠉=⠒"⠒
after-dinner AF-D9N]
aftereffect AFT]E6ECT
aftermath AFMA?
afternoon AFN
afternoons AFNS
afterthought AF?"\
afterwards AFW⠒
aggravation A7RAV⠉;⠒
aggrieved A7⠒⠒⠒⠇$
agility AGIL;Y
agreeable AGREEA#
ain't A9'T

air-conditioned AIR-3DI;N$
Airedale ,AIREDALE
à la carte ;<A@5 LA C>TE
Aladdin ,ALA49
albeit ALBEIT
Albino ALB9O
Alexander ,ALEX&]
alienation ALI5⠰;⠻
alike ALIKE
Allegheny ,ALLE<5Y
almoner ⠰⠳⠻⠳⠻]
almost ⠰⠳⠻
almshouse ALMSH\SE
also-rans AL-RANS
althorn ALTHORN
altimeter ALTIMET]
a.m. ;⠰]⠻]
AM ,A,M
amenable AM5A#
amethyst AME?Y/
anaerobic ANAEROBIC
anathema ANA!MA
ancestral ANCE/RAL
andante &ANTE
Andes ,&ES
André ;,AN⠳⠳<E@9
anemone ANEMONE
anesthesia ANES!SIA
anteater ANTEAT]
antedate ⠰⠻⠳⠻⠻⠰⠳⠻
anterior ANT]IOR
anteroom ANTEROOM
anthill ANTHILL
Antigone ,ANTIGONE
antithesis ⠰⠻⠳⠻!⠳⠻⠳
apartheid A"PHEID
Apartment A"P;T
apothecary APO!C>Y
appearance APPE>.E
apperceive APP]CV
aqueduct AQUEDUCT
Arabia ,>ABIA
arboreal >BOR1L
archaic >*AIC
area >EA
areaway >1WAY
arena >5A
aren't >5'T
aright ⠰"R
arisen >IS5
aristocrat >I/OCRAT
arithmetic >I?METIC
Armageddon ,>MAG$DON
aroma >OMA
around >.D
arouse >\⠳⠰
arpeggio >⠳⠰7⠳⠰
arrive ;ARRIV<E@9
arrowhead >R[H1D
assembled ASSEM#D
asseverate ASS"EATE
asthma AS?MA
astonishing A/ONI%+
astound A/.D
astringent A/R+5T
asunder AS"U
athenaeum A!NEUM
Athens ,A!NS
atmosphere ATMOSPH]E
atoned ATON$
atonement AT"O;T
auctioneer AUC;NE]
auf Wiedersehen ⠰⠻⠻ ,⠳⠰$]⠳⠰⠳5
Augean ,AUG1N
au gratin AU GRAT9
aunthood AUNTHOOD
aureate AUR1TE
aurora borealis AURORA BOR1LIS
authenic AU!NTIC

B

Babbled BAB#D
Babine ,BAB9E
baccalaureate BA3ALAUR1TE
Baer ,BAER
bagging BA7+

balanced BAL.EDbaloney BALONEY
baroness B>O;S
baronet ⠃>⠕⠝⠑⠞
bastion BAS;N
bathed BA!D
battledore BATTLEDORE
bayonet BAYONET
bearable BE>A#
beatitude 2ATITUDE
Beatrice ,2ATRICE
beau geste B1U GE/E
beautifully B1UTI;LLY
beckoned BECKON$
becoming 2COM+
bedding B$D+
bedraggled 2DRA7L$
bedridden B$RI45
Beelzebub ,2ELZEBUB
beforehand 2FH&
befriend 2FR
befriending 2FRI5D+
befriends 2⠋⠗⠊⠢
beginning 2G9N+
begonia 2GONIA
behave 2HAVE
bein' 2IN'
believer 2LIEV]
belittle 2LL
belittled 2LLD
belittling 2LITTL+
belligerent BELLIG]5T
belowground 2LGR.D
Benedict ,B5EDICT
benediction B5EDIC;N
beneficient B5EFIC5T
beneficiary B5EFICI>Y
Benelux ,2⠇ELUX
Benét 2,BEN<E⠌9T
benevolence 2NEVOL;E
Beowulf ,2OWULF
bequeathed 2QU1!D
berate 2RATE
beret 2RET
besides 2SS
bestial BE/IAL
bestowed 2/[$
beta 2TA
betel 2TEL
bethel BE!L
betrothed 2TRO!D
between 2T
beverage B"EAGE
bevy BEVY
beyond 2Y
Bible ,BI#
bighorn BIGHORN
binary BIN>Y
bingo B+O
binocular B9OCUL>
binomial BINOMIAL
bipartisan BI"PISAN
birthright BIR?"R
bistro BI/RO
blandishment BL&I%;T
bleeding BLE$+
blemish BLEMI%
blend BL5D
bless B.S
blessèd 2B.S@5D
blessed B.S$
blew BLEW
blinded BL9D$
blindfold BLFOLD
Blindheim ,BL9DHEIM
blinding BL9D+
blindly BLLY
blindness BL;S
blinds BLS
blithesome BLI!"S
bloodletter BLOODLETT]
blossomed BLOSSOM$
blunder BL"U
Boer ,BO⠗
Bonaparte ,BONA"PE
boner BON]
bongo B;GO

Boone ,BOONE
boreal BOR1L
boredom BOREDOM
bosomed ⠃⠕⠎⠕⠍⠫
Boston ,BO/ON
bothered BO!R$
bought B"\
boundary B.D>Y
boundless ⠃.D.S
bountiful B.TI;L
boutonniere B\TONNI]E
boutonnière ;BO⠳TONNI<⠢@5RE
braillewriter BRLWRIT]
brailling BRAILL+
braillist BRAILLI/
breathed BR1!D
bride-to-be BRIDE-TO-BE
Brigham ,BRIGHAM
brightened B"R5$
Brighton ,B"RON
brimful BRIM;L
brimfull ⠃⠗⠊⠍⠋⠥⠇⠇
brother-in-law BRO!R-IN-LAW
brougham BR\<AM
bubbled BUB#D
burdensome BURD5"S
bureau BUR1U
Burlingame ,⠃⠥⠗⠇⠊⠝⠛⠁⠍⠑
business ⠃⠥⠎⠊;⠎
buttoned ⠃⠥⠞⠞⠕⠝⠫
by and by 0& ⠃⠽
by-and-by ⠃⠽-&-⠃⠽
bygone ⠃⠽⠛"⠕
bystanders ⠃⠽/&]⠎

C

cabaret ⠨⠉⠁⠃⠁⠗⠞
cabled ⠨⠉#⠨
Caen ,⠨⠉⠢⠝
caesarean ⠨⠉⠢⠎>1⠝
calisthenics ⠨⠉⠁⠇⠊⠎!⠝⠊⠉⠎
Calloway ,⠨⠉⠁⠇⠕[⠉⠽
camaraderie ⠨⠉⠁⠍⠁>⠙]⠊⠑
cancellation ⠨.⠢⠉⠑⠇⠇⠁;⠝
cancer ⠨.⠢⠉⠑⠗
candidate ⠨&⠙⠁⠝⠙⠊⠙⠢
canoed ⠨⠉⠁⠝⠕$
career ⠨>⠢]
Caribbean ,⠨>⠊21⠝
carnation ,⠨>⠗⠁;⠝
carte blanche ⠨>⠗⠢ ⠃⠇⠁⠝⠉*⠢
casino ⠨⠉⠁⠎9⠕
Castlereagh ,⠨⠉/⠇]1<
Catherine ,⠨⠉!⠓9⠢
caustically ⠨⠉⠥/⠊⠉⠁⠇⠽
caveat ⠨⠉⠥1⠑
CDs ;,,⠨⠙,'⠎
cedar ⠨$>
cedilla ⠨$⠊⠇⠇⠁
cement ⠨⠢;⠍
centime ⠨5⠝⠊⠞⠢
centimeter ⠨5⠝⠊⠞⠢⠍]
ceramics ⠨]⠁⠗⠊⠍⠎
cereal ⠨]1⠇
cerise ⠨]⠢⠎⠊
cerulean ⠨]⠥⠇1⠝
chaise longue *⠉⠓⠁⠎ ⠇;⠛⠥⠢
Chaldean ,*⠉⠇⠙1⠝
chanced *.⠢⠙
chancellor *.⠢⠇⠁⠢⠇
chancery *.⠢⠑⠛
chandelier *&⠢⠇⠓]
changeable *⠉⠛⠻⠢⠁#
chapeau *⠉⠏1⠥
chaperone *⠉⠏]"⠕
characteristically "*⠓/⠊⠉⠁⠇⠽
charade *>⠉⠙⠢
chargeable *>⠻⠢⠁#
chargé d’affaires ;⠨⠢⠉⠑⠻<E⠊9
⠎'⠉6⠉⠓⠑⠢⠎
Charleston ,*>⠇⠢/⠎⠝
Charlestown ,*>⠇⠢⠎⠝[⠝
Charybdis ,*>⠛⠇⠙⠓⠎
chastise *⠉/⠓⠎⠢
château ;⠨⠢<⠉,5⠝⠢⠉⠥

Chatham ,*⠰⠎⠒⠰⠞
cheddar *$⠞>
cheerlessness *⠒]⠲⠎;⠎
Chelsea ,*⠒⠎⠑⠒⠰
Chemistry *⠒⠞⠑/⠎⠠
chenille *5⠑⠎⠑⠒
cheroot *]⠳⠳⠎
chieftainess *⠑⠒⠑⠎⠰9⠒⠑⠑
chiffonier *⠑6⠳⠞⠑]
child-care *-⠞>⠒
childhood *⠑⠎⠞⠒⠳⠳⠞
childishness *⠑⠎⠞⠑%;⠎
childless *⠑⠎⠞⠲⠎
childlike *⠑⠎⠞⠎⠑⠒⠒
Childs ,*⠑⠎⠞⠎
china *9⠰
Chinese ,*9⠒⠑⠒
Chinook ,*9⠳⠳⠰
Chisholm ,*⠑⠑⠒⠳⠎⠞
chockful *⠳⠞⠰;⠎
Chopin ,*⠳⠎9
Chou En-lai ,*\ ,⠒⠳-⠎⠰⠑
christened *⠒⠑/5$
chromosome *⠒⠳⠞⠳⠑⠳⠞⠒
chubbiness *⠠2⠑;⠎
cigarette ⠞⠑⠒>⠒⠑⠑⠒
cinerama ⠞9]⠰⠞⠰
citizeness ⠞⠑⠑⠑⠠5⠒⠎⠑
city ⠞;⠠
clandestine ⠞⠎&⠒/9⠒
clarinet ⠞⠎>9⠒⠑
Clemenceau ,⠞⠎⠒⠞5⠞1⠠
clement ⠞⠎⠒;⠑
Clementine ,⠞⠎⠒;⠑9⠒
cleverest ⠞⠎"⠒⠒/
cliffs ⠞⠎⠑6⠎
clotheshorse ⠞⠎⠳!⠎⠒⠳⠒⠑⠒
CO_2 ;,⠞,⠳2
cobbler ⠞⠳2⠎]
Coblenz ,⠞⠳#⠞⠠
cochineal ⠞⠳*91⠎
coed ⠞⠳]
coerce ⠞⠳]⠞⠒
coffee ⠞(⠞⠒⠒
cohere ⠞⠳"⠒
coherence ⠞⠳⠒];⠒
coherent ⠞⠳⠒]5⠑
coiffure ⠞⠳⠑6⠠⠑⠒
Coleridge ,⠞⠳⠎]⠒⠞⠞⠒
colonel ⠞⠳⠎⠒⠳⠒⠎
colorblind ⠞⠳⠎⠒⠳⠎⠎
coma -⠰
comatose -⠰⠑⠳⠑⠒
comb -⠎
combination -⠎9⠰;⠞
comedian -$⠑⠰⠞
comedown -⠒⠞[⠞
comedy -$⠞
com’ere ⠞⠳⠞'⠒
comin’ -⠑⠞'
commandeer -⠞&⠒]
commander-in-chief -⠞&]-⠑⠞-*⠑⠒⠞
commenced -⠞;⠒$
comment -;⠑
commentary -;⠑>⠞
commingle -⠞+⠎⠒
commoner -⠞⠳⠞]
commonest -⠞⠳⠞⠒/
coma -⠰
Comanche ,-⠰⠞*⠒
Como ,-⠳
comparable -⠞>⠰#
compartment -"⠞;⠑
compensation -⠞5⠑⠰;⠞
complimentary -⠞⠎⠑;⠑>⠞
component -⠞⠳⠞5⠑
compound -⠞⠲⠞
comptroller -⠞⠑⠑⠳⠎⠎]
comradery -⠑⠰⠒⠞]⠞
con ⠞⠳⠞
conative 3⠰⠑⠑⠠⠒
conceded 3⠞$$
conceivable 3⠞⠒⠑⠠⠰#
conceived 3⠞⠠⠞
conceiving 3⠞⠠⠞
concertina 3⠞]⠑9⠰

conch
concierge
condiment
condone
condoned
cone
coned
Conestoga
coney
confederation
conga
congé
Congo
Congress
congruous
conic
coniferous
Conn.
Connecticut
conning
conscience
conte
continent
contingent
continuity
conundrum
convenience
conventionality
cooperation
coordination
copyright
coroner
coronet
corporeal
cortisone
costumer
coterie
countenance
counterpart
countess
countless
country
county
coupon
courthouse
couturier
coward
cowhide
coworker
crabbed
create
creation
creator
creature
credence
credentials
credo
credulity
Crimean
criminologist
cringed
cringing
crone
crooner
crop-eared
crumbled
crystal
culinary
cushioned
customer
cyclone
Cyclopean
czarina
Czechoslovakia

D

dabbing
Dachshund
dallying
danced
dancer
dandelion
daredevil
daughter-in-law
day-by-day
daytime

Daytona , "
deaconess 1 ;
deafening 1 5+
dearest > /
deathlike 1?
decedent $5
deceivable #
deceive
deceived
deceiver '
deceiving
declaration >
declarer
declination 9
dedication $
deduced $
deduction ;
definition 9 ;
deity ;
delineate 91
dementia ;
demonetization " ;
Demosthenes , ! ;
denationalize ;
denatured $
denial 5
denim 5
denizen 5
denomination 9 ;
denote
denouement \ ;
denounce \
denudation ;
denude
denunciation ;
deny 5
department " ;
depredation $;
derailment ;
derange
dereliction] ;
deride
derision . ;
derisive
derivation] ;
derivative
derive
derogate]
derogatory
derring-do] + -
derringer] +]
desiccation 3 ;
destination / 9 ;
destitution / ;
detrimental ;
diaeresis
dieresis]
difference 6] ;
diffusion 6 . ;
dillydally
diminuendo 9 5
diminution 9 ;
dinghy 9<
dingy +
dinosaur 9
diphtheria !
disabled 4 #
disaster 4 /]
disbelief 4
disc
disciplinarian 4 9>
discomforting 4 =+
disconcerting 4]+
disconnected 4 $
discontent 4 5
discontinued 4 9 $
discount 4 .
discus 4
discuss 4
discussion 4 .
disease 41
disengage 45
dishabille 4
dishcloth % ?
disheveled % $
dishonesty 4 " /

disingenuous
disinterested
disk
dislike
disobedient
dispensation
disperse
dispirited
Disraeli
dissertation
dist.
distaff
distaffs
distain
distance
distend
distillery
distingué
distinguish
distraught
district
disturbed
disulphide
dither
dunghill
divination
doer
doffed
dog-eared
doggerel
doggone
doghouse
done
donee
Donegal
Donelson
Doolittle
Dorothea
double-entendre
double-quick
doublet
doughty
doughy
downright
downtrodden
dragonet
dreadful
dreary
dribbled
drone
droned
drought
druggist
dugout
dukedom
dumbbell
dunderhead
dunghill
d'you

E

early
earthen
earthwork
east
ebb
ebbed
ebb-tide
Ed
edacious
eddy
edelweiss
Eden
edict
edile
edited
Edith
edition
education
educed
e'er
eeriness
effeminate
effortless
e.g.

egg
egg-head
eggnog
eggs
Einstein
elongation
emblem
embraceable
Emmentaler
empyrean
enabled
enabling
enamel
encephalitis
encompassed
encore
encounter
encyclopaedia
encyclopedia
endearment
en famille
engineer
enhanced
Enid
enigma
enigmatically
en masse
enmity
Enoch
enormous
enough's
en route
ensemble
enthrone
enthroned
entrepreneur
enumeration
enunciation
enwreathed
epicurean
equally
equidistance
equinox
eradication
erase
eraser
erection
Erie
Erika
erosion
erotic
erroneous
erudition
eruption
establishment
estate
Esther
esthetically
estrangement
estuary
Ethel
ethereal
ethereally
Evanston
Everest
evermore
eversion
evert
everybody
everyday
every-day
everyone
everywhere
expedience
expedition
extinguished

F

fainthearted
fandango
farthermost
farthingale
fashioned
fastidious
father-in-law

fatherless
fealty
fearfulness
feathered
federally
fedora
fenced
fencer
feverish
fiancé
fiddler
fiendishness
filename
finality
financed
fineness
finesse
finger
finis
finite
finnan haddie
firearms
fireworks
first-begotten
firsthand
flabbiness
flaccidity
flamingo
floundered
Florence
fodder
foghorn
folderol
Fontainbleau
foothill
forbidding
forearm
foredoomed
forefather
forevermore
forthwith
Frances
freedom
freeness
friendless
fruity
funereal

G

gabbled
gadabout
Galahad
Galloway
gambled
garage
garbled
garçon
gasometer
gastroenteritis
gathered
gaucherie
Gaylord
genealogy
generally
genetics
genially
genius
Gen-Xer
Germany
gesticulation
ghastliness
Ghent
ghostlike
gibberish
giblet
giddiness
gigantean
ginger
gingham
gladdened
glanced
glutenous
gobbled
gobbledygook
gobbler

go-between
go-by
goddamn
goddess
godfather
Goering
Goethe
going
gone
good-by
goods
goodness
goodwill
Goody
Goodyear
goody-goody
Goody Two Shoes
Gotham
Götterdämmerung
governess
grandame
grandchild
grandchildren
grandee
grandfather
grandiloquence
grandmother
Grantham
grasshopper
grey'ound

H

habeas corpus
haddock
Hades
hadji
Hadley
hadn't
Hadrian
Hagerstown
Hallowe'en
handsomer
Hanseatic
happy-go-lucky
hard-earned
headdress
Hedda
hemisphere
Hennessey
hereabout
hereafter
heredity
Hereford
hereinto
heresy
heretic
heretofore
hereupon
herewith
Hergesheimer
Hermione
hideaway
hierarchy
higgledy-piggledy
hinging
his/her
history
H_2O
hobbled
hobbledehoy
hobby
hoity-toity
Hollinshed
homogeneity
honesty
honey
horseradish
Houghton
hypothesis

I

ideally
i.e.

Illinois , ⠠⠇⠊⠇⠝⠕⠊⠎
imagery ⠠⠊⠍⠁⠛⠻⠽
imbedded ⠠⠊⠍⠃⠫⠙⠫⠙
immediately ⠠⠊⠍⠍⠑⠙⠊⠁⠞⠑⠇⠽
immediateness ⠠⠊⠍⠍⠑⠙⠊⠁⠞⠢⠎⠎
impartiality ⠠⠊⠍⠏⠁⠗⠞⠊⠁⠇⠊⠞⠽
impermeable ⠠⠊⠍⠏⠻⠍⠢⠁⠃⠇⠑
impingement ⠠⠊⠍⠏⠔⠝⠛⠑⠍⠢⠞
imprisoned ⠠⠊⠍⠏⠗⠊⠎⠕⠝⠫⠙
inasmuch ⠔⠝⠁⠎⠍⠥⠉⠓⠔
in-between ⠠⠊⠔⠤⠃⠑⠞⠺⠑⠑⠝
incandescent ⠔⠝⠉⠁⠝⠙⠑⠎⠉⠑⠝⠞
incoherence ⠔⠝⠉⠕⠓⠻⠢⠝⠉⠑
income ⠔⠝⠉⠕⠍⠑
incomparable ⠔⠝⠉⠕⠍⠏⠁⠗⠁⠃⠇⠑
inconceivable ⠔⠝⠉⠕⠝⠉⠑⠊⠧⠁⠃⠇⠑
incongruity ⠔⠝⠉⠕⠝⠛⠗⠥⠊⠞⠽
indistinguishable ⠔⠝⠙⠊⠎⠞⠊⠝⠛⠥⠊⠎⠓⠁⠃⠇⠑
Indonesia , ⠔⠝⠙⠕⠝⠑⠎⠊⠁
ineradicable ⠔⠝⠑⠗⠁⠙⠊⠉⠁⠃⠇⠑
infrared ⠔⠝⠋⠗⠁⠗⠫⠙
infringement ⠔⠝⠋⠗⠔⠝⠛⠑⠍⠢⠞
Inge , ⠠⠔⠝⠛⠑
ingenious ⠔⠝⠛⠑⠝⠊⠥⠎
ingénue ⠠⠔⠝⠛⠢⠝⠥⠑
inherent ⠔⠝⠓⠻⠢⠝⠞
inheritance ⠔⠝⠓⠻⠊⠞⠢⠝⠉⠑
in-law ⠠⠊⠔⠤⠇⠁⠺
insomuch ⠔⠝⠎⠕⠍⠉⠓⠔
instill ⠔⠝⠎⠞⠊⠇⠇
intermediate ⠔⠝⠞⠻⠍⠊⠙⠊⠁⠞⠑
intoned ⠔⠝⠞⠕⠝⠫⠙
Iowa , ⠠⠊⠪⠁
ironed ⠠⠊⠗⠕⠝⠫⠙
irrationally ⠠⠊⠗⠗⠁⠞⠊⠕⠝⠁⠇⠽
irredeemable ⠠⠊⠗⠗⠑⠙⠑⠑⠍⠁⠃⠇⠑
irreplaceable ⠠⠊⠗⠗⠑⠏⠇⠁⠉⠑⠁⠃⠇⠑
irreverence ⠠⠊⠗⠗⠑⠧⠻⠢⠝⠉⠑
isinglass ⠠⠊⠎⠔⠛⠇⠁⠎⠎
isometry ⠠⠊⠎⠕⠍⠑⠞⠗⠽

J

jack-in-the-pulpit ⠠⠚⠁⠉⠅⠤⠔⠤⠞⠓⠑⠤⠏⠥⠇⠏⠊⠞
Jamestown , ⠠⠚⠁⠍⠑⠎⠞⠕⠺⠝⠦
jihad ⠠⠚⠊⠓⠁⠙
jingled ⠠⠚⠬⠊⠝⠛⠇⠫⠙
Jones , ⠠⠚⠕⠝⠑⠎
jongleur ⠠⠚⠕⠝⠛⠇⠑⠥⠗
joyfulness ⠠⠚⠕⠽⠋⠥⠇⠝⠢⠎⠎
Judean , ⠠⠚⠥⠙⠑⠁⠝⠦
justly ⠠⠚⠥⠌⠊⠎⠞⠽

K

kettledrum ⠅⠑⠞⠞⠇⠫⠗⠥⠍
kilowatt ⠅⠊⠇⠕⠺⠁⠞⠞
Knesset , ⠅⠝⠑⠎⠎⠑⠞
knighthood ⠅⠝⠊⠛⠓⠞⠓⠕⠕⠙
knockabout ⠅⠝⠕⠉⠅⠁⠃⠕⠥⠞
knockout ⠅⠝⠕⠉⠅⠕⠥⠞
knock-out ⠅⠝⠕⠉⠅⠤⠕⠥⠞
knothole ⠅⠝⠕⠞⠓⠕⠇⠑
knowing ⠅⠝⠪⠬
knowledgeable ⠅⠝⠪⠇⠫⠙⠛⠑⠁⠃⠇⠑
known ⠅⠝⠪⠝
krone ⠅⠗⠕⠝⠑

L

lady-in-waiting ⠇⠁⠙⠽⠤⠔⠤⠺⠁⠊⠞⠔⠛
lanced ⠇⠁⠝⠉⠑⠙
laryngeal ⠇⠜⠗⠽⠝⠛⠫⠇
lathered ⠇⠁⠹⠻⠫⠙
laundering ⠇⠁⠥⠝⠙⠻⠬
laureate ⠇⠁⠥⠗⠫⠁⠞⠑
Leander , ⠇⠑⠁⠝⠙⠻⠦
lean-to ⠇⠑⠁⠝⠤⠞⠕
Leningrad , ⠇⠑⠝⠬⠗⠁⠙
Leroy , ⠇⠑⠗⠕⠽
lettered ⠇⠑⠞⠞⠫⠙
letterhead ⠇⠑⠞⠞⠻⠓⠫⠙
lever ⠇⠑⠧⠻
leverage ⠇⠑⠧⠻⠁⠛⠑

Lever Brothers
lifelike
ligeance
likeable
likes
limeade
lineage [*alignment*]
lineage [*ancestry*]
lineal
lineament
linear
linger
lingerie
linguist
lioness
lionet
lithesomeness
littleness
littler
Little Rock
littlest
Littleton
liveable
Londoner
lonesome
lonesomest
longhand
longitude
Louis Braille
low-spirited
luncheonette
lying-in

M

macaroni
Maccabean
Macedonia
machinery
mackinaw
maddened
maenad
maggot
magisterial
maharajah
maharani
mah-jongg
mainstay
maintenance
make-believe
malediction
malingerer
malleable
manageable
mandrake
man-eater
manlike
manyfold
many-sided
marbleized
marchioness
marionette
maritime
marooned
marriageable
martingale
masthead
Matthew
Maugham
maundering
maybe
McCommack
McConnell
meandering
meantime
mecca
medallion
meddlesome
mediation
medicinal
mediocrity
Mediterranean
megaphone
megaphoned
memento
memorandum

ménage
menagerie
menial
meningitis
mentioned
Meredith
meringue
merry-go-round
microfilm
Micronesian
microwave
midafternoon
midday
middling
midwifery
mignonette
mileage
millwright
milord
minestrone
mingled
Minneapolis
minuteness
misconceived
misconduct
miscreance
miscreant
mishandled
mishap
misheard
misnamed
missionary
mistimed
mistook
mistral
mistrial
mistrustful
misunderstanding
misworded
m'lord
moccasin
Mohammedan
moistened
momentary
Monet
monetary
money
monger
Mongolian
mongoose
mongrel
Monongahela
monotone
Montenegro
Monterey
Montreal
mooned
more'n
Mortimer
mother-in-law
motherless
mother-of-pearl
motionless
mountaineer
mouthed
mustache
mustang
mustering
mustn't
must've
musty

N

nameable
naming
nationality
nauseating
Neanderthal
Neapolitan
nearby
nearest
necessarily
necessary
needling
ne'er-do-well
nevertheless

never-to-be-forgotten
New Orleans
newsletter
nightingale
Nipponese
nobler
noblesse
noblest
noggin
noisome
non-commissioned
nonconformist
none
nonentity
nonesuch
nonfulfillment
nonparticipating
noontime
northeast
nosebleed
nostalgic
noticeable
notwithstanding
nought
nouveau riche
nowadays
noway
nowhere
nuclear
nucleate
nuthatch

O

obedience
oceanic
O'Connor
oddity
odd-looking
odds
oedema
Oedipus
officially
oftentimes
oleaginous
oleander
oncoming
Oneida
oneness
onerous
orangeade
organdy
O'Shaughnessy
out-and-out
outbound
outcome
outdo
out-of-the-way
out-patient
outpatient
outright
outstanding
overcome
overeat
ow!
ozone

P

padrone
paean
pageant
paid
paid-in-full
painstaking
pancreas
pancreatic
pandemonium
pandering
Pandora
pandowdy
pantheon
parading
pardoned
parenthood
parishioner

partake
parterre
Parthenon
Parthia
partiality
partially
participle
particularity
partisan
partition
partook
partridge
part-time
pastel
pastime
patroness
peaceable
peanut
pearl
pebble
pedantic
peddler
pedestal
pedestrian
pediment
Pekingese
pence
pension
penthouse
peoples
people’s
perceivable
perineal
permeable
permeating
Persephone
perseverance
persevered
peruse
pesthouse
petitioner
philanderer
Philistine
Phineas
Phoenix
phone
phoned
phonetically
photoflash
picarooned
pigheaded
pileated
pimento
pineapple
pinedrops
ping-pong
piñon
pioneering
pistachio
playwright
plowshare
plundered
p.m.
poisoned
poleax
pongee
popedom
porringer
porthole
Port Said
posthaste
posthumous
postpaid
postponed
postponement
pothole
potsherd
Powhatan
practitioner
praenomen
pranced
prancer
prandial
preadult
preamble
prearranged

precedent
preconceived
preconception
predacious
predated
predatory
predeceased
predecessor
predestination
predetermined
predicament
predicated
prediction
predigested
predilection
predisposed
predominance
prenatal
prenuptial
preoccupied
preparation
prerequisite
prerogative
prestige
priesthood
priggishness
prisoner
prithee
pro and con
problematically
procedure
Prof.
profanation
profanely
profanity
professionally
professor
professorial
proffered
proficiency
profile
profit
profligate
profoundness
profundity
profusion
proneness
pronghorn
pronounceable
proof
propaganda
proponent
prostration
protestation
prounion
provenance
psychedelic
puddle
purblind
pythoness

Q

quadrinomial
quaffed
quandary
quarrelsome
queasiness
Queenstown
questionable
questioned
questionnaire
quibbled
quick
quicken
quickly
quickness
quicksand
quick-witted
quiddity
quinine

R

rabbi
rabble
rafter
rampart

random
ransomed
rapprochement
rareness
reactionary
readjust
reality
realize
realliance
really
re-ally
reappearance
reapportionment
rearmament
reassurance
receded
receivable
received
receivership
receiving
reckoned
recommence
re-commission
re-connect
recreant
recreated
reddened
rededication
redeemed
redingote
redistribution
redolence
redoubled
reduce
redundance
reenforce
Reichstag
reindeer
remedial
remedy
Renaissance
renal
renamed
rencontre
rendezvous
renegade
renewal
Reno
renomination
renovate
renowned
Rensselaer
renumerate
renunciation
repaid
repartee
repartition
requite
reread
reredos
rerun
retina
retinue
retroflex
revere
Revere
reverence
reverend
reverie
reversed
reverted
revery
Rhone
ribband
ribboned
riboflavin
riddance
riffraff
riflery
rigger
rightabout
righteousness
rightfully
right-handed
roaring
robbery

Roentgen
romancer
Romany
roofer
roseate
roundabout
roundelay
roustabout

S

sabbatical
saccharine
Sacramento
safflower
salamander
saleable
sarcoma
savagery
sawhorse
say-so
scabbiness
scaffolding
scandalous
scatheless
schooner
science
scoff
scone
scoundrel
scribbled
scrubbed
scuff
scuffed
scythe
sea
seafaring
sea-green
seaman
séance
searched
seas
seashore
Seattle
seceded
sedan
sedate
sedative
sedentary
sediment
sedition
seduced
seduction
sedulous
seethed
seined
self-confident
sellout
senile
señor
sentenced
serene
serenity
sergeant
serviceable
sever
several
severance
severe
severity
Severn
Sh!
shabbiness
shad
shaddock
shadoof
shadowy
Shadrach
shakedown
Shakespearean
shanghaied
shears
sheathed
shedding
Sheean
sheepshead

Shenandoah ,%5&
shenanigan %5
sheriff %]
sheriff's %]'
sheriffs %]6
shhh! ;_6
shilly-shally %-%
shingled %+$
shipwright %"
shoddy %4
shofar %(>
shorthand %&
Shoshone ,%%
Shoshonean ,%%1
shoulder %\]
shouldn't %'
shouldst %/
shredded %$$
shroff %(
shrubbery %2]
shrugged %7$
shuddering %4]+
shuffled %6$
shut-in %-
shut-ins %-9
Sierra Leone ,]
silenced ;
sidereal]1
Sinai ,9
singed +$
Singh ,+
singular +>
sinus 9
Sion ,
sister-in-law /]--
Sistine ,/9
sizeable #
skulduggery 7]
slanderous &]\
slavery]
sledding $+
slither !
smithereens !5
smoother !
smother "
snobbishness 2%;
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snuff
snuffbox 6
snuggled 7$
so-and-so -&-
sobeit
so-called -$
sofa (
Sofia ,(
soffit (
softhearted (>$
solenoid 5
somersault]
Somerset ,]
sometimes """
songster ;/]
sooner]
soothed !
so's '
so-so -
sou'east \'/
soufflé ;<@9
southeast \?/
southern \!
souvenir \5
sovereign]*
Spartan ,"
speakeasy 1
speared >$
Spencer ,;
sphere]
spirited _$
spiritless _.
spirits _
sponge ;
spooned $
sprightly "
squabbled #
squandered &]$
squirearchy >*

St. ;,⠠⠎]
stabbed /⠎2$
stabled /⠎#⠇
staff /⠎⠋⠇
staffed /⠎6$
Stalingrad ,/⠎⠇9⠗⠁⠙⠇
stance /.⠉
stanchioned /⠎⠇*⠠⠉⠇$
standard /&>⠙
stand-by /&-⠠⠃
stand-in /&-⠠⠔
stand-ins /&-9⠠
standout /&\⠤
standstill /&/⠠⠇⠇
starlike />⠇⠠⠎⠇⠉
stationer /⠎;⠗]
stepchild /⠉⠏*⠠⠇⠓
stepfather /⠉⠏"⠋
stevedore /⠉⠇$⠙⠑⠉
stillborn /⠠⠇⠇⠊⠉⠗⠝
still life / ⠇⠠⠎⠉
stillness /⠠⠇⠊;⠠
stills /⠠⠇⠊⠎
still’s /'⠠
stingaree /+>⠉⠗
stingy /+⠛
stirabout /⠠⠑⠎⠊\⠤
stone /"⠉
stoned /⠉⠙$
stoney /"⠉⠛
stratosphere /⠑⠎⠠⠑⠉⠠⠋⠗⠉]⠗
strengthened /⠑5⠙!⠙$
stringent /⠑+5⠑
stronghold /⠑;⠙⠓⠉⠇⠙
St. Swithin ;,⠠⠎] ,⠠)9
subbasement ⠠⠇⠇⠁⠎⠑⠍⠠⠋⠠;⠠
subcommittee ⠠⠇⠇⠉⠕⠍⠍⠊⠞⠞⠑⠑
subconscious ⠠⠇⠇⠉⠕⠝⠎⠉⠊⠠\⠤
sublet ⠠⠇⠇⠎⠇⠑⠞
subpoenaed ⠠⠇⠇⠏⠕⠑⠝⠁⠙$
subterranean ⠠⠇⠇⠎⠁]⠑⠗⠁⠝⠑⠁⠝
succinct ⠠⠇⠇39⠉⠞
suéde ;⠠⠇⠇<⠗@9⠙⠗
sultaness ⠠⠇⠇⠎⠁⠇⠞⠠;⠠
summoned ⠠⠇⠇⠍⠍⠕⠙⠙$
sunder ⠠⠇"⠇⠙
supineness ⠠⠇⠇⠏9⠗⠠;⠠
surrealist ⠠⠇⠇⠗⠑1⠇⠞⠠/
sustenance ⠠⠇⠇/5.⠗
swathed ⠠⠇⠺⠁!⠙
Sweden ,⠠⠺$5
swither ⠠)]
swooned ⠠⠇⠺⠕⠕⠙$
sword ⠠⠇⠺⠕⠗⠙
syringe ⠠⠇⠛⠗+⠗

T

tableau ⠠⠞⠁⠃⠇1⠇
tabled ⠠⠞⠁#⠙
tablet ⠠⠞⠁#⠞
tamandua ⠠⠞⠁⠍⠁&⠇⠥
Tammany ,⠠⠞⠁⠍_⠽
tandem ⠠⠁&⠗⠙
tarantula ⠠⠁>⠗⠁⠍⠁⠇⠥⠇⠁
TARs ,,⠠⠁>,'⠎
T-bone ;,⠠"-⠞"⠗
tea ⠠⠞⠗⠁
teacher ⠠⠞1*]
teacup ⠠⠞1⠉⠇⠏
tear ⠠⠞⠗>
teas ⠠⠞1⠎
teaspoonfuls ⠠⠞1⠎⠏⠗⠕⠕⠋⠥⠇⠎
teatime ⠠⠞1"⠞
Teddie ,⠠⠞$⠙⠠⠽
tediousness ⠠⠞$⠠⠽\;⠠
teethed ⠠⠞⠗⠓!⠙
telephone ⠠⠞⠗⠑⠇⠗⠏⠓⠕⠝⠑"⠗
telephoned ⠠⠞⠗⠑⠇⠗⠏⠓⠕⠝⠑⠙$
Tennessee ,⠠⠞5;⠠⠞⠗⠑
tethered ⠠⠞⠗!⠓⠙$
Thad ,?⠠⠹
that’d ⠠⠞'⠙
that’ll ⠠⠞'⠇⠇
that’s ⠠⠞'⠎
theater !⠠⠞]
thee !⠗

theirs _ ! ⠎
Thelma , ! ⠇ ⠞ ⠑
then ! ⠝
thenceforth ? ; ⠢ = ?
Theodore , ! ⠢ ⠝ ⠕ ⠢
theology ! ⠢ ⠇ ⠕ ⠛ ⠚
theoretical ! ⠢ ⠓ ⠕ ⠗ ⠞ ⠑ ⠇
thereabouts " ! ⠑ ⠁ ⠎
thereafter " ! ⠑ ⠋
thereby " ! ⠇ ⠚
therefore " ! = ⠢
thereinafter " ! 9 ⠑ ⠋
Theresa , ! ⠓ ⠢ ⠗ ⠑
theretofore " ! ⠮ ⠢ = ⠢
thereupon " ! ^ ⠏
thermometer ! ⠓ ⠞ ⠢ ⠞ ⠢ ⠍]
theses ! ⠎ ⠢ ⠎
Thessalonian , ! ⠎ ⠓ ⠑ ⠇ ⠕ ⠝ ⠗ ⠑ ⠝
thievery ? ⠊ ⠢ ⠏]
thimblerig ? ⠊ ⠞ # ⠓ ⠗ ⠛
thing-in-itself ? + - ⠊ ⠍ - ⠞ ⠋
this'll ? ' ⠇ ⠇
thistledown ? ⠊ / ⠇ ⠢ ⠙ [⠞
this-worldliness ? - _ ⠺ ⠇ ⠊ ; ⠎
thither ? ⠊ ! ⠓
thoroughgoing ? ⠢ ⠓ \ < ⠛ ⠕ +
thoughtfulness ? " \ ; ⠇ ; ⠎
throne ? ⠓ " ⠕
throned ? ⠓ ⠕ ⠙ $
thronged ? ⠓ ; ⠛ $
throughout " ? \ ⠓
thundering ? " ⠏ +
Thuringian , ? ⠏ ⠓ + ⠊ ⠝ ⠚
thyself ? ⠽ ⠋
tiddledywinks ⠓ ⠊ 4 ⠇ ⠢ ⠙ ⠽ ⠓ 9 ⠝ ⠎
timed " ⠓ ⠙
timer " ⠓ ⠗
times " ⠓ ⠎
timetable " ⠓ ⠞ ⠁ #
timing ⠓ ⠊ ⠞ +
tinged ⠓ + $
tiresome ⠓ ⠊ ⠗ ⠢ " ⠎
tithes ⠓ ⠊ ! ⠎
to and fro ⠓ ⠕ & ⠞ ⠗ ⠕
tobacco ⠓ ⠕ ⠃ ⠁ 3 ⠉
to-do ⠓ ⠕ - ⠙
toed ⠓ ⠕ $
toenail ⠓ ⠕ ⠑ ⠝ ⠁ ⠊ ⠇
toffee ⠓ (⠞ ⠢ ⠑
Toledo , ⠓ ⠕ ⠇ $ ⠉
tone ⠓ " ⠢
toned ⠓ ⠕ ⠙ $
tonga ⠓ ; ⠛ ⠁
tongue-tied ⠓ ; ⠛ ⠥ ⠢ - ⠞ ⠊ $
topfull ⠓ ⠕ ⠏ ⠋ ⠥ ⠇ ⠇
toreador ⠓ ⠕ ⠗ 1 ⠞ ⠢ ⠗
torpedoed ⠓ ⠕ ⠗ ⠙ $ ⠕ $
toucan ⠓ \ ⠞ ⠁ ⠝
towhead ⠓ [⠺ 1 ⠓
towhee ⠓ [⠺ ⠢ ⠑
Townshend , ⠓ [⠞ %5 ⠓
townspeople ⠓ [⠞ ⠎ ⠏ ⠢ ⠕ ⠏ ⠇ ⠑ ⠢
traceable ⠓ ⠗ ⠁ ⠉ ⠢ ⠁ #
tracery ⠓ ⠗ ⠁ ⠉] ⠽
tracheal ⠓ ⠗ ⠁ * 1 ⠇
tragedy ⠓ ⠗ ⠁ ⠛ $ ⠙
trance ⠓ ⠗ . ⠢
tranship ⠓ ⠗ ⠁ ⠞ % ⠩ ⠏
trebled ⠓ ⠗ ⠢ # ⠙
Trembleur , ⠓ ⠗ ⠢ ⠞ # ⠥ ⠗
treenail ⠓ ⠗ ⠢ ⠝ ⠞ ⠊ ⠩ ⠇
trinity ⠓ ⠗ 9 ; ⠝
tripartite ⠓ ⠗ ⠩ " ⠏ ⠩ ⠗ ⠢
troposphere ⠓ ⠗ ⠕ ⠏ ⠕ ⠎ ⠩ ⠓] ⠢
troublesome ⠓ ⠗ \ # " ⠎
truncheoned ⠓ ⠗ ⠥ ⠞ * ⠢ ⠕ ⠞ $
trustworthiness ⠓ ⠗ ⠥ / ⠓ ⠕ ⠗ ? ⠊ ; ⠎
tryout ⠓ ⠗ ⠽ \ ⠓
tumbleweed ⠓ ⠥ ⠞ # ⠺ ⠢ $
turnabout ⠓ ⠥ ⠗ ⠞ ⠁ ⠇
turnout ⠓ ⠥ ⠗ ⠞ \ ⠓
turtledove ⠓ ⠥ ⠗ ⠇ ⠙ ⠢ ⠞ ⠕ ⠥ ⠢
tweedledum ⠓ ⠺ ⠢ $ ⠇ ⠙ ⠢ ⠞ ⠥ ⠞
twofold ⠓ ⠺ ⠕ ⠋ ⠕ ⠇ ⠙
twosome ⠓ ⠺ ⠕ " ⠎
‘twouldn’t ' ⠓ ⠺ ⠞ ⠙ ' ⠞

U

udder
Uitlander
unbecoming
unbeknownst
unbleached
unblemished
unblessed
unconceived
uncongealable
uncongenial
undeceivable
undeceived
undeclared
undergo
underived
underpaid
underworld
undistinguished
undisturbed
undo
undone
unearthed
uneasy
uneaten
unfriendly
unfulfilled
unless
unlessoned
unlettered
unlike
unmanageable
unmistakable
unnecessary
unpaid
unperceivable
unperceived
unperceiving
unquestionable
unreceivable
unreceived
unsaid
untimely
untoward
upright
usefulness

V

vaccination
vainglorious
valediction
vandal
Vanderbilt
Vandyke
Veda
venereal
vengeance
veranda
vice-consular
viceregal
viceroy
villainess
vinery
violone
V-J Day

W

wabbled
wadded
waffle
wagged
wagoner
wagonette
wainwright
wanderer
warbled
wasn’t
Watteau
wear
wearisome
weathered
webbing
wedding
Wednesday

welcome
well-being
well-known
well-to-do
Wenceslaus
weren’t
wharfinger
whatsoever
wheedling
wheelwright
whence
whenever
whereabouts
whereas
whereby
where’er
wherever
wherefore
whereinto
whereof
whereupon
wherewithal
whether
whichever
which’ll
whiteness
whither
whoredom
whosoever
Will
William
will-o’-the-wisp
wills
Will’s
winery
Wingate
winsomeness
wiseacre
withe
withered
without
wobbled
woebegone
Wordsworth
workaday
worldliness
world-wide
woulda
would-be
wouldn’t
wouldst
wounded
wreathed
wright
writhed
wrongheaded
Wyandotte

X

X-ray
xylophone

Y

yearned
Yeats
Yiddish
you’d
you’ll
you’n
youngster
Youngstown
you’re
yours
you’s
you’ve

Z

zealot
zenith
zero
zither
zone
zoned
zucchini

Appendix E

Extensive List of NUBS Symbols

Listed in Alphabetical Order by Group

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Alphabet and Numbers

a	b	c	d	e	f	g	h	i
⠁	⠃	⠉	⠙	⠑	⠋	⠛	⠓	⠊
k	l	m	n	o	p	q	r	s
⠅	⠇	⠍	⠝	⠕	⠏	⠟	⠗	⠎
t	u	v	w	x	y	z	1	2
⠞	⠥	⠧	⠺	⠭	⠽	⠵	1	2
3	4	5	6	7	8	9	0	
3	4	5	6	7	8	9	0	

Accent Marks and Diacritical Marks

[First introduced in Lesson 16]

Accent Name	Print Example	Braille Pattern	Dot Numbers
Accent position indicator,			
above	é	:	(156)
below	ç	%	(146)
acute	é	@9	(4,35)
bar	ā	:	(156)
breve	ă	_"⠉	(456,5,1)
cedilla	ç	@-	(4,36)
circumflex	ê	,5	(6,26)
diaeresis	ö	.3	(46,25)
grave	è	@5	(4,26)
hat	ê	,5	(6,26)
hooked n	ŋ	_$	(456,1246)

Accent Name	Print Example	Braille Pattern	Dot Numbers
ligature	d͡z	@3	(4,25)
macron	ā	:	(156)
ring	ů	. +	(46,346)
schwa	ə	_5	(456,26)
stress mark, primary	ˈ	^/	(45,34)
stress mark, secondary	ˌ	;*	(56,16)
tilde	ñ	.9	(46,35)
trema or umlaut	ö	.3	(46,25)
umlaut or trema	ö	.3	(46,25)

Arrows

Name	Print Symbol	Braille Pattern	Dot Numbers
east	→	@⠒	(4,135)
north	↑	,*	(6,16)
north-south	↕	@⠶	(4, 1346)
south	↓	@/	(4,34)
west	←	@[	(4,246)

Currency Signs

Name	Print Symbol	Braille Pattern	Dot Numbers
cent	¢	@⠉	(4,14)
dollar	$	@⠎	(4,234)
euro	€	@⠑	(4,15)
franc	₣	@⠋	(4,124)
pound sterling	£	@⠇	(4,123)
yen	¥	@⠽	(4,13456)

Contractions and Short-Form Words

In the list below, column two shows the braille dot pattern in simulated braille, column three refers to the dot pattern expressed in numeric dot positions, column four refers to the section in the lesson where the symbol is first defined.

Meaning	Dot Pattern	Dot Numbers	Lesson where introduced
about	⠁⠃	(1, 12)	8.3
above	⠁⠃⠷	(1,12,1236)	8.3
according	⠁⠉	(1,14)	9.7
across	⠁⠉⠱	(1,14,1235)	10.2
after	⠁⠋	(1,124)	11.1
afternoon	⠁⠋⠝	(1,124,1346)	11.1
afterward	⠁⠋⠗	(1,124,2456)	11.1
again	⠁⠛	(1,1245)	11.1
against	⠁⠛/	(1,1245,34)	11.1
almost	⠁⠇⠍	(1,123,134)	10.2
already	⠁⠇⠱	(1,123,1235)	11.1
also	⠁⠇	(1,123)	10.2

Meaning	Dot Pattern	Dot Numbers	Lesson where introduced
although	⠸⠿?	(1,123,1456)	11.1
altogether	⠸⠿⠾	(1,123,2345)	11.1
always	⠸⠿⠶	(1,123,2456)	9.7
ance	.⠲	(46,15)	10.1
and	&	(12346)	4.3
ar	>	(345)	6.1
as	⠵	(1356)	4.2
bb	2	(23)	8.2
be	2	(23)	7.2
because	2⠤	(23.14)	8.3
before	2⠠	(23,124)	8.3
behind	2⠒	(23,125)	8.3
below	2⠡	(23,124)	8.3
beneath	2⠢	(23,1345)	8.3
beside	2⠡	(23,234)	8.3
between	2⠢	(23,2345)	8.3
beyond	2⠿	(23,13456)	8.3
ble	#	(3456)	6.1
blind	⠇⠃	(12.123)	11.1
braille	⠇⠃⠇	(12.1235.123)	9.7
but	⠇	(12)	4.2
by	0	(356)	8.1
can	⠤	(14)	4.2
cannot	_⠤	(456.14)	9.1
cc	3	(25)	8.2
ch	*	(16)	5.1
character	"*	(5,16)	9.1
child	*	(16)	5.1
children	*⠢	(16,1345)	9.7
com	-	(36)	7.2
con	3	(25)	7.2

Meaning	Dot Pattern	Dot Numbers	Lesson where introduced
conceive	3⠨⠇	(25.14.1236)	11.1
conceiving	⠨⠇⠿	(14,1236,1245)	11.1
could	⠨⠹	(14,145)	11.1
day	"⠹	(5,145)	9.1
dd	4	(256)	8.2
deceive	⠹⠨⠇	(145,14,1236)	11.1
deceiving	⠹⠨⠇⠿	(14,1236,1245)	11.1
declare	⠹⠨⠇	(145,14,123)	11.1
declaring	⠹⠨⠇⠿	(145,14,123,1245)	11.1
dis	4	(256)	7.2
do	⠹	(145)	4.2
ea	1	(2)	8.2
ed	$	(1246)	6.1
either	⠢⠔	(15,24)	11.1
en	5	(15)	7.2
ence	;⠢	(56,15)	10.1
enough	5	(26)	7.2
er	]	(12456)	6.1
ever	"⠢	(5,15)	9.1
every	⠢	(15)	4.2
father	"⠨	(5,124)	9.1
ff	6	(235)	8.2
first	⠨/	(235,34)	8.3
for	=	(123456)	4.3
friend	⠨⠣	(124,1235)	11.1
from	⠨	(124)	4.2
ful	;⠇	(56,123)	10.1
gg	7	(2356)	8.2
gh	<	(126)	6.1
go	⠿	(1245)	4.2
good	⠿⠹	(1245,145)	7.9

Meaning	Dot Pattern	Dot Numbers	Lesson where introduced
great	⠛	(1245,1235,2345)	8.3
had	_⠓	(456,125)	9.1
have	⠓	(125)	4.2
here	"⠓	(5,125)	9.1
herself	⠓]⠍	(125,12456,124)	11.1
him	⠓⠭	(125,134)	11.1
himself	⠓⠭⠍	(125,134,124)	11.1
his	8	(236)	7.2
immediate	⠹⠭⠭	(24,134,134)	10.2
in	9	(24)	7.2
ing	+	(346)	6.1
into	96	(35,235)	8.1
it	⠭	(1346)	4.2
its	⠭⠹	(1346,234)	11.1
itself	⠭⠍	(1346,124)	11.1
ity	;⠛	(56,13456)	10.1
just	⠚	(245)	4.2
know	"⠅	(5,13)	9.1
knowledge	⠅	(13)	4.2
less	.⠹	(46,234)	10.1
letter	⠇⠓	(123,1235)	7.9
like	⠇	(123)	4.2
little	⠇⠇	(123,123)	7.9
lord	"⠇	(5,123)	9.1
many	_⠍	(456,164)	9.1
ment	;⠎	(56,2345)	10.1
more	⠍	(134)	4.2
mother	"⠍	(5,134)	9.1
much	⠍*	(134,16)	11.1
must	⠍/	(134,34)	10.2
myself	⠍⠛⠍	(134,13456,124)	11.1

Meaning	Dot Pattern	Dot Numbers	Lesson where introduced
name	" ⠝	(5,1345)	9.1
necessary	⠝ ⠉ ⠎	(1345,15,14)	10.2
neither	⠝ ⠊ ⠐	(1345,15,24)	11.1
ness	; ⠎	(56,234)	10.1
not	⠝	(1345)	4.2
o’clock	O ' ⠎	(135,3,14)	9.7
of	(	(12356)	4.3
one	" ⠕	(5,135)	9.1
oneself	" ⠕ ⠍	(5,135,124)	11.1
ong	; ⠛	(56,1245)	10.1
ou	\	(1256)	5.1
ought	" \	(5,1256)	9.1
ound	. ⠛	(46,145)	10.1
ourselves	\ ⠋ ⠇ ⠎	(1256,1235,1236,234)	11.1
ount	. ⠎	(46,2345)	10.1
out	\	(1256)	5.1
ow	[	(246)	6.1
paid	⠏ ⠝	(1234,145)	7.9
part	" ⠏	(5,1234)	9.1
people	⠏	(1234)	4.2
perceive	⠏] ⠒ ⠃	(1234,12456,14,1236)	11.1
perceiving	⠏] ⠒ ⠃ ⠛	(1234,12456,14,1236,1245)	11.1
perhaps	⠏] ⠋	(1234,12456,125)	9.7
question	" ⠟	(5,12345)	9.1
quick	⠟ ⠅	(12345,13)	7.9
quite	⠟	(12345)	4.2
rather	⠗	(1235)	4.2
receive	⠗ ⠒ ⠃	(1235,14,1236)	11.1
receiving	⠗ ⠒ ⠃ ⠛	(1235,14,1236,1245)	11.1
rejoice	⠗ ⠚ ⠒	(1235,245,14)	11.1
rejoicing	⠗ ⠚ ⠒ ⠛	(1235,245,14,1245)	11.1

Meaning	Dot Pattern	Dot Numbers	Lesson where introduced
right	" ⠹	(5,1235)	9.1
said	⠎ ⠽	(234,145)	7.9
sh	%	(146)	5.1
shall	%	(146)	5.1
should	% ⠽	(146,145)	11.1
sion	. ⠸	(46,1345)	10.1
so	⠎	(234)	4.2
some	" ⠎	(5,234)	9.1
spirit	_ ⠎	(456,234)	9.1
st	/	(34)	5.1
still	/	(34)	5.1
such	⠎ *	(234,16)	11.1
th	?	(1456)	5.1
that	⠞	(2345)	4.2
the	!	(2346)	4.3
their	_ !	(456,2346)	9.1
themselves	! ⠝ ⠮ ⠎	(2346,134,1236,234)	11.1
there	" !	(5,2346)	9.1
these	^ !	(45,2346)	9.1
this	?	(1456)	5.1
those	^ ?	(45,1456)	9.1
through	" ?	(5,1456)	9.1
thyself	? ⠽ ⠍	(1456,13456,124)	11.1
time	" ⠍	(5,2345)	9.1
tion	; ⠸	(56,1345)	10.1
to	6	(235)	8.1
today	⠞ ⠽	(2345,145)	11.1
together	⠞ ⠗ ⠹	(2345,1245,1235)	11.1
tomorrow	⠞ ⠝	(2345,134)	11.1
tonight	⠞ ⠽	(2345,1345)	11.1
under	" ⠥	(5,1345)	9.1

Meaning	Dot Pattern	Dot Numbers	Lesson where introduced
upon	^⠥	(45,136)	9.1
us	⠥	(136)	4.2
very	⠧	(1236)	4.2
was	0	(356)	7.2
were	7	(2356)	7.1
wh	:	(156)	5.1
where	"⠒	(5,156)	9.1
which	⠒	(156)	5.1
whose	^⠒	(45,156)	9.1
will	⠾	(5,456)	4.2
with	)	(23456)	4.3
word	^⠺	(45,2456)	9.1
work	"⠺	(5,23456)	9.1
world	_⠺	(456,2456)	9.1
would	⠺⠍	(2456,145)	11.1
you	⠽	(13456)	4.2
young	"⠽	(5,13456)	9.1
your	⠽⠳	(13456,1235)	11.1
yourself	⠽⠳⠍	(13456,1235,124)	11.1
yourselves	⠽⠳⠧⠎	(13456,1235,1236,234)	11.1

Greek Alphabet

[First introduced in Lesson 16]

	Lower Case				Upper Case		
Name	**Print Symbol**	**Braille Pattern**	**Dot Numbers**	-	**Print Symbol**	**Braille Pattern**	**Dot Numbers**
alpha	α	. ⠁	(46,1)		A	_ ⠁	(456,1)
beta	β	. ⠃	(46,12)		B	_ ⠃	(456,12)
gamma	γ	. ⠛	(46,14)		Γ	_ ⠛	(456,145)
delta	δ	. ⠙	(46,145)		Δ	_ ⠙	(456,145)
epsilon	ε	. ⠑	(46,15)		E	_ ⠑	(456,15)
zeta	ζ	. !	(46,2346)		Z	_ !	(456,2346)
eta	η	. :	(46,156)		H	_ :	(456,156)
theta	θ	. ?	(46,1456)		Θ	_ ?	(456,1456)
iota	ι	. ⠊	(46,24)		I	_ ⠊	(456,24)
kappa	κ	. ⠅	(46,13)		K	_ ⠅	(456,13)
lambda	λ	. ⠇	(46,123)		Λ	_ ⠇	(456,123)
mu	μ	. ⠍	(46,134)		M	_ ⠍	(456,134)
nu	ν	. ⠝	(46,1345)		N	_ ⠝	(456,1345)
xi	ξ	. ⠭	(46,1346)		Ξ	_ ⠭	(456,1346)
omicron	o	. ⠕	(46,135)		O	_ ⠕	(456,135)
pi	π	. ⠏	(46,1234)		Π	_ ⠏	(456,1234)
rho	ρ	. ⠗	(46,1235)		P	_ ⠗	(456,1235)
sigma	σ	. ⠎	(46,234)		Σ	_ ⠎	(456,234)
tau	τ	. ⠞	(46,2345)		T	_ ⠞	(456,2345)
upsilon	υ	. ⠥	(46,136)		Y	_ ⠥	(456,136)
phi	φ	. ⠋	(46,124)		Φ	_ ⠋	(456,124)
chi	χ	. &	(46,12346)		X	_ &	(456,12346)
psi	ψ	. ⠽	(46,13456)		Ψ	_ ⠽	(456,13456)
omega	ω	. ⠺	(46,2456)		Ω	_ ⠺	(456,2456)

Indicators

Font Indicators

Boldface
- one character _^
- one word _;
- begin phrase __;
- end phrase _'

Capitalization
- one character ,
- one word ,,
- begin phrase ,,;
- end phrase ,'

Small caps
- character ,.^;
- word ,.;;
- begin phrase ,.:;;
- end small caps ,.';

Italics
- one character .^
- one word .,
- begin phrase ..,
- end phrase .'

Sans Serif
- character @.^
- word @.,
- begin phrase @.:,
- end sans serif phrase @.'

Script
- script character ^.^
- script word ^.,
- begin script phrase ^..,
- end script phrase ^.'

Underline
- one character @^
- one word @;
- begin phrase @:;
- end phrase @'

Fraction Indicators

- begin-fraction indicator ?
- end-fraction indicator #

General Indicators

- dot locator .=
- guide dot "
- ligature @-
- numeric #
- punctuation _
- runover _
- simbraille -
  - begin/end @+
- transcriber's note
  - begin .6
  - end .4

Mode Indicators

Foreign language mode
- one character ^^
- one word ^,
- begin phrase ^^,
- end phrase ^'

Foreign language identifiers
- French :
- German :
- Greek .
- Italian :

Spanish :

Notational mode
word ;
begin phrase
starting with a non-digit ;;
starting with a digit ;#
end phrase ;'
switch to narrative "

Legal Signs

copyright @.:
credit .:
prescription ..:
registered @.:
trademark @.:

Mathematical Symbols

Fraction Indicators - see *Indicators*

Fraction lines

Diagonal fraction line _/
Horizontal fraction bar /

Radical Indicators

with vinculum >
without vinculum ..>
termination indicator [

Signs of Comparison

Name	Print Symbol	Braille Pattern	Dot Numbers
contains the element	'	@@⠒	(4,4,24)
contains the subset	⊃	@@⠿	(4,4,13456)
does not contain the element	∉	. @⠒	(46, 4, 24)
does not include	⊄	. @⠿	(46,4,13456)
implies	É	@@⠿	(4,4,13456)
includes	É	@@⠿	(4,4,13456)
is an element	∈	@@⠢	(4,4,15)
is not an element	∉	. @⠢	(46,4,15)
is a subset	⊆	@@&	(4,4,12346)
is identical to	≡	_=	(456,123456)
is equal to	=	=	(123456)
is not equal to	≠	.=	(46,123456)
is approximately equal to	≈	_9	(456,35)
is greater than	>	@>	(4,345)
is greater than or equal to	≥	_>	(456,345)
is not greater than	≯	. >	(46,345)
is less than	<	@<	(4,126)
is less than or equal	≤	_<	(456,126)
is not less than	≮	. <	(46,126)
varies as	¥	_"=	(456,5,123456)
proportion (as)	::	::	(156,156)
ratio (is to)	:	:	(156)

Signs of Operation

Name	Print Symbol	Braille Pattern	Dot Numbers
asterisk	*	_[	(456,246)
divided by	÷	./	(46,34)
minus (hyphen length)	-	-	(36)
minus (short dash length)	-	.-	(46,36)
minus-plus	∓	_-	(456,36)
plus	+	+	(346)
plus-minus	±	_+	(456,346)
times (multiplication)			
asterisk	*	_[	(456,246)
cross	×	.[	(46,246)
dot	•	,]	(6,12456)

Subscripts and Superscripts

Name	Braille Pattern	Dot Numbers
Baseline level indicator	"	(5)
Subscript indicator	;	(56)
Superscript indicator	^	(45)

Miscellaneous Special Symbols

Symbol Name	Print Symbol	Braille Pattern	Dot Numbers
ampersand	&	@&	(4,12346)
asterisk	*	_[	(456,246)
at	@	@⠈	(4,1)
backslash	/	_*	(456,16)
bullet	•	_]	(456,12456)
caret	^	,5	(6,26)
checkmark	√	..>	(46,46,345)
crosshatch, pound sign	#	.#	(46.3456)
degree	°	@]	(4,12456)
ditto mark	"	.7	(46,2356)
equal sign	=	=	(123456)
foot, feet	'	'	(3)
inch	"	''	(3,3)
or		.7	(46,2356)
infinity	∞	@8	(4,236)
line break symbol	/	_/	(456,34)
minute, angle or time	′	'	(3)
numeric indicator		#	(3456)
one-fourth as a single graphic	¼	@4	(4,256)
one-half as a single graphic	½	@2	(4,23)
paragraph or pilcrow	¶	@,&	(4,6,12346)
percent	%	.0	(46,356)
per mil		..0	(46,46,356)
pilcrow or paragraph	¶	@,&	(4,6,12346)
pointing finger	☛	46!	(256,235,2346)
pound sign, crosshatch	#	.#	(46.3456)
seconds: angle/time	″	''	(3,3)
or		.7	(46,2356)
section	§	@,!	(4,6,2346)

Symbol Name	Print Symbol	Braille Pattern	Dot Numbers
stanza symbol	//	_/_/	(456,34,456,34)
star	~	_"::	(456,5,234)
vertical bar	|	@\	(4,1256)

Punctuation Marks

Symbol Name	Print Symbol	Braille Pattern	Dot Numbers
apostrophe	'	'	(3)
asterisk	*	_[	(456,246)
brace open	{	.(	(46,12356)
brace close	}	.)	
bracket open	[	:(	
bracket close	]	@)	
bullet	•	_]	(456,12456)
colon, narrative	;	3	(25)
colon, notational	;	:	(156)
comma, narrative	,	1	(2)
comma, notational	,	*	(16)
dash, interruption or en dash	–	.-	(46,36)
dash, omission or em dash	—	..-	(46,46,36)
ellipsis	…	,,'	(6,6,3)
exclamation point	!	6	(235)
hyphen	-	-	(36)
parenthesis			
open narrative	(	_(	(456,12356)
close narrative	)	_)	(456,23456)
open notational	(	(	(12356)
close notational	)	)	(23456)
period			
narrative	.	4	(256)

Symbol Name	Print Symbol	Braille Pattern	Dot Numbers
notational	.	]	(12456)
question mark narrative	?	8	(236)
question mark notational	?	_8	(456,236)
quotation mark			
open double	“ or "	,8	(6,236)
close double	” or "	,0	(6,356)
open single	‘ or '	@1	(4,2)
close single	’ or '	,1	(6 2)
semicolon, narrative	;	2	(23)
semicolon, notational	;	_2	(456,23)
slash	/	/	(34)
underscore	_	,-	(6,36)

Reference Signs

Symbol Name	Print Symbol	Braille Pattern	Dot Numbers
asterisk	*	_[	(456,246)
dagger	†	@,?	(4,6,1456)
double dagger	‡	@,]	(4,6,12456)
paragraph sign, pilcrow	¶	@,&	(4,6,12346)
pointing finger	☛	@,$	(4,6,1246)
reference indicator, braille only		@:	(4,156)
section sign	§	@,!	(4,6,2346)

Appendix F

Native Foreign Language Symbols

The following native foreign language symbols are to be used in extended passages of text in respective foreign languages. For Instructions on how to braille foreign language text in NUBS, see Lesson 16. Accent marks shown in Appendix E are for use in embedded foreign words in primarily English language text. The Greek letters shown in Appendix E are non-native braille symbols intended primarily for use in mathematical context.

French

Name	Print Symbol	Braille Pattern	Dot Numbers
c cedilla	ç	&	(12346)
e acute	é	=	(123456)
a grave	à	(	(12356)
e grave	è	!	(2346)
u grave	ù	)	(23456)
a circumflex	â	*	(16)
e circumflex	ê	<	(126)
i circumflex	î	%	(146)
o circumflex	ô	?	(1456)
u circumflex	û	:	(156)
e with diaeresis	ë	$	(1246)
i with diaeresis	ï	]	(12456)
u with diaeresis	ü	\	(1256)
ae diphthong	æ	>	(345)
oe diphthong	œ	[	(246)

German

Name	Print Symbol	Braille Pattern	Dot Numbers
a with umlaut	ä	>	(345)
o with umlaut	ö	[	(246)
u with umlaut	ü	\	(1256)
eszet or sharp s	ß	!	(2346)

Italian

Name	Print Symbol	Braille Pattern	Dot Numbers
a grave	à	(	(12356)
a circumflex	â	*	(16)
e grave	è	!	(2346)
e circumflex	ê	<	(126)
i grave	ì	/	(34)
i circumflex	î	%	(146)
o grave	ò	+	(346)
o circumflex	ô	?	(1456)
u grave	ù	)	(23456)
u circumflex	û	:	(156)

Spanish

Name	Print Symbol	Braille Pattern	Dot Numbers
a acute	á	(	(12356)
e acute	é	!	(2346)
i acute	í	/	(34)
n with tilde	ñ	]	(12456)
o acute	ó	+	(346)
u acute	ú	)	(23456)
u with diaeresis	ü	\	(1256)
exclamation mark	!	6	(235)
inverted exclamation mark	¡	6	(235)
question mark	?	5	(26)
inverted question mark	¿	5	(26)
opening conversation sign	—	- -	(36,36)
closing conversation sign	—	- -	(36,36)

Appendix G

Rules Governing Contractions

I. Whole-Word Contractions (alphabet contractions; plus the contractions for *and, for, of, the, with;* and for *child, shall, this, which, out, still*

A. One-cell whole-word contractions are

1. used only to represent whole words, names, and the possessive form of proper names.

   I can see Will More's hat. ,I ⠐ ⠓⠑ ,⠓ ,⠐'⠎ ⠓⠁⠞4

2. used when followed by an apostrophe these contractions can only be used in 15 instances (See list in Section 4.2.1).

   Go'n get Mom, she'll say it's OK.

   ,⠛⠕'⠝ ⠛⠑⠞ ,⠍⠕⠍1 %⠓'⠇⠇ ⠎⠓⠑ ⠐'⠎ ,⠕,⠅4

3. used in hyphenated compound words.

   doll-like ,⠙⠕⠇⠇ - ⠇ self-knowledge ⠎⠑⠇⠋ ⠅⠝⠕⠺ - ⠇

4. Used in capitalized phrase notation when they are part of a fully-capitalized phrase in print.

   AS YOU LIKE IT ,,;Z ⠐ ⠽ ⠐,'

5. never used for parts of words or parts of names.

   It is unlikely that William Peoples will eat the donut.

   ,⠐ ⠊⠎ ⠐⠺⠊⠇⠇⠊⠁⠍ ⠏⠑⠕⠏⠇⠑⠎ ⠺⠊⠇⠇ ⠑⠁⠞ ⠮ ⠙⠕⠝⠥⠞4

6. never used in syllabicated words or as parts of words.

   un-like-ly ⠥⠝ - ⠇⠊⠅⠑ - ⠇⠽ un-just ⠥⠝ - ⠚⠥⠌/

7. never used next to a slash.

   no/not ⠝⠕_/⠝⠕⠞ can't/can ⠉⠁⠝⠞'⠎_/⠉⠁⠝

B. Contractions for: ***and, for, of, the, with***

1. Some of these whole-word contractions plus the word *a* are used unspaced from each other except where punctuation or indicators

intervene. See Section 4.3.

for and of the people = &(!

for, and of the people =1 &(!

2. Are used in hyphenated compound words.

will-o'-the-wisp

3. Are used unspaced in capitalized phrase notation, when they are part of a fully-capitalized phrase in print.

FOR AND OF THE PEOPLE ,,;= &(! ,'

4. Are used next to a slash. and/or &_/

C. Contractions for *child, shall, this, which, out, still*

1. These whole-word contractions are used in hyphenated compound words, whether written on one braille line or divided between lines.

out-and-out \-&-\

2. These contractions are used when followed by an apostrophe.

*' and *still's* /'

3. Cannot be used as part of a solid compound word, even when divided between lines.

grandchild grand- &- child *

4. Cannot be used next to a slash.

child/adult *_/

II. All Part-Word Contractions

A. Rules for all part-word contractions *and, for, of, the, with, ch, sh, th, wh, ou, st, ar, ed, er, gh, ow, ble, ing*

1. Always use a part-word contraction when all of the letters of the contraction fall into the same syllable.

   prof/it ⠏⠗⠋ ⠌ ⠊⠞ *chry/san/the/mum* ⠡⠗⠽ ⠌ ⠎⠁⠝ ⠌ ⠮ ⠌ ⠍⠥⠍

2. Do not use a part-word contraction when it would overlap a major syllable division. Major syllable divisions occur:

   a) Between a prefix and a base or root word.

      professor ⠏⠗⠕ ⠋ ⠑ ⠎ ⠎ ⠕ ⠗

   b) Between a suffix and a base or root word.

      freedom ⠋⠗⠑ ⠑ ⠙ ⠕ ⠍

   c) Between the components of a solid compound word.

      foghorn ⠋⠕ ⠛ ⠓ ⠕ ⠗ ⠝

3. Use a part-word contraction when it overlaps other, minor, syllable divisions.

   gob/let ⠛⠕ ⠃ ⠼ ⠇⠑⠞ *scan/dal* ⠎⠉⠁ ⠝ ⠖ ⠙⠁ ⠇

B. Admonitions to silence *sh* and *shhh* are not contracted and the notational indicator is used. ⠰ ⠎⠓ ⠰ ⠎⠓⠓⠓

C. When *St.* (with or without the period) is used as the abbreviation for *Street* or *Saint,* the notational indicator is used to avoid ambiguity.

⠰ ⠠ ⠎⠞ ⠻

D. The contractions for *st* and *th* are used in ordinal numbers and must be preceded by the mode switch indicator to avoid ambiguity.

1st ⠼ ⠁ ⠴ ⠌ 4th ⠼ ⠙ ⠴ ⠦

E. The contractions *ed, er,* and *ow* are used when they stand alone, as in *Ed* (name), *Ed.* (editor), *er* (vocal sound), and *ow* (exclamation).

F. The contractions for *ing* and *ble* are never used to begin a word.

bleeding ⠘⠃⠘$+ *ingot* 9⠘⠃⠘

III. Lower Sign Rule – Lower Signs In Succession

A. Any number of lower-sign contractions may follow one another without a space provided that one of them is in contact with a character containing dot 1 or dot 4.

to disengage 645⠘⠂⠘⠂

B. When a series of lower signs is not in contact with a dot 1 or 4, the last possible contraction is spelled out.

into his home 96⠘⠆ ⠘⠃⠘⠂

IV. Whole-Word Contractions *(in, enough , be, his, was, were, to, into, by)*

A. Contractions *in, enough, be, his, was, were*

1. When used as whole words, these contractions must stand alone. They cannot be in contact with a letter, word, contraction, or punctuation that either precedes or follows it.

   Let it be enough for now. ,⠘⠃⠘ ⠆ 2 5 = ⠆[4

   "Were you?" ,8,⠘]⠂ ⠆8,0 Go in. ,⠆ ⠘⠆4

   his/hers .⠘⠆⠘_/⠘]⠆ break-in ⠘⠃1⠂-⠆⠆

2. May be preceded by indicators. Were you? ,7 ⠆8

B. Contractions *to, into, by*

1. These contractions cannot stand alone. They must be joined to a word or contraction that follows, but not to a numeric or notational indicator.

   by train 0⠘⠃⠂9 9 to 5 #9 ⠘⠃ #5

   to this spot 6? ⠆⠃⠘⠃

2. These contractions cannot be used in hyphenated compound words.

   by-and-by ⠘⠃-&-⠘⠃

3. With punctuation

   a) Can be preceded by punctuation. "by now". 80⠒[,0

   b) Cannot be followed by punctuation.

      I'll drop by. ,I'⠒⠒ ⠒⠒⠒⠒ ⠒4

      into/out of 9⠒⠒_/\⠒ (

4. With indicators

   a) Can be preceded by indicators.

      By now ,0⠒["By now" ,8,0⠒[,0

   b) Can be followed by indicators.

      By George! ,0, ⠒⠒⠒⠒⠒⠒6

5. When one of these words comes before any other whole-word lower-sign, the last possible contraction must be spelled out.

   to be 6⠒⠒

6. These contractions are used when they come before part-word lower signs.

   by consent 03⠒5⠒ to distract 64⠒⠒⠒⠒⠒

7. When the contraction for *into* cannot be used, *in* must be contracted.

   Go into "O'Brians,"

   ,⠒ 9⠒⠒ ,8,⠒',⠒⠒⠒⠒⠒⠒4,0

8. When there is not room at the end of a line for one of these contractions and the following word or portion thereof, take it all to the next line.

V. Part-Word Contractions *in, en, be, con, dis, com, bb, cc, dd, ff, gg, ea*

A. Contractions *in, en*

Are used whenever they occur as long as they are in contact with a sign containing a dot 1 or 4.

ingenuous 9⠒5⠒\⠒

B. Contractions *be, con, dis*

1. Are used only when they constitute an entire syllable at the beginning of a word.

   been ⠆⠒5 belief 2⠆⠐⠒⠐⠒ disc ⠐⠒⠆⠒ distant 4⠶⠒⠶⠶

2. Are used following the hyphen in a hyphenated compound word.

   make-believe ⠐⠒⠒⠒ - 2⠆⠐⠒⠆⠒

   dual-control ⠐⠂⠒⠆ - 3⠶⠒⠒⠆

3. Are not used when in contact with the hyphen in syllabicated words, which must be treated notationally

   con-ta-gion ;⠐⠒⠐ - ⠶⠒ - ⠶⠐⠒⠐

   dis-creet ;⠐⠐⠐ - ⠐⠒⠒⠒⠶

4. Are not used next to a slash

   distrust/dismay 4⠶⠒⠂/_/⠐⠐⠐⠒⠶

5. Are used following punctuation, but not preceding it.

   O'Connell ,⠒'3⠐⠒⠆⠆

   (be)tray (⠆⠒_)⠶⠒⠒

6. The contraction for *con* cannot be used as a whole word as in *con game.*

C. *com*

1. Is used only at the beginning of a word —but it need not constitute a syllable.

   come -⠒ comb -⠆

2. Cannot be used when in contact with a hyphen, apostrophe, dash or slash—but can follow opening quotation marks.

   ex-commander ⠒⠶-⠐⠒⠐⠐&]

   go/come ⠶⠒_/⠐⠒⠐⠒

   Hey!—come on. ,⠒⠒⠶6.-⠐⠒⠐⠒ ⠒⠶4

   com'ere ⠐⠒⠐'] ⠒ "Come in." ,8,-⠒ ⠐⠶4,0

D. *be, con, dis, com* in abbreviations

When these contractions are used as part of an abbreviation, they must be brailled in the notational mode.

Benj. (Benjamin) ; , ⠃⠑⠝⠚] dist. (district) ; ⠙⠊⠎⠞]

Con. (Concerto) ; , ⠉⠕⠝⠞] Belg. (Belgium) ; , ⠃⠑⠇⠛]

E. *bb, cc, dd, ff, gg, ea*

1. Are used only between letters and/or contractions within a word.

sniffs ⠎⠝⠊⠋⠎ sniffed ⠎⠝⠊⠋⠋⠫ sniff ⠎⠝⠊⠋⠋

2. Are never used when in contact with punctuation.

diff'rent ⠙⠊⠋⠋⠄⠗⠑⠝⠞ sheriff's ⠩⠓⠑⠗⠊⠋⠋⠄⠎

egg-shaped ⠑⠛⠛⠤⠩⠓⠁⠏⠫ sea-island ⠎⠑⠁⠤⠊⠎⠇⠁⠝⠙

F. Part-word contractions are not used when their use would alter the usual form of a word or cause difficulty in pronunciation.

uneasy	⠥⠝⠑⠁⠎⠽	*[not]*	un(ea)sy
overblended	⠳⠧⠻] ⠇⠑⠝⠙⠫	*[not]*	ov(er)(ble)nd(ed) ded
undisturbed	⠥⠝⠙⠊⠎⠞⠥⠗⠃⠫	*[not]*	undi(st)urb(ed)
disingenuous	⠙⠌⠬⠎⠥⠎	*[not]*	(dis)(ing)(en)u(ou)s
genealogy	⠛⠑⠁⠇⠕⠛⠽	*[not]*	g(en)(ea)logy
impermeable	⠊⠍⠏⠻] ⠍⠑⠁⠃⠇⠑	*[not]*	imp(er)m(ea)(ble)

VI. Initial- and Final-Letter Contractions and Short-Form Words

A. Initial and Final Letter Contractions - Whole Word Contractions

1. Initial-letter contractions are used for whole words when they retain their original sound. They can be followed by punctuation.

Mother's , " ⠍ ' ⠎ here'll " ⠓ ' ⠇ ⠇

2. Final-letter contractions are never used for whole words.

Our friends were less than honest with us.

, \ 7 ? " /) 4

VII. Initial- and Final-Letter Contractions - Part-Word Contractions

A. Initial-letter contractions

Can be used for part words only when they retain their original pronunciation.

thunder ? " spiritual _

EXCEPTIONS:

Know and *ought* need not always retain original sound.

acknowledge " $ drought " \

One is used anytime the letters o and *n* are in the same syllable.

money " component - 5

Some is used only when it forms a complete syllable in the base word.

somebody " blossomed $

Part need not retain original sound. Cannot be used if *par* is a prefix.

partial " partake >

B. Final-letter contractions

1. **Are used** only in the middle or at the end of a word.

elemental ; mental 5
bless . lesson

2. **Are not** used if they overlap a major syllable division.

fruity citizeness 5

SOME EXCEPTIONS:

lioness ; baroness >

3. **Cannot follow** an apostrophe or hyphen.

'ounds ' \ ⠳⠳⠳ op-tion ⠳⠳ - ⠳⠳⠳⠳

4. **Are not used** if their use would cause difficulty in pronunciation or where two adjoining consonants are pronounced separately.

fever — fev(er) *[not]* f(ever) sword — sword *[not]* s(word)

mongoose — mongoose *[not]* m(ong)oose

VIII. Contraction Preferences

Where a choice must be made between two alternative contractions, take the following steps. (Remember that these are general rules and that there are exceptions.)

A. Use the contraction that saves the most space.

pranced — pr(ance)d *[not]* pranc(ed)

whence — (wh)(ence) *[not]* (wh)(en)ce

bubble — bub(ble) *[not]* bu(bb)le

wither — (with)(er) *[not]* wi(the)r

B. Use the contractions for *and, for, of, the,* and *with* in preference to any other contraction so long as no more space is required.

coffee — c(of)fee *[not]* co(ff)ee

meander — me(and)(er) *[not]* m(ea)nd(er)

theater — (the)at(er) *[not]* (th)(ea)t(er)

effort — ef(for)t *[not]* e(ff)ort

C. Usually a one-cell contraction is used in preference to a two-cell contraction so long as no more space is required.

phoned — phon(ed) *[not]* ph(one)d

adhered — adh(er)(ed) *[not]* ad(here)d

EXCEPTION:

The two-cell *ence* contraction is preferred over a one-cell contraction so long as no more space is required.

commenced — (com)m(ence)d *[not]* (com)m(en)c(ed)

fencer — f(ence)r *[not]* f(en)c(er)

D. Use any other contraction in preference to *ea* or the double letter contractions.

peddled — p(ed)dl(ed) *[not]* pe(dd)1(ed)

dear — de(ar) *[not]* d(ea)r

Use the contraction(s) that most closely approximates correct pronunciation.

wherever — (wh)(er)(ever) *[not]* (where)v(er)

noblesse — nob(less)e *[not]* no(ble)sse

E. Do not use a contraction if it would obscure the recognition of an unfamiliar or coined word — even if more cells are required.

where'er — (wh)(er)e'(er) *[not]* (where)'(er)

Mrs. Whatshername —

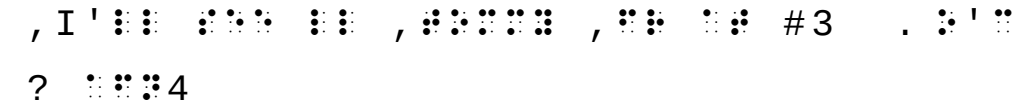
(Wh)atsh(er)(name) *[not]* (Wh)at(sh)(er)(name)

IX. Short-Form Words

A. As Whole Words

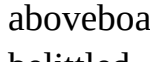
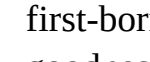
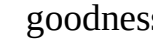
Short-form words are used to represent whole words and whole names.

I'll see little Tommy Friend at 3 o'clock this afternoon.



B. As Part Words

Short form words are used as parts of words so long as the original meaning is retained.

aboveboard		unnecessary	
belittled		first-born	
immediately		goodness	

1. Are not used when the letters of a short-form word do not retain their usual meaning and the use of the short form would obscure the recognition of the word.

   shoulder %\] bloodletter]

   mustache / * Port Said , ,

2. Are not used if their use would be in conflict with basic rules for contractions.

   Preconceive

   hereinbefore " 9 =

3. Are never divided between braille lines.

   immediately unperceived]

   misconceive mid-afternoon -

4. Are not used as part of a name.

   Jimmy Doolittle , ,

   The Goodman Bros. , ! , , 4

C. Are used if they are common words in titles or headings of books, chapters, articles, songs, names of companies or organizations, etc.

The Greatest Train Ride , ! , / , 9 ,

Firsthand Clothing Co. , /& , ?+ , 4

Childrens Press , * ,

D. The short forms for *after, blind,* and *friend* are used when followed by a consonant, but not when followed by a vowel.

aftermath ? aftereffect 6

blindness ; blinding 9+

friendly befriended 5$

X. Summary of Contractions Used in Proper Names

Exercise caution when using contractions in proper names. Pronunciations vary widely and if you do not know and cannot find out the correct pronunciation of a

name, it may be best not to use a contraction. For example, which is correct: Fran/cone or Fran/co/ne? Be/vers or Bev/ers? (When, in doubt, spell it out!)

An effort has been made to include in the following list (and the word list given in Appendix B of this manual) as many proper names as possible that typify problems that may be encountered. Biographical and geographical dictionaries giving known pronunciations for thousands of proper names are available in bookstores and libraries.

In the following list, names have been grouped under the rule that governs the possible contractions in them. Some of the examples used could be applied to more than one rule.

A. Solid (unhyphenated) Compound Word Rule

Repeated here because this situation occurs frequently in proper names, especially in city names. Do not use a contraction when it would overlap base words that are joined to form an unhyphenated compound word.

Examples:

Charles/town , * > ⠰⠎⠰⠞ [⠰⠞ Lime/dale , ⠰⠇⠰⠊⠰⠍⠰⠙⠰⠇⠰⠑

Note: Because the name *Charlestown is* a compound word, the *st* contraction cannot be used. However, in the easily recognized shortened form, *Charleston,* the *st* contraction is used.

Other examples:

Evan(st)on , ⠰⠑⠰⠧⠰⠁⠰⠝⠰⠌⠰⠞⠰⠝ Bo(st)on , ⠰⠃⠰⠕⠰⠌⠰⠞⠰⠝

K(ing)(st)on , ⠰⠅⠰⠬⠰⠌⠰⠞⠰⠝

B. Contractions in Proper Names

To improve readability. some contractions are not used in proper names or hyphenated proper names.

Examples:

Mary Good-Friend , ⠰⠍> ⠰⠍ , ⠰⠍⠰⠕⠰⠕⠰⠙ - , ⠰⠍⠰⠗⠰⠊⠰⠑⠰⠝⠰⠙

Sue Packard-More , ⠰⠎⠰⠥⠰⠑ , ⠰⠏⠰⠁⠰⠉⠰⠅⠰⠁⠰⠗⠰⠙ - , ⠰⠍⠰⠕⠰⠗⠰⠑

Unusual names, such as *Chou En-lai,* are brailled in the notational mode to avoid misinterpretation.

Example:

Chou En-lai ⠠⠉⠓⠕⠥ ⠠⠑⠝ ⠤ ⠇⠁⠊

C. Diphthong and Trigraph Rule

Adjoining Consonants Rule. Do not use a contraction when there is a clear distinction between two adjoining consonants. Some examples of this rule are shown to demonstrate how it applies to proper names.

Shanghai ⠠⠎⠓⠁⠝⠓⠁⠊ Gingold ⠠⠛⠊⠝⠛⠕⠇⠙

Wingate ⠠⠺⠊⠝⠛⠁⠞⠑ Gasthaus ⠠⠛⠁⠎⠞⠓⠁⠥⠎

D. Short-Form Word Rule.

Within proper names, short-form words are used only for whole words. See also Section C in IX above.

Great Britain ⠠⠛⠗⠁⠞ ⠠⠃⠗⠊⠞⠁⠊⠝

Jo Goodwin ⠠⠚⠕ ⠠⠛⠕⠕⠙⠺⠊⠝

Bisquick ⠠⠃⠊⠎⠟⠥⠊⠉⠅

Little Bighorn ⠠⠇⠊ ⠠⠃⠊⠛⠓⠕⠗⠝

If a name could be misread as a short-form word, it should be notational without contractions.

Al Good ⠠⠁⠇ ⠠⠛⠕⠕⠙

Al-Furat ⠠⠁⠇ ⠤ ⠠⠋⠥⠗⠁⠞

Appendix R

Revision History

Appendix R lists changes made since the completion of the October 2016 version. Changes are grouped by rules changes and other revisions.

I. NUBS Rules Changes

A. Rules Changes adopted by ABL in v2020:

Lessons 12 and 15:

1. Indication of emphasis shown in print should be replicated in NUBS unless the transcriber determines that a specific emphasis does not convey unique information to the braille reader.

Lesson 15:

1. The rules governing the order of braille indicators in contact with each other and with punctuation marks were revised.
2. The concept of precedence according to scope was introduced. See Manual Section 15.2. in version 2020.
3. When quotation marks enclose notational material, the quotation mark precedes the notational indicator unless the quoted text ends before the notational word or phrase ends. See Manual Section 15.2. in version 2020.

Lesson 18:

1. Revised the symbol for line break in a poem: dots 456, 34.
2. Created a new symbol for end of stanza in a poem: dots 456,34,456,34.

Lesson 19:

1. Expressly mentioned permission to use left-aligned title pages.
2. Added a rule for reflecting edition number on title page if stated in print.
3. On the title page, included “in the Nemeth Uniform Braille System” in the Transcriber’s information section.

4. Changed the order of preliminary pages as far as the location of a dedication page is concerned: The dedication page should never be placed before the Table of Contents, to avoid numbering it as a t-page.

B. NUBS Rules Changes adopted by ABL 2017/18

1. Lesson 2: Follow print regarding the use and spacing of the *dash*; this simplifies rules for the usage of the dash.
2. Lesson 5: The six one-cell whole-word non-alphabetic contractions *child, out, shall, still, this,* and *which* may all be followed by an apostrophe; this eliminates unnecessary exceptions.
3. Lesson 6: The contraction for *ing* is allowed in words such as *lingerie* and *distingué*, in which *ing* is pronounced as in French; this change is consistent with the revised treatment of Foreign Language text covered in Lesson 16.
4. Lesson 8: Analogous to the use of the *ea* contraction in words such as create and Seattle, the *ea* contraction is also used in *genealogy* and in suffix overlaps such as in *permeable*; this simplifies the usage rules for *ea*.
5. Lesson 14: The *dot 5 switch* separating Roman Numerals from Latin letters was abolished to avoid ambiguity in interpretation.
6. Lesson 14: When in print a *diagonal fraction line* appears in a mixed number, it is brailled as dots (456,34). This correction makes the rule for the transcription of a *print mixed number containing a diagonal fraction line* consistent with Dr. Nemeth's original intent described in his original code design write-up.
7. Lesson 16: *The distinction between anglicized and foreign words has been eliminated*. Instead, treatment of foreign language material solely depends on the relative proportion of foreign language words to English words, and on whether foreign letters, accent marks, or foreign punctuation marks are present. Contractions are used in foreign and foreign-sounding words when they appear in a primarily English text, unless they contain a foreign letter, accent mark, or punctuation mark.

II. Other Revisions to the Manual

Version 2020

Throughout all sections: converted entire Manual Part One to duplex; fixed typographical errors and made editing changes in various places, updated version number on all pages.

Lesson 14: Corrected appearance of special symbols.
Lesson 15: Restructured entire Lesson; combined sections and examples and eliminated or inserted others.
Lesson 17 and 18: Removed 17.9 and merged with 18.3; removed Section 17.2.5 and merged text with 18.4.
Corrected all Exercises affected by rules changes.
Created new "Supplement: Answer Key for Instructors" containing all Exercises in simulated braille – only distributed to NUBS instructors on request.
Appendix B: Corrected Drills as errors and rules updates required.
Appendix C: Updated to incorporate 2020 rules changes.
Appendix R: updated version history.
Index: updated.

Version 2019

Throughout all sections: fixed typographical errors and made editing changes in various places, updated version number on all pages.

Preliminary pages: made minimal wording changes, removed revision history v2017 and v2018 from preliminary pages and combined all revisions into Appendix R.

Table of Contents: Removed Short Revision History from this section, updated page numbers to reflect changes in the text.

Lesson 1: added an additional section heading Production of Braille, rearranged text relative to that topic, renumbered subsequent subsection.

Lesson 5: corrected several errors in simulated braille sections.

Lesson 10: in 10.1.3 and 10.1.4, revised and slightly rearranged text and examples for clarity.

Lesson 14.5.3: rephrased entire section on how to braille fraction lines.

Lesson 15: deleted termination sign as there is no such single symbol in NUBS.

Appendix A: Answer Key to Reading Practices - unchanged.

Appendix B: Braille Answer Key to Drills - corrected errors in braille.

Appendix C: Understanding Modes - unchanged

Appendix D: Compendium of Interesting Words - standardized spacing, inserted table format, created new print symbol columns, proofread all entries, and made corrections where needed

Appendix E: Extensive List of NUBS Symbols - converted lists to tables and created uniform table format

Appendix F: Native Foreign Language Symbols - created tables with new headings and columns, rearranged order of foreign languages and contents within languages, converted lists to tables to improve format

Appendix G: Rules Governing the Contractions - unchanged

Appendix R: Revision History - removed Revision History 2017 and 2018 from preliminary pages of v2018 and incorporated into history, revised and completed format of entire history

Index: Made major upgrade by correcting existing format, font, and entries, inserted many new entry words based on lesson contents and updated cross-reference entries as needed.

Version 2018

All lessons, preliminary matter, appendices, and the index were reviewed and revised to improve accuracy, style, clarity, and format. Lessons 2-15 and 17-19 underwent substantial revisions since v2017. Included was a Revision History for v2017 and v2018. Lesson 20 was dropped and its relevant contents incorporated into other lessons, with the majority being moved into Lesson 19. Page numbering was uniformly applied throughout the manual and a version year in the page footer was included. The Table of Contents was completely redesigned into a table format. In the interest of time, a v2018 was released, although several sections of the Manual still needed more updating, including especially the Appendices and the Index.

Version 2017

Revision focused on the removal of the offensively authoritative tone of instructions from the entire manual. In the process of working through all lessons, additional emphasis was placed on reorganizing some of the topics, de-emphasizing and re-explaining Modes, creating a more uniform format throughout the manual, creating a new Foreign Language approach, and updating tables and appendices. During this

process, seven rules changes were suggested and approved by ABL's Steering Committee - see above. The preliminary pages also received a make-over.

In particular:

Preliminary pages: a Dedication was agreed upon among Steering Committee members and included.

Lessons 1-3 received minor edits.

Lesson 5, 6, 8, 14, and 15 saw rules changes described in detail above.

Lesson 16 was completely revised to remove distinction between italicized and non-italicized foreign texts; other changes to how foreign texts are brailled in NUBS were made.

Appendices were re-organized and updated and made more complete.

Appendix C: revised to improve clarity and style, without changing the rules.

Appendix D: updated and edited entries; changed title to Interesting Words.

Appendix F: completely revised.

Version 2016

First complete rough draft submitted at ABL Annual Meeting October 2016 by Velda Miller, Judith Murphy. and Joyce Hull.

Version 2014-15

Joyce Hull, Judith Murphy, and especially Velda Miller refined and updated the original 2013 draft.

Version 2013

NUBS Manual draft begun by Joyce Hull.

Index

In this Index, numbers with decimal points, e.g. 3.2.2, refer to Sections in this manual. Whole numbers, such as 19, refer to an entire lesson, meaning that the item appears frequently throughout that lesson. Entries in italics signify contractions.

Appendix A - Answer Key to Reading Practices
Appendix B - Braille Answer Key to Drills
Appendix C - Understanding Modes
Appendix D - Compendium of Interesting Words
Appendix E - Extensive List of NUBS Symbols
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